

The preparation of the director of the educational institution. Impacts on the management of the local development

Arianna Isasi Barrizonte^{1*} <https://orcid.org/0000-0001-6392-8023>

María Esther Pérez Reyes¹ <https://orcid.org/0009-0009-2796-6212>

Kenia González González² <https://orcid.org/0000-0002-0727-4384>

¹Dirección General de Educación. Municipio Venezuela. Ciego de Ávila. Cuba

²Universidad de Ciego de Ávila Máximo Gómez Báez. Cuba

*Autor para la correspondencia: arianna.isasi@ve.ca.rimed.cu

ABSTRACT

The director of the educational institution must have solid knowledge of all subjects, to which local development management does not escape. The objective of this article focuses its attention on: arguing the impacts on the preparation of the director of the educational institutions of the municipality of Venezuela in the management of local development. The impacts obtained expressed the effectiveness and relevance of the preparation actions carried out by raising significantly quantitatively and qualitatively the knowledge, skills and attitudes to lead the educational institution in the management of local development from the educational perspective.

Keywords: Local development; Director`s preparation; Local development management; Training strategy

Introduction

The preparation of the director of an educational institution to manage local development is a current issue that has been the subject of recent research. Núñez, Alcázar and Proenza

(2017) refer that the path towards local development in Cuba is conceived from the educational institutions as part of the preparation itself of future professionals for considering that they are relevant for the achievement of this. It also coincides with (Torres, Hernández, Martínez, & Soto, 2020), when they express that preparation constitutes a significant process in times of change and transformation in the Cuban economic model, where the role of directors is exalted as responsible for promoting the development of organizations and contributing to the economic and social development of the territory.

Professional preparation includes training actions to guarantee a better professional performance, it includes initial and postgraduate professional training and different ways and means can be used to achieve it. Improving the preparation of directors to contribute to their professional development with a view to fulfilling their role is currently a challenge (Valiente, Valiente, 2019). When speaking of local development in the Cuban context, as in other Latin American countries, it is possible to ensure that a framework of social and cultural interrelationships is created within the territory itself, with different challenges to be overcome. (González *et al.*, 2019; Gómez, 2023).

The contributions made by the above-mentioned researchers constitute important references that serve as background to this research, however, deepening in the leading, proactive and determining role that the director of the educational institution has in the transformation of the community and society is a topic little explored from the work of director and manager of the development of the community context in which he acts and in which he must exert positive influence from his preparation and ways of acting and professional performance. The work of management and projection for development in the endogenous context must be addressed from the preparation of the cadres with intentionality and expeditious priority.

To achieve this purpose, the directors of educational institutions must have the knowledge, skills, motivations and attitudes required to contribute to the continuous improvement of education, so it is necessary to update the content of their preparation, particularly with regard to its direction focused on local development.

The objective of this article is to argue the impacts on the preparation of the director of educational institutions in the municipality of Venezuela in the management of local development.

Development

The preparation of the director of an educational institution focused on local development

The preparation of the director is a complex process, tinged by dissimilar social, economic, educational and environmental influences, and its concretization in practice must take into account the contents of each subject in question.

The director of the educational institution must have knowledge about local development, about the individual and collective responsibility of his social institution as a cultural center of the community, about how his directive management in the organization he directs, can contribute to the strengthening of education for local development, from the integration of community agents, agencies and actors. According to (Núñez, 2018), the preparation of directors should translate into quality in their management, with significant implications for local development. The challenge is to turn directors into a driving force for local development, to the same extent that they manage to think about local development in a comprehensive and systemic manner.

We agree with Sosa, Riquelme, Diez (2020) who believe that local development is a process of economic growth and structural change, which leads to an improvement in the standard of living of the population and in which several dimensions can be distinguished: economic, human resources training, socio-cultural and institutional, political-administrative and environmental.

The theory on the mode of action offered by Dr. C Ramón Pla López, 2005, and ratified by this author in 2017-2021, is analyzed, it is consistent with this conception, in which the elements of the inducing and executing regulations of the pedagogical activity are distinguished, the importance of motivations and attitudes are assumed as components of it, that theory is assumed as a fundamental basis for the director to perform the effective management of the educational institution focused on the management of local development.

