

## Self-perception of school coexistence management in Chilean district local educational administrators

## Autopercepción de la gestión de la convivencia escolar en sostenedores públicos chilenos

**Paula Ascorra\*, Olga Cuadros, Karen Cárdenas, Javiera García-Meneses**

Centro de Investigación para la Educación Inclusiva (EduInclusiva), Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile

\* [paula.ascorra@pucv.cl](mailto:paula.ascorra@pucv.cl)

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### Background

In the context of the Chilean educational reform, promoted for the development of a New Public Education System, through the enactment of law No. 21.040 that seeks to transfer all educational establishments at their different levels, from the 345 existing municipalities in Chile to the 70 new Local Public Education Services (SLEP in Spanish). This change arises to respond with high-quality standards to the administrative-operational management of educational establishments, the improvement of the education system, the generation of an appropriate educational offer based on the needs of the territories, and the promotion of collaborative and network management between schools. However, the achievement of these aims is a challenge for the district public educational administrators. Empirical evidence indicates a wide heterogeneity in their organizational profiles, which it makes it more difficult to establish a common standard for the management of government public resources (Raczynski, & Salinas, 2009; Uribe, Castillo, Berkowitz, & Galdames, 2016). The characteristics of installation, practices and working conditions of district educational administrators make quite difficult the task of district management, especially of school coexistence in educational establishments, since they do not have the proper conditions, training and time to pay attention to the most relevant aspects of school development. National studies indicate that the conditions imposed by the accountability processes lead them to the development of administrative actions almost exclusively, relegating the development of technical-pedagogical actions necessary to implement in conjunction with the establishments. Thus, dimensions recognized as keys for the management of school coexistence at the district level such as the knowledge of schools within their specific territories, the collaborative management of working networks and the recognition of achievements and change in coexistence management school in educational establishments remain in the background, varying significantly in their level of development in each holder. Following the model of Bellei, Vanni, Valenzuela and Contreras (2015), it is possible to identify phased progressions of development and improvement of the school coexistence management, from intuitive, incipient to advanced and institutionalized levels that give account not only of the execution of actions of identification and active and efficient communication of relevant aspects regarding the management of school coexistence but of its systematic implementation over time. In this way the self-knowledge of the district administrator regarding its actions for the management of school coexistence is relevant, insofar as it can specify the details of actions and practices with high influence on the self-perception and assessment that he/she makes regarding its organizational competencies to face these challenges.

### Aims

Based on the self-perception of the district public educational administrators displayed based on self-report techniques: To describe the characteristics of trajectory (amount of years in the role of district educational administrator), workday, size of work teams, and training received in school coexistence; Characterize the management of district school coexistence considering three theoretical-guided dimensions: knowledge of schools and their territories, network management and recognition of achievement and change; Conduct a comparative analysis of the abovementioned variables identifying relevant associations.

## Method & Procedures

This is a quantitative exploratory study involving self-report techniques. The assessment of self-perception of the district public educational administrators used a rubric designed ad-hoc for the survey, theoretical-guided and validated through the expert judging which displays a guide listing of specific criteria for grading/scoring the management of the school coexistence in four stages: intuitive, emerging, advanced and institutionalized. The instrument also identifies several demographic factors and occupational characteristics concerning to trajectory (amount of years in the role of district educational administrator), workday, size of work teams, and training received in school coexistence for the district staff. All the procedures and instruments were approved by the Ethical Institutional Review Boards of the Pontificia Universidad Católica de Valparaíso and the Commission for Scientific and Technological Research – ANID (EX-CONICYT).

Formal authorizations and informed consent were obtained for the online assessment. The assessment was developed during two waves in a period of five months (October to December 2018 and January to April 2019) in online sessions of twenty minutes' average.

Participation was voluntary and participants' identity and data were kept confidential.

Descriptive and comparative (ANOVA) analysis were conducted.

## Results & discussion

Workday, size of work teams, and training received related to school coexistence were described as influence factors in the comparative results, showing significant statistical differences regarding the dimensions in management of the school coexistence: knowledge of schools and their territories, network management and recognition of achievement and change. In this regard, the outcomes regarding the grading/scoring in stages of management development of district school coexistence show wide variability (from intuitive to institutionalized) in the self-perceived development of their district management.

## Conclusion

Discussion points to the need to have educational administrators in the districts who arrange the proper time and staff as much as training related to school coexistence in order to achieve the changes required by the reform.

**Keywords:** adolescence, identity, internet qualitative analysis, on-line social networks

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