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Influence of public educational policies and administrative management on the quality of service of a Peruvian public institution

Influencia de las políticas públicas educativas y la gestión administrativa en la calidad del servicio de una institución pública peruana

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Abstract

This article aims to determine the influence of public education policies and administrative management on the quality of service at a public institution in Ayacucho during 2023. A non-experimental, correlational-causal applied research design was conducted with a random sample of 80 public servants. Three structured questionnaires were used for data collection. The descriptive results indicate that 53.8% of participants rate public education policies at a medium level; 52.5% consider administrative management to be at a medium level; and 48.8% also perceive service quality at a medium level. Furthermore, the inferential analysis revealed that public education policies are at a low level, with statistical significance ($p = 0.000 < 0.05$). Administrative management showed low ($p = 0.002 < 0.05$) and medium ($p = 0.000 < 0.05$) levels, while service quality was low and medium ($p = 0.000 < 0.05$). In conclusion, it is confirmed that both public education policies and administrative management have a significant influence on the quality of service offered by the public institution analyzed. These findings provide relevant information for improving management and implementing educational policies in similar contexts.

Keywords: public education policies, administrative management, service quality.

Resumen

El presente artículo tiene como objetivo determinar la influencia de las políticas públicas educativas y la gestión administrativa en la calidad del servicio de una institución pública en Ayacucho durante 2023. Se realizó una investigación aplicada, de tipo no experimental y diseño correlacional-causal, con una muestra aleatoria de 80

servidores públicos. Para la recolección de datos se utilizaron tres cuestionarios estructurados. Los resultados descriptivos indican que el 53,8% de los participantes evalúa las políticas públicas en un nivel medio; el 52,5% considera que la gestión administrativa se encuentra en un nivel medio; y el 48,8% percibe la calidad del servicio también en un nivel medio. Por otro lado, el análisis inferencial reveló que las políticas públicas educativas se sitúan en un nivel bajo, con significancia estadística ($p = 0,000 < 0,05$). La gestión administrativa mostró niveles bajo ($p = 0,002 < 0,05$) y medio ($p = 0,000 < 0,05$), mientras que la calidad del servicio se ubicó en niveles bajo y medio ($p = 0,000 < 0,05$). En conclusión, se confirma que tanto las políticas públicas educativas como la gestión administrativa tienen una influencia significativa en la calidad del servicio ofrecido por la institución pública analizada. Estos hallazgos aportan información relevante para la mejora de la gestión y la aplicación de políticas educativas en contextos similares.

Palabras clave: políticas públicas educativas, gestión administrativa, calidad de servicio.

Introduction

In contemporary culture, the decisions made by hierarchical personnel to implement efficient or stimulating management often adhere to rigid standards, failing to adapt to the circumstances and demands of the sociocultural environment. When public management does not achieve its proposed objectives, it frequently results from unilateral and improvisational decisions that lack a project-oriented approach responsive to expectations and planned outcomes (Flórez, 2016). This implies that management follows a linear and disciplinary model, limited to a single, unilateral response. Today, any phenomenon under study must be approached from interdisciplinary and multidisciplinary perspectives, allowing for better interpretation and more effective responses, both in state and public management.

In the Latin American context, persistent issues have created a common scenario across all republics: excessive bureaucratism, widespread inefficiency in services, and an inability to make sound decisions, characteristics that define public entities (Pulido, 2017). States appear trapped in anachronistic and repetitive patterns, with public servants unable to free themselves from these practices (Moctezuma, 2008). Consequently, substantial economic resources are wasted due to the gap between actual productivity and labor hours worked, as governmental institutions adhere to rigid and prescribed models (Herrera, 2017).

Moreover, it is evident that a significant number of public officials fail to uphold ethical, deontological, and legal principles, leading to normalized corruption. This impacts both the assignment of positions and the execution of processes and plans aimed at serving users, resulting in poor outcomes that hinder the achievement of institutional missions and visions.

In the case of Peru, public management is characterized by the implementation of vertical and rigid administrative models (CEPLAN, 2018). Additionally, the lack of incentive policies and the underutilization of workers' skills and capabilities restrict the attainment of institutional objectives (Cuenca & Vargas, 2018). Among the primary problems is the insufficiency of adequately qualified human capital. When administrative procedures lack dynamism and transformation, preventing the achievement of set goals, it is often due to a lack of specific decision-making capacities; thus, the incorporation of modern management models adapted to current realities is essential (Del Mastro, 2020).

The educational deterioration in rural areas is clearly linked to improvised and inadequate administrative management, both at the macro, regional, and national levels, persisting along the same discursive lines (Ruiz et al., 2022). According to a study conducted in a rural educational institution, performance in Communication was satisfactory in only 11.9% of cases, while in Mathematics it was 16.3%, attributed to both internal and external factors (Del Pino, 2021).

