

Organization in comprehensive pedagogical management and inclusion in professional programs in care sciences

Organización de la gestión pedagógica integral e inclusión en programas profesionales ciencias del cuidado

Sheris Maria de la Cruz Pabon

Facultad humanidades y Ciencias de la Educación,
Universidad UMECIT, Ciudad de Panamá, Panamá.
<https://orcid.org/0000-0001-8665-861X>
sherismaria@hotmail.com

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Abstract

Organization in comprehensive pedagogical management is considered an integrated system within the university context and underpins much of the coordinated functioning necessary for achieving quality and excellence in academic processes. In this context, this article aims to describe the organizational dimension of comprehensive pedagogical management in professional programs within the care sciences, articulated with classroom management and instructional time, faculty coordination, and the institutional climate for inclusive learning. The study is quantitative, descriptive, and employs a non-experimental, cross-sectional design. The sample consisted of 51 teachers linked to programs belonging to care sciences at the University of Magdalena and Cooperativa de Colombia in the department of Magdalena, Colombia, who responded to a structured questionnaire using a Likert scale, validated by expert judgment and with adequate internal consistency. The results show a very high level of organizational proficiency ($\bar{X} = 4,654$; $CV = 7,94\%$), with high similarity in responses. However, opportunities for improvement have been identified in the systematization of monitoring and evaluation processes. These opportunities, which represent a consolidated strength, demonstrate distributed monitoring and pedagogical leadership



Corresponding author

Sheris Maria de la Cruz Pabon
sherismaria@hotmail.com

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across different areas, qualities positively recognized by teachers. In conclusion, organization in pedagogical management is a priority for the proper functioning, strengthening, and transformation of the education sector, underscoring the importance of the teacher's role and compliance with educational policies.

Keywords: management, pedagogy, higher education, academic organization, leadership, inclusive, care sciences, health area, nursing.

Resumen

La organización de la gestión pedagógica integral es considerada como un sistema estructurado, sustentado y coordinado para el logro de la calidad y la excelencia de los procesos académicos. En este ámbito, el presente artículo tiene como objetivo describir la dimensión organizativa de la gestión pedagógica integral de programas profesionales de las ciencias del cuidado, articulado con la gestión en el aula y el tiempo pedagógico, coordinación de docentes y clima institucional para el aprendizaje inclusivo. El estudio es cuantitativo, descriptivo con un diseño no experimental y corte transversal. La muestra estuvo conformada por 51 docentes vinculados a programas pertenecientes a ciencias del cuidado en las universidades del Magdalena y Cooperativa de Colombia ambas localizadas en el departamento del Magdalena, Colombia, quienes respondieron un cuestionario estructurado con escala tipo Likert, validado por juicio de expertos y con adecuada consistencia interna. Los resultados muestran un alto nivel de consenso docente, reflejado en una media elevada y baja variabilidad, lo que indica una percepción homogénea sobre la solidez organizativa del programa ($\bar{X} = 4,654$; $CV = 7,94\%$) y con alta similitud en las respuestas. No obstante, se identifican oportunidades de mejora en la sistematización de procesos de seguimiento y evaluación, oportunidades que se caracterizan como una fortaleza consolidada, a pesar de estas limitaciones, se demostró monitoreo y liderazgo pedagógico distribuido en diferentes áreas, cualidades reconocidas positivamente por los docentes. En conclusión, la organización en la gestión pedagógica es prioritaria para el buen funcionamiento, fortalecimiento y transformación del sector educativo, subrayando la importancia del papel del docente y el cumplimiento de las políticas educativas.

Palabras clave: gestión, pedagógica, educación superior, organización académica, liderazgo, inclusiva, ciencias del cuidado, área de la salud, enfermería.

Introduction

Despite advances in the pedagogical management of higher education, there remains limited empirical evidence analyzing the organizational dimension from an inclusive approach in care sciences programs, particularly in Latin American contexts; that is, there is a gap in understanding how these structures impact learning quality and educational equity. Thus, organization within

pedagogical management is not relatively new in the educational sector; it came to occupy a significant space in the formulation of educational policies, for which important international recommendations were adopted in the 1950s. From that moment on, education was granted a fundamental role in the socioeconomic development of countries across different axes: auto-

onomy, leadership, regulations, resource allocation and destination, community participation, and the improvement of educational quality. In this way, pedagogical management is fundamental to the organization, curriculum, evaluation, and teaching proposal as a dynamic organizational structure (Solano Alpízar, 2001).

