

Administrative management division of economics and administrative and its impact on the quality of education

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Abstract

In universities, the constant search for quality degree programs that offer is a given constant demand for them, which is why these along with the faculty constitute a cornerstone of continuous improvement to achieve the objectives of the plan institutional development.

The administration as a means to achieve quality education and the goals of the institution form the body of action to follow within a framework of continuous improvement.

Administrative Management, Quality.

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Introduction

The current global environment has important implications for higher education. According to the World Conference on Higher Education of UNESCO, held in Paris in July 2009, several dynamics that are deeply transforming. First, linked to population growth, has accelerated the growth of the demand for higher education, increasing global enrollment by 53% in the last decade, involving 51 million new students since 2000. The second factor is diversification of higher education institutions, noting that about 30% of the global tertiary education enrollment is serviced by private educational. The third is the impact they have had the information technology and communication that have revolutionized the process of teaching and learning, and the generation and application of knowledge. The fourth is globalization, reflected in the development of academic networks, exchange, cooperation and international mobility of scholars and students. In fact, as a result of globalization, 20% of higher education students spend part of their time studying in a foreign country (INSTITUTIONAL DEVELOPMENT PLAN 2009-2013).

Justification

The obligation of the institutions of higher education to provide a quality education is critical to the continued emergence of educational institutions competing to attract the limited number of graduates from high school by offering quality education.

It is critical to know the internal management processes and their impact on education for the implementation of continuous improvement processes.

In the present investigation is to determine the impact on education of the administrative process and the perception of students of different degrees in the Division of Economic and Administrative Sciences, on the quality of education they receive and determine the effectiveness of administrative management.

OBJECTIVE (S)

General:

- Analyze processes or administrative MANAGERIAL n for continuous improvement of educational quality and the perception of students on ion impact.

Specific:

- N Measure the perception or the quality of education of students.

Goals:

- Determine the effectiveness of the administrative management.

Research Type

This research is exploratory and does not attempt to give an explanation of the problem, but only to collect and identify general background, quantifications, and topical issues regarding the research, suggestions of related issues that should be examined in depth in future research. Browse understudied issues or problems or that have not been addressed before; Investigate trends and identify potential relationships between variables.

Sampling

The research will be conducted through stratified random sampling, where all elements of the universe, in this case the degrees of the Division of Economic and Administrative Sciences, University of Sonora, within each stratum have the same probability of being selected. The sample size was determined by the following formula (Anderson, 2004):

Stratified sample

Considering the size structure of the Division, the stratified sample results in the 174 students surveyed, which correspond to each stratum:

What is studying Bachelor?					
		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Lic. In Accounting	43	24.7	24.7	24.7
	Lic. In Business Administration	49	28.2	28.2	52.9
	Lic. Economics	7	4.0	4.0	56.9
	Lic. Administrative Computing in	14	8.0	8.0	64.9
	Lic. In Marketing	30	17.2	17.2	82.2
	Lic. International Business and Trade	19	10.9	10.9	93.1
	Lic. In Finance	12	6.9	6.9	100.0
	Total	174	100.0	100.0	

Table 1

The main goodness of simple random sampling is that "if the strata are homogeneous, the method of stratified random sampling will produce results as precise as simple random sampling, but with a smaller total sample size" (Anderson, 2004, p. 274).

Administrative Management

Management is a holistic management approach of an institution in establishing its objectives, vision, mission, values, strategies, structure, organization, resources, and means of achieving them, processes for carrying out the activities to achieve.

The objectives the application of resources, means or instruments, evaluation and improvement of their performance.

Administrative management in institutions of higher education requires several duties that lead to achievement of the objectives they deem relevant to the achievement of the vision it has set as a goal for the future and why should every day to work for actual achievement, which is relevant for a measured and transparent budget management, planning and scheduling plans and academic programs, the training of human resources, effective communication and management of timely and validated information for decision making. A considerable part of these factors in turn depends on strong leadership to promote effectively the measures necessary to achieve the vision proposed measures.

These managers, while having profound knowledge in their professional area and extensive experience in teaching, research or the dissemination of culture, may lack the qualities, skills, experience and knowledge in the management of educational institutions, which could hinder the achievement of different educational gear subsystems to respond to environmental demands. Some of the qualities, characteristics or skills that managers should compile an educational institution, among others, can be summarized as follows:

- Academic Leadership (enjoy the recognition of students as a good teacher and community appreciation of the academic institution, have recognition as a distinguished scholar in teaching, research and / or the diffusion of culture).

