REVISTA INVECOM
ISSN en línea: 2739-0063

Study on educational administration in the Peruvian teaching context

Estudio sobre la administración educative en el contexto docente del Perú

Received: 18/05/2025 - **Accepted:** 26/09/2025

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Abstract

Recognizing that teachers play roles in both educational administration and pedagogy, and that they implement active learning methodologies to foster the development of skills, competencies, and learning outcomes, with the student as the primary focus, this article aimed to analyze the educational administration practices of teachers in Peru. To achieve this objective, a qualitative methodology based on an interpretive phenomenological design, along with an inductive approach, was used. Data were collected through semi-structured interviews with six teachers, who shared their knowledge and experiences regarding educational administration and its subcategories: administrative management, pedagogical practices, and social responsibility. The findings indicate that educational administration in a private university exhibits a consistent approach among teachers, who, through appropriate management processes, strive to maintain high-quality teaching, fostering consensus to achieve quality education.

Keywords: educational administration, administrative management, pedagogical practices.

Resumen

Comprendiendo que los docentes desempeñan funciones tanto en la administración directiva como en la pedagógica, y que implementan metodologías activas de aprendizaje con el propósito de fortalecer el desarrollo de competencias, habilidades y resultados de aprendizaje, situando al alumno como protagonista principal, el presente artículo tuvo como objetivo analizar la administración educativa ejercida por los docentes en el Perú. Para alcanzar este fin, se empleó una metodología cualitativa basada en un diseño fenomenológico interpretativo junto con un método inductivo. En cuanto a la recolección de datos, se realizaron entrevistas mediante una guía semiestructurada aplicada a seis docentes, quienes compartieron sus conocimientos y experiencias sobre la categoría de administración educativa y sus subcategorías: administración directiva, pedagógica y responsabilidad social. Finalmente, se concluyó que la administración educativa en una universidad privada presenta un carácter uniforme entre los docentes, quienes, a través de procesos de gestión adecuados, buscan

mantener la calidad de la enseñanza, fomentando consensos que contribuyan al logro de una educación de calidad.

Palabras clave: administración educativa, administración directiva, administración pedagógica.

Introduction

Educational administration is a constant subject of reflection in universities worldwide, aiming to promote a culture of educational quality. In this context, it is crucial to emphasize that the latest trends in the educational field seek accreditation and continuous improvement of teaching processes. Moreover, the educational management of university teachers plays a predominant role in the teaching-learning processes, enabling students to develop the competencies and skills necessary for their professional and personal development. Properly managing learning contributes to optimal results that benefit university institutions. In this regard, Flores-Flores (2021) argues that educational management is closely related to quality and its processes, which are key elements for enhancing competitiveness and fostering continuous improvement.

In Latin America, higher education has adapted to hybrid models to provide relevant content to students. Within this framework, Méndez et al. (2023) emphasize that innovation contributes to educational administration, particularly by fostering collaborative work. In the private university under study, faculty members possess extensive professional experience and demonstrate a strong aspiration to transform higher education and its procedures, considering that decisions should be made democratically rather than imposed. Additionally, the use of digital platforms is valued to enhance teaching and learning processes for the benefit of students.

Pardo-Rozo et al. (2022) highlight the close connection between educational administration and quality, noting that university administration must undergo significant transformations in its processes. In this scenario, the professor becomes a change agent who maintains constant interaction with administrative processes, supporting recognition and innovation. Their role is fundamental to achieving the primary purpose of any higher education institution: to train competent professionals (Monzón et al., 2022).

Educational administration influences institutional, educational, financial, and human resource processes, as well as the relationship with the community, allowing for the implementation of improvements and specific actions to meet goals. Therefore, it is necessary to completely renew this administration, where teachers assume responsibility for making decisions that drive changes for the benefit of the academic community (Rico, 2016). In this sense, higher education institutes must anticipate transformative processes through reform initiatives that ensure their development and survival, generating a renewed planning perspective (Murillo, 2019).

Defining educational administration requires knowledge, experience, leadership, and soft skills. Román (2023) warns that "trust positions" are often assigned to individuals lacking the necessary skills and knowledge for effective leadership. Oré-Rojas and Hoces (2022) indicate that educational administration encompasses the essential tasks in educational centers, which condition the quality of student learning. This analysis delves into the subcategories of educational administration: directive, pedagogical, and social responsibility.

