

# **Administrative Management and Teaching Process of Teachers in Public Universities**

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*Public universities face problems in their institutional structure and vision, and the actors must adopt strategies to improve management and face the challenges of virtuality and continuous improvement in educational standards. The research seeks to demonstrate how administrative management influences the teaching process of teachers in public universities, considering the conceptual pillars of administrative and educational action. For the empirical evidence, in-depth interviews were used, which were analyzed with the AtlasTi version 9 program. It is concluded that administrative management influences the teaching process of public university teachers.*

*Keywords: administrative management, educational process, university teachers, educational innovation, university education*

## **INTRODUCTION**

The organizational context continues to be dynamic, requiring further adjustment and change (Velez et al., 2022). Universities are complex organizations where many factors come into play, and their management requires transformational leaders. In recent years, the environment of universities has been one of greater competition, which creates challenges in their management (Pascuci & Fishlow, 2023), where

university administration acquires transcendence (Gutiérrez et al., 2017). Due to their impact on the development of societies, organizational and management models that create a profitable learning environment oriented to student and institutional development are being rethought (Mao, 2018). Current conditions demand that higher institutions have greater efficiency to face development challenges; therefore, they must incorporate quality elements for a better response (Oseda et al., 2020).

Management is defined as the process by which organizational resources are to be used in an institutional, global, and comprehensive manner, which, in Latin America, is understood as administration (Araya-Castillo and Rivera-Arroyo, 2021; Münch, 2014). In that order of ideas, university management includes the administration of economic and financial resources that it captures for the services it provides, develops its own culture, and has a structure to adapt to the environment; that is, management involves social aspects to generate commitment and development over time (Teresa et al., 2022). The regulatory framework, such as laws, statutes, bylaws, regulations and directives are important to ensure quality in the service of universities (Serkina & Logvinova, 2019). However, for Koç (2019) structural decentralization of power in a higher educational institution allows its elements to have a more spontaneous and frequent development. In addition, Rivero et al. (2020) point out that the progression of teaching knowledge is a relevant factor for improving administrative management and the educational process of university teachers in public universities. For administration to function properly, it is necessary to have transcendent leadership, commitment and efficient management (Cárdenas et al., 2017), as well as a relevant structure that is accompanied by other organizational structures and, in addition to this, recent developments that coexist with works referring to university management should be observed (Tintoré & Gairín, 2022). On the other hand, the absence of strategic management in public universities directly affects the development and educational process (Arjona-Granados et al., 2022).

Likewise, about the structure that make up university teachers, the degree of identification that the teacher has with the university is taken into consideration because it must correspond with the mission that it has, with the power to generate more understanding and social responsibility within its environment, likewise, its ability to grow and restore itself (Rodríguez, 2018). We must consider that professional identity is fundamental to the performance and commitment of teachers within their institution (Prodanova and Kocarev, 2023). Social responsibility is also observed in education at the university level because it has a great impact because they constitute one of the main services to the community, in seeking to solve problems, challenges and difficulties that enable the development of society (AlAli & Al-Barakat, 2022). Consequently, to create value, its structure, strategy and processes must be developed and constantly evaluated (Araya-Castillo & Rivera-Arroyo, 2021).

Regarding proper management, higher institutions' internal level and efficiency have improved significantly, as well as their basic environment, teaching, scientific research and especially their management (Mao, 2018). Also, the establishment of administrative policies that promote high motivation and innovation of university teachers significantly influence the improvement of conditions in the field of teaching (Espejo et al., 2021). On the other hand, factors such as government and public administration must constantly serve students, teachers and collaborators who are truly interested in achieving the established institutional goals (Rodríguez, 2018).

Management and teaching processes were affected after the onset of the pandemic; authorities had to establish health measures that revolutionized their university teaching methods and strategies. According to Abumalloh et al. (2021), to prevent the spread of COVID-19, many countries worldwide have closed their academic organizations temporarily. Also, the closure of such organizations had impacts on the education system in all countries worldwide; a real effort has been made in a very short period (Tartavulea et al., 2020). However, these obstacles in university education could be taken as opportunities, as indicated by Abumalloh et al. (2021), emphasizing that societies encounter emerging and unexpected obstacles that were pointed out as "grand challenges" in previous studies. Taking drastic measures by moving from face-to-face to virtuality, Tartavulea et al. (2020) pointed out that the forced shift to this new modality as a consequence of the COVID-19 pandemic caused various disruptions in the educational process in universities, which might have affected the effectiveness of the educational system. The student level changes in an unanticipated way, forced to acquire new skills, resources and competencies (Iivari et al.,

2020). However, this unintended change has allowed new methods to be used to deliver course content for students, which can be a great advantage for the future of university education (Abumalloh et al., 2021). Therefore, Nery et al. (2019) also stated that access to this new technology and information will generate more needs for students that they must solve with their teachers together, where administrative management becomes relevant.

