

INTEGRATION OF STUDENTS AND AUTHORITIES PARTICIPATING IN COLLECTIVE DECISION-MAKING, WITH TRANSPARENCY AND DISSEMINATION

INTEGRATION OF STUDENTS AND AUTHORITIES, PARTICIPATING IN COLLECTIVE DECISION-MAKING, WITH TRANSPARENCY AND DISSEMINATION

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Summary-- This article seeks to reflect on the role that some of the authorities and students at technological institutes currently play, or do not play, as agents of transformation and consolidation of the democratic model, mainly in the face of the challenge of building functional citizens who are interested in the needs of their physical and social environment by collective decision-making, who see themselves as participating citizens and not merely as students in transit seeking to satisfy their own interests.

It considers the institutional circumstances in which continuity in transparency in decision-making arises, in this case using the National Education System of the National Technological Institute of Mexico (TecNM) as a reference, which consists of 254 technological institutes covering the 32 states of Mexico City, in many cases reaching remote communities. Thanks to this diversity, a particular social, cultural and economic context is revealed.

Establishing and promoting transparency and unification in shared decision-making in each of the TecNM's technological institutes can lead to improvements. Identifying these elements allows us to highlight the reasons for improved integration between all parties in this area and set expected objectives that can continue to be evaluated annually in order to add or eliminate what is not working.

Image 1. National Education System of the National Technological Institute of Mexico (TecNM).



Actions are contemplated for the construction and integration of decision-making and public knowledge of the results for higher education students, permanent updating of the institution's regulatory framework and making it public, unification of processes in each of the Technological Institutes, the relationship between transparency, autonomy and accountability to society, as well as TecNM's contribution to the education of citizens.

Emphasise the priority role of technological social responsibility that promotes the social management of knowledge for all social actors, with the aim of building an informed, responsible and participatory citizenry that responds to injustice, unsustainability, violence and corruption. Rethinking the social function of the technological community in the country requires defending the values of Public Technological Education.

In the sense that all citizens have equal opportunities to develop their abilities, eliminating economic and social obstacles, as well as cultural and political ones that affect and impede that development, also seeking to build a sense of belonging in each Higher Education Institution that roots them and leads them to always desire a society endowed with a culture of empathy, as mentioned by M. Ilin and E. Segan mention in the book *How Man Became a Giant*, that man, in his relationship with the environment, fosters critical thinking and ethical values in evolutionary life.

Keywords: Higher Education, inclusion, TecNM, critical thinking, belonging, transparency.

Abstract: This article seeks to reflect on the role that some authorities and students at Technological Institutes currently play, or lack thereof, as agents of transformation and consolidation of the democratic model. This is primarily in response to the challenge of developing well-rounded citizens, interested in the needs of the physical and social environment and in collective decision-making, who see themselves as participating citizens and not merely as students in transit seeking to satisfy their own interests.

making, who see themselves as participating citizens and not merely as students in transit seeking to satisfy their own interests.

It examines the institutional circumstances in which the need for transparency in decision-making arises, in this case using the National Education System of the National Institute of Technology of Mexico (TecNM) as a reference. This system is made up of 254 Technological Institutes spanning the 32 states of Mexico City, often reaching remote communities. This diversity reveals a unique social, cultural, and economic context.

Establish and promote transparency and unification in decision-making at each of the TecNM Technological Institutes, which can improve, identifying these elements to explain the reasons for integrative improvement among all parties in this area and as expected objectives that can continue to be evaluated annually to add or eliminate what is not working.

Image 1. National Education System of the National Technological Institute of Mexico (TecNM).



Lines of action are contemplated for the construction and integration of decision-making and public disclosure of results to higher education students, the ongoing updating of the institution's regulatory framework and its publicity, the unification of processes in each of the Technological Institutes, the relationship between transparency, autonomy, and accountability to society, as well as the TecNM contribution to citizen development.

The priority role of technological social responsibility is highlighted, promoting the social management of knowledge for all social actors, with the goal of building an informed, responsible, and participatory citizenry that responds to injustice, unsustainability, violence, and corruption. Rethinking the social role of the technological community in the country requires defending the values inherent to Public Technological Education.

In the sense that all citizens have equal opportunities to develop their capabilities, eliminating economic and social obstacles, as well as the cultural and political ones that affect and impede this development. We also seek to build a sense of belonging in each Higher Education Institution that grounds them and always leads them to desire a society endowed with a culture of empathy. As

M. Ilin and E. Segan mention in the book "How Man Became a Giant," that man, in his relationship with the environment, fosters critical thinking.

Keywords-- Higher Education, inclusion, TecNM, critical thinking, belonging, transparency.

INTRODUCTION

Transparency, a break with the past that is important to consider in the present.

