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Quality of Higher Education: a societal perspective with evaluation and protagonistic accreditation

Calidad de la Educación Superior: una perspectiva societaria con evaluación y acreditación protagónica

Qualidade da Educação Superior: uma perspectiva societária com avaliação e acreditação protagônica

Abstract

Introduction: this study focuses on the Simón Rodríguez National Experimental University (UNESR) Barcelona Campus, where an analysis of the quality of higher education is conducted from a societal perspective. **Objective:** to examine how the lack of commitment to institutional vision, competencies, and leadership in educational management affects the formation of high-performance groups. **Method:** a quantitative approach based on observation and Likert surveys was utilized. Numerical data were generated following a logical positivist quantitative paradigm, with a non-experimental design and an analytical descriptive approach. **Results:** it was demonstrated that the majority of teachers lack the training and functionality of high-performance teams. This indicates that the formation of such teams is almost never or never permitted according to 74% of respondents, while only a small percentage indicated that it occurs sometimes or always. **Conclusion:** it is concluded that the lack of harmony and collaboration among the teacher community directly affects institutional effectiveness, highlighting difficulties in task delegation, institutional planning, and teamwork.

Keywords: educational quality, societal involvement, evaluation, accreditation, performance

Resumen

Introducción: el presente estudio se enfoca en la Universidad Nacional Experimental Simón Rodríguez (UNESR) Núcleo Barcelona, donde se lleva a cabo un análisis de la calidad de la educación superior desde una perspectiva societaria. **Objetivo:** examinar cómo la falta de compromisos con visión institucional, competencias y liderazgo en la gestión educativa afecta la formación de grupos de alto desempeño.



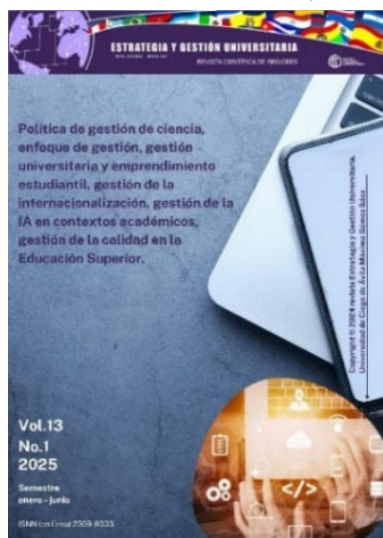
Método: enfoque cuantitativo, con base en la observación y encuestas Likert. A su vez, se generaron datos numéricos siguiendo un paradigma positivista lógico cuantitativo, con diseño no experimental y un enfoque analítico descriptivo. **Resultados:** se demostró que la mayoría de docentes no cuenta con la formación y funcionamiento de equipos de alto rendimiento. Esto muestra que la conformación de dichos equipos es casi, nunca, o nunca permitida por un 74% de los encuestados, mientras que solo un pequeño porcentaje indicó que ocurría a veces o siempre. **Conclusión:** se concluye que la escasa armonía y colaboración entre la comunidad de docentes afecta directamente la eficacia institucional, lo que evidencia dificultades en la delegación de funciones, la planificación institucional y el trabajo en equipo.

Palabras clave: calidad educativa, societariedad, evaluación, acreditación, desempeño

Resumo

Introdução: este estudo centra-se na Universidad Nacional Experimental Simón Rodríguez (UNESR) Núcleo Barcelona, onde se realiza uma análise da qualidade do ensino superior a partir de uma perspectiva social. **Objetivo:** examinar como a falta de comprometimento com a visão institucional, competências e liderança na gestão educacional afeta a formação de grupos de alto desempenho. **Método:** abordagem quantitativa, baseada em observação e questionários do tipo Likert. Por sua vez, os dados numéricos foram gerados seguindo um paradigma lógico positivista quantitativo, com delineamento não experimental e abordagem analítica descritiva. **Resultados:** evidenciou-se que a maioria dos professores não possui formação e atuação de equipes de alto desempenho. Isso mostra que a formação dessas equipes raramente, nunca ou nunca é permitida por 74% dos entrevistados, enquanto apenas uma pequena porcentagem indicou que isso ocorre às vezes ou sempre. **Conclusão:** conclui-se que a falta de sintonia e colaboração entre a comunidade docente afeta diretamente a eficácia institucional, o que evidencia dificuldades na delegação de funções, no planejamento institucional e no trabalho em equipe.