On the other hand, it became evident that there are great differences in teachers' digital skills and competencies (Iivari et al., 2020). The absence of teacher preparation and training generated a reliance on self-directed learning in students due to the lack of social interaction (Chans et al., 2023). These problems reduce the quality of education, make them less effective, and contribute to poor labor market training (Otts et al., 2022). In the same vein, Al-Zoubi et al. (2023), argue that it is no longer sufficient to do work in universities traditionally, because continuing with traditional ways leads to regressing and not keeping up with modernity, or may even lead to failure. Because of this, Hernandez et al. (2023) indicated that higher education institutions are faced with the constant task of training and supporting teachers in digital environments, fostering collaboration and innovation in teaching, as they become the main actors in the teaching-learning process, readapting their way of teaching (Nuere & De Miguel, 2021). In addition, this change in the development of the educational process is evolving to a technological future, and that will continue with the same speed as information and communication technologies (ICTs); therefore, a simple data analysis is not enough, but creating systems that allow obtaining knowledge regarding Big Data, Machine Learning, among others (Villegas-Ch et al., 2021). Properly developed digital infrastructure, integration, and digital management provide an enabling environment for creativity, experimentation, and innovation, which would allow the realization of innovative projects and constant development in the institution (Pinon et al. 2023).

Similarly, according to Abumalloh et al. (2021), major challenges must be addressed using scientific development through various technological tools, which will enable the redirection of higher education. Also, the educational process, at present, is mainly based on education through electronic terminals and the web, which is producing huge amounts of data and information on the activities of interested and involved parties (Lnenika et al., 2020). Therefore, Paz et al. (2022) highlighted the need to incorporate technologies in the classroom to improve teaching and reinforce technological knowledge, attitudes and competencies by teachers. On the other hand, barriers in the online educational process can come from both external and internal sources and are related to teachers, students and universities (Tartavulea et al., 2020). In response to the above, as indicated by Abumalloh et al. (2021), active interaction linked to the exchange of information enables all parties to achieve the objectives set and minimize cognitive gaps through e-learning platforms. Bailey and Flores (2021) argued that teachers have the ability to adapt to new contexts and create pedagogical approaches based on their own beliefs and not necessarily on students' expectations, which influences their initial teaching style and the outcomes of the educational process. This will help to make the educational process more effective, as it is beneficial for the students, but also for the educational institutions (Tartavulea et al., 2020). On the other hand, the new technological environment present in the educational environment is going to require new forms of interaction for educators, therefore, it is considered necessary to train teachers so that they can develop a useful and methodological educational process that allows the use of technological innovations (Andreeva et al., 2022). Likewise, teachers must not only learn how to use new technologies, but they must also integrate them deeply into their curriculum to meet the changing needs presented by their students (Gunter & Reeves, 2017).

On the other hand, people responsible for knowledge management must handle the increase of motivation as a primary planning objective, to favor students' awareness of those benefits provided by higher studies (Abumalloh et al., 2021). In the same vein, it is essential to innovate ways of teaching, ensuring greater student participation, this will create an environment of motivation and mutual trust between the elements of an institution (Bečica, 2021). However, Egea & Galindo (2022) pointed out the current lack of motivation in students compared to previous generations, highlighting the transmission of demotivation from some students to others, leading to the need to adopt a more protective and oriented attitude towards them. This motivation must also be present in educators, because the management is performed within the educational center is closely related to the management skills of the director, because

it will influence the characteristics of the teacher, mainly in job satisfaction and efficiency in teaching their classes, since it affects the level of commitment and performance of each of the educators (Jin & Yao, 2022). However, there is a deficit in the use of the available tools that higher education has, as indicated by Lnenika et al. (2020), the education sector faces a superior amount of available data, but does not use these opportunities to work with them. Aware of this situation, universities are increasingly becoming real agents of change and at the same time are fostering a very strong commitment to achieve the desired behavior (Lechuga et al., 2022). Even so, the lack of knowledge about influences, relationships and dependencies during their operation can harm the quality of the educational process and its continuous improvement (Lnenika et al., 2020). In the same sense, bureaucratic tasks additional to the educational work of teachers can also undermine a correct educational process due to the burden this represents (Pace et al. 2021).