The construction of a democratic political regime has been one of the most important features of social change in the last 76 years. This construction has been made possible by the exhaustion of the authoritarian political regime that characterised the PRIÍSMO governments (which contaminated all parties and social organisations with its political culture) and by the emergence of a more participatory and committed civil society; its genesis is associated with the democratising struggles of indigenous peoples, workers, university students and countless organisations.

Over the last 76 years, its most significant processes have been the alternations in different levels of government, first with the PAN and now with MORENA, today with the first female president in Mexico's history, Dr Claudia Sheinbaum Pardo. Free electoral competition, the defence of the full exercise of civil rights, the right to information and the accountability of public officials are all relevant and important.

All of this has been built in opposition to the dynamics and culture established by the former authoritarian political regime, specifically with regard to the management of higher education institutions in Mexico. In this way, Transparency and accountability are clear instruments for providing citizens with information and power to fight against corruption, discretion, authoritarianism in decision-making, bureaucratic secrecy and confidentiality, privileges for a few, and segregation of many others.

DEVELOPMENT

In comparison with the political approach outlined above, in the educational sphere, if we take an example from the annual reports of the Directors, rather than being instruments for institutional decision-making, for promoting knowledge of each of the higher education institutions, and for evaluating the results of the management and actions undertaken within a given period, they are often just a report to be completed and not a way of clarifying what is working and what needs to be improved.

Another aspect is that the term of office for a director is not regulated. Some last for months, others for years, and in very specific cases even decades. As in politics, this does not allow for the continuity of projects in some cases, leaving them as political documents and events, where reports are annual and do not refer to or compare statistical results.

Proof of this can be found in the annexes to the Presidential Reports, which contain a 20-year reference, meaning that they cannot be used as a reference tool for evaluating the policies undertaken. The same could be said of each Technological Institute or Higher Education Institution, as they are content with simply recounting their achievements.

Always seeking transparency in actions and accountability to society, the proposal will undoubtedly be the constant updating of the TecNM regulatory framework, establishing specific and easily digestible parameters for the entire educational community, representing the continuity of educational modernisation.

Agreements for labour and educational improvement are proposed between the authorities, teachers and the TecNM student council, redesigning what is relevant by continuing to position and improve TecNM in a scenario that seeks to standardise its processes, make its operation transparent, integrate it into decision-making, incorporate certain subjects into study plans and programmes in accordance with the social context of each state, in integration with local businesspeople.

This is to continue and improve the futuristic vision of the tripartite partnership and to achieve cooperation between managers, students and entrepreneurs in order to obtain the expected impact on the state's growth through higher education, resulting in a country that has established several lines of action focused on strengthening the institution and technological higher education.

Table 1. *Definitions of the work and school environment.*

Author	Definition
Dellar, (1999), [9]	The work environment in schools allows us to understand not only how they function, but also the bimonthly changes, reforms, and all the improvements implemented to ensure they function properly in accordance with the law.
Moos, (1987), [11]	The school climate has a significant impact on the quality of teachers' work.

Aaron and Milicic, (2000), [12]	It is the perception that children and young people have of their school context and the perception that teachers have of their work environment in which its members are capable of resolve conflicts
Organisation of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), (2013), [13]	This reflects the capacity of workers in educational institutions to ensure effective collaboration between managers, families and students, with the aim of promoting respectful treatment between children and appreciation for others.
Fernández and Sánchez (1996), [14]	The working environment in an educational institution represents the starting point introduction to societies.

Authoritarian bureaucratic and political control is the real enemy of transparency; that is where light and public scrutiny must shine, with the aim of putting an end to any arbitrariness that may exist in higher education institutions and the discretionary handling of information.

Making information transparent and encouraging its use are key elements of a new approach for TecNM's Technological Institutes and, in general terms, for higher education in Mexico in the 21st century.

Being part of this enormous community generates a commitment to participate and contribute collectively to institutional leadership, the achievement of institutional objectives, and the attainment of academic goals that are the foundation of TecNM as one of the main sources of higher education in Mexico.

The reasons that together provide arguments that justify and give meaning to the legal transformation, that is, that attempt to specify the terms and purposes sought with educational improvement, in this way, by specifying some main reasons, we want to contribute to providing elements to explain the reasons for continuous improvement in Higher Education, with TecNM at the forefront, and to clarify some expected objectives that can be evaluated in the future, such as the constant updating of the regulatory framework.

Among the proposals is that TecNM should have a historical archive and exhibition space, beyond two or more books that speak broadly about its creation and academic history, national sporting, cultural and civic events, and academic growth in study plans and programmes. In each technological institute, it would be relevant to have a privileged space within the central offices for the preservation of its memory, since

the National Technological Institute of Mexico is the higher education institution with the most campuses in the country, reaching even the most remote communities.