- Strategic Attitude (vision and mission of the university, planning, management control, organizational structure, human resource management, communication and information).
- Meet broadly higher education policies of UNESCO, OECD, SEP, ANUIES, CIEES, CONACYT and internal institution and the specific academic institution policies.
- Thorough knowledge of the laws of the institution collateral including their collective bargaining agreements.
- Pro-activity, empathy, interdependence, creativity and consistency to seek consensus and reduce conflict, subject to the laws of the institution.
- Maintain good relations with graduates of the institution, with the productive sector and the government sector.
- Institutional and adherence to university legislation.
- Love for the institution and for the welfare of society.
- Ethics and respect for the individual, regardless of gender, race, nationality, religion or ideology.

The administration as a means to achieving quality in education is at all times and in all educational organization the cornerstone of support that would achieve the necessary changes to give some direction to the vision that the organization has raised as a goal objective.

Principle of managing for quality

The quality management system is a management organizations based on the principle of doing things right. But to assume that doing things right the integrity of those involved in the production process is as important as the effectiveness of leadership to lead the mission of the organization focused on meeting the needs of users, customers or clients (Lepeley, 2001 , p. 6-7).

The client is a person who has a need and satisfy it acquires a product or service. Such acquisition gives the right to obtain the benefit and the expected quality.

Customers are important, because if there were people with needs or tastes for specific products or services, there would be no demand and the organization would have no reason to exist. .

The implementation of a model of quality management leads the organization in a direction that begins by Inform people working in the organization on new principles that underpin the quality and training in the use of management techniques to improve the quality (Cavassa, 2002, p. 20).

Industrial society has given way to a society of services and information. This requires a profound change in the skills and competencies required in professional education (Ferrández, 2000), which were previously only required for certain positions. Institutions and professional success of this future will be those that are developing new capabilities to the new environment, implying that past success does not guarantee future success (Fernández, 2001, p. XXV).

The new skills needed to adapt to rapidly changing society oblige education professionals to be flexible, adapt and live in a changing environment (González Soto, 2000); to learn, unlearn and relearn; to be true leaders, creative and able to anticipate the developments (Fernández, 2001, p. XXV)

Knowledge management for achieving educational quality

Knowledge management and intellectual capital is a practice of putting into operation the means to that knowledge, whatever its origin, can be disseminated, distributed and used for the benefit of the institution (Fernández, 2001, p. 177).

The only way to keep alive an institution is to let the creative people to promote change. The institution does everything according to the rules and stifles creativity lacks flexibility. The innovative elements of creativity are the very essence of the vitality of an institution system (Fernández, 2001, p. 172).

The leadership change.

Based on the level of leadership in the amount of change and the complexity of its implementation, experience shows that in situations with high amounts of change and increase the institution should be geared towards leadership, and increased complexity of implementation greater need for management part of the address. The address becomes critical element of the new situation, along with the people processes and structure of the institution (Fernández, 2001, p. 192)

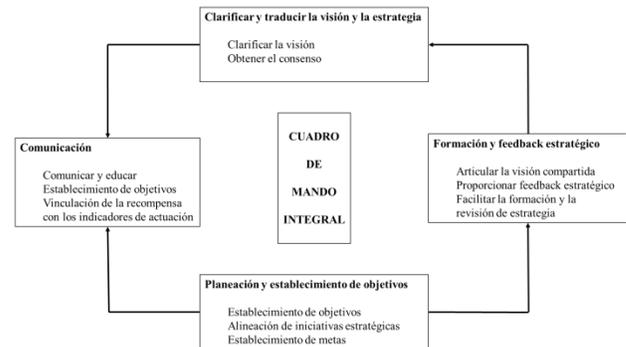


Figure 1

The work of the directors and officers expectations.

The criteria for improving the quality of management of the directors, in addition to expressing appropriate as a good humor, sense of proportion and dedication to his work personal qualities, capabilities must disclose:

- No communication or prop or sites of specific language educational school administrators, staff, students and parents.
- No address or effective teachers and pupils.
- No systematic revision or to Ethics of t curr ass leading to the introduction or n-promoting actions of multiculturalism, integration or n of pupils with special educational needs, minicomputers and Rating for ion.
- Evaluation or n, or n including revision of syllabi and schemes of work.
- CHERISHING ion performance and development of teachers (Wilson, 1992, p a g. 46).

Different concepts of educational quality

Quality Concept

It is often said that "quality" education is a relative concept, for several reasons. It is relative to who uses the term and the circumstances in which it invokes. Similarly, relativism has another perspective because the quality is similar to the true nature and beauty and is an ideal difficult to compromise. This leads to the conclusion that "quality" also is a term that carries the user settings, thus being highly subjective (Gonzalez, 2008, p. 249).