Palavras-chave: qualidade educacional, societalidade, avaliação, acreditação, desempenho



Introduction

The quality of higher education is a central issue in the educational field, particularly in the context of the Simón Rodríguez National Experimental University, Barcelona Campus, Venezuela. This study focuses on analyzing educational quality from a societal perspective, with an emphasis on evaluation and accreditation as fundamental characteristics for achieving the proposed model of “living well” within the university institution (Cardeno Portela et al., 2023; Jiménez-Pitre et al., 2023; Gómez Miranda, 2023; Moscoso et al., 2024). According to the authors, this research is relevant because it is based on the need to prioritize and strengthen high-performance educational teams, which, unfortunately, demonstrate poor cooperative interaction in both participatory and collaborative teaching management (Reyes et al., 2023).

Thus, the central problem to be addressed in this research is the lack of commitment to an institutional vision, competencies, and leadership in educational management. This directly affects the formation of high-performance teams at the Simón Rodríguez National Experimental University (UNESR) Barcelona Campus.

Currently, according to the data collected, educational institutions in Venezuela are legally required to account for their activities to the State and society by providing all types of data and information that allow for the evaluation and verification of the extent to which established quality standards have been met. Therefore, this rigorous accountability process involves strict external evaluations, which are permanent and mandatory, and are essential for ensuring educational quality in universities. Additionally, accreditation and validation as evaluative processes not only certify the quality of universities but also motivate them to pursue academic excellence (Eder et al., 2023).

For this reason, it is vital to form high-performance teams at the Simón Rodríguez National Experimental University, equipped with the capability and attitude to lead evaluation and accreditation processes that enhance educational quality (Ramos et al., 2024). These teams must be aligned with the institution’s mission and vision, practicing values and maintaining a work ethic that promotes efficiency, effectiveness, and excellence in higher education.

According to Portocarrero et al. (2020), “accreditation is the act by which the State adopts and publicly recognizes the institution’s quality of its academic programs, organization, functioning, and compliance with its social role” (p. 38). Therefore, the relationship between strategic professional management and the management of teaching talent at the Simón Rodríguez National Experimental University (UNESR) Barcelona Campus is analyzed. When it comes to the quality of training and development, the scope of human resources presents a clear challenge for the university. The efficiency of this process for social, scientific, technical, and pragmatic development in research depends on political, economic, and social changes (Aguilera et al., 2024, p. 4).

The Covid-19 pandemic revealed numerous instances of the deficient relationship between teachers and students. Unprofessional attitudes were evidenced during virtual classes, showcasing educators with misogynistic, feminist, and unsympathetic stances. This reality prompted universities to hold urgent

meetings with their faculty members and design a behavior protocol for students (Bas et al., 2021, p. 7).

In order to improve the Quality of Higher Education from a Societal Perspective that promotes Protagonistic Evaluation and Accreditation, the concept of Academic Trajectory Interruption (ITA) has emerged. This approach seeks to go beyond traditional models that explain “dropout and abandonment” as inherent problems of students. Instead, it aims to construct a more comprehensive vision that considers both the individual characteristics of students and the institutional, contextual, and collaborative factors of university teachers that influence the educational process (Anso et al., 2023).

According to Li and Zhang (2024), the impact of big data technology development in recent years has been significant, allowing for efficient monitoring and improvement of the quality of higher education. There is no doubt that there is an accelerated expansion of university aspirants and the capacity to enroll and obtain a profession that contributes to the development of their community. Considering that higher education systems worldwide have developed a variety of offerings that reflect the diversity of programs they provide (Hernández et al., 2023).

Recent educational transformations highlight the importance of developing competencies in students, enabling them to apply their knowledge in real situations. This approach requires a holistic vision that guides policies aligned with the needs of young university students and demands that university teachers meet academic and scientific standards adapted to current challenges, while being aware of the emotional dimension in learning (Smulders-Chaparro & Cáceres-Rolín, 2024). High-performance teams provide relevant information due to their professional function and potential impact on organizational performance, offering elements to consider for making them profitable, satisfactory, and sustainable.

For Franco et al. (2022), throughout history, university institutions have faced a series of challenges that have forced them to reinvent themselves. Particularly today, with the rapid advancement of technologies and all types of sciences. This motivates increased inter-institutional relationships and prompts some universities to design agreements that allow them to stay at the forefront of training future professionals.