The theory of the mode of action is assumed as a function of the specific activity related to the management of the educational institution focused on the management of local development, which is integrated by the contents that characterize it (the conceptual component, the procedural component, the motivational component and the attitudinal component). The contents of the mode of action are particularized according to the specific activity related to the management of the educational institution focused on the management of local development, which is why they are determined as the knowledge, skills, motivations and attitudes that will improve their professional performance.

The determination of these contents allowed in a planned, coherent and systematic way to conceive the permanent preparation of the directors for the management of local development in its different stages, which contributed in a reliable way to obtain a highly positive impact in the significant elevation of their preparation.

The experience in the pedagogical practice and the results of visits and controls allowed to verify that in the planning of the work system of the director of educational institution they do not always consider their activity focused on local development and in case of considering it, they do not ensure it with sufficient activities, besides, the theoretical and methodological preparation of the directors of educational institutions in contents, principles, ways and conceptions for the management of local development is limited.

In order to solve this weakness, five socialization workshops were held with the 14 directors of the educational institutions of the municipality of Venezuela where reflection, exchange of criteria and internalization of contents for the management of the educational institution focused on the management of local development prevailed. The development of the workshops allowed the directors to appropriate the contents of the mode of action for the management of the educational institution focused on the management of local development: knowledge (to know), skills (to know how to do), motivations (desire to do), and attitudes (to know how to be).

A first workshop was held to create a favorable environment for cordial relations among the participants, a willingness to transform and theoretical reflections on the management of the educational institution focused on local development management. In which the direction of the educational institution focused on the management of local development was discussed: contextualization in the educational practice.

A second workshop reflected on the fundamental definitions of local development: its importance, its principles, its stages, its contents and the foundations that characterize it in order to promote knowledge, motivations and positive attitudes in the management of the educational institution focused on the management of local development. The concept of local development: a tool for its management from the educational institution was used as its essence.

A third workshop was carried out with the purpose of deepening the ways of organizing the management of educational institutions focused on the management of local development in order to promote knowledge, motivations and positive attitudes towards endogenous development.

A fourth workshop that evidenced the demonstration of skills in the design of strategies for the management of the educational institution focused on the management of local development, in which the participants were trained in how to design strategies for the management of the educational institution focused on the management of local development.

The fifth workshop programmed the design of projects that involve the faculty, students, family and community authorities, as the essence of local development projects. General concepts in their elaboration.

In each workshop we worked on contents related to the management of the educational institution based on the management of local development, with the use of interactive, dialogic and group participation methods, with printed, digital and self-created materials, active forms of evaluation such as hetero-evaluation, co-evaluation and self-evaluation were used.

After the development of the workshops, methodological assistance visits were made to the educational institutions to apply in practice everything learned in the theory, from the different educations the theory was contextualized, allowing a more effective preparation in the management of the educational institution focused on the management of local development. Four methodological assistance visits were made with the objective of promoting the integration of the theoretical contents for their effective management in the pedagogical practice.

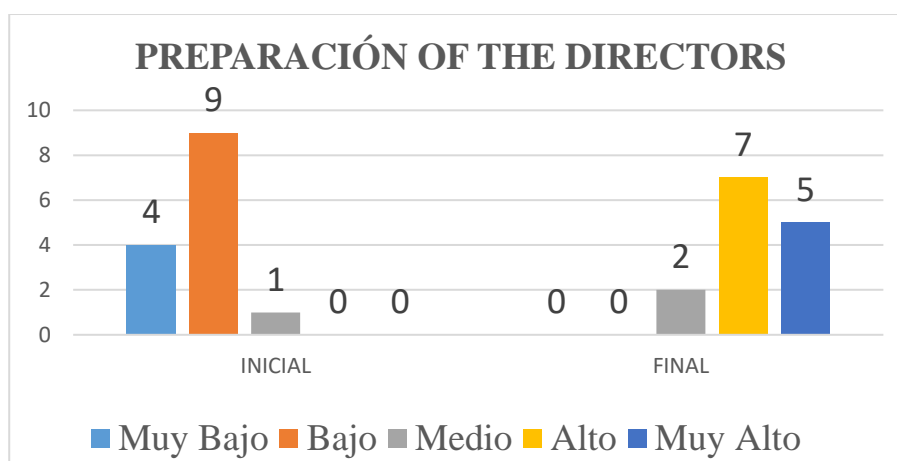
Each participating director made contributions based on the knowledge he/she had acquired on the subject, and the characteristics of the locality where the educational