Sagredo and Castelló (2019) state that directive administration plays a crucial role in the motivation and dedication of teachers. In the context of the studied private university, the owners exert significant control over decision-making and supervision of the educational process.

In 2024, both public and private universities in Peru have undergone rigorous accreditation and licensing processes. In this framework, the National Superintendence of Higher University Education (SUNEDU) is responsible for licensing, while the National System for the Evaluation, Accreditation, and Certification of Educational Quality (SINEACE) focuses on national accreditation, operating with quality standards and constant monitoring mechanisms.

Additionally, López et al. (2019) underscore the need for directive administration to focus on rebuilding human capital, integrating purposes, professional creativity, resources, and finances into planning, structuring, directing, and controlling processes. This approach must consider current challenges that demand profound transformations, requiring combined pedagogical and administrative competencies to make necessary adjustments and actions, utilizing functions such as leadership, communication, and decision-making (Herrera, 2019).

Regarding pedagogical administration, it focuses on the progress of teaching developed by faculty members, covering curricular aspects such as planning, structure, approaches, curriculum framework, study plans, methods, and didactic elements (Kevans, 2020). Quispe-Pareja (2020) highlights that planning, structuring, directing, monitoring, and following up on teacher work optimizes the use of resources and infrastructure. Each pedagogical management process provides a framework for guidance and institutional management aimed at meeting the demands of the educational community.

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In the studied private university, pedagogical administration is particularly relevant due to the continuous training received by teachers. Oré-Rojas and Hoces (2022) emphasize that this management is grounded in the institutional mission and its commitment to society, highlighting the use of digital platforms and resources to enhance learning.

Regarding social responsibility administration, Pérez (2016) points out that it contributes to solving economic, social, and environmental problems, whether internal or external to organizations. It represents a comprehensive, transversal, and multidimensional approach that encompasses various fields of knowledge and promotes social growth, replicating experiences that benefit the university community (Severino-González et al., 2019).

On another note, Martínez (2017) emphasizes that projects and programs derived from service-learning constitute an instructional strategy to achieve educational objectives aimed at social change and the ethical formation of students. Additionally, it is recognized that the theory of legitimacy shapes a social contract between society and universities to optimize their social representation (Ballesteros et al., 2019).

Finally, social responsibility administration is an essential element in private universities, where assistance initiatives aimed at the population of Lima are carried out. In this regard, Ahumada-Tello et al. (2018) underscore the importance of incorporating social responsibility into the curriculum, promoting environmental awareness and active student participation in productive actions that benefit society.

For all these reasons, this study aims to analyze the educational management of teachers at the private university Los Olivos during the year 2023, focusing on the dimensions of educational, directive, pedagogical, and social responsibility administration. This topic represents a crucial aspect for strengthening the Peruvian university system.

Methodology

This research was conducted with a qualitative approach under the interpretative paradigm, which focuses on constructing meaning based on participants' experiences to understand the world and recognize the influence of historical, cultural, and social factors on the formation of subjectivities (Miranda & Ortiz, 2020). An inductive method was employed, allowing for the understanding of concrete and contextual facts specifically applicable to the group under study in their own environment (Sánchez, 2019).

The adopted design was phenomenological, aimed at exploring, detailing, and understanding the experiences of participating teachers at a private university. This approach sought to identify similarities in individuals' experiences regarding the phenomenon being studied (Hernández-Sampieri & Mendoza, 2018). Six teachers with at least ten years of experience, specialized in public management, research, curriculum design, and educational management, participated. They responded to a semi-structured interview guide composed of ten questions focused on their contributions and experiences regarding educational administration. Participant selection was based on criteria of experience and specialization related to the field of study.

Three fundamental ethical principles were also considered: (a) the principle of beneficence, ensuring that program coordinators, teachers, and students would benefit from the study; (b) the principle of non-maleficence, ensuring there were no differences in the benefits obtained by subjects during the process; and (c) the principle of autonomy, whereby participants were informed and had the opportunity to understand the objectives, benefits, and potential risks of the research, granting their informed consent (Ianiv, 2020).