The type of research conducted was descriptive correlational with a non-experimental transactional correlational design, under the field modality. It concludes by stating that a pleasant work environment should be fostered, benefiting cooperative methods, teamwork, and the implementation of values, habits, and customs that enhance the quality of organizational service.

Finally, Schwartzman et al. (2023) analyze in their research that this study characterizes a comprehensive teacher training plan on the remote or digitalization of teaching (p. 2), with the possibility of implementing high-performance teams to strengthen interpersonal relationships among teachers at the Doctor Ramón Alfonso Blanco Education Center located in Guatire, Zamora Municipality, Miranda State.

It should be noted that the attempt to transform higher education,

accelerated by the Covid-19 pandemic, prompted administrative, structural, and financial changes that affected educational quality and demanded a renewed perspective on evaluation and accreditation. It is important to mention that mobility constraints and the abrupt transition to virtual teaching, both synchronous and asynchronous, triggered layoffs and economic adjustments in universities, as well as increasing government control to promote organizational reforms and more cooperative leadership models. These changes highlight the need for a societal vision in the quality of higher education, where evaluation and accreditation play a priority role, ensuring that institutions maintain standards of excellence adapted to current demands (Ross et al., 2024).

This research takes a socio-critical perspective, considering educators and other university staff as central actors in educational management processes. It seeks for these actors to adopt a leading and emancipatory role, actively participating in the transformation of the institution towards a higher education model that not only meets quality standards but also contributes to the well-being of the entire university community (Mogollón et al., 2023).

The theoretical framework of this research is based on the conceptions of Theodor Adorno and Jürgen Habermas, who advocate for a critical emancipatory social construction in education. Methodologically, the research follows a logical positivist quantitative paradigm, with a non-experimental design and an analytical descriptive approach (Rodríguez & Pérez, 2024). The studied population consists of the teachers of the institution, and data were collected using a validated Likert-type questionnaire with high reliability determined by Cronbach's alpha.

The main objective of this research is to identify and analyze the deficiencies present in the educational management of the university, in order to develop an evaluation and accreditation process that promotes academic excellence and contributes to the creation of a high-quality educational environment. The research is supported by previous studies and theoretical frameworks highlighting the importance of evaluation and accreditation in higher education, as noted by the Office of University Sector Planning (OPSU) in Venezuela, which establishes the need to implement evaluation and accreditation systems in all universities in the country (Blanco, 2020).

Methods and materials

The research was based on a methodological approach that combined detailed analysis and field data collection, always maintaining a close connection to the investigated problem. For this reason, it allowed for the creation of novel knowledge that met standards of reliability, objectivity, and validity. Thus, the study adopted an analytical field approach, in which the parameters of a phenomenon were reviewed in an orderly and separate manner. Additionally, it relied on literature review to interpret the information and analyze the data (Uvidia-Fassler et al., 2024).

The research was developed in several key phases. The first was a diagnostic review, during which relevant books, journals, and field studies were consulted and

classified. This phase allowed for the preparation of the theoretical framework and the establishment of analysis criteria. Subsequently, in the planning phase, the problem was focused with an analytical/descriptive/statistical design, selecting the relevant population and sample. Finally, data collection was carried out through surveys and observations, using a Likert-type questionnaire. To calculate the sample size, the Statistical Method in Education by Nijad Hamdan (2011) was employed, which states that the formula is used when studies are descriptive and involve quantitative variables.

$$n = \frac{N * Z^2 \mu * p * q}{d^2(N - 1) + Z^2 \mu * p * q}$$

Where:

N= Total population (100)

$Z^2\mu$: 1.96 squared (if the confidence level is 95%)

P: expected proportion (in this case, 5%=0,05)

Q: 1-p (in this case, 1- 0,05=0,95)

d^2 = accuracy (set at 5%)

$$n = \frac{100 * 1,96^2 * 0,05 * 0,95}{0,03^2(100 - 1) + 1,96^2 * 0,05 * 0,95}$$

$$n = 66$$

Once the calculations were completed, the research was conducted with a sample of 66 professors from various programs at the UNESR Barcelona Campus, who constituted the studied population. A closed-question questionnaire was employed, designed to measure the relevant variables, which were defined conceptually and operationally. The instrument was validated by three experts, two with a master's degree in the educational field and one with experience in advising thesis work, through expert judgment.