In this sense, the quality of higher education is one of the essential sectors for human progress, but it is also one of the scenarios where inequalities have arisen in terms of access, retention, and equity, with special attention given to the inclusion of people with disabilities. Faced with this, to advance and build toward a university with quality and coherence in its missionary processes or axes, the organizational solidity of educational institutions is necessary, thereby allowing the articulation of the curriculum, pedagogical practice, and institutional management. These aspects directly affect the effectiveness of professional programs in care sciences, given their articulation between theory, practice, and social commitment, which are indispensable for comprehensive training. Although the convergence between theory and practice in higher education encompasses different dimensions experienced within the educational sphere, these still maintain a close relationship with the political, institutional, and organizational aspects of teaching practice, which merit understanding in order to achieve quality in the educational sector.

In this context, it is highly relevant to examine the evolution of nursing, as its consolidation as a scientific discipline and science has demanded time; although thanks to curricular and digital advancements alongside pedagogical leadership they have been able to fulfill their missions—especially regarding social demands—competencies and curricula must nevertheless be oriented toward disciplinary and humanistic training (García Peñalvo, 2020; Rojas Reyes et al., 2019; Harris et al., 2010). Likewise, proper organization in programs belonging to the health field implies coherence or cohesion with learning outcomes and evaluation mechanisms (Fontalvo et al., 2022).

Consequently, institutional organization is not

merely an administrative structure; it is also a strategic component articulated with classroom management, time utilization, and the construction of the institutional climate, which are important elements for teaching and learning. However, Cárdenas Becerril et al. (2020) and Rengifo Arias et al. (2023) indicate that certain incongruities exist between theory and practice, alongside academic overload and a lack of coordination among faculty, detecting a leaning toward training professionals with broad technical skills under a traditional educational model based on memorization. Therefore, this implies driving mechanisms to establish faculty support programs through the approval of new organizational and inclusive educational policies (Maldonado et al., 2024).

Accordingly, how does the organizational dimension of comprehensive pedagogical management manifest in professional nursing programs from the perspective of university faculty?

Within this same framework, the quality of training in nursing programs does not depend solely on the organizational area or curricular design, but also on the interaction of pedagogical factors: the teacher and pedagogical time, faculty coordination, and the institutional climate, as well as the barriers to pedagogical decision-making in the classroom for the development of disciplinary knowledge. This implies the analysis and resolution of care situations typically faced at the beginning of professional practice (Rengifo Arias et al., 2023).

The training of professionals in care sciences warrants organizational, social, technological, and healthcare changes that achieve comprehensive, ethical, and above all, humanized education through the development of skills centered on environment safety and dignity. This requires the utilization of techniques and tools such as eye contact, lip reading, and sign language to foster inclusion and eliminate physical barriers, and above all, to provide emotional support, thereby preventing isolation or social exclusion. This is especially relevant for care in Colombia, where this issue is more prominent given that conditions of

social vulnerability affect access to and retention in higher education due to territorial gaps, limitations in educational offerings, and the living conditions of students (Ministerio de Educación Nacional [MEN], 2022). Likewise, public health in the Colombian territory deserves training based on comprehensive competencies that allow professionals to respond efficiently to the community, considering social determinants, conditions of vulnerability, and individual and inclusive needs for collective well-being (Ministerio de Salud y Protección Social, 2024).

From this inclusive perspective, nursing must be capable of intervening with populations possessing different disabilities—physical, auditory, and visual—through communication and alternative aids such as writing, gestures, or interpreters so that the person feels understood and safe. Grounded in inclusion, a comprehensive pedagogical management in the organization of academic processes is a priority, given its importance when making academic decisions in teaching practice and within the classroom; this allows for the evaluation of leadership by the coordinator or director in charge, thereby measuring its impact on the processes (Coban et al., 2023). Consequently, proper organization within the academic program produces an effect of confidence and cohesion regarding the information found in the Program's Educational Project (PEP) for the benefit of the entire educational community.