According to Zuluaga-Ortiz et al. (2022), educational methods have characteristics such as intangibility, heterogeneity, and variability, where the measurement of quality concerning the performance of teaching methods varies depending on their purpose. Universities offer courses designed to provide, in addition to the generic skills of university students, the specific knowledge they need for the correct creation and successful development of new ideas (Lechuga et al., 2022). Likewise, Tartavulea et al., (2020) indicated that this knowledge should be accompanied by constant evaluations that reinforce it. On the other hand, according to Lechuga et al. (2022), some universities invest both resources and capabilities to generate adequate mechanisms, infrastructure and educational processes to support the exploitation of ideas and exploration by the university community, which should be strongly linked to the educational innovation of teachers, since it influences the development of the skills presented by students. Therefore, Gago et al. (2020) pointed out that institutions need to create effective projects and foster innovation in response to development challenges and social needs, using decentralized administrative distribution and management independence. In addition, the fundamental factor of security that students have concerning insertion into the labor market must be considered. It is understood that there must be a motivation for students to get involved in extracurricular activities and plan their career in such a way that they have a broad positive perspective of labor insertion and take into account the development of strategies that adequately manage their training, but this motivation can start from the methods and educational interaction with their professors (Cáceres-Reche et al., 2022).

On the other hand, according to Zuluaga-Ortiz et al. (2022), the measurement of educational efficiency is evaluated by understanding education as a process of change in which inputs (educational agents) and outputs (students) interact. Currently, the teaching exercise is based on learning theories, understood as tools that allow teachers to know the learning level of students (Maj, 2022). Thus, the educational process must be optimally managed from the beginning, through appropriate curricular systems. For Dobudko et al. (2019), describing an educational program begins with creating a curriculum. At the same time, this must be regulated by institutions that establish a level of quality in education. In this order of ideas, universities must adapt to the changes that society demands. According to Dobudko et al. (2019), changes in the interpretation of certain documents, during the course of the life cycle of various educational standards, lead to the need to change the management of the educational process. Similarly, it occurs in the evaluation of teachers which should consider the perception they have about the programs or curricula that are implemented within the educational center, so that they can guide the teaching resources and the interaction they have with students (Olmos-Gomez et al., 2021).

After knowing the context of the administrative reality and the teaching processes from a global perspective, in the Peruvian case the relationship between the factors administrative management, public universities and the development of teaching, has been generating a rethinking of the way universities have been managed, as well as the teaching-learning strategies in higher education. Intentions are being made to modernize management through administrative decentralization and economic deconcentration (administrative regionalization). However, the absence of long-term planning leads to a slow progress of such intentions and the rethinking of management. In this situation, self-criticism is fundamental, leading to innovation as a key factor for improvement in Peruvian educational management (Oseda et al., 2020). Organizational management is an important axis in Peruvian public universities, since within the country there is a need to develop policies that improve and develop the situation of public institutions of higher

education (Condori et al., 2022). It is essential to talk about the actors within the higher education system, where university teachers, have a direct intervention in the planning and learning process of students, since the institutional objective is the development of competencies in each of the students (Cáceres and Rivera, 2017).

Based on this, we chose to conduct a research with a qualitative approach, having as main objective to demonstrate how administrative management influences the educational process of university teachers in public universities, taking into account the different phenomena that affected this area in current times. Consequently, we posed the following general question: Does administrative management influence the educational process of university teachers?

Based on the research question, the general assumption was that administrative management influences the teaching process of university teachers in public universities in Peru. Another fact to highlight for this research was the scarcity of studies with a qualitative approach conducted in Peruvian public universities on administrative management and the teaching process of university teachers; that is, an exhaustive investigation of the processes at the administrative and educational level from the perspective of university educators in order to understand their perception regarding educational quality and its impact on students.

