



## ADMINISTRATIVE MANAGEMENT AS A MEANS TO ACHIEVING QUALITY IN HIGHER LEVEL

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### Abstract

*In universities, the constant search for quality degree programs that offer is a given constant demand for them, which is why these along with the faculty constitute a cornerstone of continuous improvement to achieve the objectives of the plan institutional development.*

*The administration as a means to achieve quality education and the goals of the institution form the body of action to follow within a framework of continuous improvement.*

**Keyword:** *Administrative Management, Quality.*

### INTRODUCTION

This paper aims to address the administrative management as a means to achieving quality education at the University of Sonora; In a first step, the context in which is immersed the institution and we point the different variables that affect everyday events and which have to be considered to achieve the objectives addressed; In a second stage methodology support for data collection, analysis of the problems of research and inference based on the results described; In a third step is approached from the point of view bibliographic different theories of administrative management in educational institutions and the opinions of various international organizations that address the importance of the quality of education at all grade levels; In a fourth step the results of the data collection instrument "questionnaire" where are graphed and tabulated the results is discussed; In a fifth step, and based on the results and recommendations are developed and supported alternative solutions in this research are proposed.

### PROBLEM

#### Background

The current global environment has important implications for higher education. According to the World Conference on Higher Education of UNESCO, held in Paris in July 2009, several dynamics that are deeply transforming. First, linked to population growth, has accelerated the growth of the demand for higher education, increasing global enrollment by 53% in the last decade, involving 51 million new students since 2000 The second factor is diversification of higher education institutions, noting that about 30% of the global tertiary education enrollment is serviced by private educational. The third is the impact they have had the information technology and communication that have revolutionized the process of teaching and learning, and the generation and application of knowledge. The fourth is globalization, reflected in the development of academic networks, exchange, cooperation and international mobility of scholars and students. In fact, as a result of globalization,



20% of higher education students spend part of their time studying in a foreign country (INSTITUTIONAL DEVELOPMENT PLAN 2009-2013).

### Justification

The obligation of the institutions of higher education to provide a quality education is critical to the continued emergence of educational institutions competing to attract the limited number of graduates from high school by offering quality education.

It is critical to know the internal management processes and their impact on education for the implementation of continuous improvement processes.

In the present investigation is to determine the impact on education of the administrative process and the perception of students of different degrees in the Division of Economic and Administrative Sciences, on the quality of education they receive and determine the effectiveness of administrative management.

### OBJECTIVE (S)

#### General:

- Analyze processes or administrative MANAGERIAL n for continuous improvement of educational quality and the perception of students on ion impact.

#### Specific:

- N Measure the perception or the quality of education of students.

#### Goals:

To determine the effectiveness of administrative management.

## METHODOLOGY

### Research Type

This qualitative research is exploratory and does not attempt to give an explanation of the problem, but only to collect and identify general background, quantifications, and topical issues regarding the research, suggestions of related issues that should be examined in depth in future research. Browse understudied issues or problems or that have not been addressed before; Investigate trends and identify potential relationships between variables.

### POPULATION AND / OR SAMPLE

#### Sampling

The research will be conducted through stratified random sampling, where all elements of the universe, in this case the degrees of the Division of Economic and Administrative Sciences, University of Sonora, within each stratum have the same probability of being selected. The sample size was determined by the following formula (Anderson, 2004):

Where:

n = sample size = 174 Students

N = Total Population = 1567 Students

Z = 1.96 (for a confidence level of 95%)

p = Proportion considered for maximum variance: 50% = 0.50

q = 1 - p (in this case 1-.50 = .50)

d = maximum acceptable margin of error (in this case it is considered 7%)

$$n = \frac{(1567) * (1.96^2 * 0.50 * 0.50)}{0.07^2 * (1567 - 1) + (1.96^2 * 0.50 * 0.50)} = 174$$

#### Stratified sample

Considering the size structure of the Division, the stratified sample results in the 174 students surveyed, which correspond to each stratum:



Bachelor	N	Total	%	Stratified sample size
Lic. In Accounting	N1	406	.25	43
Lic. In Business Administration	N2	422	.28	49
Lic. Economics	N3	55	.04	7
Lic. Administrative Computing in	N4	121	.08	14
Lic. In Marketing	N5	273	.17	30
Lic. International Business and Trade	N6	178	.11	19
Lic. In Finance	N7	112	.07	12
TOTAL		1567	1	174

### Stratified random sampling

Anderson, D., Sweeney, D. and Williams, T. (2004) suggest that the first stratified random sampling divides the population into groups called strata, where each element of the population belongs to one and only one stratum. In probability theory this type of sampling has the best results when the elements within each stratum are as similar as possible. Once formed stratum a simple random sample of each was taken; the value of stratified random sampling depends on how homogeneous the items within each stratum. If elements within strata are similar, the strata have small variances.

