

The Quality of Academic-Administrative Management and Teaching Performance in the Graduate Unit According to Master's Students of the Faculty of Education of the UNMSM

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Abstract

The objective of this research is to study the quality of academic-administrative management and teaching performance in the Postgraduate Unit according to the master's students of the Faculty of Education of the Universidad Nacional Mayor de San Marcos period 2007 -I, Lima Peru. The research is basic, descriptive and correlational (between the quality of academic-administrative management and teaching performance). The design is non-experimental, cross-sectional, because the information will be collected in a single moment and in a single time. The study is not limited to describing, but will also allow us to infer from its results towards larger populations, it responds to the quantitative approach and deductive method; A survey was applied to a sample of 106 master's degree students to test the hypotheses, mean scores were constructed for each dimension of the variables teaching performance and quality of administrative academic management, the Spearman correlation coefficient was calculated, together with to the chi-square test statistic, the Contingency Tables. Then we proceeded to model through a regression and Multiple correlation the dimensions of teacher performance, in order to establish comparisons between the resulting coefficients, appreciating their level of contribution to the variable under study and their degree of consistency through the Analysis of variance test. ANOVA. Being the results of the study that show that the quality of academic-administrative management is significantly related to teaching performance, and reaches an acceptable level of 37.5%. There is also a significant relationship between the quality of academic-administrative management and the responsibility of the teacher; with an acceptable level of 37.7%. The relationship between the quality of academic-administrative management and the teacher's scientific and technological domain is significant, and reaches a regular level of 25.5%. And the relationship between the quality of academic-administrative management and interpersonal relationships 31.5% and training in ethical values of the teacher is moderate, with 30.3%. The results obtained show the reality of the Postgraduate Unit of the Faculty of Education at the Universidad Nacional Mayor de San Marcos in terms of its academic-administrative management; thus, it also sheds some light on the performance of teachers.

Keywords: *Quality Academic Management-Administrative, Teaching Performance..*

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INTRODUCTION

QUALITY

At the University National Major of San Marcos Graduate Unit Master's and Doctor studies are evidenced in: a. Quality treat to adopt a pragmatic position by combining different quality criteria, What it would mean to define the concept of quality. In terms of the relevant variable characteristics of the institutions: quality, context, objectives, inputs, processes and products; It is evident that this position has the limitation of not being able to link the educational quality of two or more institutions that do not have common characteristics. b. Try to define the concept of quality not in the specific characteristics but in the relationships that are established between them, thus conceptualizing the quality of education as a set of relationships with coherence between the components or characteristics of a systemic model of a quality institution.

For Lopez (2009), quality consists of "an attribute or set of attributes of objects, services or relationships that circulate within modern societies and that, according to the perception of the citizen, satisfy their reasonable experiences by making them trustworthy" (p.49), also considers that quality in the simplest terms consists of: Quality is a path, not a destination, it is the innovation of science and technology, towards the achievement of quality.

According to Leepeley (2001), defines quality is complex and presents different manifestations, which can be entities as complementary being the following the most important: Excellence in the notes or characteristics of the good or service. In a way, this note refers to a concept of quality. The effective achievement of an excellent service, good or objective from objective perspectives. Achieving excellence through efficient processes that drive effective results.

On the other hand, Harvey & Green (1993). They emphasize that quality is management from the perspectives of society and individuals. For this relative position, two solutions are proposed: 1. Characteristics of a product or service that give it its ability to satisfy expressed and implicit needs. 2. Se term customer is specified as external customers (consumers, students and other companies) that acquire our product and services) and internal customers (such as masters teachers who receive materials or other services from other teachers).

In the same way, Carot, Vicente (2001), considers that quality indicates that the UNE 66-001-92 Standard considers it as a set of properties. and etymologically; term "quality" is found in the Latin word *Gualitas Attis* ; in the dictionary of the Royal Spanish Academy (2005), it is defined as:

"The property or set of properties inherent to a thing, which allows it to be appreciated as equal, better or worse than the rest of its species, the same dictionary also defines it in an absolute sense, as superiority or excellence" (p.2).

Also Marrou, (2002). Quality in Higher Education arises from the moment it is perceived that it does not respond to the challenges posed by society. To define quality in Higher Education, it considers the Following standards: a. Mastery of scientific and humanistic knowledge b. Development of critical and creative thinking c. Responsiveness to the needs of your environment d. Identification with social values for an equitable and tolerant coexistence e. Professional technological application Assessment of the fundamental principles of a human ethics applied to each profession.

In the same way, Mateo (2000), assumes, taking as reference the different approaches and perspectives on: 1. Quality as improvement consists of carrying out the tasks with the best possible perfection and not only as answers legal requirements, technical controls. and we are committed to a "culture of quality" 2. Quality as a result of a process, the substitution of quality control on the product is proposed for the verification that this

product has been made through a controlled and well-structured process.³ Quality as adequacy to the purposes of an institution refers to the educational purposes indicated in the legal framework, the objectives that the same institution intends to carry out and satisfaction of the students considered as a user of this .⁴ Quality as excellence is the prestige or social academic reputation that has certain accredited institutions determination of the same, which is not done by objective procedures, but by expert judgments and consider: 1. Depending on the results, it is assumed that an institution is of quality insofar as it contributes to the success of its students. 2. Depending on the resources from this point of view is established. The criterion that those centers equipped with more and better human, material and economic resources must be strength and quality and 3. Quality as added value This perspective is understood that the quality of an institution is. It assesses according to the adding incidence in the change.

Quality Management

For by Vicente Carot (2001). Quality management is defined as the part of the general management of the company (educational institution) whose objective is to obtain a level of quality that is economically profitable. For its part, the UNE 66-001-92 Standard defines quality management as an aspect of the general management function that determines and applies the quality policy. (10), It is responsible for setting the organisation's quality objectives, human and material resources, staff training and motivation, supervision, auditoriums and quality assurance. Consequently, it is to speak of that system of coherence to which we have alluded Coherence between results and purposes: functionality. Coherence between results, goals and objectives: efficiency or effectiveness. Coherence between processes, means and efficiency results (p.5).

Finally, Pérez (1994:6). It defines management quality as "a continuum whose points represent combinations of functionality, efficiency and effectiveness highly correlated and its maximum degree, excellence, supposes an optimal level of coherence between all the components of the system" (p.6).

Postgraduate Management

Similarly Lemus (1995), the components that make up the administrative process are basically three: the human, the structural and the economic. It is therefore a dynamic and evolving process that continuously adapts to and influences political, social, economic and technological conditions. It is conditioned by them and uses them to achieve in the most satisfactory way possible, the objectives it pursues; man investigates, foresees and plans continuously in all the acts of his life (p. 27).

For his part, Sverdlik (1991) states that:

The art of management refers specifically to the practice of management that forces decision-making, problem-solving, and action plans, often based on incomplete and unverifiable data, where human demands for the manager's leadership role, empathy, and experience, based on information, rather than on the use of highly elaborate decision models, formulas, experimental designs and the use and application of computers, which nevertheless have an increasing importance in organizational work (p.7).

In this sense, the administration in Postgraduate consists of creating the physical, social, cultural and economic conditions that facilitate and help the tasks of research and learning, carried out by researchers, teachers and students and the; community to which they serve as: a. Specific functions: legal representation strategic plan programming e-a control evaluation b. Control and supervision for compliance with policies, plans, established objectives determination and distribution of financial resources e. Preparation and approval of plans and programs Formulation of academic and administrative regulations f. Baseline study for the definition of objectives and policies g. Analysis, evaluation design. OF THE EDUCATION SYSTEM H. Evaluation according to the institutional and regional scope.

Research in Graduate Education at UNMSM

At the Universidad Nacional Mayor de San Marcos, in postgraduate studies, priority has been given to research, teaching and social responsibility, as well as the personal, social and professional development of master's students, strengthening the construction of their identity and leadership as an education professional, so that they commit to themselves, to the community in which they work and to the country. through responsible and ethical behavior in the university through innovation and permanent updating of their knowledge and skills in research within a democratic exercise in which citizen participation and the practice of values are taken into account. University education prepares professionals with a scientific and cultural base of high academic level. This requires that the Postgraduate professor cannot limit himself to exposing a sum of knowledge, but has to teach for the future through research projects taking into account such as:

In the same way Hirsch (1990), defines that the creation and promotion of postgraduate studies, especially master's degree in general to train teachers of high academic level should be ". Develop in the professional a wide and high innovative capacity and train him in research methods, as well as prepare highly qualified teaching staff" (p. 56).

For its part, Huerta & Alanís (1993), defines that postgraduate studies are fundamentally oriented to the development of basic and applied research, they are mainly directed by practicing professionals who have at least the level of Bachelor's degree. These studies are inserted in both rigid and flexible curricula and there are even postgraduate studies whose curriculum is variable and specific for each generational group that initiates it. On the other hand, there are three levels of vocational training, high academic level (p. 72).

Specialization: The main objective of these studies is the improvement of the academic and professional level of the teaching staff this also facilitates a theoretical and methodological deepening about a specific discipline to a particular problematic reality.

Master: It aims to train professionals in specific areas of knowledge who are able to carry out research with a high scientific rigor, as well as develop their professional practice with the high level of specialization, which implies the mastery of a totality of theory (abstraction) about their field of training and the acquisition of the ability (mastery) to transfer at the level of reality concretion a knowledge that allows to solve priority social problems.

Doctorate: This level of studies has as a general objective the training of human resources with the high scientific level for the realization of basic or applied research. In Both cases require originality in research, that is, problems will be investigated from novel angles or will raise and address problems so far not Designed as an object of research. In This level of research field is inherent or consequential to the documentary. The generalization of feasible alternative proposals will always be required. Relevant that tends to solve concrete and priority social problems. The challenges of higher education for the XXI Century raises the need for a new process in Higher Education, based on the principles of excellence, quality and relevance. The Schools and Faculties of Education of all Peru and the world, on a greater or lesser scale, have begun this work, with A special feature: Integrating education into processes Productive and services. Academic excellence is one of the most important and controversial elements in contemporary Peruvian higher education; since its determination is closely linked to the processes of curricular evaluation and academic accreditation of universities. Academic quality is not an abstraction, but a social and institutional reference and its results have to be analyzed, not only in cognitive and behavioral terms, but in terms of intellectual and scientific production, and how universities respond to the needs posed by the social commission.

Quality of Academic Administrative Management in Postgraduate

In the Graduate Schools, of the Faculty of Education Universidad Nacional Mayor de San Marcos, requires quality of management -academic-administrative, based on the fundamental principles of total quality, which they consider in their conception of the human being as a capital, which is supported by teaching, honesty, ethics, efficiency, responsibility and effectiveness translated into research work. The training of teachers in master's degree on the part of the Graduate Units in the Universities of the country, should focus on the critical analysis of their experience and professional practice framed in a social, community and institutional context of their knowledge and human culture, which must be questioned and enriched from experience. In the social context of change and current scientific advances, professionals in master's and doctoral studies with new profiles are required to be characterized by their ability to research and innovate continuously, and to have the ability to guide execute and evaluate permanently in the process of preparing research works.

Likewise, quality management requires the systematic implementation of support services that include economic management, computer areas, specialized libraries, administrative services, didactic materials and physical plant, to ensure the effectiveness and improvement of administrative management programs. This means that both variables must be related in a management that allows a professional training of high academic level, which enriches and promotes development, both personally and socially, to train professionals who know how to "consume" and "produce" science and technology, with moral, reflective, innovative and creative qualities that allow responding to the challenges posed by society in higher education master's and doctorate for the XXI Century; Need for a new process in scientific research based on the principles of excellence, quality and relevance. Academic excellence is one of the most important and controversial elements in contemporary higher education; because its determination is closely linked to the processes of administrative management and teaching performance.

At the same time Gallegos (2004), points out "Who faces today the challenge of directing one University institution more than an administrator will have to be necessarily A leader to achieve optimal results in the conditions in What Liveherself It concludes that it is not sufficient to meet the necessary requirements for the position., nor accumulate a long teaching and managerial career ifNo also A vision, Mission that transcends the parameters of the university institution (p.116). The university system needs leading directors who combine quality processes with learning processes and be mobilizers of academic change, since conservative attitudes are already limiting factors, who They don't strive to change their mental structure from boss to leadernever They will be able to optimize their achievements of management and educational action. Making a good decision is synonymous with quality leadership; The history of businesses and corporations demonstrates the existence of relevant and well-known leaders, who With wise decisions they led to success to the companies they had under their leadership.

