

Socioeducational Observations in Management Competences of The “Felipe Carrillo Puerto” Primary School for Project Management with the Teaching Staff, in the Preparation of the School Program for Continuous Improvement in the School Technical Council for Rhochromatic.

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ABSTRACT; This paper focuses on the management skills required for project management in the context of the Continuous School Improvement Program (PEMC) at the Felipe Carrillo Puerto school, with the teaching staff in the School Technical Council. The main objective is to analyze these management skills through the development of the School Improvement Plan, aimed at optimizing school management. To carry out the research, theoretical information was collected from various prominent authors in the educational field, such as Fullan (2014), Encomenderos (2017), Tobón (2008), Loera (2003), Zolkoski (2025), who provided key elements to identify the competencies and skills of the school principal. Using a qualitative approach and a phenomenological methodology, the competencies that the primary education director applies in school management were explored, in order to promote and facilitate the fulfillment of the educational objectives of the Improvement Plan. Observations made during the School Technical Council (CTE) were complemented with individual interviews with teachers and the principal, thus allowing a detailed compilation of the skills and competencies put into practice. The results indicate that an effective educational leader is one who not only guides but also inspires and promotes a collaborative environment between teaching and administrative staff. School management stands out as a fundamental element, since it requires the ability to organize resources, time and activities to achieve the established educational objectives, prioritizing academic growth, that of the pupils and the teaching team.

KEYWORDS: socioeducational, rhochromatic, management teaching.

INTRODUCTION

Educational project management is presented as an essential tool to promote the learning and comprehensive development of pupils. To implement them in schools, it is essential to have management skills that allow coordinating teaching staff, managing resources and making strategic decisions, establishing clear objectives, motivating pupils and managing time and resources.

The general objective of the study is to analyze the management skills for project management by developing the School Improvement Program for the course to improve school management.

The structure of the work addresses the background on the management function and the importance of competencies in educational improvement, the concepts of competencies, management and leadership. According to Loera (2003), school management is understood as the set of tasks carried out by the actors of the educational community to achieve institutional objectives.

Management competencies are the director's skills, covering both personal and professional aspects, which constitute a set of abilities, knowledge and qualities to carry out the tasks and functions of his or her position. (Ducci 1997), (Tobón, 2006), (Timms, 2020), (Czarniawska, 2020).

The methodology used was a qualitative interpretive approach to hermeneutic phenomenology, where participants shared their experiences and reflections, contributing to the construction of a more complete and contextualized understanding of management skills, with observation and interview techniques. At the end, the results of the analysis carried out were presented. Finally, the conclusions and recommendations for the areas of improvement are presented.

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BACKGROUND

The emergence of a principal in primary school brings with it a range of challenges and responsibilities. The role of the principal has evolved over time, transforming from an administrator to a visionary leader. He or she is not only tasked with efficiently managing resources and school operations but also plays a crucial role in creating an educational environment conducive to learning and the comprehensive development of pupils. The manifestation of this educational leader is intrinsically linked to the need to guide the school community towards academic excellence, inclusion and the formation of responsible citizens.

The importance of managers and their performance in educational projects in the face of the new scenario we are experiencing, as well as the skills that should be contained by those who assume these positions has become a topic of debate and research.

Uribe (2010), point out management as a crucial actor for improving pupil learning, defining the key practices for effective leadership and its dimensions that lead to its effects on pupil outcomes.

According to Murrillo and Gómez (2008), Brealey (2020), mention that there is consensus among specialists when establishing the beginning of school management in Primary Education at the turn of the 19th century to the 20th century.

Martínez et al (2016), Davidson (2025), mention that directors are the first who must have competencies, knowledge, skills, values and attitudes to carry out excellent educational management.

