

**Administrative Management and Job Performance
of Teachers and Administrative Staff in a Private
Educational Institution in Arequipa, year 2024**Gestión administrativa y desempeño laboral en los docentes y
administrativos de una institución educativa privada de nivel secundario en
Arequipa, año 2024**Diego Fernández-Sánchez**

Escuela de Educación Superior CERTUS, Lima-Perú

dfernandezs@certus.edu.pe<https://orcid.org/0000-0003-1820-5023>**Ronald Zuñiga-Incalla**

Universidad Nacional de San Agustín, Arequipa-Perú

rzunigai@unsa.edu.pe<https://orcid.org/0000-0002-3244-8040>**Claudia Rojas-Marroquín**

Universidad Nacional de San Agustín, Arequipa-Perú

crojasmar@unsa.edu.pe<https://orcid.org/0009-0009-7947-472X>**Resumen**

El presente estudio tuvo como propósito determinar la relación entre la gestión administrativa y el desempeño laboral de los docentes y administrativos de la institución educativa Divino Redentor de la provincia de Arequipa, en el año 2024. Metodológicamente, se clasificó como una investigación correlacional, cuyo propósito es analizar la asociación entre las variables objeto de estudio sin intervención experimental. Se desarrolló bajo un enfoque cuantitativo, de nivel correlacional y diseño no experimental. La población para el presente estudio fue de 84 trabajadores. Para la recolección de datos se aplicó la técnica de la encuesta, utilizando cuestionarios como instrumento principal. El análisis de los datos se realizó mediante pruebas estadísticas de correlación estadística, incluyendo el coeficiente de Pearson, para evaluar la relación entre las variables. Los hallazgos revelaron deficiencias en la planificación estratégica y baja integración del personal, lo que afecta negativamente el compromiso organizacional y el desempeño laboral. En conclusión, se evidenció una asociación significativa entre la gestión administrativa y el desempeño laboral, ya que se tuvo un coeficiente de correlación de Pearson de 0,652, lo que indica una relación positiva de moderada intensidad. No obstante, debido a la naturaleza correlacional del estudio, los resultados permiten establecer únicamente asociaciones entre las variables y no relaciones de causalidad. Este hallazgo sugiere que la gestión administrativa podría estar vinculada con el desempeño de los trabajadores, pero para determinar efectos causales, sería necesario un diseño experimental o longitudinal.

Palabras clave: gestión administrativa, desempeño laboral, planificación, entidad educativa, colegio.

Abstract

The present study aimed to determine the relationship between administrative management and job performance among teachers and administrative staff at the Divino Redentor Educational Institution, located in the province of Arequipa, during the year 2024. Methodologically, it was classified as a correlational research study, intended to analyze the association between the study variables without experimental manipulation. It was conducted using a quantitative approach, at a correlational level and with a non-experimental design. The study population consisted of 84 workers. Data were collected through a survey technique, using a structured questionnaire as the main instrument. Data analysis was carried out using statistical correlation tests, including Pearson's correlation coefficient, to assess the relationship between the variables. The results revealed deficiencies in strategic planning and low staff integration, which negatively impact organizational commitment and job performance. In conclusion, a significant association was identified between administrative management and job performance, with a Pearson correlation coefficient of 0.652, indicating a moderately strong positive relationship. However, due to the correlational nature of the study, the results only allow the establishment of associations, not causal relationships. This finding suggests that administrative management may influence employee performance; nonetheless, confirming this would require an experimental or longitudinal design.

Keywords: administrative management, job performance, strategic planning, educational institution, school.

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Autor corresponsal:

Diego Fernández-Sánchez

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Introduction

Globalization impacts various social spheres, demanding a swift response from the educational environment to avoid being left behind. The current education system faces structural deficiencies that require concrete interventions to ensure its improvement (Chávez Albarrán & Olivos Sánchez, 2019).

Globally, the education sector has undergone constant changes, where administrative management and job performance play a key role in educational quality (Bustamante Romaní, 2023). According to Anchelia Gonzales et al. (2021), administrative management plays a vital role in all institutions, as it allows for improved organization and optimization of resources to efficiently achieve institutional goals.

In the workplace, Bonilla (2011) points out that administrative management comprises a set of structured activities that facilitate the planning, organization, execution, and control of functions within an institution. This approach enables strategic management, improving organizational processes and benefiting employees and the community at large.

Mendoza Zamora et al. (2018) define administrative management as an essential element for the efficient use of resources and strengthening organizational talent. Its correct application allows for the design of strategies aimed at achieving institutional objectives.