Results

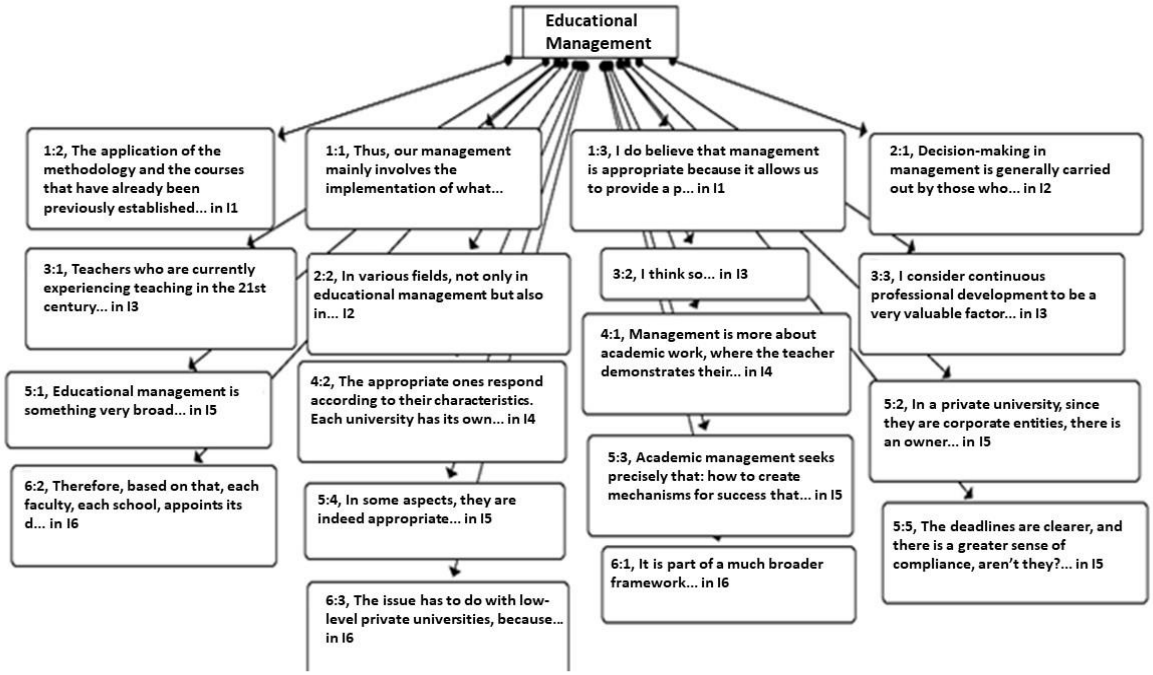
The interviews conducted with participating teachers consisted of ten open-ended questions. The collected data were transcribed in Word format and subsequently processed using the qualitative software Atlas.ti 9.1. All responses were carefully examined, focusing particularly on aspects related to the objectives established in the study.

General objective of the study: analyze the educational administration of teachers in Peru

All participants' responses were analyzed, with a subsequent focus on those aspects directly related to the study's main objective. Among these, it was highlighted that to evaluate educational management, it is essential to understand how it is carried out by teachers and whether they believe that management processes are adequate. Most interviewees agreed that educational management involves discussing various topics, one of the most relevant being the need to reach an agreement among teachers teaching the same course regarding the uniformity of materials. While each faculty member has the freedom to incorporate additional content into their classes, they must adhere to a uniform standard. This is evidenced in the testimony of Interviewee 1: *"Once*

developed, the material is socialized and distributed to all teachers participating in the instruction, who can add specific supplementary material before its application. Thus, the goal is for the administration to be homogeneous".

Figure 1
Network of citations for the educational management category



The interviewees concurred that the private university maintains adequate administration processes, particularly in following up with its students, who are willing to learn not through conventional methodologies—still employed in some public universities, according to the established comparison—but through approaches aimed at developing skills. In this sense, a contrast in administrative processes is evident, as highlighted precisely by Interviewee 6, who stated: *"The problem arises in lower-tier private universities, as first-tier universities are clearly specialists in conducting proper educational management".*

First specific objective: analyze the directive administration of teachers in Peru