## **METHODOLOGY**

The present study adopted the qualitative type of research. The qualitative type of research is oriented to diverse methods, which derives in a natural interpretation approach to the subject. It is understood that researchers under this approach embrace themes, with the intention of searching for meaning and interpreting the phenomena they encounter using terminology based on meanings that people assign to it. Qualitative research needs to study and collect diverse experiential material such as personal experiences, interviews, texts with thematic variety, personal stories, and case studies, which will describe moments and meanings of their routines or problems that people live. (Denzin & Lincoln, 2005; as cited in Aspers & Corte, 2019).

Regarding qualitative designs, data is collected in order to investigate the unit of analysis, which could be a lived experience or a phenomenon (Dieumegard et al., 2019). Ozone et al. (2020) define the general inductive approach as a systematic method used for the analysis of qualitative information, guided by the specific evaluative objectives of the research. The purpose of this approach is to allow the results of the research to emerge from constant, domain or important themes, specific to the data that have not been processed, without barriers established by a methodology. In addition, we worked with the multiple case approach because its usefulness is oriented to explore similarities and differences of the topic worked on in the research. It also makes it easier for researchers to identify specific components that contribute to the objective of the topic (Zhong et al. 2021).

In addition, it is important to highlight that Gioia's methodology was developed in the present study, which is based on performing a first- and second-order systematic level analysis. First, codes and terms focused on the information obtained by the interviewee are used, then we proceed to select the themes, dimensions and concepts that are oriented to the research (Gioia et al., 2013). Then, the data obtained from the interviews are transcribed by the members of the research group, this allows the cross-checking of content and consistency (O'Shea, 2022). This made it possible to give greater solidity to the data collected. Finally, data saturation or also known as information redundancy was used. Braun & Clarke (2019) define it as the point at which it is no longer possible to obtain new information, themes or codes from the data.

With respect to the profile of the population, we find in Casteel & Bridier (2021) that they define the population of interest as that which is composed of groups, organizations or individuals that signify the possible units of analysis and to whom the results obtained from the study can be transferred. On the other hand, with respect to the target population, they maintain that it is made up of a specific and determined group of possible participants, who represent the nature of the population of interest. For the same reason, the population of the present study is constituted by university teachers.

Regarding the instruments and the data collection technique used in this study, in-depth interviews were conducted, based on semi-structured questions from a previous research. To evaluate the variables referred

to administrative management and educational process, a list of semi-structured questions consisting of 20 questions was used, proceeding with the search for university teachers who met the profile, who were asked by mail to participate, explaining the purpose of the research, as well as guaranteeing the privacy of their answers to those who agreed to participate freely and voluntarily. Such procedures guaranteed the informed consent protocol and the observance of ethical conduct of the researchers. A total of 25 negative responses and 23 positive responses were received. Subsequently, the respective arrangements were made for the interviews, after presentation of the interview protocol with those who agreed to participate, defining the place, date and time for the interviews. Finally, the in-depth interviews were carried out. The sample was conditioned by data saturation or also known as information redundancy, that point at which it is no longer possible to obtain information (Braun & Clarke, 2019), reaching saturation with 11 interviewees.

**TABLE 1  
CHARACTERISTICS OF THE TEACHERS INTERVIEWED**

<b>Interviewee</b>	<b>Gender</b>	<b>Academic Degree</b>	<b>Role</b>
E1	Male	Magíster	Teacher
E2	Female	Magíster	Teacher
E3	Male	Doctor	Teacher
E4	Male	Magíster	Teacher
E5	Male	Magíster	Teacher
E6	Female	Magíster	Teacher
E7	Male	Doctor	Teacher
E8	Male	Doctor	Teacher
E9	Male	Doctor	Teacher
E10	Male	Doctor	Teacher
E11	Female	Magíster	Teacher

Note: Own elaboration

As shown in Table 1, the interviewees are all university professors, all of whom have different academic degrees. In this regard, the research team found the opportunity to obtain diversity in the data oriented to the specialization of each teacher. The collection of information on the different perceptions of the teachers reflected in their responses provided valuable data for the purpose of the research. The participation with respect to male/female gender is 8/2.

To process the information obtained, the “Tactiq” application was used to transcribe the interviews, which were then subjected to a rigorous quality control of spelling and syntax in linking ideas. For the coding, categorization and identification of ideas, the software “Atlas.ti” version 9 was used. The coding of each of the quotations allows finding similarities of answers and extracting first and second order codes which, in combination with the Gioia methodology, allows arriving at more robust results and conclusions.