The word quality is understood and defined for a long time-several centuries ago, and its use indicates the set of final attributes of a product or service that allows a judgment of value about him. However, when it comes to educational quality and total quality we have to consider other reasons that have been defined according to their own philosophies or systems which are concerned for quality researchers as prestigious Deming, Crosby, and Juran Isikawa. Quality is meeting the requirements in ISO 9000, comply with the specification, establish a relationship between efficiency and the agreement offered so received or expected, with those features of the product or service that really meets the needs of the client, understood as the value through profit perceived by the customer leaves result in satisfaction, however when talking about quality in education is clear that we enter into another context, raise the value in all cases is to increase profit and also raise the quality to the customer in terms of qualitative and quantitative values. When we talk about educational quality definitely talk about other areas such as social, relevant education and socially contributes to national development, education to raise the level of development of society in the interests of a better quality of life, or all the social context (Ramirez, 1998, p. 19-25).

The definition of the quality of education must be related to the ability to meet the needs of the learner, and from the attention of the capacity of the learner to maximize their ability to examine their interests; discuss their problems; analyze information that allows you to address these problems, and find the most appropriate solutions (Alvarez-Tostado, 1997, p. 60).

Pirsig (1976) relates to the Greek arete quality means excellence << function >> since the elements considered each object, institution or individual has a special role to play. From this definition, the role of the teacher appears as plan and deliver a curriculum to their students and evaluate their success. But there must be an optimal curriculum for each student, as a member of a class consisting of students from a variety of capacities and needs (Wilson, 1992, p. 34).

And how can you measure the quality of an education system? As the quality of an education system can be measured from the point of view of the goals society assigns (Alvarez-Tostado, 1997, p. 18) are met.

Quality Assurance

The term quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that they maintain and raise the quality and therefore the quality is the responsibility of each institution, and these are expected to be responsible for offering it (National Association of Universities and Institutions of Higher Education, 2001, p. 38-45).

Society demands of educational institutions with the exercise of their activity requirements ensure that the labor market demand for the integration of students and to take experiences and ideas contributed by those who benefit from its activity (companies, students, teachers, etc.) (Fernández, 2001, p. XXVII).

Perhaps many customers (students and families) know not explain the required quality, but perceived, and so transmitted to other customers and potential customers; This is why you need to analyze and transform the processes of an institution; The product or service you offer is the end result of one or more processes, and if the goal is to improve the product or service can only be achieved by working on the processes and / or the end result. If processes improves the final result (Fernández, 2001, p. 61) are improved.

Main indicators of educational quality to consider in Public Higher Education (Vargas, 2007, p 19.)

- Relevant curriculum proposals with global contextual demands.
- Equitable access to the student population or n.
- É acad mico level and availability of teachers.
- Systems of student benefits to less favorable socio cally or populations n.
- É acad mico student performance.
- Characterisation of the population or n or n student.
- Ion relationship and investment budget or social n.

- Flexible administrative processes.
- Articulation with the investigation or n or n high level and its relevance to social reality.
- Quantity and quality of their publications.
- Access and use of advanced technology as í service academy.
- Cooperation links or national and international scales.
- Visi humanist or n or n in professional formation.

Definition of educational quality assessment bodies

Today educational quality is less about memorization and the acquisition of higher level skills; equity no longer means the same for everyone, but address the different needs in order to ensure equal learning opportunities, and efficiency is not measured by the lowest cost, but in terms of optimizing the educational productivity, analyzing the relationship between inputs, processes and outcomes. These redefinitions are also implying the need to redirect the functioning of education systems to achieve results defined in these terms, which enter directly the problem of the management and the current difficulties of political, technical and administrative governance (UNESCO, 2004, p . 7).

The quality of the education system lies not only in the level of student learning, but reflects the coherence relations between all components of the system itself.

In this perspective the quality of education comprises several dimensions: relevance and importance, expressing the coherence between education and the needs of students and society, respectively; efficiency, which reflects the consistency between expected and products aims--the actually achieved; the adequacy of resources of all kinds and efficiency of use, resulting in consistency between inputs and processes with products made with them. The concept of quality can not be divorced from equality, can not be considered as good an unequal education. The quality of education also considers not only its short-term effects, but also its impact on adult life. The concept of quality of the National Institute for Educational Evaluation (INEE) is taken into account, then, the set of components -context, inputs, processes and products with its elements and the relationships between them ((INEE education system) , 2006, p. 9).

Analysis and interpretation of results.

Administrative Management (Its impact on the quality of education) = f (V1, V2, V3 and V4)

Variables

- V1: Professional Practices (PP)
- V2: Social Service (SS)
- V3: Administrative Processes (PA)
- V4: Faculty Development (CD)

Analysis.

For the formulation of conclusions, instruments that were used to collect information and support of this analysis were fed into the program IBM.SPSS.Statistics.v21 which yielded results that validate this research.

Statistical reliability		
Cronbach's alpha	Cronbach's alpha based on the established elements	N of elements
.916	.925	21

Table 2

The validation of the instrument using Cronbach's Alpha, gives a degree of confidence $r = .916$ for the data collected, which gives certainty and reliability to infer the statistical results.