In relation to the above, Fullan (2020) states that educational institutions must improve the quality of their training processes and understand their role with quality, which requires building equitable public education systems that form the basis of prosperous societies that benefit both individuals and the collective. However, this participation does not imply equality in education; indeed, Salminen et al. (2010) and Rengifo Arias et al. (2023) mention that there is a disintegration among curricular components, practice settings, and research dynamics. This causes certain gaps in professional training, given that upon graduation, students often realize that what was taught during their education does not align with reality.

This repercussions on the transition from nursing student to registered nurse, as it becomes a somewhat stressful and demanding process when trying to perform adequately in the clinical field, sometimes leaving them unable to make their own decisions (Kaihlainen, 2020). For this reason, it is necessary to improve the quality of supervision, faculty guidance, and teamwork cooperation.

In contrast, Eklund and Skyvell Nilsson (2024) argue that intervention structures such as participation, the learning environment, the volume of clinical work, supervisor criteria, and supervision methods are appropriate for developing care competencies. These aspects imply an integrated and dynamic process within the curriculum that can converge toward the student's transition from practice to the workplace environment. Although nurses develop or acquire these skills, the student-to-professional transition typically presents levels of stress and adaptation to the new field, highlighting the need to strengthen the articulation between academic training contents and practice settings through organizational management (Reebals and Markaki, 2022).

Consequently, when academic organization fails to guarantee the fulfillment of these dimensions, the educational process tends to focus on information transmission, weakening the construction of critical thinking and the application of knowledge in real care situations (Cárdenas Becerril et al., 2020). As a result, the student ends up being the most affected actor, facing fragmented training processes that hinder the transfer of classroom learning. This theory proposes four elements for strengthening institutional organization—meta, macro, meso, and micro—and their articulation with the economic, political, and innovation sectors, since this approach transforms it into an indispensable component for promoting educational experiences consistent with educational and community changes (Esser et al., 1996).

In view of the foregoing, the objective of this study is to describe the organizational dimension of Comprehensive Pedagogical Management in care sciences programs based on the percep-

tion of university faculty, considering coordination, classroom and pedagogical time management, and the institutional learning climate as vital elements according to the needs of the student body. Through this, the study seeks to provide empirical evidence that contributes to management strengthening and continuous improvement in professional nursing programs.

Theoretical Framework

Organization and Pedagogical Leadership in Higher Education

Organization and pedagogical leadership within the educational context constitute some of the most relevant practices for the quality of teaching and learning processes. Various studies have argued for the importance of aligning institutional objectives with pedagogical strategies, as this strengthens strategic planning and the participation of the educational community (Day et al., 2016), thereby promoting the development of collaborative educational environments.

Organization and leadership translate into a set of practices, structures, and relationships that affect the efficient functioning of the institution and the quality of the teaching-learning process. Achieving sound classroom management and establishing an institutional climate that fosters learning are fundamental to consolidating an organizational culture committed to academic development. In this regard, Fullan (2020) affirms the importance of the role of educational institutions in fostering leadership to generate levels of organizational commitment and to consolidate institutional cultures oriented toward pedagogical innovation. Furthermore, the visibility of collaboration, communication, and collective participation processes emerges as the product of effective academic leadership.

Likewise, coordination between faculty and administrators is necessary for the organizational dimension, as it strengthens strategic planning and fosters efficient educational administration, which improves teaching processes. Therefore, admini-

nistrative leadership makes a difference in teaching quality, school development, and student learning (Lacaba Villa et al., 2020). In this sense, the collaboration of these actors promotes a sense of belonging and commitment within the educational community through assertive communication, continuous training, and decision-making. Moreover, achieving learning outcomes is heavily influenced by administrative leadership, faculty leadership, and the university climate (Ozdogru et al., 2025). On the other hand, an institutional climate favorable to learning is shaped by interpersonal relationships based on respect, trust, and motivation, as well as through the exercise of shared leadership that fosters participation and teamwork (Agüero Ynca, 2026).

Classroom and Pedagogical Time Management

Within the development of the educational process, various components intervene and influence its effectiveness, with faculty classroom management and pedagogical time being among the most heavily studied in relation to the improvement of pedagogical praxis. This stems from the fact that education is a dynamic process, subject to changes according to the contexts and requirements necessary to guarantee quality teaching. Consequently, mastery of the classroom—in terms of both management and time—is required to generate perceptions of greater effectiveness in educational processes (García Peñalvo, 2020). Therefore, an effective educational institution is one that allows its students to achieve sustainable academic performance and comprehensive development over time, taking into account their initial performance as well as their social, cultural, and economic conditions.