## RESULTS AND DISCUSSION

Figure 1 emerges as a result of the analysis with Atlas.ti software, to explore and visualize the key dimensions associated with university teachers' administrative management and teaching process. This visual representation is based on qualitative data obtained from the interviews, through hierarchical connections, providing an organized and comprehensive idea of the relevant dimensions in these areas. The aim of the figure is to provide a greater understanding of the complexity of the teaching work, admitting the interrelationships between administrative management and the teaching process of university teachers. Therefore, the figure becomes a fundamental tool for the present research.

**FIGURE 1**  
**SEMANTIC MAP OF THE DIMENSIONS OF THE ADMINISTRATIVE MANAGEMENT AND EDUCATIONAL PROCESS OF UNIVERSITY TEACHERS**



Note: Own elaboration using Atlas.ti software.

Once the data processing on the perception of the interviewed teachers towards administrative management and the educational process was completed, through an inductive analysis and the Gioia methodology, the responses of the respondents revealed 16 first-order codes (Table 2). From these codes, 10 second-order codes were derived, and through an exhaustive analysis, these codes were related to their respective dimensions presented in the study.

**TABLE 2**  
**PERCEPTION OF THE ADMINISTRATIVE MANAGEMENT AND THE EDUCATIONAL**  
**PROCESS OF THE TEACHERS INTERVIEWED**

<b>Topics of the first order</b>	<b>Second order themes</b>	<b>Dimensions</b>
Difficulty within the administrative capacities. There is no administrative structure with good university management.	Lack of systematization of administrative procedures	Inefficiency in university management
Conflicts are necessary evils that must be faced. Every fortnight we meet with the delegates to see what missing problems existed	To anticipate conflicts, there must be a lot of clear and effective communication within the classroom.	Using internal conflicts to improve
Use of technological resources for self-learning	Learning as an important conference activity	Use of the syllabus for educational sessions
Using what you have learned in practice. It is checked or verified if that learning was achieved at the end.	Concern about our curricular structures	Updating and programming according to the themes
High levels of commitment to the benefit of students Participation in social responsibility	It is identified by the effort to enter and stay	Sense of belonging to the university
Coordination between directors and administrative staff Good communication between teachers and students	There is an arrival on the part of the teacher to the authorities, of the students to the authorities and to the teacher	Good communication between authorities, teachers and students of the university
Importance of teacher training Training at the beginning of each semester	Training as an important factor in educational sessions	Need for more intensive and specific training
Mutual respect between directors, teachers and students Good working environment with the administrative area	Leadership and communication	Supervision of compliance with responsibilities
Encourage students to investigate. Different activities to promote the themes	Methodology used by each teacher	Variety of university methodology
Management of technologies to graduate. Management of soft skills	Greater security of graduates in the world of work	security upon leaving.

Note. Own elaboration based on the results obtained from Atlas.ti using the Gioia methodology.



### **Inefficiency in University Management**

This first dimension of university administrative management encompasses the difficulty in administrative capacities. The difficulties affect not only the administrative area, but also the educational processes that include teachers, students and everyone who performs some administrative-pedagogical work in the university. We find a discordance with Mao (2018), who argues that institutions do not implement optimal and efficient management. Another fact that reflects inefficient administrative management is related to the fact that there are no defined structures, which allow guiding the university community to fully assume their responsibilities and obligations that may be required by other areas, for example, operational areas that do not know the sequence of procedures to provide quality service. In contrast, Lechuga et al. (2022), mentions that initiative, commitment to change and the desire to turn the units into models of educational management should be promoted. In addition, the weak authority of administrative heads does not contribute to the efficiency of teaching tasks, in contrast to what is argued by Jin & Yao (2022), who postulate greater emphasis on the importance of the management skills of administrators to positively impact the satisfaction and efficiency of educators. In this vein, the following literal statements support the findings: *“What good is it if we have a faculty of administration if the university is not well managed. What good is it to say that we have rectors or whatever if things are not run as efficiently as they should be”* (E1). Likewise, *“the levels of competence and the administrative personnel do not correspond to the functions they perform, even more so in a time when we are in the era of digitalization, many of them are very precarious in the use of information and communication technologies”* (E9). Clearly, there is dissatisfaction in the administrative management of public universities in Peru.