In contrast, with the premises of various researchers on the skills and competencies that a director must have, we face the challenge of training the director that a school requires, who guides and leads the institution, carries out the tasks that are his responsibility, but with the accompaniment and advice of the supervisor. In this case, the challenge is the development of a School Plan for Continuous Improvement for the 2022-2023 school year so that he develops the skills and competencies that allow him to direct project management (Dessler, 2024), (Hans, 2025), (Capper, 2025).

PROBLEMATIC

With the daily work carried out in educational institutions, as well as the accompaniment of schools in the meetings of the board during the elaboration of school projects for continuous improvement in the School Technical Council, from the intensive phase, in addition to reviewing and analyzing said projects in the Technical Councils of the School Zone, the need has been seen to focus more closely on the elaboration of school plans, specifically in a school that presents areas of improvement. Because during the processes of elaboration of the projects, emphasis is placed on the leadership and management skills and abilities.

Through observation, analysis and evaluation of the projects presented by schools at the beginning of the school year, it has been possible to detect the need for a specific follow-up in the development of the school plan for continuous improvement with the director of the school "Felipe Carrillo Puerto" of the morning shift of the Villa de Halachó, Yucatán and with the staff made up of 12 teachers and 2 PAES; one from Physical Education and one from Artistic Education from zone 062, in order to focus more clearly on the objectives and goals to be achieved in the long or medium term and focus on the areas that present areas for improvement.

The reasons that led to choosing and carrying out the study were the constant change of the director in the school that puts the teaching group in an imbalance, due to the different skills, aptitudes and attitudes of the director that they have to go through and the process of monitoring and implementing the Continuous Improvement Plan in the classrooms due to a lack of knowledge from the beginning of the school year and that in the end do not reflect an expected successful achievement.

This problem is due to the fact that the head of the school is on leave due to a change of activity, creating the need to enable a teacher to take charge of the institution, but given the circumstances, not everyone can face the challenges that the position presents, especially achieving a consensus of opinions and ideas to make decisions that benefit pupil learning.

The concern arises as a need for improvement in the development of school projects that serve as a monitoring guide to improve the functioning of the school and the management and teaching skills in the daily work that involves improving pupil learning.

Some of the questions that arose for the research in the educational center are: What are the management skills for project management? What are the management skills required for development? and Does school management strengthen management skills for project development?

The general objective of the research is to analyze the management skills for project management: continuous improvement school program (PEMC), through the development of the School Improvement Plan for the course to improve school management.

THEORETICAL FRAMEWORK

From the perspective of management, we are faced with a new paradigm, which is competency-based training, which represents a great challenge: being drivers of change in order to feel part of the transformation and of new learning in order to improve ourselves and intervene proactively (Whetten, 2025), (Robertson, 2025), (Badham, 2025).

From this perspective, the need for training in skills to cope with 21st century education is seen, which requires us to participate in the change, in the dynamics that involve a transformation at an educational, socio-political, cultural and economic level.

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Defining a managerial competency profile, according to Carbone et al (2014), requires centralizing a way of being, a way of proceeding and a way of reflecting and, from practice, considering openness to the environment, focusing on results. The director's practice is focused on achieving good learning, in which a pedagogical and administrative process intervenes, considering the context in which he or she finds himself or herself.

According to Caminero (2012), Zolkosti (2025), the management must be competent in the management of people, resources, technology and information. The personal skills of a school director must allow him or her to lead and get involved in work teams and projects, make decisions and interact with the educational community.

Leadership skills are of utmost importance and are crucial to the educational development of pupils, as well as to the efficient functioning of the institution as a whole. The principal is not only the administrative leader, but also a role model, a facilitator of learning and a crucial link between the school community and the educational system.

Effective principals foster and create an organizational climate that supports school activities; they promote common goals; they involve teachers in decisionmaking; they plan and monitor pedagogical work. (Raczynski, 2005), (Thorne, 2025), (Nowacek, 2024). Management skills are a set of capacities, attitudes, aptitudes, knowledge that managers possess and through the correct application of these skills it allows them to influence their teaching staff, obtaining the result of fulfilling the objectives, goals and achievements of their work plan in a correct, effective and appropriate manner (Ramírez, 2018), (Burrell, 2025).