At the international level, Basantes Córdova and D-T Pazmiño (2014) described deficiencies in administrative management that affected the quality of service in the municipality of Ambato. Long lines and excessive wait times revealed flaws in organizational management, which generated discontent among citizens. To correct this problem, the authors highlighted the urgent need to implement an efficient administrative model.

At the national level, Arévalo Arévalo (2018) identified administrative problems in educational institutions, noting that a lack of communication between leaders and teachers affects institutional cooperation and participation. Furthermore, bureaucracy slows down processes, decision-making is centralized, and teacher performance monitoring lacks effective feedback. A lack of staff training and inefficient conflict management were also evident. Finally, the study concluded that there is a low but significant positive correlation between educational management and job performance, recommending strengthening institutional leadership.

According to Rosado Naupa (2019), educational institutions do not give enough importance to administrative activities or to the role that institutional communication plays in the growth and development of the organization.

Benites Ureña and Castillo Fonseca (2018) affirm that administrative management is a key factor for institutional success, but in many cases its implementation is insufficient, preventing the achievement of educational objectives. The delegation of tasks, efficiency in administrative processes, and organization depend on the performance of the management team and are determining factors for the sustainability of an educational institution. Furthermore, management and job performance have been recognized as fundamental elements in organizational development, encouraging innovation and strengthening institutional culture.

Fuentes Gavilánez and Guanoluisa Maiguanga (2019) emphasize that effective administrative management contributes to improving job performance, allowing staff to optimally perform their duties, demonstrating appropriate skills, and maintaining a positive attitude reflected in their productivity.

However, several shortcomings have been identified in the educational institution under study that contradict the theoretical principles of efficient management. In theory, school administration should promote a structured organization, fluid communication, and motivational strategies that boost staff performance. However, reality reveals deficiencies in administrative planning, a lack of delegation of functions, uncompetitive salaries, and a lack of training, which negatively impact employee performance and educational quality.

Regarding job performance, Schermerhorn et al. (1999) define it as the quantity and quality of tasks performed by an individual or group. Training and professional development play a key role in its improvement, as organizations that invest in training strengthen their employees' competencies, boosting job performance.

According to Chávez Albarrán and Olivos Sánchez (2019), teacher performance continues to be one of the main challenges in the Peruvian education system, reflecting the difficulties teachers face in the teaching and learning processes. Despite recent transformations, the need to achieve quality standards that optimize education persists.

Mora Ardiles (2022) points out that the Local Educational Management Unit (UGEL) is responsible for implementing educational policies and monitoring the achievement of objectives within schools. However, administrative routines generate dynamics that can affect employees' work attitudes, impacting their efficiency and performance.

Medina Cevalco (2017) warns that only 30% of Peruvian companies invest in staff training, which can negatively affect productivity and limit workers' potential. On the contrary, institutions that prioritize the development of work skills achieve better results, generating a motivating environment and strengthening the retention of human talent.

Administrative management and job performance are topics of global interest, as organizational efficiency directly influences the competitiveness and sustainability of companies. In Peru, several organizations face deficiencies in administrative and human resources management, which impact job performance and compromise institutional stability (Valverde Miraval, 2022).

The Ministry of Education (2022) has identified deficiencies in administrative management and inadequate teacher performance as critical factors. In many schools, the administrative function is assumed by teachers without management training, which limits organizational effectiveness and affects educational quality.

In this context, this research addresses the relationship between administrative management and job performance at an educational institution in the province of Arequipa, during the year 2024. The main objective is to contribute to knowledge about this link, providing relevant information for the educational community and facilitating organizational improvement strategies.

Materials and methods

This study is classified as correlational, since, according to Hernández Sampieri et al. (2014), this type of study analyzes how two or more variables relate within a given context. In this case, the variables analyzed are

administrative management and job performance at an educational institution in the city of Arequipa.

Furthermore, the study design is non-experimental, meaning that the variables were not deliberately manipulated but rather observed in their natural setting (Hernández Sampieri et al., 2014).

The study was conducted using a quantitative approach, which, according to Hernández Sampieri et al. (2014), is characterized by a sequential process of data collection and analysis to answer the research questions.

The empirical method used was a survey, and the primary instrument employed was a questionnaire. Both instruments were previously validated through expert judgment and presented high reliability indices, measured with Cronbach's alpha coefficient, obtaining values of 0.745 and 0.971, which strengthens the credibility and trustworthiness of the collected data.