Program for the Strengthening of the Postgraduate Program

At the Universidad Nacional Mayor de San Marcos, the program for postgraduate strengthening requires:

- a. Promotion of technological specialties program and scientific research of a good quality
- b. National Postgraduate Register recognition and assurance of good quality
- c. Promotion of Institutional Postgraduate Studies

Administrative Management in Higher Education Postgraduate -Peru

Based on Mendivil (1999), he conceptualizes that administrative management is the process of designing and maintaining an environment in which, working in groups, individuals inefficiently meet specific objectives. It is a very particular process consisting of the activities of planning, organization, execution and control, carried out to determine and achieve the objectives indicated with the use of human beings and other resources (p. 109).

to. Manager in Higher Education and Administrative Management

Similarly Mendivil (1999), The term Management, according to refers to organizations that carry out planning, organization, direction and control activities in order to use their human, physical and financial resources in order to achieve certain objectives (p. :110).

In the same way, Ditcher (1990) states that "management is not a one-way street; It consists not only in giving orders and expecting them to be carried out, but also in considering the collaborators as partners and not as subordinates" (p. :96). A smart manager understands that people develop their highest potential when they are motivated to grow and develop. Therefore, the success of the manager depends on the respect, both of the giver, and the one received. It is improper to speak of educational management in an organization where there is a lack of leadership and disrespect for individual and group values. If the organization does not have effective control or supervision, it is incorrect to speak of management. In higher educational institutions, the rector is the ex officio and permanent supervisor of the campus; For this reason, it is a key piece in the progress of a university concerned with achieving quality education (p. 109).

In addition to the Rector, the governance of the organization of an institution of higher education is chaired by the Vice Rector, the deans of the various Faculties, who have the responsibility for planning, organizing, directing, controlling, supervising and evaluating. Obviously, in order to fulfill the functions provided for in the current legal regulations, the rector must possess certain qualities as a leader of an organization by representing its basic capabilities and strengths. Within this perspective, a rector is not an official with simple conditions; rather, it requires preparation, a clear professional awareness and a very rigorous concept of collaboration and citizen participation. In this context, a good educational leader is a person with high ideals and practical ability to achieve the harmonious functioning of the institution of higher education, make timely decisions and reconcile the different interests of the organization to achieve the pre-established objectives that induce, through their administrative management, subordinates as work teams, to achieve the purposes and goals of the educational organization.

b. Principles of Administration in Higher Education

According to Lemus (1995), the organization in the administration in Higher Education as of any other human activity, must be done within certain principles and in this regard the following are proposed:

1. Centralization of executive activity.
2. Clear delineation of responsibilities, lines of authority and fields of jurisdiction.
3. Employment of general and specific supervisors Specific supervisors are technical officers and should not have administrative powers.
4. The director of a higher education institution is a technical and administrative officer.
5. Specific supervision should be organized vertically
6. There should be cooperation, coordination and flexibility in organization and work within technical and administrative supervision (p.136).

TEACHING PERFORMANCE

Montenegro (2003). It defines the dimensions or factors that allows us to identify the fields in which the teacher carries out his research work, this work he performs is diverse; however it can be located at four levels: The action of the teacher on himself, what he does in the classroom and other learning environments and the one he develops in the institutional environment and the one he exercises in the socio-cultural context. You can see all the factors are diverse and are intimately related between the factors and teaching performance there are no simple causal relationships, they are interpersonal relationships since the teacher's work also influences most of these factors. The teaching factor is the determinant for their own performance and work is the main factor that determines student learning, the evaluation of teacher performance is defined as a strategy for improving quality in Higher Education in developed and developing countries (p.23).

Dimensions that determine teaching performance

Based on Montenegro (2003). Dimensions are defined in:

- a. Technological mastery, is related to the updated knowledge of techniques, means, methods and didactic materials.
- b. Responsibility in the performance of their duties. are attributes related to attendance, punctuality and compliance.
- c. Interpersonal relationships are attributes regarding the teacher's relationships with their students and flexibility to accept diversity of opinion.
- d. Training in values and ethics. Attributes related to the practice of values

Ethics in society. It is the sustenance that guides the individual and group behavior of people through the attitudes that are demonstrated in the different (p. 24).

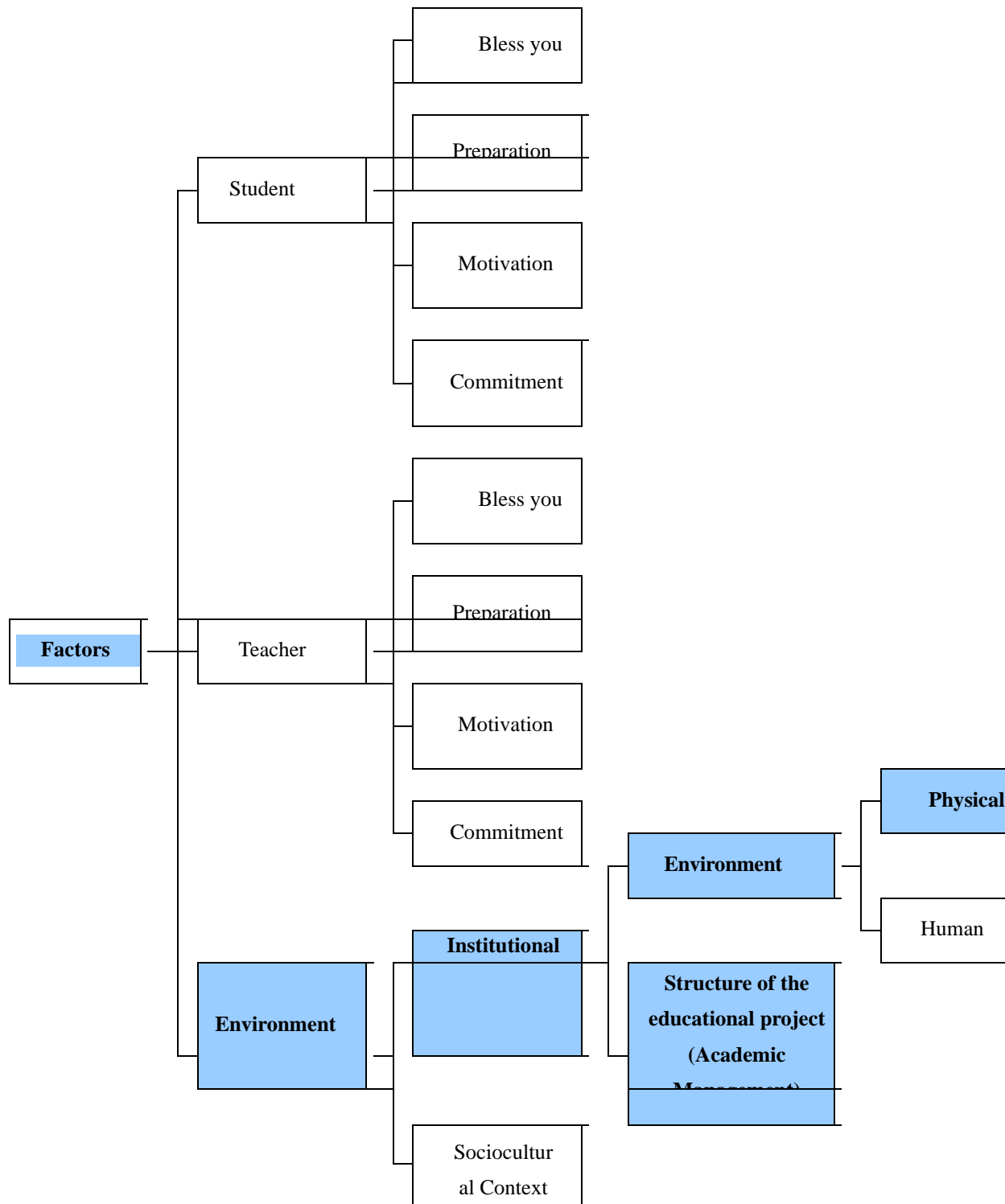


Figure 1. Factors of Teaching Performance.

Source: authorship.

On the other hand, understanding it as an educator, can also be generic and unclear, since in principle we all educate and we are all educated, but it can refer to the mythical image of the teacher "apostle of education", with a mission that when transcending the mundane loses a characteristic of all professional service, namely, worldly and social accountability for the quality of service provided" (Feldman and Palamidessi, 2000:132).

It is essential to specify what is the specific educational mission of the teacher and in that context, what are the knowledge, abilities, skills and attitudes that correspond to these tasks mission is to contribute to the growth of their students. Contribute, from the spaces structured for systematic teaching, to the integral development of people, incorporating their biological, affective, cognitive, social and moral dimensions.

Based on Schwab (1999), "its function is to mediate and assist in the process by which students develop their knowledge, their abilities, their skills, attitudes and values, within the framework of a behavior that values others and respects individual and social rights To carry out this mission, teachers need to believe in it and that it is possible to perform it well" (p. 109).

Based on Montenegro (2003), he considers that "while competition is a general pattern of behavior, performance is a set of concrete actions. The performance of the teacher is understood as the fulfillment of his functions; This is determined by factors associated with the teacher, the student and the environment. Likewise, performance is exercised in different fields or levels: the socio-cultural context, the institutional environment, the classroom environment and on the teacher himself, through a reflective action (p.20).

The Performance is evaluated to improve educational quality and qualify the teaching profession. For this, the evaluation presents well-defined functions and characteristics that are taken into account at the time of application. Hence the importance of defining standards that serve as a basis for carrying out the evaluation process" (p.21).

In specific fields such as teaching, competence is expressed in a very particular way. Methods and techniques, which develops teaching strategies according to the heterogeneity of the students, organizing learning contexts, intervening in different ways to favor processes of knowledge construction from the particular needs of each of its students. Therefore, the role of technicians must be overcome and assumed as expert professionals in teaching and learning processes. (p.20).

In the same way Smith (1999), defines the competence of the university teacher are:

- a. Mastery of toric and practical knowledge about learning and human behavior
- b. Demonstration of attitudes that promote learning and human relationships

Genuine.

- c. Mastery of the subject to be developed.
- d. Knowledge of teaching methods and procedures and techniques that facilitate student learning (p.114).

On the other hand, Burdin (1998), that the teacher is asked to prepare his students to live in urban societies and complex economic and occupational social structure in a world in which values change rapidly, the teacher must assume roles such as (18).

- a. Values Clarifier.
- b. Promoter of human relations
- c. Professional and leisure counselor.

Evaluation of teacher performance

On the one hand, Mateo (2005). "There is, without a doubt, a renewed interest in the role that faculty evaluation plays in the improvement of the university. In fact, educational communities cannot escape the growing social concern about how to introduce quality management models in all their areas, and it is evident that there is a conviction that behind any significant improvement in the school lies the activity of teachers (p.95).

The various experiences of evaluation of teacher performance show us that the purposes or reasons why a system of evaluation of teacher performance can be implemented are

several, and these same experiences show us that these are not exclusive alternatives since all of them would contribute, some more and others less, to improve the quality of teaching and with it the quality of educational processes and education in general. Given that the work of the teacher is the main factor that determines student learning, the evaluation of teacher performance is defined as a strategy for improving the quality of education in developed countries, and in a large part of the so-called developing countries. In England, for example, there has been a growing interest "in standards and competencies required by teachers when entering the profession together with the will to establish an effective system of evaluation of the performance of teachers in service" (Emery, 2001, p.1).

Functions of the teacher

While Joyce & Calhoun (2000: 438), point out: "Teachers or perhaps teaching systems) operate through the following teaching functions:

1. Communicate the objectives to the student.
2. Present stimuli.
3. Increase student attention.
4. Help the student remember what they have previously learned.
5. Provide conditions that promote fulfillment.
6. Determine learning sequences.
7. Encourage and guide learning."

The same authors cited consider that the teacher induces them to generalize what they are learning, so that they can transfer new skills and knowledge to other situations. To achieve a well-defined goal it is necessary to communicate to the student what kind of fulfillment is expected of him. In this sense, the performance of the teacher is not only the fulfillment of a series of norms in Higher Education, class hours, regular attendance at the educational institution, but goes further: to form human beings with their own mentality, visionary, independent, within the framework of learning.