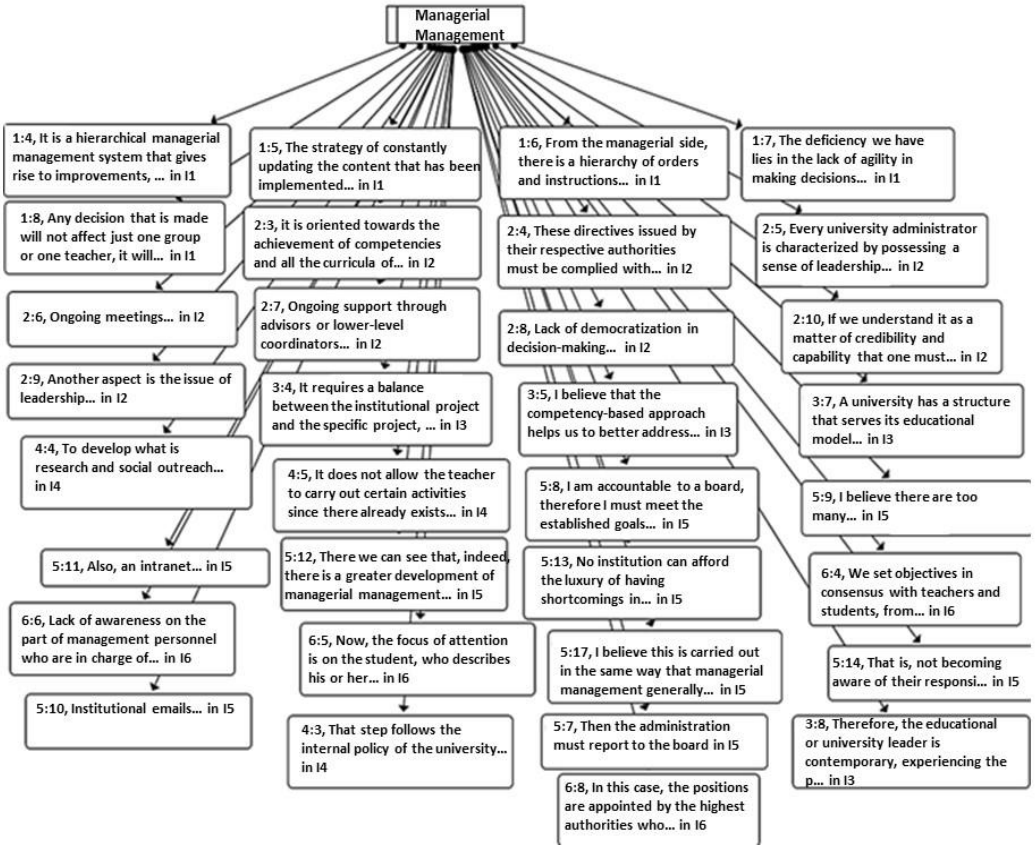
The first specific objective was addressed through the analysis of responses focused on evaluating directive administration, which was segmented into three sections. In the first section, it was emphasized that university owners and their high-level management teams agree that the curriculum should be designed by career path and that the objectives established in each private university are achieved while respecting the fundamental pillars of the organization. The perspective of Interviewee 5 is relevant, who noted: *"Directive administration, as I mentioned, usually has a university assembly and a university council, but in this situation, the managerial positions are mostly appointed by the owners. There are owners who determine and have a very significant impact on the decisions made by the governing bodies."*

In the second section, various strategies used to achieve high-quality learning were identified. Among them, the constant updating of curricular content in professional schools stands out, which is evaluated by a specific committee to ensure adherence to quality teaching protocols, closely related to the national accreditations required as a prerequisite. It is also emphasized that the student must be the center of the educational process, rather than the content delivered by the teachers, a position clearly expressed by Interviewee 6: *"The main focus is the student, who discovers their own knowledge; it is no longer the professor who must explain the most intricate detail that must be recorded. We are there to perfect or deepen that process."*

The network of citations that facilitates the identification and understanding of the first specific objective is presented below.

Figure 2

Network of citations for the first specific objective



In the third section, it is evident that directive administration is primarily managed by the university boards. It is extremely difficult for faculty opinions or decisions regarding the management of the courses they teach to be taken into account by the board, which creates a significant deficiency by limiting teachers' authority and restricting their leadership capacity. This situation is reflected in the words of Interviewee 2: *"Thus, the participation of professors and students, whether at the undergraduate or graduate level, in decision-making is very limited or simply not considered."*

Regarding directive administration, it was observed that the hierarchical structure favors certain improvements, as each director stands out for exercising particular leadership. However, there remains a clear absence of democratization in the decision-making process.