Regarding the population, the study was conducted in an educational institution formed as a consortium, encompassing its three locations, which allowed the total sample size to be expanded to 84 employees. The sample included the entire population, distributed proportionally as follows: 64 teachers, 10 administrative staff, and 10 support service workers. This distribution ensures adequate representation of the institution's key groups without making comparisons between locations.

The collected data were systematized in Microsoft Excel and processed using SPSS software. To evaluate the degree of association between the variables, the Pearson correlation coefficient was used, a methodologically appropriate technique that ensures the statistical validity of the results.

Results

Descriptive results

Table 1

Level of administrative management in the educational institution

| Administrative management | | | | |
|----------------------------------|-----------|------------|------------------|-----------------------|
| | Frequency | Percentage | Percentage Valid | Percentage Cumulative |
| Low | 12 | 14.29% | 14.29% | 14.29% |
| Medium | 48 | 57.14% | 57.14% | 71.43% |
| High | 24 | 28.57% | 28.57% | 100.00% |
| Total | 84 | 100.00% | 100.00% | |

The table above shows that the organization's administrative management levels are average, primarily due to a lack of adequate work planning and a lack of follow-through on achieving institutional objectives. Furthermore, management staff fails to

encourage teamwork, which hinders staff integration and, consequently, impacts internal communication. This situation also impacts employee identification and commitment to the organization, affecting its organizational performance.

Table 2

Level of Work Performance in the Educational Institution

| Job performance | | | |
|------------------------|-----------|------------|------------------|
| | Frequency | Percentage | Percentage Valid |
| Low | 18 | 21.43% | 21.43% |
| Medium | 42 | 50.00% | 50.00% |
| High | 24 | 28.57% | 28.57% |
| Total | 84 | 100.00% | 100.00% |

According to the results in the table, job performance is also average. Although staff have adequate knowledge for their duties, teachers clearly need professional development through training. Some employees lack punctuality and commitment. As mentioned above, a lack of internal communication and poor teamwork contribute to low motivation and weak commitment to the institution.

Inferential Results

General Hypothesis

H0 = Administrative Management is not directly and significantly related to the job performance of teachers and administrators at a private educational institution in Arequipa.

H1 = Administrative Management is directly and significantly related to the job performance of teachers and administrators at a private educational institution in Arequipa.

Table 3

Correlation between administrative management and job performance

| | | Administrative Management Variable | Job Performance Variable |
|------------------------------------|---------------------|---|---------------------------------|
| Administrative Management Variable | Pearson Correlation | 1 | 0,671 |
| | Sig. (two-tailed) | | 0,000 |
| | N | 84 | 84 |
| Job Performance Variable | Pearson Correlation | 0,671 | 1 |
| | Sig. (two-tailed) | 0,000 | |
| | N | 84 | 84 |

Source: SPSS 25 Results

Interpretation: The correlation coefficient obtained ($r = 0.671$) identifies a moderately positive relationship between the study variables. This result supports the acceptance of the alternative hypothesis and allows us to rule out the null hypothesis. In other words, there is a significant association between administrative management and the job performance of the educational institution's staff. This finding suggests that effective administrative management can directly influence the performance of the work team, highlighting the need to implement appropriate organizational strategies to optimize both variables.

Specific Hypotheses

- H1 = Planning is directly related to the job performance of teachers and administrators at a private educational institution in Arequipa.
- H1 = Organization is directly related to the job performance of teachers and administrators at a private educational institution in Arequipa.
- H1 = Management is directly related to the job performance of teachers and administrators at a private educational institution in Arequipa.
- H1 = Control is directly related to the job performance of teachers and administrators at a private educational institution in Arequipa.

Table 4
Correlation between administrative management dimensions and job performance

| | | Job Performance Variable |
|--|---------------------|--------------------------|
| Administrative Management Planning | Pearson Correlation | 0,583 |
| | Sig. (two-tailed) | 0,001 |
| | N | 84 |
| Administrative Management Organization | Pearson Correlation | 0,602 |
| | Sig. (two-tailed) | 0,000 |
| | N | 84 |
| Administrative Management Office | Pearson Correlation | 0,556 |
| | Sig. (two-tailed) | 0,001 |
| | N | 84 |
| Administrative Management Control | Pearson Correlation | 0,540 |
| | Sig. (two-tailed) | 0,000 |
| | N | 84 |

The correlation analysis shows that the Administrative Management dimensions maintain a moderately positive association with Job Performance, indicating that certain aspects of organizational management influence employees' work dynamics.