In accordance with the alternative outlined above, classroom and pedagogical time management are essential components for ensuring institutional effectiveness. In this sense, the teacher acts as a mediating agent who assumes an active role in curriculum planning, implementation, time administration, and the creation of a conducive learning environment (Castro et al., 2014).

From this educational perspective, it is warranted that the teacher play a fundamental role within the classroom for the construction of meaningful knowledge, given that their work must go beyond academic instruction by demonstrating a leadership that fosters motivation and innovation in the classroom. To achieve this, it implies fostering the participation of students and their families, thereby establishing a more collaborative and inclusive educational model. Furthermore, in the case of training programs in care sciences, the teacher must motivate students to strive and excel, generating a structured learning environment built on trust and empathy, with defined goals and learning outcomes within the teaching process and the constant evaluation of academic processes (Wilkins et al., 2023). Therefore, this implies strengthening academic practices and stimulating student participation oriented toward analysis, decision-making, and the resolution of situations encountered in care management (Rengifo Arias et al., 2023).

Coordination Between Faculty and Administrators

Coordination between faculty and administrators is important for the improvement of education, which warrants strengthening the quality of educational processes; this need lies in strategic and methodological alignment, as well as assertive and efficient communication as determining aspects for school success (Duk & Murillo, 2022). Thus, effective practices driven by educational leadership, management, and guidance from both administrators and faculty are directly related to quality administration and strategic planning, with the purpose of fostering learning achievement across the educational community (Suárez Molina & Rodríguez Sierra, 2022).

To consider different aspects for the proper development of educational management, cooperation and dialogue between these two bodies—administrators and faculty—are required. Therefore, Chávez Guerrero et al. (2023) point out that assertive communication positively influences administrative management within the

educational sector, making it necessary to strengthen communication processes and channels, as well as coordination, to foster an educational environment built on trust and measurable goals that facilitate the development of academic activities; within this context, promoting participation in workshops and training courses is essential for aligning educational goals with pedagogical strategies (Leithwood et al., 2020).

Despite efforts to implement a quality, free, relevant, and inclusive education in Colombia, the limited participation of teachers and administrators in the comprehensive management of the educational system is due to the organizational structure, in which these actors receive orders and directives without active intervention (Melo, 2014). Faced with this situation, it is required to strengthen the educational leadership of academic administrators in administrative and pedagogical management, and to evaluate its impact on educational quality.

Institutional Climate for Learning

Within the development of an organizationally efficient academic process, the manner in which individuals interact, established hierarchies, and daily coexistence significantly influence student academic success. Furthermore, the institutional climate has been analyzed over time as a determining variable in the teaching-learning process; however, there is still a lack of research demonstrating its full impact on both students and faculty. In this regard, Aguirre Trejo (2022) points out that interpersonal relationships are fundamental for the social and emotional development of individuals, given that they contribute to how people understand one another, express their ideas, and comprehend their problems.

For the institutional climate to favor learning processes, it must adequately foster peer relationships characterized by respect and trust. On the other hand, the motivational component influences the institutional climate because it determines the fulfillment of educational objectives, teamwork, and goal achievement. That is, an

educational institution that promotes motivation and the critical analysis of pedagogical processes translates into competency development and student perseverance (Ryan & Deci, 2020). Likewise, effective communication is necessary for building a positive institutional climate; it should preferably occur horizontally—that is, among individuals of the same hierarchical rank—to foster greater closeness among participants. This communication must be fluid, courteous, and direct, promoting dynamics such as classroom brainstorming and the efficient management of academic processes.

Materials and Methods

The development of this research followed a quantitative approach, utilizing a descriptive and cross-sectional design, which allowed for the analysis of the organizational dimension within comprehensive pedagogical management in a care science program. This approach was oriented toward exploring faculty perceptions regarding classroom and pedagogical time management, coordination between faculty and administrators, and an institutional climate favorable to learning based on identified needs.