This would be a call to foster that sense of belonging for each higher education institution, so that graduates perceive themselves as part of a whole, whether through the soft skills they strengthen during their education or their desire to contribute to their alma mater once they join the workforce. The benefit is two-way, as both the institution and society gain. We do not just prepare professionals; we are also shaping human beings who, in time, will choose to start families and become part of a community. Furthermore, each of the institution's employees will continue to feel proud when they see the achievements of which they are a part.

DISCUSSION AND ANALYSIS OF RESULTS

The approach of seeking a sense of belonging, showcasing achievements, and integrating students, teachers, and authorities into the educational institution's programmes not only inhibits corruption and waste but also generates adherence to institutional objectives and, therefore, shared responsibility for their fulfilment.

The participation of students from technological institutes and higher education in general is essential, but to do so they must be equipped with the resources and provisions to use the information. There must therefore be an educational process in this regard, as it requires a cultural change, a change in mentality and, above all, a change in attitude towards life at technological institutes, where critical thinking is a basic requirement.

Achieving this will not be an easy task, as historically the technological community has not played an active role in decision-making, as it is not usually considered for this purpose; but neither has it advocated for defending this right and making it observable. Most technological actors, mainly students, pass through the Technological Institute without being fully integrated into institutional life, unless they participate in scientific, technological, sporting, or cultural events.

Technology students rarely participate in discussions about the administrative and academic processes of their institute, both because these processes are opaque to them and because of the lack of institutional spaces and practices that promote such participation. In many cases, there is even a lack of awareness of what is happening at their institute. Therefore, it is necessary to foster interest throughout the technological community in the higher education institution that shelters them, of which they are a part, and their commitment to it upon

After graduation. Building a sense of belonging from day one of classes should be part of the guiding principles of each technological institute, as this strengthens each technological institute's ties with the business community in its state or community and sets a precedent for what each student is being given upon graduation.

It is also a priority that students at technological institutes adopt a critical stance in relation to the technological institute where they study, its actions, and the results derived from them. A comprehensive training and dissemination process is required that takes into account the right of the technological community to know about institutional life in all its areas and, in turn, highlights the obligation to exercise this right in a responsible and ethical manner, serving as a control for the actions of the authorities, officials and staff working in each technological institute.

On 31 January 2023, the 1st Extraordinary Session with the Academic Council was held, presided over by the current Director General of the National Technological Institute of Mexico, Prof. Ramon Jiménez López, who, incidentally, has been concerned with and open to educational proposals in the current social and educational context. An example of this was the implementation of the Student Regulations of the National Technological Institute of Mexico (TecNM). These regulations established their rights, obligations, and sanctions. However, there is a need for an express willingness to build continuous, advanced improvement among students, administrators, and business groups, which implies creating a more radical regulatory framework in terms of transparency, covering more areas than those already conquered, simplifying procedures, and encouraging the use and consultation of information.

It is necessary that, based on the hierarchical transparency of their public reports and their results in relation to the goals set annually by each director of a Technological Institute, a decision can be made on whether to continue or leave the position. As Kant (2007) argues, the construction of a critical university citizenship is an imperative for institutional change that requires the involvement of university students in the day-to-day management of the institution.

The continued construction of the legality of a higher education institution also implies that students, in this specific case of technological institutes, should base their votes for representatives or authorities on objective information about their performance, integrity and academic ability. Finally, it implies that higher education students should have the data and information they need to be able to exercise criticism, which is one of the most important and fundamental academic values.

The formation of responsible users therefore has a double impact on the technological community. On the one hand, it becomes an instrument for evaluating the institutional, educational and daily processes of technological institutes. On the other hand, it is the best way to combat the political and biased use of information, since, in the face of defamation and slander, biased or sensationalist use, and diatribe, there is no better tool than a community united around its institutional project, committed to academic development and the ethical values that govern the lives of students at technological institutes.

TRANSPARENCY, AUTONOMY AND ACCOUNTABILITY TO SOCIETY.

Society trusts that these institutions train professionals and scientists, that scientific knowledge is produced rigorously in these types of technological institutes, and that the arts and sciences are disseminated from there. Technological Institutes, as social and educational institutions, have been entrusted with performing their functions with excellence, and they must be accountable for how they do so. Universities in general are repositories of public trust, as scholars and wise men gather there and impose their laws (Kant, 2002; Bourdieu, 2002).

The National Technological Institute of Mexico, made up of 254 technological institutes, has a moral, civic and social obligation to serve the country with efficiency, effectiveness and transparency. It must report with quality, accuracy and timeliness on its objectives, the development of its aims and its substantive functions, as well as being accountable for the resources allocated to it, making them known to the technological community and society in general.