The following table illustrates that this study focuses on describing and identifying the management of high-performance university teams within a framework of societal and benevolent culture, aimed at institutional efficiency and quality. Thus, through cooperative professional management, the aim is to achieve the highest standards of productivity and ethical and moral collaboration in university activities.

Addressing the processes of evaluation and accreditation, systematic mechanisms are designed to monitor and certify the educational quality of universities and their programs, initiating a guiding and controlling management that values institutional performance. This aims to demonstrate the analyses of the theoretical, axiological, epistemological, and ontological assumptions that underpin this management, facilitating collaborative interaction in the planning,

organization, and execution of tasks directed at achieving a common mission that enhances professional quality of life in the university environment.

Table 1

Conceptual Definition

SPECIFIC OBJECTIVES	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION
Describe the quality of management of high-performance teams focused on the emancipatory societal culture developed in the university environment.	University Societal Professional Management	This refers to a management approach where its members, through societal engagement, achieve efficiency, productivity, and quality to meet the institution's objectives (Pérez et al., 2018).	A necessary domain to achieve actions under pressing criteria for ethical and moral institutional cooperation.
Explain the processes that develop in the university environment for evaluation and accreditation, with societal valuation in the pursuit of quality in university education.	Professional Performance Evaluation and Accreditation	An orienting, controlling, and managing action aimed at supervising, administering, organizing, and evaluating the fulfillment of their functions (López-Noriega et al., 2016).	According to the National Council of Universities (2024), it is a systematic means that evaluates universities and programs in their creation, functioning, and development of achievements or results, and accreditation is the evaluative process through which the merits of an institution are recognized and certified.
Characterize the axiological, epistemological, and ontological theoretical assumptions oriented towards university evaluation and accreditation in professional quality of life.	High-Performance Teams	A group of individuals with complementary skills, a plan, methods, and common goals to execute actions, along with mutual responsibilities or a significant objective or mission (Aguilera et al., 2024).	Organizational activities carried out by the team of educators through processes of planning, organization, execution, control, monitoring, and evaluation.

Source: Authors' own elaboration.

In relation to deepening the operationalization of the variables, it is crucial to emphasize that this process seeks to organize concepts precisely for measurement and analysis in the university context. This aims to demonstrate that each variable

is broken down into specific extensions that reflect the key aspects of societal professional management, work in evaluation and accreditation, and high-performance teams. This allows for a systematic evaluation of cooperative actions, professional support, and coherence in interactive leadership, providing indicators that measure the impact of each on strengthening educational quality and achieving the university's objectives.

The analyzed variables were defined and measured quantitatively, with an emphasis on identifying less evident associations among the analyzed events. The research was conducted at the Barcelona Campus of the Simón Rodríguez National Experimental University (UNESR). To understand what professors thought about the quality of education at their university, a survey was conducted with questions such as "How much do you agree with this?" Sixteen questions were prepared to gather their opinions and determine educators' perceptions regarding the quality of higher education at their institution.

Thanks to the expert review, the questions were clear and the survey was reliable, as confirmed by a statistical calculation known as Cronbach's Alpha. The result was very good, with a coefficient of 0.94, indicating that the responses obtained could be trusted. Additionally, for data processing, descriptive statistics were utilized with the support of the SPSS program, which allowed for effective organization, presentation, and analysis of the data. For the reliability analysis, the software Statistics Package Data Editor Version 20, developed by SPSS Inc., was used - a computational tool designed for social science research. When performing the reliability process with the support of this program, the result was 0.94, indicating high reliability.

Cronbach's Alpha: Item Variance Formula.

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{\sum S_t^2} \right]$$

Where:

$$K = 16$$

$$\sum S_i^2 = 5,4$$

$$\sum S_t^2 = 45,5$$

$$\alpha = ?$$

$$\alpha = \frac{16}{16-1} \left[1 - \frac{5,4}{45,5} \right]$$

$$\alpha = 1,06666667[0,88131868] \rightarrow \alpha = 0,94007326$$

Data Processing and Analysis Technique

The technique used for data processing and analysis was descriptive statistics, which involves the generation, organization, presentation, and interpretation of data obtained through the Likert surveys applied to the university teachers. Hoch and Heinz (2024) state, “Descriptive statistics do not aim to draw conclusions or inferences about a studied population based on the sample extracted from it” (p. 214).

