

## ADMINISTRATIVE MANAGEMENT AND WORK PERFORMANCE IN THE MODERNIZATION OF PUBLIC SCHOOLS 2022

**Magda Elena Uribe-Munante**

Cesar Vallejo University, Perú

[muribemu25@ucvvirtual.edu.pe](mailto:muribemu25@ucvvirtual.edu.pe)

**Willian Sebastian Flores-Sotelo**

Federico Villarreal National University, Perú

Juan Cotrina-Aliaga

Cesar Vallejo University, Perú

[jcotrinal@ucvvirtual.edu.pe](mailto:jcotrinal@ucvvirtual.edu.pe)

### ABSTRACT

Public policies within the modernization of the state in administrative management, are implemented to ensure job performance in state schools. At the global level, new paradigms are emerging, in administrative reform that seeks to improve the performance of teachers with the aim of obtaining job satisfaction and satisfactory learning achievements in students. From the search for management styles, which involve the motivation and integration of human resources, we seek to identify the main factors that lead teachers of public educational institutions to feel motivated and identified with the work of the director. The teachers show their perception (evaluate) the performance of the manager and the leadership style applied in the sector; so that it fosters them in successful practices in the pedagogical work. The administrative management exercised by the director and his leadership styles statistically reveals the conditions that the worker needs for good performance. This shows that the public policies implemented by administrative management in schools, with respect to the work performance of teachers, largely mark the goals achieved by the education sector.

**Keywords:** public administration, school management, decision making, work environment, school success

### 1. INTRODUCTION

In Europe, corruption and inequality is a major problem in the management of public institutions. Specifically in the Czech Republic these bad practices occur. Decision-making needs to be carried out in a transparent manner (Maldonado-Lozano et al., 2021).

In Chile there is uncertainty around the issue of public education. This problem stems from the economic-political system, power relations and inequality in its context (Sanhueza, 2021). There is inefficiency in public educational institutions in Peru. This is seen in the student census evaluation, with a low percentage of 17% of students with satisfactory level in the area of mathematics and 37% in communication (Zamora, 2020). The modernization of public educational institutions and the quality of service is a problem without a solution today. In our country it is an agenda item for the formulation of state policies.

In Spain, the changes produced in public administration have generated deterioration and crisis, making it necessary to have alternative paradigms in this field (Alonso, 2020). Education in Latin America has undergone changes due to political established educational institutions, presenting scenarios discouraging, becoming a challenge for management models in Ecuador (Vega, 2020). Peru is perceived a management deficient especially in the public sector, because the institutional climate is currently neglected by the administration in schools (P. Murrieta, 2021). Inadequate administrative management in public institutions of the state affects the work performance of workers. The staff does not identify with the leadership of the managers.

Experiences in Mexico and Canada demonstrate existing problems in schools. The school climate is unfavorable. The lack of respect for diversity in all its forms generates conflict in the school-community (Nambo et al., 2020). In Colombia evaluate the Climate Institutional is a matter of little relevance. Showing great concern in companies; where, opportunities for social relationships between workers are minimal (R. Hernandez et al., 2006).

In Peru, the institutional climate is affected. The constant turnover of staff in jobs generates mistrust, conflicts at all levels. The breaking of relations of the human group is inevitable (Phoccohuanca et al., 2019). The Institutional Climate in the education sector reflects the incapacity of the public administration. The manager requires competent skills that can humanize workers.

Nicaragua today faces the phenomenon of the internationalization of higher education. They are obliged to improve educational quality with the commitment of human resources to provide response and

sustainability(J. Hernández & Zamora, 2020). In Colombia, educational quality has been forgotten by public policies. Strengthening of teaching capacities is part of the internal problem. Modernizing basic education and raising educational quality is a commitment(Pacheco, 2021).

In the municipality of Rioja, there is a lack of commitment in job performance, an investigation shows low motivation and poor leadership capacity to contextualize the regulations to social reality(G. Marrufo, 2020). Work performance in our country is going through a critical situation, with unmotivated workers in the different public sectors, the lack of interest of managers in meeting the needs of their workers, whether physical or emotional, results in reluctance and conflict of interest.

## **2. ADMINISTRATIVE MANAGEMENT AND MODERNIZATION IN PUBLIC EDUCATIONAL INSTITUTIONS**

The debate that arises around the styles of administrative management in the schools of the conditionIt is present in public policies. Research on bureaucracy indicates that public school directors are middle-ranking bureaucrats. They participate in the nexus of the bureaucrats of the decentralized institutions of Education and the professors with somewhat limited collaboration, in the strategies of the organization and the politics(Segatto et al., 2021). At the same time, the directors sometimes behave as bureaucrats at the level of omission, since they use discretion in the application of policies, when providing the service in the interaction with the beneficiary.