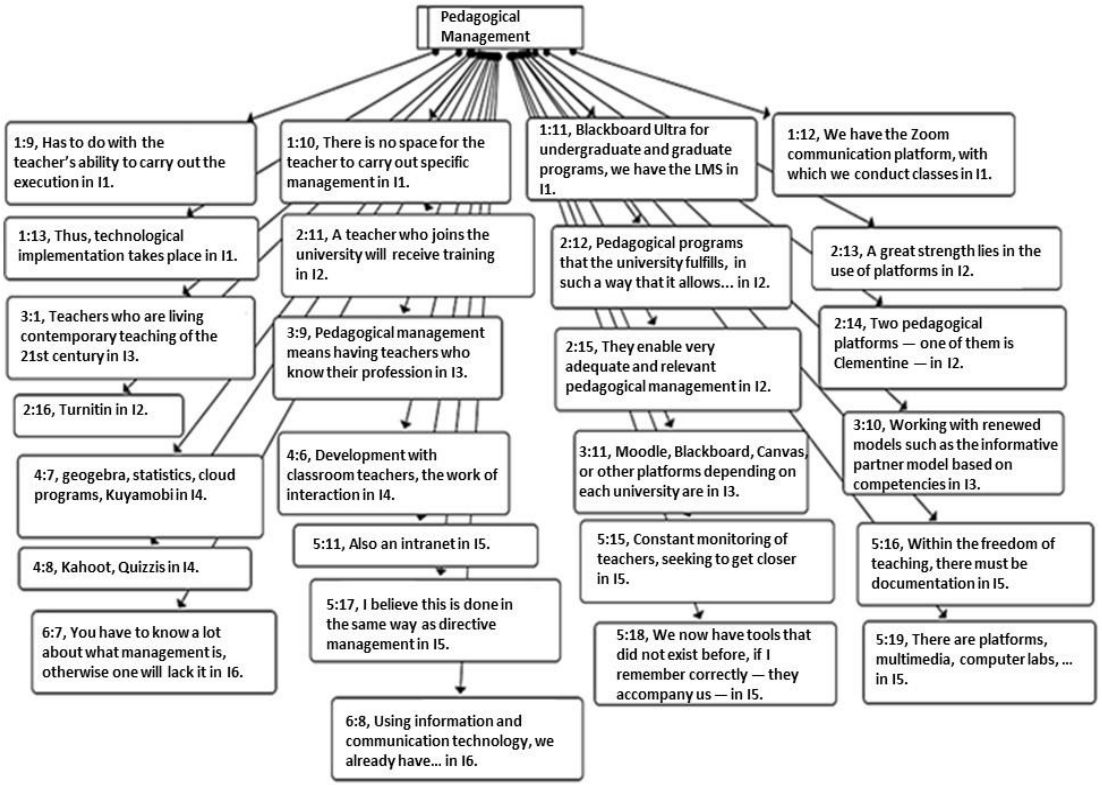
Second specific objective: analyze the pedagogical administration of teachers in Peru

The second specific objective focused on examining the pedagogical administration of teachers, differentiating two main approaches. First, the private university assumes responsibility for training its teachers in aspects related to pedagogical administration through training programs aimed at achieving established academic objectives. In this context, rubrics stand out as a fundamental component for evaluation, oriented not only towards students obtaining good grades but also demonstrating a solid mastery of the course guidelines. Interviewee 3 stated: *"Currently, working with renewed models, such as the socioconstructivist model based on competencies, rubric-based assessments, product-oriented work, and the integration of technologies in hybrid models, evidences that in this field, adequate didactic training is being achieved."* This opinion reflects the positive progress experienced in pedagogical administration today.

On the other hand, the second section identified that technological tools facilitate the optimization of educational administration in the private university. Among the digital platforms used, Blackboard, Clementina, and Trilce stand out, allowing for the efficient management of both undergraduate and graduate teachers and students. Through Zoom links, students can access online classes and review recordings asynchronously, significantly enhancing the learning process. The corresponding network of citations is presented below.