The data were collected based on the objectives of the study and through the application of the survey to the sample strata, organized into frequency tables and pie charts. Two quantitative criteria were established for the analysis. This included the researcher’s critical opinion and an analysis referring to all verbal information generally collected from the research process, which was then classified and analyzed (Rodríguez-Rodríguez, 2024). The analysis through the processing technique allowed for the qualification of the data, with coding and tabulation of the information, supported by the SPSS Data Editor version 20 for social sciences, enabling the interpretation of the results obtained to reach conclusions and recommendations.

Research Procedure

In light of the object and purposes outlined in the research, it was necessary to implement an appropriate procedure to provide and ensure valid, reliable, and coherent results. For this reason, the study was conducted according to the following phases:

1. Diagnostic review phase: This phase involved a thorough consultation and classification of books, specialized journals, results from field studies, and other sources of information on the subject under study. This phase presented the conceptual framework centered on the event to be analyzed and the analysis criteria, allowing for the preparation of the theoretical framework to compare concepts and theories with analytical criteria derived from the evidence and characteristics of the problem being studied, along with its analytical objectives and justification as a descriptive phase.

2. Planning phase: Here, the approach to the problem was established, seeking answers through a verification model that allowed for contrasting facts with theories. In this case, field research of an analytical/descriptive/statistical nature was used. To meet the objectives of the research, the population and sample were selected. Additionally, a projective phase of analytical design for the operationalization of the respective variables was established, based on which a Likert-type questionnaire was developed and applied to the sample strata to collect the required information.

3. Execution analysis phase: During this phase, the collected data were processed and organized into frequency distribution tables.

4. Evaluative or confirmatory phase: For the corresponding analysis, descriptive techniques were employed, allowing for projections to the studied population based on the sample strata. After analyzing and interpreting the results, conclusions were drawn with new kinetic reorganizations of the analyzed event, supported by criticism, as well as recommendations aimed at advancing the explanatory study and presenting the document with substantiated critiques of the

research. Finally, the consulted references were presented in alphabetical order.

Results and discussion

Regarding the main findings, the study revealed a series of significant deficiencies in the applicability of high-performance teams within university professional management, particularly from the perspective of evaluation and accreditation for continuous improvement. The results indicated that, in most cases, the values showed that the training and functioning of high-performance teams were practically nonexistent in the institution studied. Specifically, it was observed that the formation of such teams was almost never or never permitted by 74% of respondents, while only a small percentage indicated that this occurred sometimes or always.

Additionally, there was a noticeable lack of educational, cooperative, and collaborative interaction, with 77% of respondents indicating that this was almost never or never achieved. This finding was also reflected in the evaluation and review of curricular competencies, where a majority stated that these activities were rarely conducted.

Table 2

SPSS Reliability Data

ITEM	PARTICIPANT					Variance
	1	2	3	4	5	
1	4	4	4	3	3	0,3
2	4	3	3	3	3	0,2
3	4	3	3	3	3	0,2
4	3	3	3	3	3	0
5	4	3	3	3	3	0,2
6	5	4	4	3	3	0,7
7	4	4	4	3	3	0,3
8	4	4	4	3	3	0,3
9	4	4	4	3	3	0,3
10	2	3	2	3	3	0,3
11	4	4	4	3	3	0,3
12	5	4	4	3	3	0,7
13	4	4	4	3	3	0,3
14	3	3	3	3	3	0
15	4	4	4	3	3	0,3
16	5	5	4	3	3	1

Total	63	59	57	48	48	45,5
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Source: Authors' own elaboration.

It is noteworthy that, among the primary and relevant interpretations, the results suggest that there is a lack of organization within the university, which means that the training and operation of high-performance teams are not adequately promoted, essential for educational quality (Santiago & Lombert, 2023, p. 3). The absence of proactive leadership and the limited interaction among academic staff indicate a significant disconnection between theory and practice in terms of educational management.

Consequently, there is no leader to guide who possesses a true commitment and sense of belonging, inspiring trust among teaching teams. It is as if there is a vast gap between what is supposed to happen and what actually occurs in the classrooms. This is a critical problem that negatively affects the harmony and efficiency of collaborative work. The data revealed that the implementation of cooperative educational practices and the formation of high-performance teams are not only insufficient but, in many cases, completely absent (Hoch & Heinz, 2024, p. 210).

The lack of unity and collaboration among professors has a direct impact on the quality of education offered. Furthermore, it prevents the university from evolving and adapting to new challenges. The professors are loudly indicating that something is wrong. The absence of clear leadership and opportunities for professional growth is demotivating and frustrating them. This is concerning, as an educational institution should always be seeking improvement (Giraldez & de Oliveira Figueiredo, 2024, p. 4).