### **Internal Conflicts to Overcome and/or Improve**

The interviewees indicated that conflicts in the academic and administrative areas are necessary evils that must be faced, since this makes it possible to know the concerns and disagreements that exist. However, the best way to overcome and/or improve conflicts should be sought. Suggestions range from the teacher’s openness towards his students through dialogue, the search for understanding and empathy towards others. This position agrees with Abumalloh et al. (2021), who indicated that active interaction linked to the exchange of information enables all parties to achieve the objectives set and minimize cognitive gaps. Likewise, to avoid conflicts, there must be clear and effective communication in classrooms, as well as with other administrative areas. These findings are supported by the statements of (E7) *“Conflicts are necessary evils, we must face them and have appropriate strategies to resolve them, because every conflict well resolved allows us to move forward. Every fifteen days we met with the delegates to see what problems existed”*. While the interviewee (E11) said *“The first thing would be to seek understanding, dialogue between the student and me (with the teacher), I think that is the main thing”*.

### **Importance of the Syllabus and the Pedagogical Workshops**

The results showed that the syllabus structure is the basis for developing the courses implemented throughout an academic period. Likewise, teachers indicated the importance of self-learning through technological resources, which allowed them to find and implement new topics and didactic strategies in the teaching exercise. The issue of feedback among teachers in the syllabus development process and the importance of student participation in the construction process was also mentioned, as confirmed by (E4) *“If we talk about the course itself, the distribution of a syllabus is done in consensus with the teachers who are going to teach the course. That is a methodology we use, we get together, discuss and put the part of the topics that should correspond in each unit”*. In contrast, Lnenika et al. (2020) indicated that there is a deficit in the use of the tools available to higher education. The education sector is confronted with a superior amount of available data, but does not use these opportunities to work with them.

### **Academic Updating and Programming**

When commenting on academic updating and programming, it is necessary to mention educational efficiency. Zuluaga-Ortiz et al. (2022) conceive that the measurement of educational efficiency is evaluated by understanding education as a process of change. The updating of materials according to the topics is

necessary to achieve correct student learning, as attested by the interviewee (E9) *“I make an effort to have my slides very updated and I modernize them every academic semester; I innovate them with a lot of information that I incorporate”*. Likewise, for the updates to be sustainable, it is necessary to have programs that seek to benefit teachers, to improve and adapt their materials, taking into account innovations and modern trends in the disciplines they are assigned to develop. Otherwise, over time they run the risk of becoming obsolescent both in the contents and in the methodologies they adopt to teach their classes. In this regard, the university presents certain isolated programs, which are not sustainable, much less institutionalized, as evidenced by the interviewee (E2) *“There were some professional updating programs, which were practically marathon seminars. The same thing happens with the graduates who return to update their knowledge, where many handouts or manuals are used, prepared by the professors who teach the courses, so that the students can have access to this type of didactic resources”*. In this regard, Dobudko et al. (2019), mention that the process of describing an educational program begins with the design of the curriculum, with the active participation of teachers, who establish a positive relationship, and show concern for the curricular structures, guaranteeing a suitable transmission of knowledge and experiences, and the achievement of significant learning by students.

### **Sense of Belonging to the University**

On the identification that a person feels with his or her university, Rodriguez (2018), mentions that the degree of identification has a direct relationship with the declaration of its mission and vision, the social responsibility in its environment, and with the power it possesses to generate more understanding with stakeholders. Likewise, the high levels of commitment that teachers present with respect to the university and, therefore, with students, are aligned with the level of identification they develop over time, as stated by the interviewee (E7) *“It is my sense of belonging, I belong to San Marcos with pride, because I am considered part of that family, that identification is the basis for building the first university in Peru, Dean of America”*. Likewise, other interviewees stated that the university is not only their work center, but it was also their center of studies in which they were formed, both personally and professionally, which causes greater attachment to their university, expressed in affective and affectionate feelings, as mentioned by the interviewee (E9) *“The University of San Marcos generates an identity, those of us who work at the university and have studied undergraduate and postgraduate at the university understand that San Marcos is a feeling for us and there is a deep affection towards it”*.

Reflecting on this dimension, Araya-Castillo and Rivera-Arroyo (2021), mentioned for the creation of value it is necessary that the structure, strategy and processes are developed and constantly evaluated. On the contrary, this research shows that teachers seek identification in their students as a form of gratitude, so that they feel proud of all the effort dedicated to enter and remain in the university.