Although Peru is a multicultural country, this diversity should not be seen as an obstacle to development; rather, it represents a unique cultural wealth with a valuable historical legacy for the world. However, the lack of social cohesion and a common ideal indicates that there is still much to learn to improve decision-making.

At the local level, in the educational institution under study, informal interviews were conducted with parents and education professionals, revealing a lack of trust in the service. Complaints were expressed regarding time management, failure to fulfill scheduled activities, inefficiency in problem-solving, inaccessibility for scheduling sessions, and a lack of cooperation among staff. Furthermore, there is a perceived absence of empathy and individualized attention toward users, as well as unclear and untimely responses. The physical conditions of the infrastructure are uninviting and cleanliness is insufficient, factors that affect the environment conducive to constructive initiatives. The presentation of staff and communication with clients also require improvement.

Based on this situation, the general research problem was structured: To what extent do educational public policies and administrative management influence service quality in a public institution in Ayacucho during 2023? Similarly, specific problems were defined related to the influence of these variables on reliability, responsiveness, security, empathy, and tangible aspects within the institution.

Consequently, the proposed general objective is to determine how educational public policies and administrative management influence the quality of service in a public institution in Ayacucho in 2023.

Methodology

This research is applied in nature, as it is based on a theoretical framework to address practical problems and seeks to provide concrete solutions. The approach employed is quantitative, as it directly relates to quantity and allows for the measurement of specific variables. To achieve the stated objectives, a non-experimental correlational-causal design was applied. This design is considered non-experimental because it does not involve the intentional manipulation of variables, but rather observes the phenomenon in its natural environment for analysis. Additionally, it is correlational-causal because it aims to investigate the relationship in which one variable may influence or cause changes in another.

Results

Description of variables

Table 1

Levels of the variable educational public policies and their dimensions

Ranges / Levels	Low		Medium		High		Total	
Variable and dimensions	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Educational public policies	13	16,3	43	53.8	24	30.0	80	100.0
D1: Social	10	12,5	47	58,8	23	28,8	80	100.0
D2: Political	9	11,3	49	61,3	22	27,5	80	100.0
D3: Economic	11	13,8	41	51,3	28	35,0	80	100.0
D4: Educational Projects	8	10,0	46	57,5	26	32,5	80	100.0
D5: Plans	9	11,3	49	61,3	22	27,5	80	100.0
D6: Programs	11	13,8	41	51,3	28	35,0	80	100.0

Table 1 presents the frequencies and percentages of the levels of the variable educational public policies and their dimensions. Overall, 53.8% of respondents perceive a medium level in educational public policies, 30% evaluate them as high, and 16.3% consider them low. Detailing each dimension, in the social dimension (D1), 12.5% report a low level, 58.8% a medium level, and 28.8% a high level. In the political dimension (D2), 11.3% indicate a low level, 61.3% a medium level, and 27.5% a high level. For the economic dimension (D3), respondents report 13.8% low, 51.3% medium, and 35% high. Regarding educational projects (D4), 10% perceive a low level, 57.5% medium, and 32.5% high. In plans (D5), 11.3% indicate a low level, 61.3% medium, and 27.5% high. Finally, in programs (D6), 13.8% report a low level, 51.3% medium, and 35% high.

Table 2

Levels of the variable administrative management and its dimensions

Ranges / Levels	Low		Medium		High		Total	
Variable and dimensions	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Administrative Management	17	21,3	42	52.5	21	26.3	80	100.0
D1: Planning	16	20,0	40	50,0	24	30,0	80	100.0
D2: Organization	14	17,5	43	53,8	23	28,8	80	100.0
D3: Direction	15	13,8	40	50,0	25	31,3	80	100.0
D4: Control	16	20,0	43	53,8	21	26,3	80	100.0

As seen in Table 2, 52.5% of respondents evaluate administrative management at a medium level, while 26.3% consider it high and 21.3% low. Regarding the dimensions, for planning (D1), 20% report low, 50% medium, and 30% high. In organization (D2), there is a 17.5% low, 53.8% medium, and 28.8% high. In direction (D3), 18.8% indicate a low level, 50% medium, and 31.3% high. Finally, in control (D4), 20% report a low level, 53.8% medium, and 26.3% high.