In this regard, Pascual (2005), points out that for the realization of the activities it is required that the facilitator develops as much as possible in himself the attitudes of authenticity, understanding or empathy and acceptance that will create the climate of freedom and trust necessary for the evaluation process. Next, the basic attitudes of the facilitator are further clarified, which, in Pascual's opinion (p. 45), are the following:

Authenticity. The teacher will manifest himself without mask or facades that hide his true thoughts and feelings. There will be situations in which, in order not to condition the progress of a discussion or for other reasons, it deems appropriate not to express its points of view, but it can do so whenever it deems convenient and can give reasons on which it is based. Only if students know what their teacher thinks and feels will they really know what to expect.

Acceptance. Effort to enter the world of each student, in their feelings; trying to realize what they really want to express, by grasping the motives or circumstances that are under an attitude or an opinion, will help the facilitator to create a deep, personal relationship, in which students feel respected and valued. Accepting another does not mean identifying with everything he thinks and does, but respecting and welcoming the person with all that he is and with his behaviors (Pascual 2005 p. 45-46).

Teaching Performance and Postgraduate Research

Teaching performance and scientific research are two functions inherent to the exercise of the teaching profession. (MINEDU, 2014, p.12). There are three conditioning traits related to good teaching performance. In the first place, it is that all good teaching performance must be observable. Secondly, good performance is also a responsible action, that is, it has an ethical component and thirdly, good performance implies qualitatively remarkable achievements in the teaching function. In the educational process and the teaching-to-learning process, performance is a category that refers to the optimal development of the functions of the teacher and as such is directly related to the quality of the educational process and the quality education offered by a certain educational institution.

According to Escribano (2018), teacher performance is a key factor for quality education. It is unlikely to respond to the social needs of the current context, without the confluence of the teacher who from the pedagogical point of view constitutes an agent whose function is decisive in the formative process. Evaluation is a continuous and permanent process in teaching performance consists of valuing the integral form and professional practice, through the social context and preparing professionals for the future competitive, innovative and leaders (Martínez et al., 2021, p. 17).

The evidences of teaching performance are closely related to the conceptions within them according to Tapia and Típula (2017), with the pedagogical beliefs that could have a view from the cognitive or behavioral or considering both, but in either case it must be related to the quality perceived and satisfaction by the students.

The authors came to conclude that, learning based on the superficial approach, does not generate true knowledge in students, only focuses on punctual and superficial learning and for the moment, in a short time the student forgot, a situation that leads to lose interest in learning, not be of benefit to future professionals. The author raises and considers the superficial approach, such as an education, which does not produce the achievement of competencies in the student, however, the proactive teacher through active, significant motivating strategies if professionals can be transformed for the future, entrepreneurs and leaders of change (Soria et al. 2021, p.18).

They propose as an alternative that the success of the teaching performance must respond to the motivational strategies, for the achievement of a professional training of high academic and competitive level, which responds to the XXI century. In the teaching performance one of its principles is to train highly competitive and proactive professionals, prepare for the future, the authors highlight the teacher must evidence in each of their academic activities, good teaching performance in research, innovative projects. (Camacho and Hernández ,2022. p.23).

According to Chambi and Zela (2021). It becomes the management of the institutional climate that becomes a component of the teaching performance in the excellence of their work, in the motivation and learning of their students. The other component related to good teaching performance according to Esquerra and Pérez (2021) has to do with digital competence assumed as a resource and means of meaningful and autonomous learning.

As indicated by Juárez and Torres (2022), good teaching performance must be built on a relevant and viable comprehensive professional profile with a sufficient level of competence that covers the student's training needs and their affective, cognitive, socio-emotional development, through their investigative skills, innovative in the teaching-learning process applying the scientific method systematically and with scientific rigor in the research processes. Teaching performance and research and social responsibility are interactive and synonymous with permanent critical reflection that leads to assume the act of educating as a process of building a thought that emancipates from ignorance and alienation and as well as awakening genuinely human values (p.34)

Therefore, research is a highly reflective activity, which can lead teachers to a creative and transformative position in teacher performance. This is possible because the role of research teaching performance involves questioning, searching, reflection and creative production of new knowledge that eventually as indicated by Castro (2010). They help describe, explain, understand and eventually transform reality. For these reasons, from the point of view of scientific research, it is necessary that the teacher has a position before the fundamental principles of epistemology, which according to Gamboa as it was said in Escribano, (2018) the epistemological question represents the content of the look with which reality is analyzed and the dimensions that are problematized (p. 12).

Depending on the theory of knowledge and epistemology to which the researcher is linked, the features to be considered in relation to the problem to be investigated will change. With this, the research problem, the objectives and even the theoretical-methodological and technical articulation must be thought from this position in front of reality.

On the same Escribano (2018) states that epistemology is presented as a transversal element, which crosses the totality of human life because it reflects the nature of the relationship between the being that knows and the object to know.

Another important discipline that helps to understand the educational process is the Sociology of Education which, in the career of Pedagogy, provides a theoretical framework both in professional training and in the formation of the individual. Being a teacher implies a responsibility towards the other, who wants to be part of the group to which he belongs, in a participatory, dynamic way, aware of his role as an agent of social transformation (Mattar, as cited in Delgado 2021, p. 02).

In this context, teacher performance as indicated by Montenegro (2003). It is evaluated to improve educational quality and qualify the teaching profession (p. 18). It is considered that the teaching performance must assume a formative aspect, and improvement, result of the feedback that the teacher receives and assimilates, in an evolutionary perspective. Finally, Santisteban (2003) has to do with suitability to execute their functions, where their political-ideological, technical-professional dominance and leadership are reflected (p. 9).

On the one hand, Montenegro (2003), highlights the teaching function presents multiple dimensions: the academic dimension of critical transfer of scientific knowledge, the dimension of responsibility in the formation of consciences, values and ethical choices through mediation and reflective and creative dialogue, the dimension of scientific-technological domain in order to integrate them once and for all in education, so that productive and rational use can be made. In this regard, Stanford University, in California, found that people retain in memory 10% of what they read, 30% of what they hear and 70% of what they read, listen and interact. This shows how crucial it is for education to have technological resources that allow students to have interactive and participatory learning. Finally, the dimension of interpersonal relationships and training in ethical values. We need to know ourselves to understand and value the other; These are issues that urgently need to be discussed within the centers of human formation. Currently a distance between beings is perceived; Lack of respect for ethnicities and cultural preferences may be linked to a lack of self-knowledge. The research sought to clarify this darkness, leading the reader to reflect on their actions and how to interrelate with situations of interpersonal conflict; The results showed that there is a need for man to begin to see it not as a self by itself, but only as a part of the universe that needs other parts to complete.

According to Lundgren (2000), the proposed classification of teacher presence is based on three teaching functions: design and administration, discourse facilitation and direct instruction. The first of these functions is performed by the content teacher and consists of defining the design of the educational experience, including instructions, selection,

organization and initial presentation of the course content. The second teaching function, performed by the coordinating teacher, refers to promoting and encouraging the construction of knowledge, that is, it is responsible for designing and implementing activities that stimulate interaction between students, between the tutor teacher and the student, between individual students, between groups of students and between students and the content. The third role of the teacher goes beyond the mediation of learning experiences, and can take the form of direct teaching. This is the responsibility of the tutor in this course. Let's move on to the treatment of each of these functions.

As part of teaching for Marrou (1988). The requirement of knowledge of the subjects that define the specialty of the university professor constitutes an essential condition, its non-compliance becomes a question of ethics (p.57). The good performance of the university professor is evidenced with the theoretical, methodological and practical management and in these times with the efficient use of computer media. According to Castro (2005) the teacher is a guide throughout the learning process, is responsible for learning achievements and due to the vertiginous circulation of information today, the university teacher requires to nurture his performance with interdisciplinary contributions. For this reason, Herrán (2003) indicates. Not everyone who can read knows how to teach reading [...]. This also applies to some university professors in pedagogical areas who, like others, rarely do what they teach their students (p.2).

METHODOLOGY

In the present research the general problem is defined: What relationship exists between the quality of academic-administrative management and teaching performance in the Graduate Unit according to master's students of the Faculty of Education of the UNMSM, period 2007-I.? The following were considered as specific problems: a. What is the relationship between the quality of academic-administrative management and the responsibility of the teacher in the Graduate Unit according to the master's students of the Faculty of Education of the UNMSM, period 2007-I.? b. What relationship exists between the quality of academic-administrative management and the scientific and technological domain of the teacher in the Graduate Unit according to the Post-Graduate master's students of the Faculty of Education of the UNMSM, period 2007-I.? c. What is the relationship between the quality of academic-administrative management and the interpersonal relationships of the teacher in the Graduate Unit according to the master's students of the Faculty of Education of the UNMSM, period 2007-I.? d. What is the relationship between the quality of academic-administrative management and the formation of ethical values of the teacher in the Graduate Unit according to the Master's students of the Faculty of Education of the UNMSM, period 2007-I.?

In the same way we have the General objective: To determine the relationship between the quality of administrative academic management and teaching performance in the Graduate Unit according to master's students of the Faculty of Education of the UNMSM, period 2007-I., was defined as Specific objectives:to. To determine the relationship between the quality of academic-administrative management and the responsibility of the teacher in the Graduate Unit according to the master's students Faculty of Education of the UNMSM, period 2007-I. b. To determine the relationship between the quality of academic-administrative management and the scientific and technological domain of the teacher in the Graduate Unit according to the master's students of the Faculty of Education of the UNMSM, period 2007-I. To determine the relationship that exists between the quality of the academic-administrative management and the interpersonal relationships of the teacher in the Graduate Unit according to the master's students of the Faculty of Education of the UNMSM, period 2007-I , d. To determine the relationship between the quality of the academic - administrative management and the formation of ethical values of the teacher in the Graduate Unit according to the master's students of the

Faculty of Education of the UNMSM, period 2007-I. Finally, the General hypothesis: The quality of the academic-administrative management is significantly related to the teaching performance in the Graduate according to the master's students Faculty of Education of the UNMSM period 2007-I. The Specific hypotheses such as: a. The quality of administrative academic management is significantly related to teaching responsibility in the Graduate according to the master's students of the Faculty of Education of the UNMSM, period 2007-I. b. The quality of the academic-administrative management is significantly related to the scientific and technological domain of the teacher in the Graduate Unit according to the master's students of the Faculty of Education of the UNMSM, period 2007-I. c. The quality of the academic and administrative management is significantly related to the interpersonal relationships of the teacher in the Graduate according to the master's students of the Faculty of Education of the UNMSM, period 2007-I. d. The quality of administrative academic management is significantly related to the formation of ethical values in the Graduate of the Faculty of Education of the UNMSM, period 2007-I.

The study corresponds to the level of basic research, type of correlational descriptive research, quantitative approach, deductive method, non-experimental cross-sectional design, the scientific method was applied, the deductive hypothetical, data collection and analysis was carried out to answer research questions and test previously established hypotheses, and relies on numerical measurement, counting and often in the use of statistics to accurately clarify patterns of behavior in a population (Hernández, et al. 2010, p.80). The population consisted of 106 students of the Master's Degree of the Graduate Unit of the Faculty of Education UNMSM.

A standardized instrument was applied, consisting of a questionnaire for the variable administrative academic quality and teaching performance of study teaching performance and a questionnaire for the study variable research, whose information was processed in a descriptive and inferential way. The study corresponds to the level of basic research, type of correlational descriptive research, quantitative approach, non-experimental cross-sectional design, the scientific method, the hypothetical deductive,

The contingency table will be applied, which is an adaptation of the SPSS, for the determination of the Chi-square test, then we will proceed to model through a regression and multiple correlation the dimensions of teaching performance, in order to establish comparisons between the resulting coefficients appreciating their level of contribution to the variable under study and their degree of consistency through the analysis of variance test- ANOVA. In such a way that the results allow us to appreciate them through the statistical quality control test called the Average Chart (X).

In all tests, the p-value method using $\alpha = 0.05$ will be used to qualitatively determine the results of the research. (Hernández, et al. 2010, p.80).