### **Communication Between University Authorities, Teachers and Students**

Communication is one of the many crucial factors involved in the relationship between administrative management and education, whether in the university, faculty, department and classrooms. By establishing effective communication with teachers, the authorities favor the processes of coordination, planning, regulation and control as part of administrative management. Practicing constant dialogues among educational actors will facilitate the improvement of the educational process and administrative management (Lnenika et al, 2020). In this order of ideas, the findings corroborate such premises, since horizontal communication improves the relationships between authority-teacher and teacher-student. Our findings are supported by the statements of the interviewee (E3) *“I get along well with colleagues from other schools or faculties, in fact, it is convenient for me to get along well, because at the time they were my teachers as such and I think that yes, I think there is a good working environment”*. Likewise, the interviewee (E4) affirms *“If we talk about the work environment in our university, we have a good work environment with the director and other faculty authorities, as well as with other colleagues, we do not have a relationship of friends, but we do have good workmates and we support each other”*. From this we can understand the significance of the practice of good communication among educational actors in the university.

### **Need for Intensive and Sustained Training**

About the implementation of training at the university, with the arrival of COVID-19, training was provided on the use of technological tools as a support to continue with the educational service. In this regard, Abumalloh et al. (2021) when referring to the new methods for displaying academic content, argue that technology allows us to visualize an advantage in the university future. However, such trainings were not as rigorous or specialized as expected, considering the different careers, subjects and topics in the curricular plan. Therefore, the interviewee (E3) states *“I believe that there should be permanent and more specific training for specialized topics for teachers. The more and better training we will be in a better position to provide our knowledge and skills to our students”*.

On the other hand, Lnenika et al. (2020), argue that the different tools available concerning higher education are underutilized; they even allude to the large amount of information that is currently available; however, they are not used as they should be. Therefore, some of these trainings in university teachers would not be fulfilling their purpose despite the availability of a great amount of data and technological tools. For this reason, teachers consider that the training to be implemented should be intensive, properly scheduled and motivated so that the largest number of teachers participate, as stated by the interviewee (E9) *“Training has to be very intense for teachers, for example, I assure you that if the authorities ask teachers to suspend their vacations and go to a training with high level people, with a modern training program structure and with high-level teachers, I assure you that teachers leave their vacations and go to study”*.

### **Monitoring in the Fulfillment of Responsibilities**

Tartavulea et al. (2020) argue that the COVID-19 pandemic was an enemy for education, where supervision and monitoring of pedagogical activities were minimal or almost nonexistent, and in the administrative areas were also relaxed. Now, having progressively recovered the presentiality, there are improvements in the supervision of teachers and administrative areas, and in some cases with technological techniques and tools, taking advantage of what has been gained in virtuality. It is pertinent to point out that if the teaching-learning process is not supervised, there will be no way to generate improvement actions. However, the perception of the interviewees concerning supervision reflects that it is neglected and outdated, because no monitoring and supervision standards have been generated, factors to be taken into account in the improvement of educational quality, where authorities and teachers have leading roles. In this regard, what was stated by the interviewee (E10) is instructive: *“It is possible to supervise the fulfillment of responsibilities through an audit of the administrative areas or a performance survey for teachers so that everyone knows how they are doing; let’s put it this way, the frankness and sincerity that the directives are really being fulfilled according to the functions of each actor is important”*. Likewise, the interviewee (E1) reinforces *“Yes, of the teacher, his function is to teach and if for some reason he is not doing well, then he also needs a self-criticism from his students, it would also be good, but I think that you evaluate yourselves and there you see, well, what is precisely the grade that is given to you, above all honesty. From this information, there is a search for mutual respect among principals, teachers and students; because when this value exists, the fulfillment of responsibilities is benefited, thus generating a good working environment, both in the academic and administrative areas”*.