Figure 3

Network of citations for the second specific objective



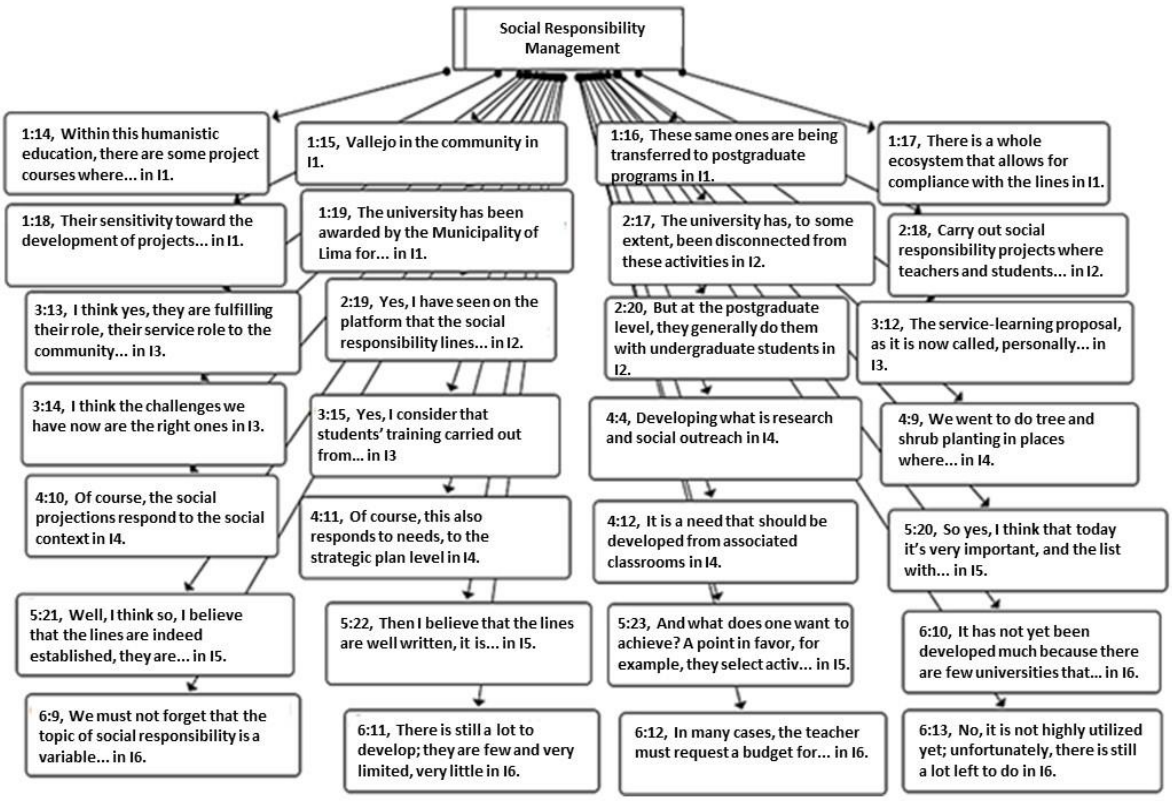
Third specific objective: analyze the social responsibility administration of teachers in Peru

The third specific objective highlighted responses of great relevance that guide the understanding of social responsibility administration. First, it became evident that this responsibility should be assumed by interdisciplinary teams of teachers united by the common purpose of serving the community. In the analyzed private university, a volunteer approach directed primarily at undergraduate students is observed, while it is not extended similarly to graduate students, an aspect that interviewees believe should be corrected to include all levels. The work carried out by César Vallejo University during the pandemic and the mudslides that affected Lima was particularly valued, as noted by Interviewee 1: *"It was the students who collaborated in debris removal tasks, identifying affected individuals, and providing psychological and legal assistance, among other supports, to those affected."* This statement highlights the active social engagement tactics of the students.

On another note, the interviewees agreed that, although social responsibility strategies are relevant, it is important to clearly differentiate between social projection and social responsibility, as the former is considered theoretically, while the latter is applied in practice. The corresponding network of citations illustrating this objective is presented below.

Figure 4

Network of citations for the third specific objective



Discussion

In relation to the main objective, it was evident that the implementation of methodology and course planning is conducted in advance, considering clear timelines and a rigorous sense of compliance. In this sense, Rico (2016) notes that educational administration requires a comprehensive renewal, in which teachers must take responsibility for making decisions that drive changes and transformations for the benefit of the academic community. Complementarily, Murillo (2019) argues that higher education institutions must adapt to current transformations, anticipating reform efforts that guarantee their survival and development, thus promoting a new planning perspective.