In the dynamic and changing educational environment of the 21st century, principals must possess a diverse set of managerial skills to effectively lead their institutions and meet current challenges. These skills go beyond traditional administrative management and involve pedagogical, relational, technological and change adaptation aspects.

School management is not limited to the role of the principal but rather relates it to the collegial work of the staff and involves the different actors in the educational community and the context, in order to achieve comprehensive management. Furthermore, it is a noun that denotes creative action with a certain intentionality and direction from all those involved. It is associated with school planning, educational work and the implementation of improvement plans.

According to Vargas (2008), Dunn (2025) a project is a non-repetitive undertaking, characterized by a clear and logical sequence of events, with a beginning, middle and end, which is intended to achieve a clear and defined objective, being conducted by people within the defined parameters of time, cost, resources involved and quality.

Projects are activities that have a purpose, are temporary, and have defined start dates and deadlines. They arise from a problem detected after gathering information through research, diagnosis, and teamwork, which are an important part of decision-making that serves to better predict a future action and its possible consequences (Cooke, 2025), (Gordon, 2025), (Peña, 2025), (Gibson, 2024), (Minor, 2025).

The effective implementation of the Continuous School Improvement Program (PEMC) within the framework of the New Mexican School requires effective project management, focused on improving educational quality and strengthening teachers' capacities. This approach seeks to transform educational practices to offer more meaningful learning experiences aligned with contemporary educational objectives.

METHODOLOGY

The study has a qualitative approach with a heuristic phenomenological discovery methodology, where participants share their personal experiences and reflections, thus contributing to the construction of a more complete and contextualized understanding of relevant managerial competencies. Furthermore, heuristic phenomenology highlights the importance of the researcher's personal reflection in the research process. This approach invites the researcher's immersion in the participants' experiences, recognizing their own pre-existing background and perspectives (Moustakas, 1994). This self-awareness contributes to a richer and more nuanced interpretation of the data collected.

According to Hernández, Fernández and Batista (2010), qualitative research is based on an interpretive perspective focused on understanding the meaning of the actions of living beings, especially humans and their institutions (it seeks to interpret what it is actively capturing).

In the present research, direct observation was carried out, using a script to follow a process and recording it in the field diary and the interview was semistructured following a list of questions as a guide for the director and the participating teachers individually.

CONCLUSIONS

The study is concluded having achieved our initial objective and having relevant information to answer the questions that arose prior to the start of the research. The results show that the observation provided a detailed view of how the principal and teachers participate and interact collaboratively in sharing their ideas, experiences and expectations, creating an environment conducive to the exchange of knowledge, resulting in a palpable commitment to the development of the school improvement project.

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Observations show that the leadership skills of the school's teaching staff include a variety of essential skills to effectively lead the educational community, addressing key aspects such as effective leadership, communication, listening skills, time management, change management, conflict resolution, planning and achievement orientation, decision making, professional development and collaborative work. These skills were fundamental to successfully lead a dynamic and achievement-oriented educational community (ZoIkoski, 2025), (Hans, 2025).

The interview sheds light on the fundamental role of the school principal within the educational institution, not only in terms of regulatory compliance, but also in his commitment to supporting and monitoring the teaching work. Likewise, the interview with the teachers reflects that the principal has solid competencies with skills and strategies as a multifaceted leader, being a key driver for the progress and success of the educational Project (Capper, 2025), (Whetten, 2025).

It is concluded that the management skills of the institution studied have many strengths that lead to an adequate function. Favoring the elaboration of the improvement project by involving the teaching group in a specific context, using skills that allow them to coordinate and motivate, to create a dynamic and constantly evolving educational environment, capable of responding to current and future challenges in the educational field.

It is possible to say that if we want to change schools and improve education, we need people who are truly committed and who exercise leadership from within the school to promote, manage, coordinate and energize the transformation process.

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