The main goodness of simple random sampling is that "if the strata are homogeneous, the method of stratified random sampling will produce results as precise as simple random sampling, but with a smaller total sample size" (Anderson, 2004, p. 274).

Stratified sampling involves dividing the population prior study in groups, strata or classes that are assumed homogeneous with respect to some characteristic being studied. Each of these layers is assigned a quota or proportion that would determine the number of members of the same that make up the sample. Within each stratum is often used the technique of systematic sampling or simply a selection of the most used techniques in practice.

Depending on the number of items in the sample to be chosen from each of the strata, there are two techniques of stratified sampling:

- Proportional allocation or  $n: \tilde{n}$  or sample size within each stratum is proportional to the size  $\tilde{n}$  or stratum within the population or  $n$ .
- Or optimal allocation or  $n: m$  to collect the sample to individuals in those strata  $s$  having  $m$  to  $s$  variability. This requires prior knowledge of the population or  $n$ .

For a general description of stratified sampling and inference methods associated with this procedure, we assume that the population is divided into subpopulations or strata  $h$  of known sizes  $N_1, N_2, \dots, N_h$  such that units in each stratum are homogeneous with respect to the property in question. The mean and variance unknown to the  $i$ -th layer are denoted by  $m_i$  and  $s_i^2$  respectively (Anderson, 2004).

After determining the sample size yielded stratified by exercise, the total sample of students in random sampling will be applied to the test instrument.

Once captured information which supports this research will proceed to obtain results using the statistical software IBM.SPSS.Statistics.v21.

Finally, the results obtained are analyzed and contrasted with the hypothesis to reach final conclusions and recommendations.

### Preparation of the questionnaire

To prepare the information collection instrument took into account the special characteristics of the study population, as well as the work of Sanchez Hernandez and Haro (2008), Jantunen, A., (2005), Darroch, J., (2003) Based on the above considering the following variables:

- Administrative management
- Quality of education



The reagents included in the information collection instrument will be recorded based on the Likert scale with seven response options:

Fully In Disagree				Fully In Agreement		
1	2	3	4	5	6	7

Also impact the degree to which the activities were conducted within the administrative management for achieving educational quality and the perception that students have of these, which will also be valued with the Likert scale is analyzed.

**Data Collection**

Data will be collected through a test instrument designed and evaluated through a pilot validation of the indicators used to analyze the study variable test.

**Methods of data analysis**

The indicators will be analyzed using statistical IBM.SPSS.Statistics.v21 software for MS Windows, developing a descriptive analysis of the results obtained through the collection of data with the Likert scale. Additionally suitable techniques for measuring the degree of correlation and determination between the main variables apply statistical analysis. For this, the Pearson coefficient, also known as Pearson P or simply R is calculated; and the R<sup>2</sup> and the statistical test to assess the degree of reliability and validity of the statistical linear regression model.

**THEORETICAL**

**Administrative Management**

Management is a holistic management approach of an institution in establishing its objectives, vision, mission, values, strategies, structure, organization, resources, and means of achieving them, processes for carrying out the activities to achieve the objectives the application of

resources, means or instruments, evaluation and improvement of their performance.

Administrative management in institutions of higher education requires several duties that lead to achievement of the objectives they deem relevant to the achievement of the vision it has set as a goal for the future and why should every day to work for actual achievement, which is relevant for a measured and transparent budget management, planning and scheduling plans and academic programs, the training of human resources, effective communication and management of timely and validated information for decision making. A considerable part of these factors in turn depends on strong leadership to promote effectively the measures necessary to achieve the vision proposed measures.