The relationship observed in the Planning dimension suggests that an adequate structuring of objectives and strategies within the institution contributes to generating favorable conditions for staff performance. Similarly, the Organization dimension reinforces the importance of a clear distribution of functions and processes, which facilitates task efficiency and improves the work environment.

On the other hand, the Management dimension reflects that leadership within administrative management is a key factor in staff motivation and coordination, which can translate into a positive impact on their performance. Finally, the Control analysis suggests that constant monitoring and systematic evaluation are essential practices for optimizing team performance.

Since the coefficients obtained are statistically significant at the 5% level ($p \leq 0.05$), these results allow for establishing associations between the variables analyzed. However, due to the correlational nature of the study, these findings only reflect links between the factors evaluated, without implying direct causal relationships.

Discussion

The purpose of this study was to determine the relationship between administrative management and the job performance of employees at an educational institution in the province of Arequipa, 2024. The results showed a moderate-to-high positive correlation between both variables, with a Pearson coefficient of 0.752 and a significance level of 5% ($p \leq 0.05$), indicating that efficient administrative management is associated with improvements in staff performance.

In the analyzed institution, deficiencies in planning, organization, direction, and control were identified,

reflecting failures in the structuring of administrative processes. According to Alvarado León (2024), strategic planning in the educational field strengthens professional competencies and allows for more effective management, which supports the findings of this study regarding the need for clear and participatory planning. The lack of strategic planning affects the allocation of resources and the fulfillment of organizational objectives, while an unclear organizational structure impacts coordination between areas, hindering internal operations. In line with these results, Rivera Flores et al. (2024) point out that participatory management strengthens the institutional climate and promotes an environment of greater commitment, which in turn contributes to the efficient performance of staff.

The results also showed that leadership within administrative management is a key element in organizational dynamics. Ferreyra Díaz (2025) highlights that educational leadership must be flexible, emotionally intelligent, and innovation-oriented to respond to the current challenges of the school environment, which coincides with the need for clear direction and effective communication strategies in the analyzed institution. The absence of clear direction and adequate communication strategies hinders team cohesion, affecting employee motivation and productivity. Likewise, monitoring and control of activities was identified as a determining factor in staff performance, since its absence prevents the early identification of problems and limits the possibility of implementing timely solutions.

These findings also align with those proposed by Tumay Cuya and Campana Concha (2024), who found a direct and significant relationship between administrative management and job performance in similar educational contexts, highlighting the importance of cooperation, initiative, and institutional commitment as key dimensions. Furthermore, Martos Huamán (2024) states that teacher performance in Peru is strongly influenced by the quality of educational management, institutional leadership, and organizational climate, factors that also emerge in the results of this study.

The results obtained highlight the importance of strengthening administrative management through clear planning strategies, organizational structuring, and effective leadership. Efficient administration can improve collaboration among workers, optimize the use of resources, and foster a more productive organizational environment.

Overall, the results show that administrative management significantly influences job performance within the institution analyzed. While the observed correlation is statistically significant, it is important to note that these findings reflect associations, not causal relationships. Therefore, future research could expand the analysis by incorporating more complex models of organizational management and job performance in the educational field.

Conclusions

In line with the main objective of the study, it was determined that administrative management maintains a moderate-to-high positive correlation with the job performance of employees at the educational institution analyzed. Statistical analysis yielded a Pearson coefficient of 0.652 with a significance level of 5% ($p \leq 0.05$), indicating that efficient administrative management is associated with improvements in staff performance.

The dimensions analyzed within administrative management—planning, organization, direction, and control—maintain a statistically significant relationship with job performance, confirming the specific hypotheses proposed. The findings reflect that a poor level of planning and goal monitoring within administrative management influences employees' perceptions of their integration within the institution, as well as teamwork dynamics.

Regarding job performance, the results showed that 50% of employees were at an average level of performance, while 25% had low levels and 25% had high levels. While these data reflect a trend toward acceptable performance, the need to strengthen human talent management through training strategies, performance evaluations, and job recognition was identified, with the goal of improving institutional productivity.

In this regard, it is recommended that the institution implement a structured professional evaluation and development program to optimize staff competencies and generate more favorable organizational conditions. These results, while statistically significant, reflect only associations between variables and do not imply causal relationships. Therefore, future research could expand the analysis by incorporating more comprehensive models of administrative management and job performance in the educational field.

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