It defines as target population all master's students of the different cycles in the semester 2007-I (cycle I and III). For sampling purposes, the population is defined as the set of master's students who are currently taking courses in said master's degree. The study population is:

Table 1. Population of Students of the Master's Degree at the UPG of the Faculty of Education of the UNMSM, Period 2007 – I.

Cycle _____	Mention					
	DNSEM	EACE	GE	AFS	Total	
I	112	21	49	125	19	326
III	42	-	20	31	-	93
Total	154	21	69	156	19	419

Study sample

We will work with a probabilistic sample in which all students have the same chance of being chosen. The systematic method shall be used to obtain the required sample units. Based on the resulting sample size. The sample framework is constituted by the existing list of students enrolled in the different mentions of the master's degree of the Graduate Unit of the Faculty of Education of the UNMSM. This constitutes a frame of reference that will allow us to physically identify the elements of the population, the possibility of enumerating them and, therefore, of proceeding to the selection of the sample elements (the cases of the sample).

Sample size

$$n = \frac{Z_{\alpha}^2 N \sigma^2}{(N-1)E^2 + Z_{\alpha}^2 \sigma^2}$$

The sample size will be determined under the sample design Simple Random Sampling without replacement (MASsr), following the following formula:

Where:

n = Number of students in the sample in the study domain.

N = number of master's students enrolled in the 2007-I semester in the Unit of Postgraduate of the Faculty of Education of the UNMSM.

E = Absolute margin of error.

α = Level of Confidence.

σ = Population standard deviation.

With good internal consistency (Cronbach's alpha = 0.981). The value of this estimated standard deviation is 0.46232.

$$N' = \frac{(1.96)^2 (419) (0.46232)^2}{(419-1)(0.08)^2 + (1.96)^2 (0.46232)^2} = 98.402$$

The sample size obtained will be increased with a non-response rate of 7% to replace the students not located and to obtain the optimal sample size.

$$n = \frac{n'}{(1 - 0.07)} = \frac{98.402}{0.93} = 105.808 \cong 106$$

Selection Method

By using the sample size formula of simple random sampling, in a systematic selection procedure, larger sample sizes than necessary are generated. This implies a gain of precision in the estimation, but with an increase in the cost of sampling. The steps followed for the selection method were:

The constant selection interval K is determined, calculated by:

$$K = \frac{N}{n}$$

(Take the whole part of K, when it is not integer.)

Where:

N = total number of students in the master's degree of education.

n = Number of students to select.

Replacing the values will have:

$$K = \frac{419}{106} = 3.95 \approx 4$$

Then, a random number between 1 and K is chosen, turning out to be the number S=2.

Then the sample units would be those intervals containing the following identifying numbers:

S, S + K, S + 2K,, S+(n-1)

I mean:

2, 2 + 4, 2 + 2(4),, 2 + (106-1) (4).

Reliability and validity of the Instruments.

A. Reliability of the Instrument.

As the study focuses on the opinion of master's students, to whom the survey was applied using a single instrument, that is, a single administration of the measuring instrument, the alpha model (Cronbach's internal consistency model.

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum_j S_j^2}{S_x^2} \right]$$

(1951)). The alpha coefficient depends on the number of elements on the scale (k) and the quotient between the average covariance of the elements and their average variance.

Calling j any element of the scale (j=1, 2,...,k), the alpha coefficient is defined as follows

The instrument consists of two modules that measure academic-administrative quality and teaching performance, which in turn are divided into two and three dimensions respectively. We can observe (see annex 3) that the internal consistency of the dimensions of each module is good because they show high homogeneity indices and in each dimension the items show alpha coefficients that will not exceed the value of the global alpha of each dimension in both modules, therefore, the instrument is reliable.

Construct validity

Construct validity is the most important especially from a scientific perspective. It shall be determined by multivariate statistical analysis. Factor Analysis, that is, it will be interesting to find out if the questions of the questionnaire are grouped in some characteristic way. By applying a factor analysis to the subjects' responses, it is possible to find groups of variables with common meaning. Below are the dimensions obtained in each module.

Variable Quality of Academic – Administrative Management

In this module the adequacy measure shows the result to be high (KMO = 0.867), which indicates that the factor analysis is relevant, it is also worth mentioning that the determinant of the correlation matrix is close to zero (0.005), which is good from the point of view of the suitability of the analysis.

The correlation matrix reproduced by the analysis shows 37% residuals greater than 0.05, which indicates that the goodness of the model is relevant, which indicates that the analysis has been fruitful. To extract the dimensions, the principal components method was used, resulting in all of them being well explained by the model (see column of commonalities of the table. This procedure extracts two dimensions that manage to explain 65.21% of the variability contained in the data, so there will be two factors that will summarize all the variables in a coherent way. For the interpretation of the dimensions, the Varimax orthogonal rotation method was used, which minimizes the number of variables that have high saturations in each dimension. Extraction method: Principal Component Analysis. Rotation method: Varimax Orthogonal Method.

Factor Analysis of the Quality of Academic Administrative Management

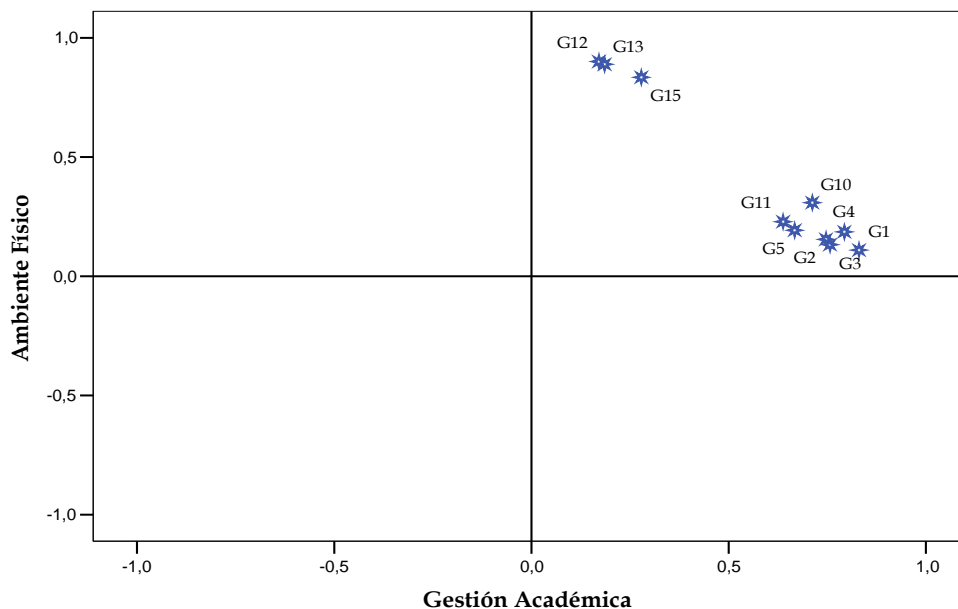


Figure 2: Saturations of the Institutional Environment Dimensions.

Rotated structure in Varimax

Variable teaching performance

In this module the adequacy measure shows the result also high (KMO = 0.890) which indicates that the factor analysis is relevant, it is also worth mentioning that the determinant of the correlation matrix is close to zero (0.000), which is good from the point of view of the suitability of the analysis. The correlation matrix reproduced by the analysis shows 39% of residuals greater than 0.05, which indicates that the goodness of the model is relevant.

For the extraction of the dimensions, the principal components method was used, resulting in all of them being well explained by the model. This procedure extracts three dimensions that manage to explain 61.64% of the variability contained in the data, so there will be three factors that will summarize all the variables in a coherent way. For the interpretation of the dimensions was used the method of orthogonal rotation Equamax that minimizes both the number of variables that saturate high in a dimension and dimensions necessary to explain a variable. It can be concluded that the construct validity

of this module is good. Next, we can see the saturation graph of the dimensions and the matrix of saturations of dimensions. Communalities and matrix of saturations of the dimensions of teaching performance. Rotation method: Equamax Orthogonal Method.

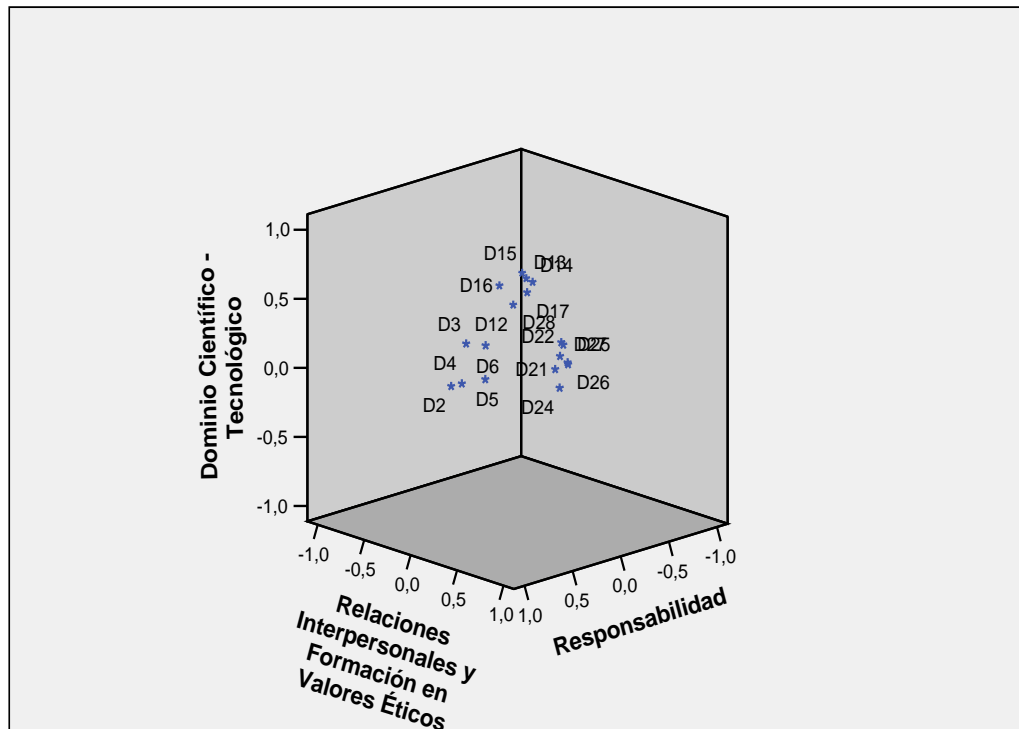


Figure 3: Saturations of the Dimensions of Teacher Performance

Rotated structure in Eguamax

Construction of dimensions

The dimensions were formed according to the factorial model by means of the linear equations obtained from the combination between the variables and the coefficients of the scores in the components. Combining each variable with its corresponding coefficients can be constructed the three linear equations on which the calculation of factorial scores is based where each dimension takes the scale of the items:

Table 2. Linear equations of the dimensions of Teaching Performance

F1: Interpersonal Relations and Training in Ethical Values.	F2: Scientific Technological Domain	F3: Liability
$F1 = 18$	18	18
$\sum_{i=1} \alpha_{21} \zeta_i$	$\sum_{i=1} \alpha_{31} \zeta_i$	$\sum_{i=1} \alpha_{31} \zeta_i$
$F1 =$	$F2 =$	$F3 =$
$i=1$	$i=1$	$i=1$
Lousy = 1	Lousy = 1	Lousy = 1
Deficient = 2	Deficient = 2	Deficient = 2
Regular = 3	Regular = 3	Regular = 3
Good = 4	Good = 4	Good = 4
Excellent = 5	Excellent = 5	Excellent = 5

Table 3. Linear equations of the dimensions of the Quality of Academic Management-Administrative

F1: Academic Management	F2: Physical Environment
$F1 = \sum_{i=1}^{10} \alpha_{1i} \zeta_{1i}$	$F2 = \sum_{i=1}^{10} \alpha_{2i} \zeta_{2i}$
Lousy = 1 Deficient = 2 Regular = 3 Good = 4 Excellent = 5	Lousy = 1 Deficient = 2 Regular = 3 Good = 4 Excellent = 5

Calculation of constructs

In order to measure the association between the Quality of Administrative Management and Teaching Performance, the latent variables for each construct were calculated using sequential analysis since this is a very simple rule. Figures 2 and 3 show a simple dependency relationship of the dimensions in each construct. These relationships can be represented as simply as teaching performance: $a_1 * (\text{Interpersonal Relations and Training in values} + a_2 * (\text{Scientific – Technological Domain}) + a_3 * (\text{Responsibility})$