According to Zacka (2017), there is a formal discretion, arranged by those who formulate policies, applied to educational spaces, where there must be control of resources and real discretion, which occurs in the daily implementation of the policy and the level of opinion about its effectiveness. The perception starts from the use of the norms, which indicate who accesses the services, grant an "administrative status" for the personal difficulties of the benefit, estimate the cases, choose the appropriate means, decipher the policy and achieve objectives, which, in some cases, are vague and contradictory.

In the years 2000-2015, education in Peru shows a great variation in the norms regarding the structural organization of the system, to comply with what is stipulated in the general law of education and the regulations of the decentralization and modernization of the State.(UN, 2017). The main characteristic is the presence of deficits and gaps that the free national school has been facing.

From 2015 to 2020, the implementation of the General Education Law and the Teacher Reform Law,he pretended that the Peruvian education, pass from a concentrated structure; where, the decisions are focused on a single person to a decentralized one; where, communication and team decision making is the main characteristic. They have had to adapt and allow the collaboration of the actors in the organization, as a main request in the system. In addition, it allowed the participation of the community in management and improvement of the service.

Networks of professionals, learning communities and participatory institutional committees emerge at government levels: at the central government level, the National Education Council – CNE; at the regional government level, the Regional Participatory Council – Copare; at the local government level, the Local Participatory Council - Copale and in the educational institution, the Institutional Educational Council - CONEI, whose purpose is that the state and population contribute to educational quality, with equity(UN, 2017).

As of 2021, the situation that we currently live in reflects the reality in which we have been living for many years. Despite the reforms that government after government have been giving, the presence of COVID 19 and isolation as a result of this disease in the population, brings to light a sad reality, the educational and technological gaps that exist in our country, for the scarce internet signal, homes that do not have television hey radio(Paul & Medina, 2020). The immediate response was the "I learn at home" strategy on television, the web and the radio; to guarantee the attention of the student in confinement. Its main mediators and facilitators are classroom teachers and remote school management. The main responsible for implementing the application strategies at the national level, the country's educational management bodies (regional and local) adapt, situate and improve according to their educational needs and the students they serve, developing regional and local initiatives that make it possible to respond to their different realities and needs(Tafur & Soria-Valencia, 2020).

Supreme Decree 123- 2018 - Presidency of the Council of Ministers of the "System that modernizes public administration" eliminates any requirement that hinders access to inclusive, free and equitable education, with requirements, demands and formalities that delay the processes toan effective service. It establishes regulations for measuring the quality and impact of activities, under the guidelines of public policy standards in the sector. Guarantee a transparent, participatory management, under the approach of accountability and innovative practices. It seeks to include the citizen with their participation in the management, initiative and decision-making in organizational activities, the approach and implementation of the problems placed on the political agenda and the constant improvement of the delivery of public value, made up of resources, goods and services. services, in the need to strengthen participation, validity

of the public act for the tranquility of the population(123-2020, nd).

### **3. LABOR PERFORMANCE IN MANAGEMENT AND EDUCATIONAL POLICIES**

#### **3.1. job performance**

Job performance is the manifestation that is directly related to both institutional failure and success, because those institutions with optimistic results from their workers are successful, while those that do not provide optimal results are considered to fail, as a product of their diminished interest in employee motivation and performance(Raj & Srivastava, 2022).

The worker's satisfaction is the main element for the teacher's competitive performance, resulting in long-term committed work in the institutions; therefore, it is necessary for them to feel satisfied, valuing their work, participating in decisions, giving them space and freedom to do so; this in turn, makes them highly satisfied in their work(Velmurugan & Uma, 2022).

#### **3.2. Educational policies**

According to Oliveira (2008), the policies, by delegating functional responsibility to the centers teaching, alter facets of management, which focuses on labor production, modifying the teacher's relationship with the school, which is expanded as a result of new demands.

The administrative and financial decentralization, in the modernization, It allows the administrator to correctly choose his action, in the face of problematic situations, attending to objectives, contents and often strategies of the plans. These aspects slide into the need to introduce agile, efficient and modern school management processes in schools.

Certainly, the work of the director is essential to achieve goals in public management schools(Freire & Miranda, 2014). Exposes the importance of administration, for the achievement of learning, from the analysis of successful practices, with results academics well above expectation. They point out that these schools implement teamwork, as well as school pedagogical management, centered on the figure of the director. With the purpose of sharing responsibilities and involving the entire school community(M. Gouvea, 2020).