Based on contributions from various researchers, it is concluded that educational administration is essential in private universities to foster academic progress and promote significant changes in students. To achieve this, it is necessary to reach agreements in the creation and management of educational resources. However, these agreements depend on whether those responsible or leaders of academic programs promote continuous training, thereby optimizing the pedagogical administration of teachers. This vision is founded on the proposal by Martínez-Huamán et al. (2022), who consider that the educational context must implement a competency-based model as a fundamental challenge, highlighting the need to constantly update knowledge to adapt to environmental demands.

Moreover, Chávez et al. (2022) emphasize the close relationship between teaching practice and educational leadership, highlighting that both teachers and students share common goals oriented towards academic success and the improvement of educational quality. In accordance with this, Pérez (2021) emphasizes that directive administration has the responsibility of guiding the organization towards a planned future, supported by internal and external sources. Therefore, management, whether individually or through a governing body, must act decisively to achieve long-term strategic objectives.

According to the researchers, directive administration is linked to democratization in decision-making and to the objectives established to achieve quality standards in private universities. In this regard, Rivera (2020) states

that leadership practices, characteristic of leaders in higher education institutions, are key to strategic execution and continuous improvement in these universities. However, it is crucial for directive administration to focus on refining teaching processes following clear quality criteria.

Regarding the second specific objective, it was highlighted as a strength the use of platforms and information technologies that facilitate constant monitoring of teachers. The incorporation of these tools is fundamental for continuous improvement and progress in university teaching. Additionally, Deroncele-Acosta et al. (2021) emphasize the importance of continuous training and renewal of teachers, as well as equipping technological laboratories that support institutional and personal policies related to ICT. Reyes et al. (2017) add that educational administration requires committed and inspiring academic leadership, as transformation processes pursue constant improvement.

In alignment with this, the private university under study offers continuous training to its teachers and considers technological resources as essential tools in the teaching-learning process. Malpaso and Lapa (2022) highlight that the purpose of pedagogical administration is to enhance learning and reduce inequalities, a goal toward which progress must continue.

Concerning the third specific objective, it was observed that, although the university has been somewhat distanced from social responsibility, there are initiatives promoted by undergraduate students. Morante (2022) emphasizes the need to include student leaders in sustainable administration from the private university to strengthen environmental protection. Laguado and Cervantes et al. (2020) argue that it is essential for teachers to recognize conceptions related to social responsibility, acting as agents of social and environmental transformation. Furthermore, De La Torre-Lascano (2019) highlights the importance of social responsibility and business ethics in higher education institutions, stressing that both teachers and students must actively engage in socially responsible actions within educational processes.

Research contributions indicate that undergraduate teachers at the private university participate in social responsibility activities, thereby strengthening the institutional commitment to the community. In this sense, authorities promote actions in various districts of the country, bringing the university closer to the population to address their needs. This perspective is grounded in the work of Malpaso and Lapa (2022), who emphasize that current trends in the labor market and social responsibility administration point toward a joint service-learning approach between the university and students. Finally, Condori et al. (2022) stress that social responsibility should strengthen educational programs, thus ensuring the social progress of the nation.

Conclusions

In relation to the general purpose, it is concluded that educational administration at the studied private university possesses a uniform nature, whose main objective is to preserve coherence in teaching topics through appropriate management processes that allow for reaching agreements aimed at ensuring high-quality education. Regarding the first specific objective, the university board directs management seeking to maintain a balance between high levels of institutional benefit and excellence in education, with a high level of directive management evident in the analyzed university. Concerning the second objective, it was evident that pedagogical administration recognizes teachers as protagonists and responsible for ensuring that their students acquire knowledge through the development of competencies, supported by digital resources and tools that contribute to quality educational management. Finally, regarding the third objective, social responsibility administration presents itself as a model that the university must continue to strengthen, especially by promoting the inclusion of graduate students in projects that foster social responsibility toward the community.

In conclusion, the sustained strengthening of these three areas not only guarantees academic excellence but also positions the university as a transformative agent committed to the comprehensive education of its students and to socially responsible development, thus laying the foundations for a more innovative, inclusive, and sustainable educational future.

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