The results are clear: the university is struggling significantly to ensure that teachers work together as a solid team and to guarantee that education is of the highest quality. It is essential for the university to create an environment where teachers feel part of something important and work together towards success (Mamani-Cori et al., 2023, p. 2).

It is evident that there is an alarming discrepancy between the theoretical principles posited by various authors and the institutional reality, suggesting the need for a profound change in organizational culture. The university urgently requires a team that works together to achieve great academic successes. It is time to change how this institution operates and update its system of human relationships and cooperation (Guerra & Braga, 2022, p. 165).

Design for the applicability of high-performance teams to achieve educational quality based on evaluation and accreditation and a societal perspective for living well with quality.

Based on Herrera et al. (2023), the design approach presented in this section aims to open the door for future research to develop a more detailed proposal on the applicability of high-performance teams, grounded in societal engagement. In this stage, the following is proposed:

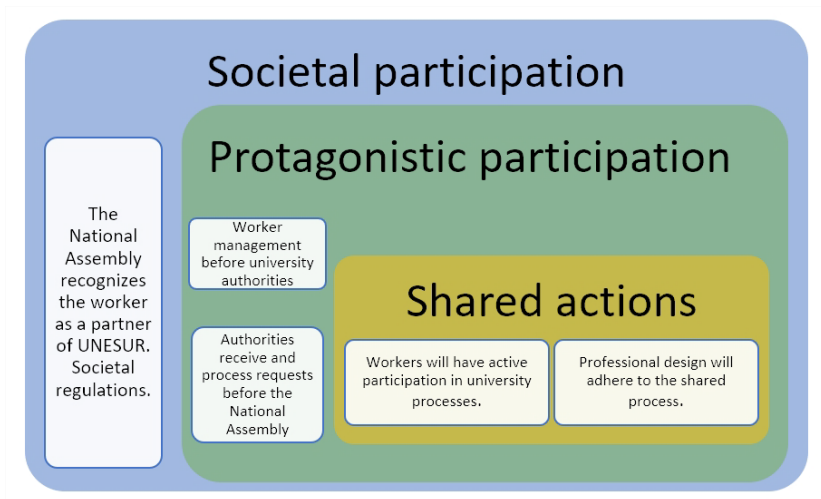
- Provide information to high-performance teams and academic staff

regarding accreditation and evaluation of the institution to achieve educational quality.

- Include the UNESR staff as partners of the institution.

Figure 1

Proposal for the applicability of performance teams

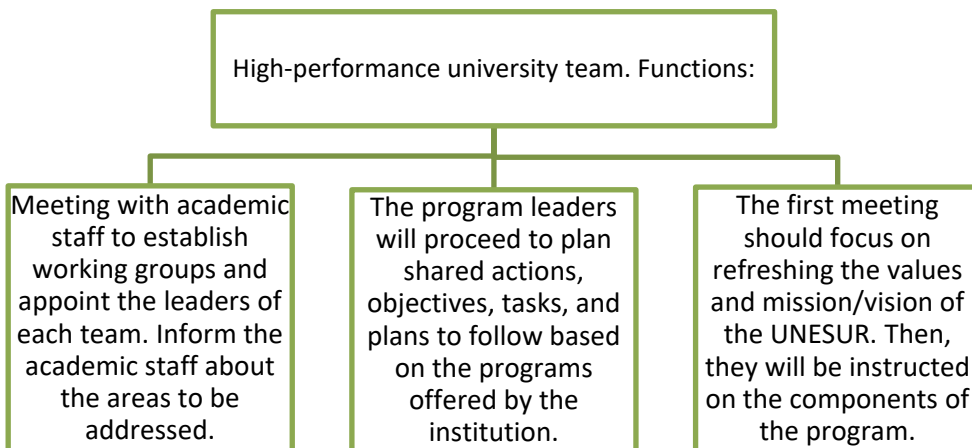


Source: Authors' own elaboration.

Creation of the Evaluation and Accreditation Teams for University Quality at the UNESR Barcelona Campus

Figure 2

Creation of the Evaluation and Accreditation Teams



Source: Authors' own elaboration.