Table 3
Levels of the variable service quality and its dimensions

Ranges / Levels	Low		Medium		High		Total	
Variable and dimensions	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Service Quality	15	18,8	39	48.8	26	32.5	80	100.0
D1: Reliability	14	17,5	44	55,0	22	27,5	80	100.0
D2: Responsiveness	11	13,8	47	58,8	22	27,5	80	100.0
D3: Security	15	18,8	41	51,3	24	30,0	80	100.0
D4: Empathy	14	17,5	39	48,8	27	33,8	80	100.0
D5: Tangible Aspects	12	15,0	45	56,3	23	28,8	80	100.0

Finally, Table 3 reflects that 48.8% of respondents perceive a medium level in service quality, 32.5% consider it high, and 18.8% view it as low. Regarding the dimensions, in reliability (D1), 17.5% report a low level, 55% medium, and 27.5% high. For responsiveness (D2), 13.8% indicate a low level, 58.8% medium, and 27.5% high. In security (D3), 18.8% consider it low, 51.3% medium, and 30% high. In empathy (D4), 17.5% indicate a low level, 48.8% medium, and 33.8% high. Finally, in tangible aspects (D5), 15% report a low level, 56.3% medium, and 28.8% high.

Discussion

In relation to the general objective, it is confirmed that educational public policies and administrative management significantly influence the quality of service in a public institution in Ayacucho in 2023. The descriptive analysis reveals that 53.8% of collaborators evaluate educational public policies at a medium level; similarly, 52.5% perceive administrative management also at a medium level, and 48.8% consider the quality of service to be at that level as well. Additionally, the inferential analysis showed a significance of 0.000, below the threshold of 0.05, indicating a dependence between the variables. According to Nagelkerke's coefficient, the quality of service depends 72.7% on the combination of educational public policies and administrative management. Regarding specific levels, it was found that educational public policies affect the low level ($p = 0.000 < 0.05$), while administrative management influences both the low level ($p = 0.002 < 0.05$) and medium level ($p = 0.000 < 0.05$). Service quality is affected at low and medium levels ($p = 0.000 < 0.05$). This implies that when educational public policies are at a low level, the quality of service also manifests as low. Similarly, when administrative management is at a low or medium level, service quality will be low or fair.

Regarding the first specific objective, it is determined that both variables influence the reliability of the institution. The majority of collaborators (55%) perceive this dimension at a medium level. The variability of reliability depends 33.7% on educational public policies and administrative management. The significance values reveal an influence at low and medium levels for both variables ($p < 0.05$), suggesting that low or medium levels in these variables negatively affect reliability.

In relation to responsiveness, 58.8% of collaborators rate it at a medium level. This dimension depends 34.4% on the studied variables. Educational public policies and administrative management significantly influence low and medium levels, indicating that poorer management affects responsiveness.

For security, 51.3% of collaborators indicated a medium level. It was observed that this dimension depends 28.4% on the variables. The analyses showed significant influence at low and medium levels for both variables, implying that limited management decreases service security.

Regarding empathy, 48.8% perceive it at a medium level. The dependence is established at 33.7%, confirming significant influence at low and medium levels, evidencing that the lack of strengthening in policies and management affects empathy.

Finally, for tangible aspects, 56.3% of collaborators indicated a medium level. This dimension depends 34.4% on the variables, and both influence significantly at low and medium levels. Therefore, poor management leads to unsatisfactory tangible aspects.

In conclusion, the results show that when educational public policies are at a low level, service quality also decreases; likewise, low or medium administrative management leads to low or fair service quality. This underscores the importance of timely and effective decision-making by administrative units responsible for safeguarding education to achieve significant changes. Thus, this research contributes valuable insights to scientific knowledge, serving as a foundation for future studies addressing issues related to this social discipline.

Conclusions

According to the general objective, it is concluded that educational public policies and administrative management directly impact service quality. When public policies in education are at a low level, service quality also tends to be low. Similarly, administrative management at low or medium levels is associated with low or fair service quality. These findings highlight the importance of ensuring that regulations and administration maintain a bilateral and human-centered approach so that management is coherent, motivating, and beneficial for those involved in the institutions; otherwise, it creates imbalance and negative responses for users.

Regarding the first specific objective, it is confirmed that educational public policies and administrative management affect reliability. When these policies and management are at low or medium levels, reliability also decreases. This indicates that to strengthen user trust, regulations need to have a humanistic foundation that fosters a legitimate and accessible relationship.

In relation to the second objective, it is established that both variables influence responsiveness. Low or medium levels in public policies and administrative management condition reduced performance in this dimension. Therefore, coherence between the humanistic spirit of the laws and their practical application is essential for users to perceive timely and effective responses.

The third objective indicates that educational public policies and administrative management significantly impact perceived security. When these variables are at low or medium levels, security is also affected, highlighting the need for inclusive and people-centered management to generate trust and empathy.

Regarding the fourth objective, it is concluded that both variables are determinants for institutional empathy. A low or medium level in policies and management reflects a lower empathy towards users, emphasizing the role of regulations that promote human values as a foundation for a more just and democratic society.

Finally, concerning the fifth objective, it is confirmed that educational public policies and administrative management influence tangible aspects, such as infrastructure and resources. When these factors are at low or medium levels, tangible aspects also turn out to be deficient. However, if the theories underpinning these variables are applied coherently, the effects will be positive and visible, directly improving the experience and satisfaction of users with the institution.

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