These managers, while having profound knowledge in their professional area and extensive experience in teaching, research or the dissemination of culture, may lack the qualities, skills, experience and knowledge in the management of educational institutions, which could hinder the achievement of different educational gear subsystems to respond to environmental demands. Some of the qualities, characteristics or skills that managers should compile an educational institution, among others, can be summarized as follows:

- Academic Leadership (enjoy the recognition of students as a good teacher and community appreciation of the academic institution, have recognition as a distinguished scholar in teaching, research and / or the diffusion of culture).
- Strategic Attitude (vision and mission of the university, planning, management control, organizational structure, human resource management, communication and information).
- Meet broadly higher education policies of UNESCO, OECD, SEP, ANUIES, CIEES, CONACYT and internal



institution and the specific academic institution policies.

- Thorough knowledge of the laws of the institution collateral including their collective bargaining agreements.

- Pro-activity, empathy, interdependence, creativity and consistency to seek consensus and reduce conflict, subject to the laws of the institution.

- Maintain good relations with graduates of the institution, with the productive sector and the government sector.

- Institutional and adherence to university legislation.

- Love for the institution and for the welfare of society.

- Ethics and respect for the individual, regardless of gender, race, nationality, religion or ideology.

The administration as a means to achieving quality in education is at all times and in all educational organization the cornerstone of support that would achieve the necessary changes to give some direction to the vision that the organization has raised as a goal objective.

### Principle of managing for quality

The quality management system is a management organizations based on the principle of doing things right. But to assume that doing things right the integrity of those involved in the production process is as important as the effectiveness of leadership to lead the mission of the organization focused on meeting the needs of users, customers or clients (Lepeley, 2001, p. 6-7).

The client is a person who has a need and satisfy it acquires a product or service. Such acquisition gives the right to obtain the benefit and the expected quality.

Customers are important, because if there were people with needs or tastes for specific products or services, there would be no demand and the organization would have no reason to exist.

The implementation of a model of quality management leads the organization in a direction that begins with:

- Ar design ñ a path to quality.
- Ensuring the support of senior management.
- Inform people working in the organization or n on new principles that underpin the quality and training in the use of techniques MANAGERIAL é t ion for improving quality.
- Ion formation of teams of specialists in quality GESTI or n to direct and facilitate implementation-ion process.
- Spread the ion GESTI quality at all levels of the organization or n.
- Focus the mission or objectives ny know customers and their needs.
- Develop an organizational culture focused on the customer.
- Promoting creativity, innovation or experimentation or ny n processes aimed at increasing quality.
- Recognize and reward the achievements of quality.

Management in educational institutions. Assumed.

- High investments in
  - Facilities and complex equipment
  - Í products to advanced technology
  - Organization or n, or ny information conquer markets
- Cost of senior staff
- Investments in ion formation
- High level of organization or n
- High level technologi cal
- Variable sizes from small to large university ñ a village school

- Safety and economy guaranteed by the expansion or n (Cavassa, 2002, p a g. 20).

Industrial society has given way to a society of services and information. This requires a profound change in the skills and competencies required in professional education (Ferrández, 2000), which were previously only required for certain positions. Institutions and professional success of this future will be those that are developing new capabilities to the new environment, implying that past success does not guarantee future success (Fernández, 2001, p. XXV).

The new skills needed to adapt to rapidly changing society oblige education professionals to be flexible, adapt and live in a changing environment (González Soto, 2000); to learn, unlearn and relearn; to be true leaders, creative and able to anticipate the developments (Fernández, 2001, p. XXV)

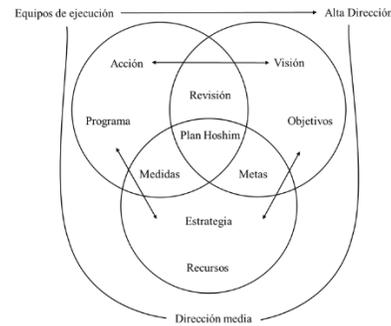
### Knowledge management for achieving educational quality

Knowledge management and intellectual capital is a practice of putting into operation the means to that knowledge, whatever its origin, can be disseminated, distributed and used for the benefit of the institution (Fernández, 2001, p. 177).

The only way to keep alive an institution is to let the creative people to promote change. The institution does everything according to the rules and stifles creativity lacks flexibility. The innovative elements of creativity are the very essence of the vitality of an institution system (Fernández, 2001, p. 172).