The exercise of critical thinking involves encouraging greater and better information, greater public scrutiny, greater confidence in our actions and, therefore, greater social legitimacy to justify our existence and to find support when requesting budget increases. The contribution of technological institutes to the education of citizens, as has been argued, transparency and access to information have become fundamental aspects of our present and our national future in the construction of a democratic and open society.

With the emergence of transparency and access to information on the National Public Agenda, technological institutes are becoming the ideal space for the formation of a responsible, democratic, and critical citizenry, aware that the right to information leads to effective accountability on the part of institutions. As Pablo Latapi (2007) acknowledges:

Universities exist not only to create and promote economically useful knowledge, but also all forms of knowledge required by society.

Image 2. *First TecNM Health Agenda Forum.*



This is closely linked to the concept of the social function of technological institutes, which has been included in educational discourse for years and, even more so, in the context of the emerging knowledge society, in whose development TecNM has been assigned a fundamental role.

The National Technological Institute of Mexico, through its institutional project, has established the importance of its social function and the production of knowledge for distribution to society, defining as a priority the training of citizens with a new perspective on development, not only economic, but also intellectual, environmental, cultural, and scientific.

Where the technological community must contribute to the education of citizens in democracy. To be effective, the promotion of democracy must go beyond mere discourse and be incorporated into institutional practices and activities. In this way, the promotion of democracy can crystallise in technological life by encouraging community participation, for example, in the drafting of laws and regulations, teaching how to legislate and debate, how to draw up proposals to be presented and discussed; educating students at technological institutes to participate in this process. This will help them to participate actively in social life, a responsibility that should be shared by educational authorities and academics. Each technological institute should develop democratic practices (reasoned deliberation, definition of agreements without coercion, collective implementation of actions, within the framework of the full exercise of freedom of expression and demonstration) as an institution that is training its students in the democratic political culture that we as a society have defined. The training of citizens also implies the intensification of political debate and an increase in both spaces and interlocutors.

CONCLUSIONS

Finally, it is essential for the National Technological Institute of Mexico to continue its democratisation process, adapting its communication tools (to open them up to the educational community) and expanding their coverage, until they become resources that contribute daily to institutional debate. The expansion of citizen networks involves the management and use of information, which is why technological institutes contribute to democracy when they decode information, produce knowledge and relate it to different social agents. The only social capacity to control sophisticated technocratic language lies in the ability of students, graduates of technological institutes and society in general (through scientific dissemination) to understand and decode it in order to form a critical position.

This also requires transforming institutional management structures and practices, expanding opportunities for academics and students to participate, and increasing the levels of intervention by collegiate bodies. By expanding the scope of information that must be made public, technological institutes are obliged to produce such information and are therefore in a position to observe previously unrecognised problems and characteristics, thus providing them with the elements to take corrective action.

In its axiological sense, TecNM must continue to promote a series of values, among which today is included the education of citizens around the appreciation of transparency, in its application and defence, which should be a priority in the technological life at the higher level experienced in each Technological Institute. because once students graduate and join society as productive members, they will need a high sense of responsibility, justice, fairness, and tolerance, but also transparency, criticism, and self-criticism towards their actions and those of others.

Finally, TecNM must contribute to educating citizens about access to information. For a long time, many issues in social (and even institutional) life have been treated as "secret", as inviolable spaces controlled by a few. In this new era of knowledge, men and women are required to demand their right to know, which is why it is essential that each Technological Institute provide the academic, educational and social community with the conceptual and practical tools necessary to make efficient use of their right to information, through its mechanisms for the generation and distribution of knowledge.

Technological transparency is not a closed issue, but an element that must continue to be built day by day.

day in institutional work, which must be built in all areas and supported by all stakeholders. Therefore, these lines serve to put on the table for all Technological Institutes the many reasons for transparency: such as the continuous updating of the regulatory framework; the construction of a new way of being a student at Technological Institutes; the relationship between transparency, autonomy and accountability to society; as well as their contribution to the education of citizens. These reasons should form the basis for the explanatory memorandum for continuous improvement in the area of transparency, which will serve as the basis for evaluating the actions taken and to be taken in this area.

DEDICATION

To our beloved LuisMi Mora(t), son, brother, this achievement is also yours, we dedicate it to you, to Linda Domínguez Gómez(t), mother and grandmother, for always loving us and giving us security for life, to Luis Eduardo Mora Guerra, father and grandfather, for his unconditional love, to our professors during the Master's programme at IMPO Tláhuac; Dr. Karina García Juárez, Ana Gabriela Reyes Reyes, and Laura Ixel Servín Ibáñez, to the professor at CUSA, Carlos García Martínez, and during the Doctorate programme, to Dr. Enrique García Anievas, professor at CUGS. each from their own field, through their passion and dedication, they instilled in us an interest in writing this research, and on behalf of the author, we are grateful to have been part of TecNM for three decades.

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