institution was located, it was argued why the educational institution should become the most important cultural center of the community, this allowed assessing how it has been behaving, based on its own criteria, the transformation of its mode of action in relation to the management of the educational institution focused on the management of local development. This activity had an eminently practical character because the instruments for the diagnosis were designed; it was taken into account how to use the information, how they are going to project it, from their objectives and how they will do it in practice.

It is worth noting, as can be seen in the graph, that the preparation of the directors of the educational institutions, before the pre-experiment was applied, was on a scale of 1 (Very low) and 2 (Low), 4 directors were on scale 1 (Very low) and 9 directors on scale 2 (Low), The elements that had the greatest influence on this result were that they presented difficulties in essential knowledge, in the skills to operate in practice with this knowledge, which had an impact on their motivation and attitudes for the management of the educational institution focused on the management of local development.

After the implementation in practice of the actions of the strategy, it is observed that there is an increase from the scales mentioned above to scales 4 (High) and 5 (Very High), as shown in graph 1, 7 directors are in the scale of 4 (High) and 5 are located in scale 5 (Very High), The elements that have influenced this result are framed in the fact that not all the directors assumed with the same responsibility the process of acquiring knowledge and developing skills, which had an impact on the motivations and positive attitudes for the management of the educational institution focused on the management of local development.

Source: Self elaboration



Graph 1: Comparison of the preparation of the head of the educational institution

After the implementation in practice, we proceed to verify the impacts obtained in the transformation of the preparation of the directors to lead the educational institution focused on local development.

Main qualitative transformations in the level of preparation of the directors of educational institutions resulting from the implementation of the training strategy

They acquired solid knowledge about the educational policy, the specific characteristics of the territory, handled concrete and precise data on the role of education and the director in the management of local development, gained knowledge on how to design innovation projects that involve the staff, students, family and community authorities, demonstrated greater mastery of the ways to organize the management of the educational institution focused on the management of local development, they acquired more solid knowledge about the management and introduction of local development in the work system, they demonstrated a more effective performance when using information and offering precise arguments, giving concrete examples, accurate data in the communication process, they achieved a more assertive communication when compelling and orienting not only the students, but also their family, the school and the community.

A significant change was appreciated when designing, diagnosing, evaluating and reporting the results to their subordinates, a coherent design of strategies for the direction of the educational institution focused on the management of local development was evidenced, with concrete actions with grounded proposals, giving priority to participatory action research, demonstrated skills in diagnosing the needs, potentials and opportunities of their community in order to create improvements in the services in terms of satisfying the needs through the design of instruments to verify them, determined regularities for the design of new actions and established guidelines for their generalization.

Other results achieved are the achievement of projects that involve the faculty, students, family and community authorities, positive influences towards the development of their community that allow them to have the desire to do as a behavioral expression of the emotional affective state of personal well-being that induces them to act on this particular, increased their willingness to assume the change insofar as it is revealed in their way of acting an exemplarity, constancy and spirit of dedication to the activity.

In summary, the knowledge, skills, motivations and attitudes for the management of the educational institution focused on the management of local development, where they

show responsibility for the fulfillment of their functions from a transforming approach towards local development, have increased significantly.

Conclusions

The systematization of the theoretical and methodological references evidenced the need to improve the development of digital communicative competence.

The current state revealed allowed assuming the strategy designed from the postulates of the cognitive-communicative and sociocultural approach as the theoretical basis of this research.

The implementation of the instruments applied made it possible to demonstrate the need to carry out research on the topic in question, since it is of utmost importance, taking into account international trends.

The strategy presented in accordance with the criteria of specialists allows for the qualification of the training of Foreign Language professionals by integrating the requirements of the Common European Framework with current trends.