## ACHIEVEMENT OF OBJECTIVES

Figure. Hoshin Plan No. 1



Source: Model Hoshim to achieve the objectives in education institutions (Akao, 1994, p 94.)

### Model Description.

In the first stage.

Top management establishes the basic objectives of the institution that shape their vision.

In the second stage.

Each controller determines the possible strategies that can be applied to achieve the objectives.

In the third step.

Selected by the Media Management strategies are analyzed by the immediately lower hierarchical level of the organization to select what kind of operational actions should be planned to meet them

These plans must have five elements:

1. Desired outcome.
2. Measures to determine progress.
3. Objectives.
4. No date or revision of the plan.
5. Particular strategy.

The leadership change.

Based on the level of leadership in the amount of change and the complexity of its implementation,

experience shows that in situations with high amounts of change and increase the institution should be geared towards leadership, and increased complexity of implementation greater need for management part of the address. The address becomes critical element of the new situation, along with the people processes and structure of the institution (Fernández, 2001, p. 192)

- Evaluation or n, or n including revision of syllabi and schemes of work.
- CHERISHING ion performance and development of teachers (Wilson, 1992, p a g. 46).

### Different concepts of educational quality

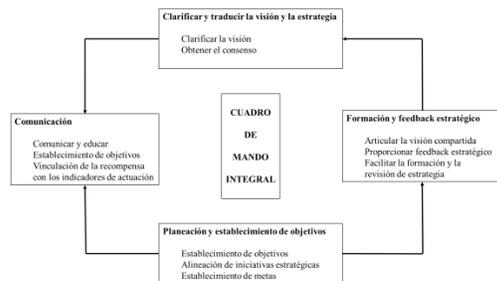
#### Quality Concept

With often claimed that "quality" education is a relative concept, for several reasons. It is relative to who uses the term and the circumstances in which it invokes. Similarly, relativism has another perspective because the quality is similar to the true nature and beauty and is an ideal difficult to compromise. This leads to the conclusion that "quality" also is a term that carries the user settings, thus being highly subjective (Gonzalez, 2008, p. 249).

The word quality is understood and defined for a long time-several centuries ago, and its use indicates the set of final attributes of a product or service that allows a judgment of value about him. However, when it comes to educational quality and total quality we have to consider other reasons that have been defined according to their own philosophies or systems which are concerned for quality researchers as prestigious Deming. Crosby, and Juran Isikawa. Quality is meeting the requirements in ISO 9000, comply with the specification, establish a relationship between efficiency and the agreement offered so received or expected, with those features of the product or service that really meets the needs of the client , understood as the value through profit perceived by the customer leaves result in satisfaction, however when talking about quality in education is clear that we enter into another context, raise the value in all cases is to increase profit and also raise the quality to the customer in terms of

### The balanced scorecard

Figure. No. 2



Source: Feedback of strategic communication (Other, 2000, p 21.).

### The work of the directors and officers expectations.

The criteria for improving the quality of management of the directors, in addition to expressing appropriate as a good humor, sense of proportion and dedication to his work personal qualities, capabilities must disclose:

- No communication or prop or sites of specific language educational school administrators, staff, students and parents.
- No address or effective teachers and pupils.
- No systematic revision or to Ethics of t curr ass leading to the introduction or n-promoting actions of multiculturalism, integration or n of pupils with special educational needs, minicomputers and Rating for ion.



qualitative and quantitative values. When we talk about educational quality definitely talk about other areas such as social, relevant education and socially contributes to national development, education to raise the level of development of society in the interests of a better quality of life, or all the social context (Ramirez, 1998, p. 19-25).

Ernesto Schiefelbein: the definition of the quality of education must be related to the ability to meet the needs of the learner, and from the attention of the capacity of the learner to maximize their ability to examine their interests; discuss their problems; analyze information that allows you to address these problems, and find the most appropriate solutions (Alvarez-Tostado, 1997, p. 60).

-Pirsig (1976) relates to the Greek arete quality means excellence << function >> since the elements considered each object, institution or individual has a special role to play. From this definition, the role of the teacher appears as plan and deliver a curriculum to their students and evaluate their success. But there must be an optimal curriculum for each student, as a member of a class consisting of students from a variety of capacities and needs (Wilson, 1992, p. 34).