The population consisted of 51 faculty members from the nursing programs at Universidad del Magdalena and Universidad Cooperativa de Colombia. Participants were invited to volunteer for the study through the administration of an online instrument comprising 90 questions. Inclusion criteria were established as follows: holding a professional degree in nursing, possessing at least four years of teaching experience, and having an active contract at the time of data collection. These criteria ensured that the participating faculty members had sufficient experience to adequately respond to the questions regarding pedagogical and organizational processes.

The studied variable was the organizational dimension of comprehensive pedagogical management, which was operationalized through indicators associated with classroom and pedagogical time management, coordination be-

tween faculty and administrators, and an institutional climate favorable to learning. Each of these indicators was measured using structured items on a Likert-type scale, enabling the quantification of faculty perceptions in terms of frequency levels and degree of agreement.

This study was structured into three (3) essential phases to systematically organize the research process and enhance the quality of the findings. In the first phase, the study was presented following authorization from the program directors; subsequently, the study's objectives and the significance of evaluating aspects related to comprehensive pedagogical management were shared. In the second phase, the instrument—previously validated by experts and grounded in a solid methodological framework—was administered, with each faculty member providing informed consent to participate voluntarily in the process. Finally, in the third phase, the results were processed; the data were tabulated, a rigorous analysis of the obtained findings was performed, and the final results were presented to the participating faculty members.

Data Collection and Analysis

Data collection was carried out using a structured questionnaire consisting of 90 Likert-type items, encompassing two core variables: comprehensive pedagogical management and inclusive education, which were distributed across five dimensions. The comprehensive pedagogical management variable comprises the curricular, didactic, organizational, evaluative, and socio-emotional and community dimensions, totaling forty-five (45) items. The inclusive education variable is composed of five dimensions: pedagogical and curricular approach, school organization, social and cultural aspects, support and resources, and the regulatory and political framework, also distributed across forty-five (45) items. Each dimension consists of three (3) indicators.

Although this instrument was designed to comprehensively evaluate both variables within a

doctoral thesis, this article derives exclusively from the organizational dimension of comprehensive pedagogical management. This dimension is comprised of fifteen (15) items focusing on classroom and pedagogical time management, coordination between faculty and administrators, and an institutional climate favorable to learning. It was evaluated using a five-point Likert scale, which yielded the levels of compliance and the degree of mastery perceived by the faculty. To ensure scientific rigor, the instrument underwent content validation through expert judgment by professionals with extensive experience in curriculum, educational management, and research. Subsequently, its internal consistency was assessed using Cronbach's alpha coefficient, yielding a value of 0.9, which strongly supports the reliability of the instrument.

Regarding data analysis, the collected data were organized, coded, and analyzed using the statistical software IBM SPSS Statistics (Version 27). A descriptive statistical analysis was performed, including absolute and relative frequencies, arithmetic means, standard deviations, and coefficients of variation. This allowed for the characterization

of the behavior of the organizational dimension and its indicators, facilitating the identification of trends, perception levels, and the degree of consensus among the participating faculty members.

Among the main limitations of this study is its cross-sectional nature, which prevents analyzing the evolution of the phenomenon over time. Furthermore, the data are based on self-reported perceptions by the participants, which are susceptible to potential social desirability biases. Nevertheless, these conditions are common in descriptive studies and guide future research toward longitudinal designs or mixed-methodological approaches.

Study Findings

The analysis of the structured survey provided insight into the general perception regarding the implementation of the organizational dimension, specifically classroom and pedagogical time management, coordination between faculty and administrators, and an institutional climate favorable to learning. The results are detailed below (see Table 1).

Table 1.

Descriptive Data of the Organizational Dimension of Comprehensive Pedagogical Management

Alternatives	Classroom and pedagogical time management		Coordination between faculty and administrators		Institutional climate favorable to learning	
	fa	%	fa	%	fa	%
(1) No se Cumple en Absoluto (NCA)	0,0	0,0	0,0	0,0	0,0	0,0
(2) Se Cumple Poco (SCP)	0,0	0,0	0,0	0,0	0,0	0,0
(3) Indiferente (I)	1,0	2,0	0,0	0,0	0,0	0,0
(4) Se Cumple Medianamente (SCM)	19,0	37,3	14,0	27,5	15,0	29,4
(5) Se Cumple Altamente (SCA)	31,0	60,7	37,0	72,5	36,0	70,6
Total	51	100	51	100	51	100
$\bar{X}$ del indicador	4,569		4,693		4,699	
Categoría del indicador	Muy alto Dominio		Muy alto Dominio		Muy alto Dominio	
σ del indicador	0,428		0,421		0,407	
Dispersión	Muy baja		Muy baja		Muy baja	
CV del indicador	9,38%		8,97%		8,66%	

CONT.