In the normative framework of the Peruvian educational system, the management prepares the strategic plan based on the real diagnosis school - family - community, in order to set institutional objectives in the medium and long term. Formulating the management guidelines in a participatory manner, analyzing the school climate and the pedagogical processes, makes the various actors in the institution feel an active part of the system and, therefore, collaborate in carrying out activities to improve the conditions for a good learning. Create safe conditions for the achievement of educational and operational goals, in a shared and organized manner. Aware of his context and of the importance of establishing democratic relations with the community in all its diversity with an inclusive approach, he is a model of good treatment.

Ensure the management of actions and competencies that must be fulfilled by the committee for the management of economic and material resources ,turns study centers into safe, equipped and conditioned spaces. It is necessary to guarantee the prevention of danger and violence factors in schools, which ensure care for the integrity of the members of the school family. Through the organized participation of the educational community and strategic allies (support institutions), such as hospitals, police stations, the church, private companies, higher education centers, etc., shared goals are achieved, making effective use of financial resources. , based on results.

The manager leads the management committees, guides their performance to the achievement of institutional goals. It allows access to information in a transparent manner in the process of rendering accounts to the population of its administration when they request it, making them participate in the planning in the development of improvement plans. It conducts and manages professional training spaces for its staff to improve performance and personal development, stimulating innovation and research initiatives for teachers. Provides support and technical support in performance through planned monitoring and accompaniment through assertive and respectful communication that favors successful action and learning practices(Cárdenas et al., 2020).

The human resource in public schools is made up of the institution's staff, students, fathers and mothers, who have the mission of delivering products translated into learning achievements(Agudelo et al., 2016). Under this view, the educational manager is in charge of creating an environment of harmony, respect and good human relations. Every educational manager must develop the following seven skills in successful management: creating and motivating, fostering teamwork, communication, adaptation to change and leadership, shared decision-making, promoting initiatives for good practices.

It is worth investigating what happens in the daily life of schools, if it is fulfilled with the established institutional objectives, in the normative documents of educational policy by administrative management.

#### 4. THE ROLE PLAYED BY THE DIRECTOR AS ADMINISTRATIVE MANAGER

The administrative management of the director in the public school has become the key to success to guarantee the job performance of teachers. Nowadays, due to the constant changes and innovations in the managerial plane, the directive administration is a strategic topic of educational policy. Currently many schools in the city of Ica show centrality in the function, discouraging collaboration in many teachers, to the point that they do not identify with their workplace.

The cooperation of the teachers and the support of the director in the institution are two elements that are directly related to job satisfaction, motivating good performance. The modern literature on which public policies in the education sector are based today, reflect the ideal manager and its impact on the educational results of public schools. Professionalism, preparation, shared decisions, builds trust in teachers and encourages them to commit to the results obtained annually.