Table 3

Components of the Evaluation and Accreditation System Program (SEA)

Categories	Relevance	Efficiency	Effectiveness	Efficacy
Characteristics				
Definition	Congruence between context expectations and the institutional and programmatic offer (social or external). Correspondence between the project's goals and objectives and the resources and procedures used to achieve them (internal)	Optimization of resources based on achievements; doing the right things correctly.	Establishes the degree to which goals and objectives are achieved.	Establishes the degree to which purposes are achieved and their repercussion.
Purpose	Justifies the project and allows for the validation of its operationalization.	Ensures the quality of the project in its operation.	Confirms the hypotheses in planning.	Estimates the impact.
Instance	CREATION	SUPERVISION	ACCOUNTABILITY	ACCOUNTABILITY
Type of Evaluation	Diagnostic	Formative	Summative	Summative
Evaluation Objective	Verify quality standards in the creation process.	Compare the ideal with actual practice.	Contrast objectives with achievements.	Contrast purposes with achievements and effects.
Nature of Information	Qualitative Quantitative	Qualitative Quantitative	Qualitative Quantitative	Qualitative Quantitative

Source: (Consejo Nacional de Universidades, 2024)

Figure 3

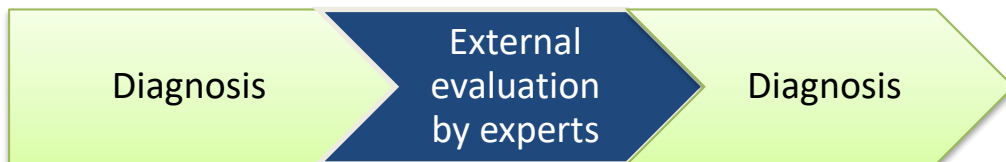
Evaluation System

Established institutions and programs.		Recently created institutions and programs.
Accountability	Diagnosis and planning	Supervision

Source: Authors' own elaboration.

Figure 4

Accreditation System



Source: Authors' own elaboration.

This study of university social leadership offers a unique approach to evaluating the impact of emancipatory organizational culture and active participation in institutional evaluation and accreditation. Unlike other studies, such as those by Aguilera et al. (2024), this research focuses on the quality of professional education at the Medical University of Camagüey, employing a highly collaborative and participatory approach to organizational development in a university context.

According to Anso et al. (2023), while other researchers investigate why students leave medical studies, we are interested in how to help teachers work better in teams so that students stay and learn more. Our research emphasizes how teachers collaborate to continuously evaluate and improve their practices.

Social, political, economic, and educational changes are constantly evolving, often outpacing institutions' ability to adapt. Therefore, it is recommended that educators work together under effective leadership to take responsibility for assessing their work (Bas et al., 2021b). The significance of this study lies in advocating for a collective, organized, and cooperative effort among all teachers to enhance educational quality, envisioning each teacher as a stakeholder and leader driving improvement (Christensen et al., 2023).

Conclusions

The analysis of the mentioned indicators reveals a lack of cohesion among teachers' values, reflected in their unwillingness to form a high-performance team.

In light of professional management at the UNESR, Barcelona Campus, disagreement and lack of collaboration are the most evident issues. This internal disunity affects the institution's effectiveness and highlights problems related to delegation of powers and responsibilities, planning, and teamwork.

Resistance and individualism among senior members pose challenges. Addressing these issues could enhance the quality of educational components. Additionally, the essential role of community participation is crucial for empowering critical teams and accreditation evaluation. It is fundamental to understand the institutional climate and possess the right tools to create a conducive professional environment. Harmonious implementation and synchronization of these aspects will ensure the integrity and accountability of educational quality development.

For the UNESR, it is recommended to implement communication strategies and interpersonal correlation activities that promote camaraderie, collaboration, and active participation among teachers. Continuous training and strengthening of high-performance teams are vital, ensuring these teams are capable of effectively managing, planning, organizing, and evaluating the educational process.

Furthermore, there is a need to reinforce the willingness to learn and adopt new techniques to improve curricular content. Each educator should reflect on the importance of their role in the university's success. They must actively engage in solutions to identified problems under leadership that fosters trust and solidarity. Leadership should take immediate action to develop and implement proposed changes in alignment with the institution's mission and vision.

In conclusion, workgroups and workshops should be conducted to disseminate the concept of high-performance teams, involving specialists in the field. This will undoubtedly contribute to achieving quality education based on evaluation and accreditation, ensuring curricular transformation and the fulfillment of institutional objectives.

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