Alternatives	Classroom and pedagogical time management	Coordination between faculty and administrators	Institutional climate favorable to learning
$\bar{X}$ de la Dimensión		4,654	
Categoría de la Dimensión		Muy alto Dominio	
σ de la Dimensión		0,37	
Dispersión		Muy Baja	
CV de la Dimensión		7,94%	

Note: This represents the arithmetic mean, standard deviation, coefficient of variation and absolute frequency. These results are derived from the indicators for the descriptive analysis of the organizational dimension of comprehensive pedagogical management.

Beyond the descriptive analysis observed in Table 1, the distribution of responses exposes highly beneficial evaluations for the faculty, with an overall mean of $\bar{X} = 4,654$; $CV = 7,94\%$, of coefficient of variation (CV). This places the analytical categories within “Very High Mastery” with low dispersion. This indicates a highly favorable perception regarding the institutional structure that supports teaching practices within the nursing program. First, the indicator associated with coordination between faculty and administrators presents the highest mean ($\bar{X} = 4,693$) and the lowest coefficient of variation ($CV = 8,97\%$) maintaining homogeneous perceptions of high mastery regarding the integration of digital resources into pedagogical practices—which demonstrates a technologically consolidated educational institution.

The low dispersion of the responses confirms a significant consensus among the participants. When analyzing the indicators individually, an institutional climate favorable to learning ($\bar{X} = 4,699$) and coordination between faculty and administrators ($\bar{X} = 4,693$) achieved the highest means. These figures suggest that the faculty perceives an environment characterized by a structured institutional organization that appears more consolidated than certain micro-organizational processes associated with the optimal utilization of academic time—elements that favor educational achievement.

Second, the indicator for classroom and pedagogical time management reached a mean of ($\bar{X} =$

4,4.569) with a CV of 9.38 %, likewise remaining within the “Very High Mastery” category. However, it is worth noting that 37.3% of the faculty members report a moderate level of compliance. In terms of statistical distribution, this reflects that certain aspects still need to be strengthened despite the solid performance of the institution, as will be discussed further on.

Regarding an institutional climate favorable to learning, although it remains within “Very High Mastery” ($\bar{X} = 4,699$; $CV = 8,66\%$), it presents the lowest mean among all indicators, given that 29.4% of respondents indicated a moderate to high level of compliance. This behavior sheds light on a nuance that is difficult to ignore: while teachers recognize the importance of the institutional climate, its results are not yet fully consolidated within classroom and pedagogical time management under the coordination between faculty and administrators.

These results display a contrast within the organizational dimension. While coordination between faculty and administrators is strongly consolidated, the classroom and pedagogical time management that supports it must still be improved further. Concurrently, while an institutional climate favorable to learning stands out as a notably high category within the analytical set, it remains necessary to continue strengthening its environment. In this vein, it is important to develop a relevant discussion explaining why the organizational dimension does not ultimately configure as a

completely homogeneous block, but rather as a differential system with elements ripe for continuous improvement.

Discussion

Beyond the central tendency, the observed statistical consensus should not be interpreted solely as evidence of structural strength; it also reflects institutional alignment with established organizational models. For this reason, the results are interpreted from a critical perspective of a dynamic process rather than as a definitive state. In this sense, the organizational dimension reveals valuable mechanisms of comprehensive pedagogical management within Nursing programs.

Thus, the statistical behavior—characterized by a low level of dispersion—substantiates that it is not merely a matter of classroom management, time administration, and inclusive pedagogical practices, but rather an entire educational culture favoring learning that calls upon the faculty to make Nursing an integrated university career. In accordance with this, recent studies indicate that the improvement of university quality depends on the capacity of institutions to integrate pedagogical leadership within the classroom (Duk & Murillo, 2022). Although various authors highlight the role of pedagogical leadership in improving educational quality (Fullan, 2020; Leithwood et al., 2020), other studies show that these structures do not always translate into effective classroom practices, especially within health training contexts (Rengifo Arias et al., 2023), which evidences ongoing tensions between the regulatory and the operational spheres.