And how can you measure the quality of an education system? As the quality of an education system can be measured from the point of view of the goals society assigns (Alvarez-Tostado, 1997, p. 18) are met.

### Quality Assurance

The term quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that they maintain and raise the quality and therefore the quality is the responsibility of each institution, and these are expected to be responsible for offering it (National Association

of Universities and Institutions of Higher Education, 2001, p. 38-45).

Ensuring quality in higher education institutions is what society demands of them. Institutions today have the challenge of social demand, which calls for an effective labor market participation of its graduates and they do not adopt the status of stragglers when completing their studies due to lack of capacity to perform professionally.

Society demands of educational institutions with the exercise of their activity requirements ensure that the labor market demand for the integration of students and to take experiences and ideas contributed by those who benefit from its activity (companies, students, teachers , etc.) (Fernández, 2001, p. XXVII).

Perhaps many customers (students and families) know not explain the required quality, but perceived, and so transmitted to other customers and potential customers; This is why you need to analyze and transform the processes of an institution; The product or service you offer is the end result of one or more processes, and if the goal is to improve the product or service can only be achieved by working on the processes and / or the end result. If processes improves the final result (Fernández, 2001, p. 61) are improved.

### Definition of educational quality assessment bodies

Today educational quality is less about memorization and the acquisition of higher level skills; equity no longer means the same for everyone, but address the different needs in order to ensure equal learning opportunities, and efficiency is not measured by the lowest cost, but in terms of optimizing the educational productivity, analyzing the relationship between inputs, processes and outcomes. These redefinitions are also implying the need to redirect the functioning of education systems to achieve results defined in these terms, which enter directly the problem of the management and the current difficulties of political, technical and



administrative governance (UNESCO, 2004, p . 7).

The quality of the education system lies not only in the level of student learning, but reflects the coherence relations between all components of the system itself. In this perspective the quality of education comprises several dimensions: relevance and importance, expressing the coherence between education and the needs of students and society, respectively; efficiency, which reflects the consistency between expected and products aims--the actually achieved; the adequacy of resources of all kinds and efficiency of use, resulting in consistency between inputs and processes with products made with them. The concept of quality can not be divorced from equality, can not be considered as good an unequal education. The quality of education also considers not only its short-term effects, but also its impact on adult life. The concept of quality of the National Institute for Educational Evaluation (INEE) is taken into account, then, the set of components -context, inputs, processes and products with its elements and the relationships between them ((INEE education system) , 2006, p. 9).

**ANALYSIS AND INTERPRETATION OF RESULTS.**

**Administrative Management (Its impact on the quality of education) = f (V1, V2, V3 and V4)**

**Variables**

**V1: Professional Practices (PP)**

**V2: Social Service (SS)**

**V3: Administrative Processes (PA)**

**V4: Faculty Development (CD)**

**Analysis.**

For the formulation of conclusions, instruments that were used to collect information and support of this analysis were fed into the program IBM.SPSS.Statistics.v21 which yielded results that validate this research.

**Table No. 2**

Statistical reliability		
Cronbach's alpha	Cronbach's alpha based on the established elements	N of elements
.916	.925	21

Source: Prepared by the Author.

The validation of the instrument using Cronbach's Alpha, gives a degree of confidence  $r = .916$  for the data collected, which gives certainty and reliability to infer the statistical results.

According to the size of the sample that yielded the general formula, the size of each of the layers "n", which was determined for the statistical program determined a frequency table with which we verify that each of the strata were properly represented with the size corresponding to each of them.

In the present investigation the four variables were tested, professional practices, social service and student mobility, management and continuous improvement process and ongoing training of teachers.

**Table No. 3**

		Statistical					
		ITE M 1	ITE M 2	ITE M 3	ITE M 4	ITE M 5	ITE M 6
N	Valid	174	174	174	174	174	174
	Lost	0	0	0	0	0	0
Media		5.81	5.54	5.87	5.58	5.72	6.03
Std. typ.		1,378	1,224	1,202	1,304	1,270	1,190

Source: Prepared by the Author.

The dependent variable Internships counted a total of six independent reagents, which showed an average each of **M = 5.81, 5.54, 5.87, 5.58, 5.72, 6.03** respectively, which shows a clear trend



towards recognition of administrative management and its contribution to the achievement of quality education.