Quality of Academic-Administrative Management = Academic) + $b_2 * (\text{Environment Physical}) + b_1 * (\text{Management.}$

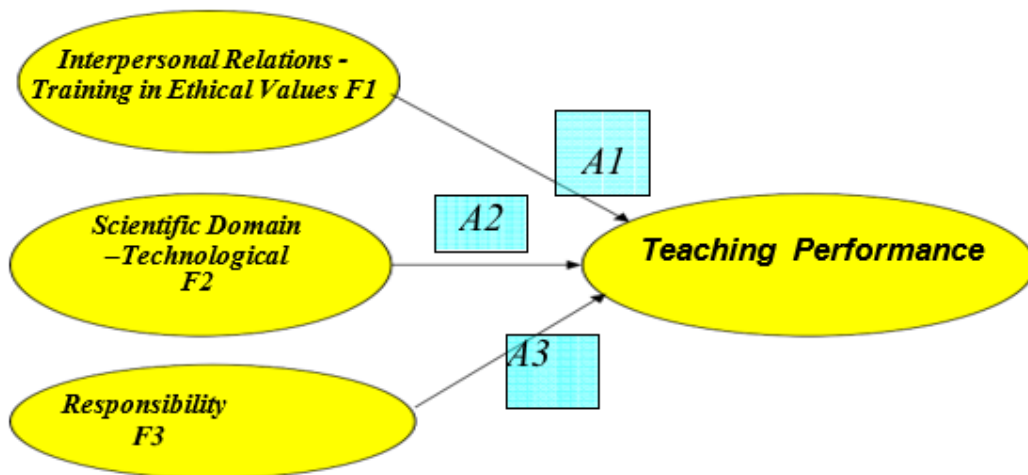


Figure 4. Relationship Diagram – Decent Performance

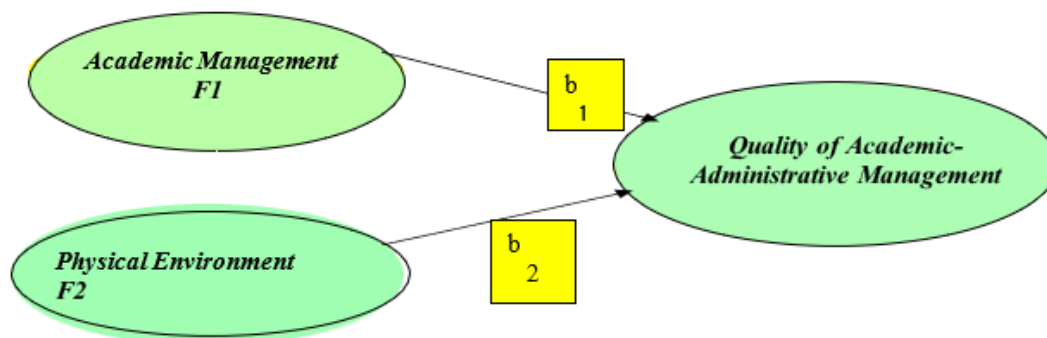


Figure 5. Relationship diagram – Quality of Academic Administrative Management

Relationship analysis allows us to use simple correlations between constructors to estimate the relationships represented by the coefficients: a1, a2, a3, b1 and b2. The relationship a1 is the effect of the dimension Interpersonal relationships and Training in Ethical Values predicting the construct Teaching Performance, the relationship a2 is the effect of the dimension Scientific – Technological Domain predicting the construct Teaching Performance and the relationship a3 is the effect of the dimension Responsibility predicting the construct teaching performance.

Teaching Performance

Relationship analysis uses simple correlations as shown in Figures 3 and 4. To calculate the matrix of bivariate correlations we will assume that each dimension in each construct has the same prediction effect, that is, the builders of decent performance and quality of Administrative Management are calculated as the average of their dimensions, only for the calculation of correlations. Spearman's coefficient will be calculated for each dimension, as it is adequate for this type of variables (ordinals). See Table 4 and 5.

Table 4. Bivariate Correlations - Teaching Performance

DIMENSIONS	Interpersonal Relations and Training in Ethical Values.	Scientific - Technological Domain	Responsibility	Teacher Performance (Average)
Interpersonal Relations and Training in Ethical Values.	1	0.157	-0.145	0.407
Scientific Domain – Technological		1	0.027	0.546
Responsibility			1	0.425
Teacher Performance (Average)				1

Source: own authorship

Spearman's coefficient

After the calculation of the correlation coefficients we will proceed with the calculation of the weights of the model, for the teaching performance we will take as 100% the sum of the correlation coefficients obtained (a1, a2, and a3) which is 1.378. Then each coefficient represents the following percentages of the total:

- Correlation coefficient between F1 and DD: 29.540%
- Correlation coefficient between F2 and DD: 39.620%
- Correlation coefficient between F3 and DD: 30.840%

Then the true coefficients (weights) of the model would be

P=0.2954
P=0.3962
P=0.3084

The proposed structural model is:

$$\text{Teaching performance} = 0.2954^* (\text{Interpersonal Relations Training in Ethical Values}) + 0.3962^* (\text{Scientific and Technological Domain}) + 0.3084^* (\text{Responsibility}).$$

Table 5. Bivariate Correlations-Quality of Administrative Management

DIMENSIONS	Management Academic	Environment	Quality of Management Administrative (Average)
Management Academic	1	-0.005	0.550
Physical Environment		1	0.616
Quality of Administrative Management (Average)			1

5. Bivariate Correlations-Quality of Administrative Management

Spearman's coefficient

For the Quality of Administrative Academic Management we will take as 100% the sum of the correlation coefficients obtained (and) which is 1.166. Then each coefficient represents the following percentages of the total:

- Correlation coefficient between F1 and DD: 47.17%
- Correlation coefficient between F2 and DD: 52.83%

Then the true coefficients (weights) of the model would be

P=0.4717
P=0.5283

The proposed structural model is:

$$\text{Academic-Administrative Management} = 0.4717^* (\text{Management Academic}) + 0.5283^* (\text{Physical Environment})$$

Once these indicators have been calculated, we will proceed to the correlational study of Teaching Performance and Quality of Academic - Administrative Management according to the perception of master's students of the Faculty of Education, Period II-2007

Instrument Reliability

Reliability, using Cronbach's alpha, indicates to what extent individual differences in test scores can be attributed to "true" differences in the characteristics considered.

The average Cronbach's alpha coefficient is high for almost all subcomponents, reaching 96.9% reliability.

Reliability statistics

Alpha by Cronbach	Cronbach's alpha based on Typified elements	N of elements
0.966	0.969	63

The Analysis of Variance - ANOVA, yields a significant value of the items considered in the questionnaire (P = 0.000).

ANOVA with Friedman Test

	Sum of Square	Gl	Stocking Quadratic	Chi-square of Friedman	Value p.
Interpersonal	1137,502	105	10,833		
Inter-elements	2348,004	62	37,87	3258,602	0.000
	(a)				
Intrapersonal	2387,488	6510	0.367		
Total	4735,492	6572	0.721		
Total	5872,994	6677	0.880		

Global mean = 2.8789 a Kendall's coefficient of agreement W = 0.400.

RESULTS DESCRIPTIVE LEVEL

General data of the respondents

The present study allowed to see the sociodemographic profile of master's students where it is appreciated that the majority are women (75.5%), the most frequent age group from 30 to 39 years (35.8%), most are single (65.1%), the most frequent profession of master's students is Education (97.2%), and that their income is mostly less than S /. 1000 (41.5%).

Table 6. Sociodemographic characteristics of the students of the master's degree of the faculty of Education of the UNMSM, period 2007-I.

General characteristics	Total	MENTION				
		DNS	EM	MEACE	GE	AFS
Age (Mean=34.92, Median=34)						
22 to 29	34	27.5% (11)	20% (1)	35.3% (6)	38.5% (15)	20.0% (1)
30 to 39	38	45.0% (18)	20% (1)	35.3% (6)	28.2% (11)	40.0% (2)
40 to 49	29	20% (8)	20% (1)	29.4% (5)	33.3% (13)	40.0% (2)
50 or more	5	7.5% 3	40% 2	-	-	-
Sex						

Female	80	75.0%	40.0%	64.7%	87.2%	60.0%
		(30)	(2)	(11)	(34)	(3)
Male	26	25.0%	60.0%	35.3%	12.8%	40.0%
		(10)	(3)	(6)	(5)	(2)
Marital Status						
Bachelor	69	62.5%	60.0%	64.7%	71.8%	40.0%
		(25)	(3)	(11)	(28)	(2)
Married	34	35.0%	40.0%	29.4%	25.6%	60.0%
		(14)	(2)	(5)	(10)	(3)
Divorced	2	2.5%	-	5.9%	-	-
		(1)	-	(1)	-	-
Cohabitant	1	-	-	-	2.6%	-
		-	-	-	(1)	-
Average monthly income (mean=1291.51, median=1100)						
<= of s/.1000	44	27.5%	40.0%	47.1%	56.4%	20.0%
		(11)	(2)	(8)	(22)	(1)
<s/.1000 – s/.1500>	36	37.5%	40.0%	41.2%	25.6%	40.0%
		(15)	(2)	(7)	(10)	(2)
>= to s/.1500	26	35.0%	20.0%	11.8%	17.9%	40.0%
		(14)	(1)	(2)	(7)	(2)

Source own authorship

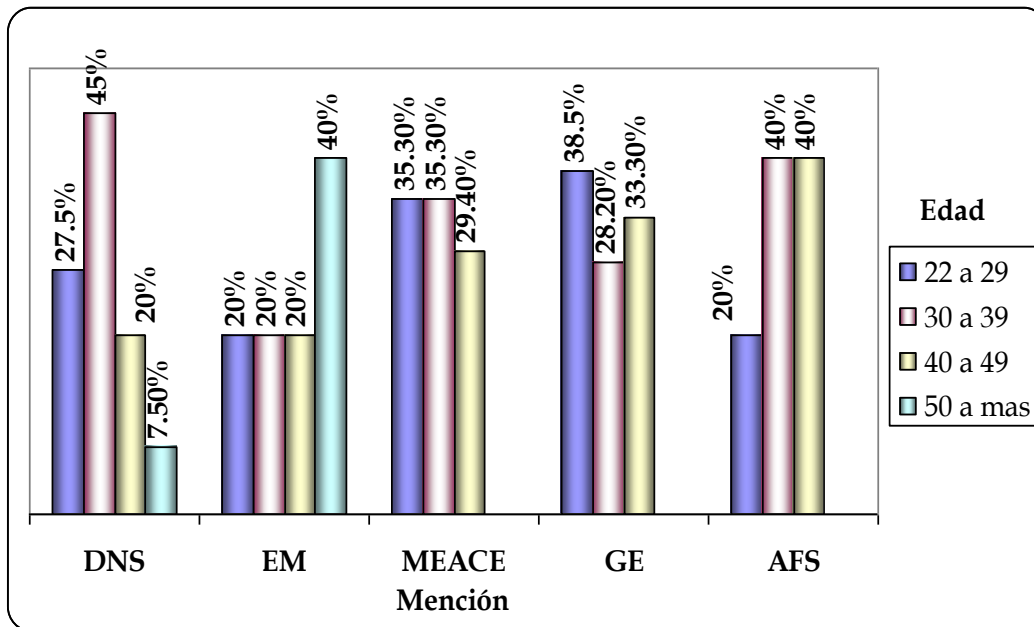


Figure 6. Distribution of Master's Students of the Faculty of Education of the UNMSM, by Age Group in each mention, period 2007-I.

Source own authorship

Most of the students of the DNS mention are aged between 30 and 39 years (45%), in MS most are aged 50 years or older (40%), in GE most are aged between 22 and 29 years (38.5%) (See table 6).