Nevertheless, beyond a purely descriptive approach, it is necessary to problematize certain factors. For instance, the meaning of “Very High Mastery” reflects the compliance of indicators within the organization of comprehensive management across institutions. Therefore, in faculty perception studies, the findings must be understood in light of the organization as a general collective framework rather than as isolated, individual actions by teachers. Consequently, the statistical

behavior suggests a shared perception regarding the organizational functioning of the analyzed nursing programs, particularly in relation to classroom and pedagogical time management, coordination between faculty and administrators, and an institutional climate favorable to learning.

Below, the faculty’s perception regarding the Organizational Dimension will be further unfolded across its components: classroom and pedagogical time management, coordination between faculty and administrators, and an institutional climate favorable to learning. To achieve this, academic organization must be understood as a dynamic process under permanent construction rather than a definitive state of institutional stability.

However, the indicator related to classroom and pedagogical time management presented a slightly lower mean—although it remains within the “Very High Mastery” category. This introduces a relevant nuance in the interpretation of the organizational dimension, suggesting that while institutional structures show high levels of consolidation, micro-academic processes linked to pedagogical time planning still require strengthening. For Rengifo Arias et al. (2023), the effectiveness of training processes in nursing depends heavily on the integration among curricular contents, clinical settings, and didactic strategies oriented toward the development of competencies and learning outcomes.

On the other hand, another key indicator is the coordination between faculty and administrators. In this area, the presence of organizational mechanisms oriented toward aligning academic management with pedagogical practices is observed; therefore, it is suggested to develop distributed pedagogical leadership dynamics characterized by faculty participation in planning and academic decision-making processes. In agreement with this, Bolívar (2019) posits that institutions promoting participatory organizational structures strengthen the coherence among the curriculum, teaching practices, and learning outcomes. Similarly, institutional coordination and leadership are deeply incidental in fostering faculty commitment both within the student’s training process and at

the organizational level.

Regarding an institutional climate favorable to learning, the data indicates a positive outlook oriented toward education, thanks to collaborative relationships, institutional trust, and academic guidance within the educational environment and decision-making processes. In this sense, certain dynamics are configured that facilitate collective work, as well as support among different educational actors and departments. This aligns with the perspective of Sánchez Moncayo et al. (2023), who mention that healthy institutional environments are sustained as inclusive, collaborative, and participatory processes driven by cooperation and effective communication among university members.

Furthermore, Duk Homad and Murillo Torrecilla (2022) argue that educational quality is strengthened when institutions consolidate their organizational culture, with special attention to inclusion, pedagogical management, and learning. Based on these aspects, organization becomes more visible, turning into a structural asset compared to other educational institutions. Consequently, Fullan (2020) warns that improvement actions depend on the existence of efficient organizational structures and the capacity of institutions to develop cultures of institutional learning. In fact, quality in higher education depends heavily on how coherent academic processes are and the manner in which institutional evaluation is carried out (Payán Villamizar et al., 2021).

In this order of ideas, the organizational dimension constitutes a strength within comprehensive pedagogical management in care sciences programs.

However, its sustainability will depend on the institutional capacity to consolidate permanent systems for monitoring, tracking, and evaluating pedagogical and organizational practices. Therefore, it must be conceived as a dynamic process that requires constant review in the face of the social and healthcare transformations that characterize higher education in the field of health.

Conclusions

From the perspective of comprehensive pedagogical management, the findings demonstrate that the organizational dimension possesses a very high level of mastery, evidencing consolidated structures in coordination, pedagogical leadership, and institutional climate. These results fulfill the proposed objective and provide empirical support regarding academic organization in care sciences programs. From the faculty's perspective, the results account for a structured organization with an orientation toward learning quality through classroom management and an institutional climate favorable to learning aligned with educational needs.

The description of this dimension highlights processes characterized by organizational sustainability for strengthening permanent systems of institutional monitoring, evaluation, and pedagogical leadership training. Concurrently, from the standpoint of university management, it is highly recommended to institutionalize reflective spaces involving faculty, students, alumni, and the productive sector. This will foster organizational reflection to further translate these positive perceptions into systematic processes of continuous improvement.

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