**Table No. 4**

Statistical				
		ITEM 1	ITEM 2	ITEM 3
N	Valid	174	174	174
	Lost	0	0	0
Media		5.26	5.44	5.44
Std. typ.		1,308	1,260	1,353

Source: Prepared by the Author.

The Social Service and Student Mobility as a dependent variable counted a total of three independent reagents, which showed an average each of  $M = 5.26, 5.44, 5.44$  respectively, which shows a clear trend towards recognition of the administrative management and its contribution to the achievement of quality education.

**Table No. 5**

Statistical						
		ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
N	Valid	174	174	174	174	174
	Lost	0	0	0	0	0
Media		5.31	5.52	5.43	5.31	5.58
Std. typ.		1,311	1,469	1,204	1,275	1,419

Source: Prepared by the Author.

The administration and the process of continuous improvement as the dependent variable had a total of five independent reagents, which showed an average each of  $M = 5.31, 5.52, 5.43, 5.31, 5.58$  respectively, which shows a clear trend recognition of the administrative management and its contribution to the achievement of quality education.

**Table No. 6**

Statistical							
		ITE M 1	ITE M 2	ITE M 3	ITE M 4	ITE M 5	ITE M 6
N	Valid	174	174	174	174	174	174
	Lost	0	0	0	0	0	0
Media		5.83	5.63	5.30	5.83	5.83	5.66
Std. typ.		1,314	1,318	1,582	1,288	1,237	1,380

Source: Prepared by the Author.

Continuous training of teachers as the dependent variable had a total of six independent reagents, which showed an average each of  $M = 5.83, 5.63, 5.3, 5.83, 5.83, 5.66$  respectively, which shows a clear trend recognition of the administrative management and its contribution to the achievement of quality education.

**Table No. 7**

Statistical					
		PPN	SSN	PAN	CDN
N	Valid	174	174	174	174
	Lost	0	0	0	0
Media		7.9294	7.2989	7.3831	7.7969
Std. typ.		1.69810	1.90993	1.93107	1.90811

Source: Prepared by the Author.

The values of Likert once standardized scale (0-10) yielded a value easy to interpret for Internships normalized to **7.9294**, Social Service Standard of **7.2989**, Administrative Processes Standardized **7.3831** and Faculty Normalized **7.7969**, it shows a clear trend towards achieving the quality of each of the dependent variables normalized.



Table No. 8

Correlations					
		PPN	SSN	PAN	CDN
Internships standard	Pearson Correlation	1	.449**	.505**	.511**
	Sig. (Bilateral)		.000	.000	.000
	N	174	174	174	174
Social Service Standard	Pearson Correlation	.449**	1	.406**	.380**
	Sig. (Bilateral)	.000		.000	.000
	N	174	174	174	174
Business Process Standard	Pearson Correlation	.505**	.406**	1	.624**
	Sig. (Bilateral)	.000	.000		.000
	N	174	174	174	174
Faculty Standard	Pearson Correlation	.511**	.380**	.624**	1
	Sig. (Bilateral)	.000	.000	.000	
	N	174	174	174	174
**. Correlation is significant at the 0.01 level (bilateral).					

Source: Prepared by the Author.

The correlations of the dependent variables yielded standardized results. \*\* *Correlation is significant at the 0.01 level (bilateral)*, which shows that the inferences made on the statistical data for this study have a minimum for each error. Statistical analyzes yield results that indicate that

administrative processes impact the achievement of quality, and implementation of methods, models, procedures and administrative certifications must be paramount to the achievement of corporate goals.



### Recommendations.

Today the organizations that support their recognition on quality, choose to be certified administrative processes, for which there are certifying bodies, ISO 9000, which required organizations to standardize processes and internal organization which gives certainty and credibility all the organization that adopts it.

It is considered the certification of internal processes as a means for achieving of quality, as they do today all companies that compels the

globalized world they face, where the acquisition of a certificate supports worldwide that everything is done within your organization has been recognized with auscultation and similar to those of the countries to which they have access through trade giving certainty to the people to whom they offer products or services standards.

Therefore, and after analyzing the results of this research supports the administrative process directly influence the quality of education of students certified administrative processes for the achievement of corporate goals is recommended.

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