### **Variety of Pedagogical Methodologies in Universities**

Pedagogical methodologies are often criticized due to their traditionalism and poor adaptability to virtual, face-to-face or mixed contexts. In that order of ideas, major challenges must be addressed using various technological tools to redirect teaching strategies in higher education (Abumalloh et al. 2021). In this regard, the interviewee (E10) comments from his perspective the inefficiency of the methodology and how to solve this problem: *“It is a very traditional methodology, it is a teaching and learning of teacher and students, when there should be modern ways, which allow greater interaction, for example teamwork, see how to provide ongoing assistance through psycho-pedagogical guidance to the student, which not only remains in the university classroom, but transcends off campus, including virtuality”*. Therefore, choosing to use a series of pedagogical strategies, such as promoting study and research habits in students and other activities inherent to university work, is plausible. The most appropriate strategy will depend on the

specialty and the subject being addressed. The interviewee (E7) details this problem from a pedagogical aspect: *“We have to change the methodology, no longer that university teaching methodology, where the teacher teaches and the students listen and learn passively, in quotation marks, there is a need, then, since we are talking about pedagogical conferences, there is a need for a change in the university methodology”*.

### **Employability of the Graduate**

Currently, at the moment of graduating from the university, there is a certain concern among students due to the insecurity of not having the necessary knowledge and skills for an adequate labor insertion, this is because the administrative management does not feed back to what the labor market demands, in short, there is a divorce between what is taught in the university classrooms and what the labor market demands. The curricula and the graduate profile quickly become obsolete, while university management is outdated in time. According to the interviewee (E10) *“The problem is that it is not being well oriented, I do not know to what extent they teach English or SAP, how you are going to develop professionally, I think the university has to implement an English laboratory. It is not very expensive, some professors to teach English as other courses as in other universities. Another fundamental tool is SAP, it is the German program, they will not accept you in a company if you do not know how to use SAP”*. It is now essential for students to be versatile in handling technological tools, perfect their soft skills and become familiar with the dizzying changes that are taking place in all fields.

However, the research also found positions that speak well of the graduates, because they understand that public universities are fulfilling and progressing in the demands and expectations that the working world requires, consistent with the position of Mao (2018), who argues that the level of internal management and efficiency of higher institutions have improved significantly, as well as their basic environment, teaching, scientific research and especially their management. They credit to this purpose when the interviewee (E11) mentions *“Yes, I have met students who, upon graduation feel they have the ability. I think that the student of the University of San Marcos has this security of knowing and being able to adapt, in this case, to society, to work or to go to any other country to study, as you say, a degree or a master’s degree, etc”*. And finally, the interviewee (E5): *“I see students now much more empowered, one could say more determined and I also see them as, I choose where I feel comfortable and not necessarily where I earn too much money, but where I feel that I am satisfied with what I do, it is an environment a correct organizational culture that is valued”*. In addition, for Cáceres-Reche et al. (2022), the security of students to enter the labor market should be motivated by teachers in students, by providing them with security of employability.

### **CONCLUSION**

From what was studied, it was found that several dimensions emerge when analyzing administrative management and its influence on the educational process of university teachers. It is important to point out that these dimensions revealed components, factors, priority needs to show that, at present, there is a direct relationship between the variables studied. However, it is corroborated that the university system is going through a difficult stage after the COVID-19 pandemic, where administrative management becomes the central axis to redirect the path of development and continuous improvement. As evidenced, the quality of education depends on many factors, of which the role of the teacher becomes the main focus to improve the competencies of their students to ensure levels of employability when they graduate from universities. Although there are ways or options for the educational process to be adequate, there are still ills that afflict public universities, which if not corrected and/or improved, could place them at a disadvantage compared to the results of private universities.

It is essential to take advantage of improvement strategies identified in this research aligned to each dimension, where optimal planning and organization in administrative management will significantly influence the teaching-learning process, where teacher-student interaction is key to obtaining better results. In this, it was evidenced that a significant sector of university teachers is not satisfied with the trainings being implemented at the university level and in the faculties. Similarly, when the pedagogical

methodologies were analyzed, it was found that teachers use different technological resources and diverse strategies to achieve the correct learning of students.

On the other hand, the good communication between the different educational actors allows internal conflicts to be solved without ambiguities. This communication system should benefit administrative management; however, the results show that the administrative areas of the universities are not aligned. Hence the importance of supervision and monitoring to improve the fulfillment of the responsibilities of each of the university actors to ensure a better educational service.

Finally, it is crucial to use technology for an adequate management and educational process suitable for the purposes that society has assigned to universities, especially in the contexts in which we live. Information and communication technologies help to a better understanding among the university community members. In the same way, it helps to a better adaptability to future jobs, due to the fact that technology not only advances for education, but also for companies and for humanity as a whole.

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