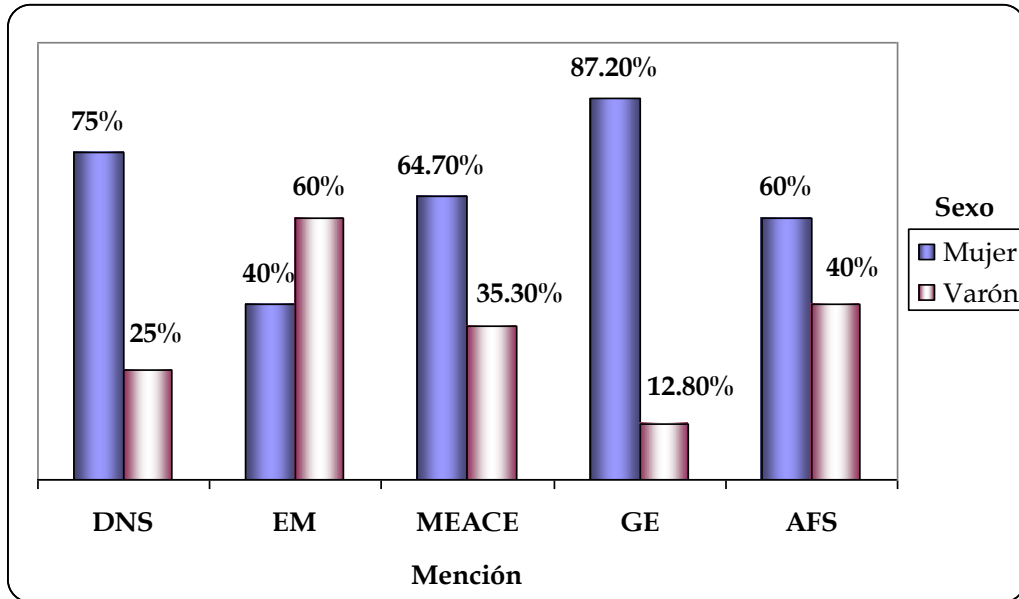


Figure 7. Distribution of the Students of the Master's Degree of the Faculty of Education of the UNMSM, by Sex in each mention, period 2007-I

Source own authorship

The female sex predominates in most of the mentions of the master's degree of the Faculty of Education, only in MS the majority of students are male (60%) (See table 6).

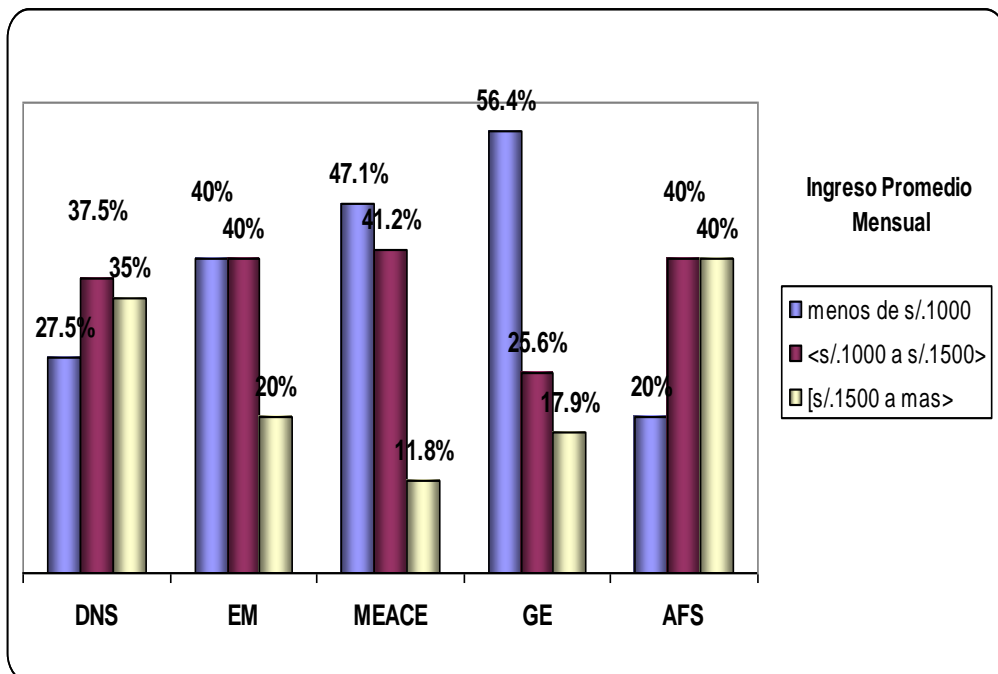


Figure 8. Average monthly income of the students of the master's degree of the Faculty of Education of the UNMSM, for each mention, period 2007-I.

Source own authorship.

In the DNS mention, most students have average incomes from S/.1000 to S/.1500 (37.5%), in MEACE most have average incomes below S/.1000 (47.1%) as in GE (56.4%) (See table 6).

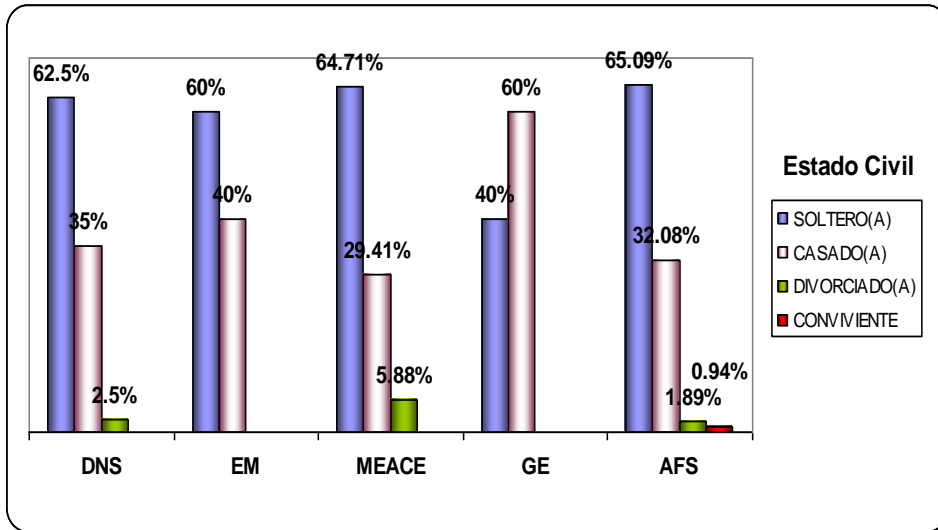


Figure 9. Civil Status of the students of the master's degree of the Faculty of Education of the UNMSM, for each mention, period 2007-I.

Source own authorship.

The students of the master's degree of the Faculty of Education in most of the mentions are single, only in GE the majority are married (60%) (see table 6).

A. Results and Scope on the Quality of Administrative Academic Management.

Table 7. The Academic-Administrative Management of the master's degree of the Faculty of Education of the UNMSM, period 2007-I

Academic-Administrative Management		
Indicators	Total	%
Terrible/Poor	48	45.28%
Regular	46	43.40%
Good/ Excellent	12	11.32%

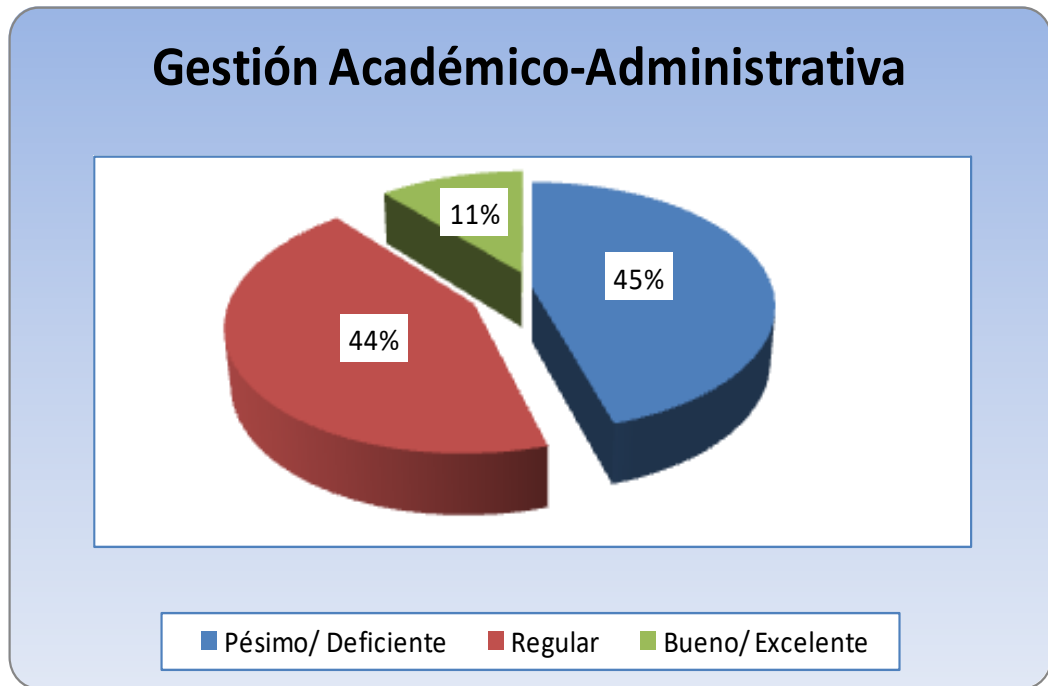


Figure 10. The Academic-Administrative Management of the master's degree of the Faculty of Education of the UNMSM, period 2007-I

45% of the masters surveyed consider that it is Terrible / Deficient, the Quality of Academic-Administrative Management, 44% consider it to be Fair and 11% is Good / Excellent.

Table 8. The Physical Environment according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007

Academic – Administrative Management		
Scale	Dimensions	
	Physical Environment	Academic Management
Terrible/Poor	55	18
Regular	32	76
Good/ Excellent	13	13

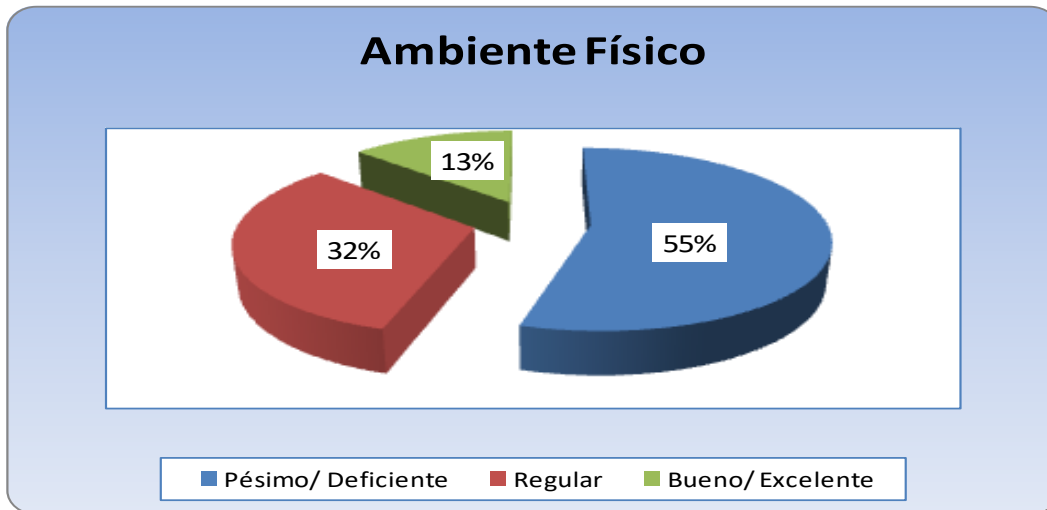


Figure 11. The Physical Environment according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

32% of the masters surveyed consider the physical environment to be Lousy/Deficient, 32% consider it to be Fair and 13% to be Good/Excellent.