#### REFERENCES

- Agudelo, M., Alveiro, C., Saavedra, B., & Ramiro, M. (2016). Human resources as a fundamental element for quality management of competitiveness. *Vision of the Future Scientific Journal*, 20(2), 1–20. [http://revistacientifica.fce.unam.edu.ar/URLdelDocumento:http://revistacientifica.fce.unam.edu.ar/index.php?option=com\\_content&view=article&id=422&Itemid=90](http://revistacientifica.fce.unam.edu.ar/URLdelDocumento:http://revistacientifica.fce.unam.edu.ar/index.php?option=com_content&view=article&id=422&Itemid=90)
- Alonso, M. (2020). Rethink local public action from new models of administrative management. *Journal of Studies of the Local and Autonomous Administration*, 49–68. <https://doi.org/10.24965/reala.i14.10808>
- Cárdenas, T., Incio, N., Colca, R., Martínez, A., Galindo, M., Vilchez, M., Casilla, J., Cuenca, V., Morán, A., Santillán, V., Peraza, B., Pereyra, J., & Sifuentes, V. (2020). Manager good performance framework. 56. [http://www.minedu.gob.pe/DeInteres/xtras/marco\\_buen\\_desempeno\\_directivo.pdf](http://www.minedu.gob.pe/DeInteres/xtras/marco_buen_desempeno_directivo.pdf)
- Freire, S., & Miranda, A. (2014). The role of the director in the school: pedagogical leadership and its impact on academic performance. *Research Advances* 17, 17, 60. <http://www.grade.org.pe/wp-content/uploads/AI17.pdf%0Ahttps://www.ssoar.info/ssoar/handle/document/56545>
- G. Marrufo, J.P. (2020). Job performance in the provincial municipality of Rioja, San Martin region-2020. *Latin Science Multidisciplinary Scientific Magazine*, 2215(2), 1557–1594. [https://doi.org/10.37811/cl\\_rcm.v4i2.182](https://doi.org/10.37811/cl_rcm.v4i2.182)
- Hernandez, J., & Zamora, W. (2020). Quality management systems: An improvement in the quality of Higher Education Institutions in Nicaragua. *Electronic Journal of Knowledge, Knowledge and Practices*, 3(2), 87–97. <https://doi.org/10.5377/recsp.v3i2.10694>
- Hernandez, R., Collado, C., & Baptista, M. (2006). Research Methodology. In *منشور اتجامع دمشق* (Vol. 1999, Issue December).
- M. Gouvea, A.J. (2020). Educational policies Study on the Organização do Trabalho Pedagógico em.
- Maldonado-Lozano, A., Paredes-Aguilar, L., & Palomino, G. del P. (2021). Open government management in public institutions: a review of the literature. *Sapienza: International Journal of Interdisciplinary Studies*, 2(2), 137–152. <https://doi.org/10.51798/sijis.v2i2.82>
- Nambo, J., Giles, V., & Frias, G. (2020). Cartography of school violence: Experiences from Mexico and Canada to manage school violence from sustainability. *Journal of Peace and Conflict*, 12(2), 155–176. <https://doi.org/10.30827/revpaz.v12i2.8840>
- UN. (2017). Review of public policies in Peru. 124. [https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5706/Revisión de las Políticas Públicas del Sector de Educación en Perú.pdf?sequence=1&isAllowed=y](https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5706/Revisión%20de%20las%20Políticas%20Públicas%20del%20Sector%20de%20Educación%20en%20Perú.pdf?sequence=1&isAllowed=y)
- P. Murrieta, J. F. (2021). Institutional climate and administrative management in schools with a full school day, Rodríguez de Mendoza, Peru. *UNTRM Scientific Journal: Social Sciences and Humanities*, 3(3), 54. <https://doi.org/10.25127/rcsh.20203.648>
- Pablo, F., & Medina, F.P. (2020). Challenges of education in tie.
- Pacheco, M. (2021). Management of the planned change in teaching of public educational institutions Management of the planned change in teaching of public educational institutions 19(02), 61–73. <https://doi.org/10.15665/encuen.v19i02.2446>
- Phoccohuanca, J., Rosales, T., Yepez, L., Flores, W., & Arevalo, J. (2019). Governance and organizational climate in the modernization of the state. *Inclusions Magazine*, 7, 9–25.
- Raj, B., & Srivastava, N. (2022). International Journal of Early Childhood Special Education ( INT-JECS ) ISSN : 1308-5581 Vol 14 , Issue 04 2022 ROLE OF LEADERSHIP STYLE AND PERFORMANCE IN HIGHER EDUCATION : THE Baldev Raj International Journal of Early Childhood Special Education ( INT- 14(04 ) , 131–138.<https://doi.org/10.9756/INT-JECSE/V14I4.18>
- Sanhueza, J. (2021). Emerging tensions in sectoral coordination and the political economy of national higher education systems in contemporary capitalism. *Journal of University Pedagogy and Didactics of Law*, 8(1), 305–324. <https://doi.org/10.5354/0719-5885.2021.59077>
- Segatto, C., Katurchi, M., & Abrucio, F. (2021). Analytical Archives of Educational Policies School Managers as Rua Level Managers:

- Tafur, R., & Soria-Valencia, E. (2020). Confinement in Peru. Catholic University of Peru, 225–244. <https://files.pucp.edu.pe/departamento/educacion/2021/03/02231403/Rosa-Tafur-y-Edith-Soria-La-gestion-de-los-centros-educativos-en-situacion-de-confinamiento-in-Peru.pdf>
- Vega, L. (2020). Educational management and its relationship with teaching performance. *Science and Education*, 1(2), 18–28. <https://doi.org/10.48169/equatesis/0102202008>
- Velmurugan, R., & Uma, A. (2022). JOB SATISFACTION OF SELECT SCHOOL TEACHERS IN COIMBATORE DISTRICT. 14(04), 65–72. <https://doi.org/10.9756/INT-JECSE/V14I4.9>
- Zamora, E. (2020). The issue of management in the Peruvian educational system: beyond neoliberalism. *Education and Society Magazine*, 1(1), 3–25. <https://doi.org/10.53940/reys.v1i1.46>