According to the size of the sample that yielded the general formula, the size of each of the layers "n", which was determined for the statistical program determined a frequency table with which we verify that each of the strata were properly represented with the size corresponding to each of them.

In the present investigation the four variables were tested, professional practices, social service and student mobility, management and continuous improvement process and ongoing training of teachers.

Statistical							
		ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6
N	Valid	174	174	174	174	174	174
	Lost	0	0	0	0	0	0
Media		5.81	5.54	5.87	5.58	5.72	6.03
Std. typ.		1.378	1.224	1.202	1.304	1.270	1.190

Table 3

The dependent variable Internships counted a total of six independent reagents, which showed an average each of $M = 5.81, 5.54, 5.87, 5.58, 5.72, 6.03$ respectively, which shows a clear trend towards recognition of administrative management and its contribution to the achievement of quality education.

Statistical				
		ITEM 1	ITEM 2	ITEM 3
N	Valid	174	174	174
	Lost	0	0	0
Media		5.26	5.44	5.44
Std. typ.		1,308	1,260	1,353

Table 4

The Social Service and Student Mobility as a dependent variable counted a total of three independent reagents, which showed an average each of M = 5.26, 5.44, 5.44 respectively, which shows a clear trend towards recognition of the administrative management and its contribution to the achievement of quality education.

Statistical						
		ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
N	Valid	174	174	174	174	174
	Lost	0	0	0	0	0
Media		5.31	5.52	5.43	5.31	5.58
Std. typ.		1,311	1,469	1,204	1,275	1,419

Table 5

The administration and the process of continuous improvement as the dependent variable had a total of five independent reagents, which showed an average each of M = 5.31, 5.52, 5.43, 5.31, 5.58 respectively, which shows a clear trend recognition of the administrative management and its contribution to the achievement of quality education.

Statistical							
		ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6
N	Valid	174	174	174	174	174	174
	Lost	0	0	0	0	0	0
Media		5.83	5.63	5.30	5.83	5.83	5.66
Std. typ.		1,314	1,318	1,582	1,288	1,237	1,380

Table 6

Continuous training of teachers as the dependent variable It had a total of six independent reagents, which showed an average each of M = 5.83, 5.63, 5.3, 5.83, 5.83, 5.66 respectively, which shows a clear trend of recognition for administrative management and its contribution to achieve quality education.

Statistical					
		PPN	SSN	PAN	CDN
N	Valid	174	174	174	174
	Lost	0	0	0	0
Media		7.9294	7.2989	7.3831	7.7969
Std. typ.		1.69610	1.90993	1.93107	1.90811

Table 7

The values of Likert once standardized scale (0-10) yielded a value easy to interpret for Internships normalized to 7.9294, Social Service Standard of 7.2989, Administrative Processes Standardized 7.3831 and Faculty Normalized 7.7969; it shows a clear trend towards achieving the quality of each of the dependent variables normalized.

Correlations					
		PPN	SSN	PAN	CDN
Internships standard	Pearson Correlation	1	.449 **	.505 **	.511 **
	Sig. (Bilateral)		.000	.000	.000
	N	174	174	174	174
Social Service Standard	Pearson Correlation	.449 **	1	.406 **	.380 **
	Sig. (Bilateral)	.000		.000	.000
	N	174	174	174	174
Business Process Standard	Pearson Correlation	.505 **	.406 **	1	.624 **
	Sig. (Bilateral)	.000	.000		.000
	N	174	174	174	174
Faculty Standard	Pearson Correlation	.511 **	.380 **	.624 **	1
	Sig. (Bilateral)	.000	.000	.000	
	N	174	174	174	174

** . Correlation is significant at the 0.01 level (bilateral).

Table 8

The correlations of the dependent variables yielded standardized results. ** Correlation is significant at the 0.01 level (bilateral), which shows that the inferences made on the statistical data for this study have a minimum for each error.

Statistical analyzes yield results that indicate that administrative processes impact the achievement of quality, and implementation of methods, models, procedures and administrative certifications must be paramount to the achievement of corporate goals.

Recommendations.

Today the organizations that support their recognition on quality, choose to be certified administrative processes, for which there are certifying bodies, ISO 9000, which require organizations to standardize processes and internal organization which gives certainty and credibility all the organization that adopts it.

It is considered the certification of internal processes as a means for achieving of the quality, as they do today all companies that compels the globalized world they face, where the acquisition of a certificate supports worldwide that everything is done within your organization has been recognized with auscultation and similar to those of the countries to which they have access through trade giving certainty to the people to whom they offer products or services standards.

Therefore, and after analyzing the results of this research supports the administrative process directly influence the quality of education of students certified administrative processes for the achievement of corporate goals is recommended.

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