B. Results and Scope on Teacher Performance.

Table 9. Teaching Performance according to the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

Teaching Performance		
Indicators	Total	%
Terrible/Poor	16	15.09%
Regular	84	79.25%
Good/ Excellent	6	5.66%

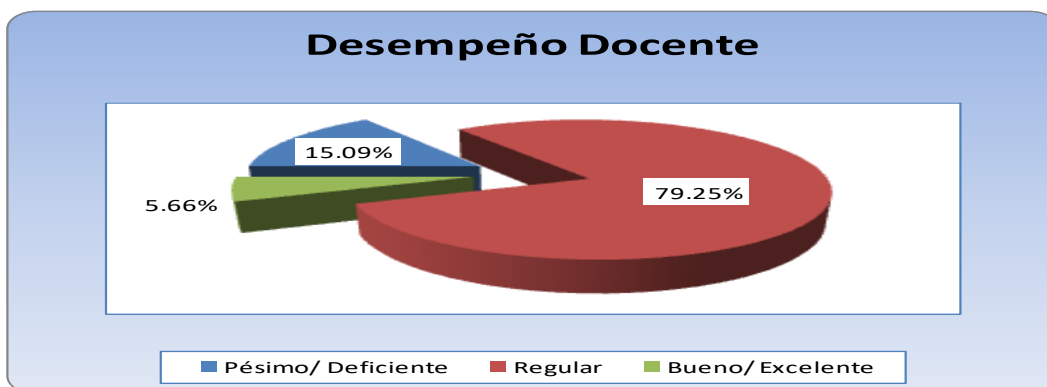


Figure 12. The Teaching Performance according to the perception of the students of the master's degree in the Faculty of Education of the UNMSM, period 2007-I.

15.09% of the masters surveyed consider that the teaching performance is Terrible / Deficient, 79.25% consider that it is Fair and 13% is Good / Excellent.

A. Bivariate Analysis of Results Variable Crossing

Table 10. Cross of variables Quality of Administrative Academic Management and the Teaching Performance according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

Teaching Performance	Quality of Academic Administrative Management		
	Terrible/deficient	Regular	Good Excellent
Terrible/deficient	27.10%	6.50%	0.00%
Regular	72.90%	82.60%	91.70%
Good Excellent	0.00%	10.90%	8.30%
Total	100%	100%	100%

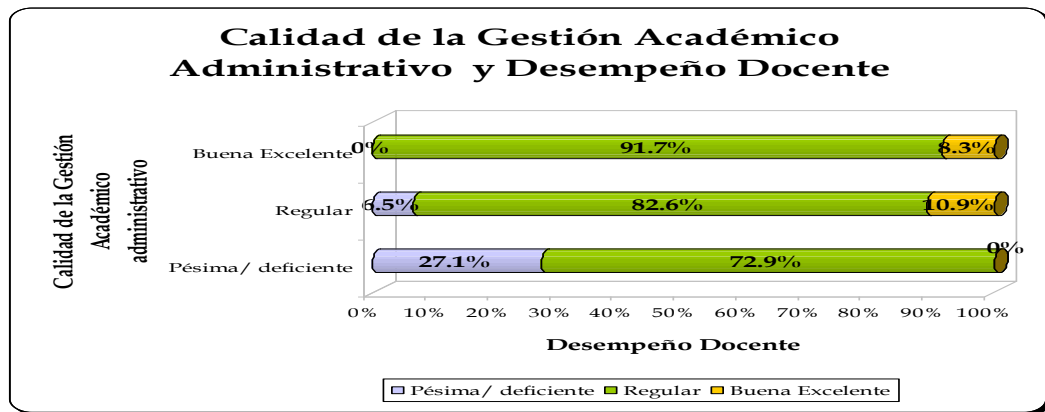


Figure 13. Cross of variables Quality of Administrative Academic Management and the Teaching Performance according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

27.1% of the masters surveyed consider that the teaching performance is Terrible / Deficient, 65% consider it to be Fair and 0% is Good / Excellent.

Table 11. Crosses of physical environment variables and responsibility according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

Responsibility	Physical Environment		
	Terrible/deficient	Regular	Good/ Excellent
Terrible/deficient	39.70%	17.60%	28.60%
Regular	48.30%	52.90%	50.00%
Good Excellent	12.10%	29.40%	21.40%
Total	100%	100%	100%

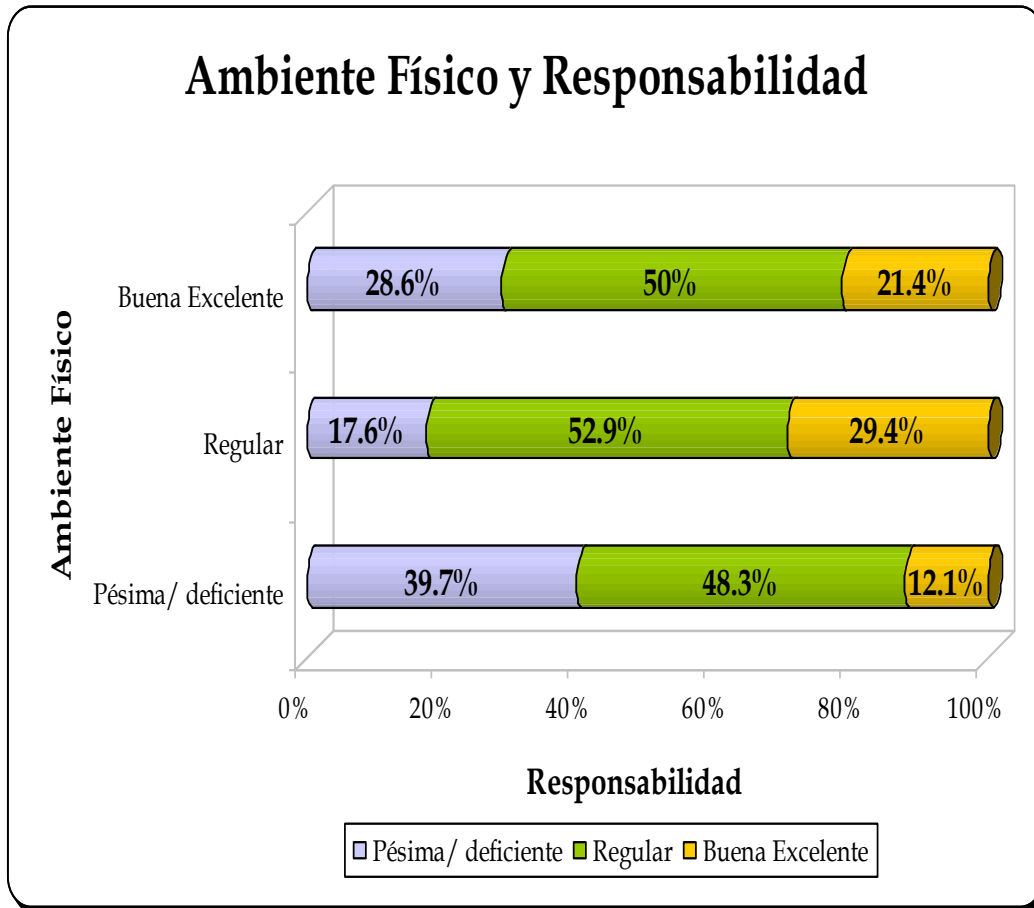


Figure 14. Crosses of physical environment variables and responsibility according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

39.74% of the masters surveyed consider that the physical environment is Terrible / Deficient and responsibility 48.39% consider that it is Fair and 12.1% is Good / Excellent.

Table 12. Cross of variables scientific domain and the physical environment according to perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

Scientific and Technological Domain	Physical Environment		
	Terrible/deficient	Regular	Good Excellent
Terrible/deficient	29.30%	23.50%	14.30%
Regular	46.60%	61.80%	57.10%
Good Excellent	24.10%	14.70%	28.60%
Total	100%	100%	100%

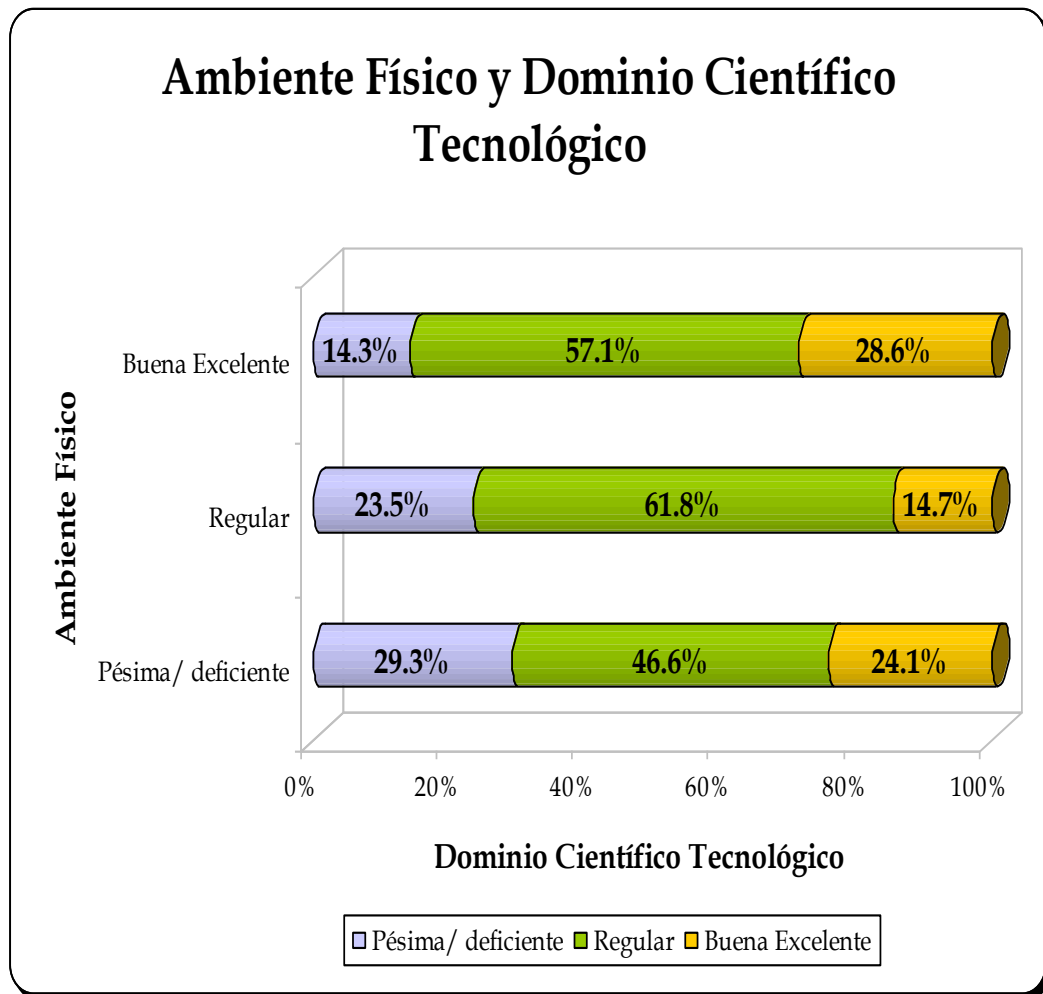


Figure 15. Crosses of physical environment variables and responsibility according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM, period 2007-I.

29.30 % of the masters surveyed consider that the physical environment and scientific technological domain is Terrible / Deficient, 46.60 % consider that it is Fair and 24.1 % is Good / Excellent.

Table 13. Cross of variable interpersonal relationships and training in ethical values and the physical environment according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM period 2007-I.

Interpersonal Relations and Training in Ethical Values	Physical Environment		
	Terrible/deficient	Regular	Good Excellent
Terrible/deficient	31.00%	32.40%	7.10%
Regular	60.30%	44.10%	57.10%
Good Excellent	8.60%	23.50%	35.70%
Total	100%	100%	100%

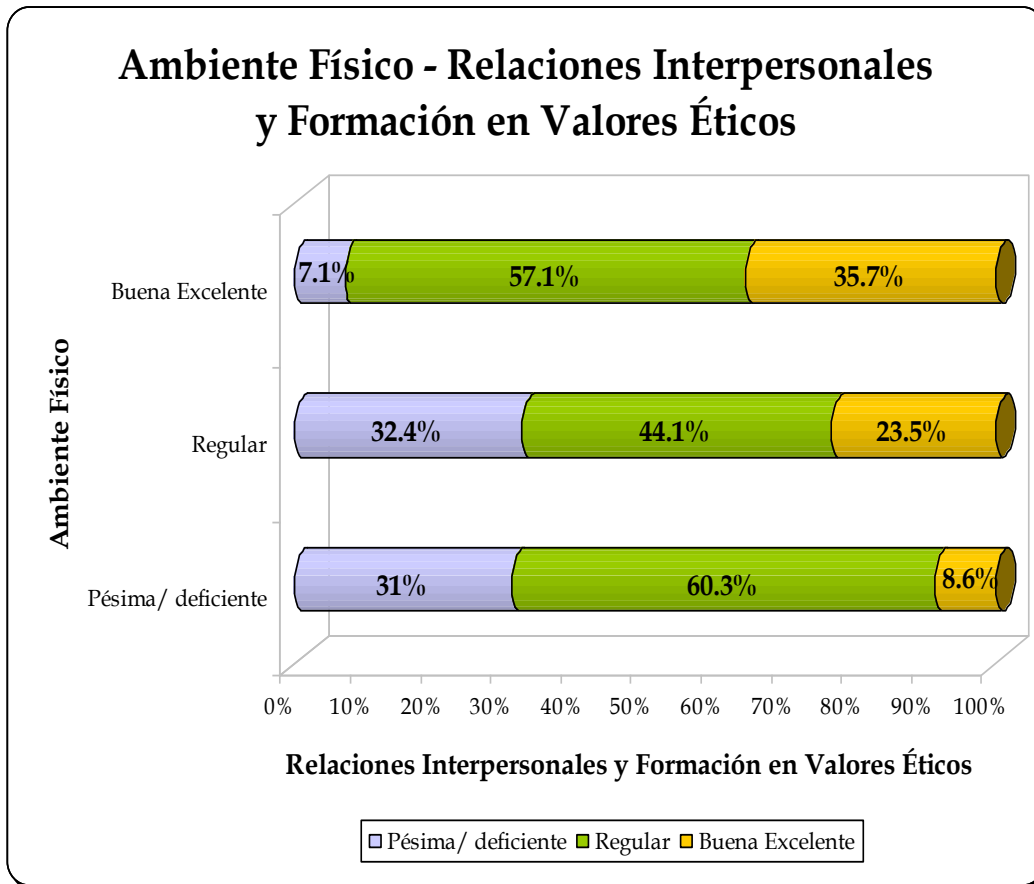


Figure 16. Cross of variable interpersonal relationships and training in ethical values and The physical environment according to the perception of the students of the master's degree of the Faculty of Education of the UNMSM period 2007-I.

31% of the masters surveyed consider that the physical environment and interpersonal relationships and formation of ethical values are Terrible/Deficient, 60.3% consider it to be Fair and 8.6% are Good/Excellent.

HYPOTHESIS TESTING CONTRAST

I. Hypothesis making

General hypothesis

Ho: The Quality of Academic-Administrative Management is not significantly related to teaching performance according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

Ha: The Quality of Academic-Administrative Management is significantly related to teaching performance according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

II. Rule for making statistical decisions

If the p-value > 0.05, the null hypothesis (Ho) will be accepted.

If the p-value < 0.05, the alternative hypothesis (Ha) will be accepted.

III. Hypothesis Testing Statistics

The two Qualitative Variables have been related using Spearman's Chi Square Statistical Test, whose Contingency Table is constructed with the data provided by the surveyed masters.

Table 14. Contingency Academic Management * Teaching Performance

		Teaching performance			Total
		Terrible/deficient	Regular	Good Excellent	
Quality Academic Management	Terrible/deficient	7	11	0	18
	Regular	9	64	3	76
	Good Excellent	0	9	3	12
Total		16	84	6	106

Recount

The Use of SPSS Software Version 15, allows us after coding the data to obtain the results to contrast the Research Hypothesis, determining a p Value = 0.000

Table 15. Chi-square tests - Academic Management and Teaching Performance.

	Value	Gl	P-value
Pearson's chi-square	19,448(a)	4	0.001
Likelihood ratio	16,702	4	0.002
Linear by linear association	14,963	1	0.000
Number of valid cases		106	

to. 5 cells (55.6%) have an expected frequency

Less than 5. The minimum expected frequency is .68.

Spearman's Correlation reaches a Value of 37.5%,

Table 16. Symmetrical Measures - Academic Management and Teaching Performance.

		Value	Typical error. asint. (a)	Approximate T(b)	P-value
Interval by interval	Pearson's R	,377	,087	4,157	,000(c)
Ordinal by ordinal	Spearman correlation	,375	,088	4,130	,000(c)
Number of valid cases		106			

to. Assuming the alternative hypothesis. b. Using the asymptotic standard error based on the null hypothesis. c Based on normal approximation.

V. Interpretation

As the p-value = 0.000 < 0.05, we can affirm that the Quality of Administrative Academic Management is significantly related to Teaching Performance according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I.

This ratio is significant, reaching an Acceptable Level of 37.5%.

Specific hypothesis: 1

1.Hypothesis making

Ho: The Quality of Academic-Administrative Management is not significantly related to responsibility according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

Ha: The Quality of Academic-Administrative Management is significantly related to responsibility according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

II.- Rule for making statistical decisions

If the p-value > 0.05, the Null Hypothesis (Ho) will be accepted.

If the p-value < 0.05, the alternative hypothesis (Ha) will be accepted

III.- hypothesis testing statistics

The Qualitative Variable Quality of Administrative Academic Management has been related to the Responsibility Dimension using Spearman's Chi Square Statistical Test, whose Contingency Table is constructed with the data provided by the surveyed masters.

Table 17. Contingency Academic Management Responsibility

		Responsibility					Total
		Lousy	Deficient	Regular	Good	Excellent	
Quality Academic Management	Lousy	1	0	1	0	0	2
	Deficient	1	10	4	1	0	16
	Regular	2	19	40	14	1	76
	Good	0	0	8	4	0	12
Total		4	29	53	19	1	106

The Use of SPSS Software Version 15, allows us after coding the data to obtain the results to contrast the Research Hypothesis, determining a p Value = 0.000

Table 18. Chi-square Tests - Academic Management and Accountability

	Value		P-value
Pearson's chi-square	29,850(a)	12	,003
Likelihood ratio	25,280	12	,014
Linear by linear association	14,319	1	,000
Number of valid cases	106		

to. 15 cells (75.0%) have an expected frequency lower than the minimum expected frequency is .02

Spearman Correlation Reaches a Value of 37.7%

Table 19. Symmetrical measures - Academic Management and Responsibility.

		Value	Typical error. asint. (a)	Approximate T(b)	P-value
Interval by interval	Pearson's R	,369	,084	4,052	,000(c)
Ordinal by ordinal	Spearman correlation	,377	,077	4,150	,000(c)
Number of valid cases		106			

- a Assuming the alternative hypothesis.
- b Using the asymptotic standard error based on the null hypothesis.
- c Based on normal approximation.

IV. Interpretation.

As the value $p = 0.003 < 0.05$, we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the responsibility of the Teacher according to the master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I.

This ratio is significant, reaching an Acceptable Level of 37.7%.

Specific hypothesis: 2

1. Hypothesis making

Ho: The Quality of Academic-Administrative Management is not significantly related to the scientific and technological domain according to the master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

Ha: The Quality of Academic-Administrative Management is significantly related to the scientific and technological domain according to the master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

II.- Rule for making statistical decisions

If the $p\text{-value} > 0.05$, the Null Hypothesis (Ho) will be accepted.

If the $p\text{-value} < 0.05$, the alternative hypothesis (Ha) will be accepted

III.- Hypothesis testing statistics

The Qualitative Variable Quality of Administrative Academic Management has been related to the scientific and technological domain using Spearman's Chi Square Statistical Test, whose contingency table is constructed with the data provided by the surveyed masters.

Table 20. Contingency Quality Academic Management and Scientific Domain-Technological

		Scientific and Technological Domain					Total
		Lousy	Deficient	Regular	Good	Excellent	
Quality	Lousy	0	0	1	0	1	2
Academic	Deficient	0	8	8	0	0	16
Managemen	Regular	2	15	43	16	0	76
t	Good	0	2	4	6	0	12
Total		2	25	56	22	1	106

The Use of SPSS Software Version 15, allows us after coding the data to obtain the results to contrast the Research Hypothesis, determining a $p\text{ Value} = 0.008$

Table 21. Chi-square Tests - Quality Academic Management and Scientific Mastery-Technological

	Value	G1	P-value
Pearson's chi-square	68,493(a)	12	,000
Likelihood ratio	26,789	12	,008
Linear by linear association	2,933	1	,087

Number of valid cases	106
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a. 15 cells (75.0%) have an expected frequency of less than 5.

The minimum expected frequency is .02.

The Spearman Correlation reaches a Value of 25.5%.

Table 22. Symmetrical Measurements - Academic Management and Scientific Domain-Technological.

		Value	Typical error. asint. (a)	Approximate T(b)	P-value
Interval by interval	Pearson's R	,167	,129	1,729	,087(c)
Ordinal by ordinal	Spearman correlation	,255	,098	2,684	,008(c)
Number of valid cases		106	106		

a Assuming the alternative hypothesis.

b Using the asymptotic standard error based on the null hypothesis.

c Based on normal approximation.

IV. Interpretation.

As the $p\text{-value} = 0.000 < 0.05$, we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the scientific and technological domain of the teacher according to master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I.

This ratio is significant, reaching a Regular Level of 25.5%.

Specific hypothesis: 3

1. Hypothesis making

Ho: The Quality of Academic-Administrative Management is not significantly related to Interpersonal relationships according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

Ha: The Quality of Academic-Administrative Management is significantly related to Interpersonal relationships according to master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

II.- Rule for making statistical decisions

If the $p\text{-value} > 0.05$, the Null Hypothesis (Ho) will be accepted.

If the $p\text{-value} < 0.05$, the alternative hypothesis (Ha) will be accepted

III.- hypothesis testing statistics

The Qualitative Variable Quality of Administrative Academic Management has been related to interpersonal relationships using Spearman's Chi Square Statistical Test, whose contingency table is constructed with the data provided by the surveyed masters.

Table 23. Contingency Quality Academic Management and Interpersonal Relationships

		Scientific and Technological Domain					Total
		Lousy	Deficient	Regular	Good	Excellent	
Quality Academic Management	Lousy	1	1	0	0	0	2
	Deficient	0	6	9	1	0	16
	Regular	1	21	42	11	1	76
	Good	0	0	7	4	1	12
Total		2	28	58	16	2	106

The Use of SPSS Software Version 15, allows us after coding the data to obtain the results to contrast the Research Hypothesis, determining a p Value = 0.001

Table 24. Chi-square tests - Interpersonal relationships

	Value	GI	P-value
Pearson's chi-square	37,618(a)	12	,000
Likelihood ratio	21,334	12	,046
Linear by linear association	13,103	1	,000
Number of valid cases	106		

a. 15 cells (75.0%) have an expected frequency of less than 5. The minimum expected frequency is .04

Spearman Correlation Reaches a Value of 31.5%,

Table 25. Symmetrical measures - Interpersonal relations

		Value	Typical error. asint. (a)	Approximate T(b)	P-value
Interval by interval	Pearson's R	,353	,088	3,851	,000(c)
Ordinal by ordinal	Spearman correlation	,315	,083	3,388	,001(c)
Number of valid cases		106			

a Assuming the alternative hypothesis.

b Using the asymptotic standard error based on the null hypothesis.

c Based on normal approximation

IV. Interpretation

As the p-value = 0.000 < 0.05, we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the interpersonal relationships of the teacher according to master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I.

This ratio is significant, reaching an Acceptable Level of 31.5%.

Specific hypothesis: 4

Hypothesis making

Ho: The Quality of Academic-Administrative Management is not significantly related to the formation of ethical values according to the master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I

Ha: The Quality of Academic-Administrative Management is significantly related to the formation of ethical values according to the master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-

II.- Rule for making statistical decisions

If the p-value > 0.05 , the Null Hypothesis (Ho) will be accepted.

If the p-value < 0.05 , the alternative hypothesis (Ha) will be accepted

III.- hypothesis testing statistics

The Qualitative Variable Quality of Administrative Academic Management has been related to the formation of ethical values using Spearman's Chi Square Statistical Test, whose Contingency table is constructed with the data provided by the surveyed masters.

Table 26. Contingency Quality Academic Management and Ethical Values

		Scientific and Technological Domain					Total
		Lousy	Deficient	Regular	Good	Excellent	
Quality Academic Management	Lousy	1	1	0	0	0	2
	Deficient	0	5	9	2	0	16
	Regular	1	14	34	19	8	76
	Good	0	0	6	4	2	12
Total		2	20	49	25	10	106

The Use of SPSS Software Version 15, allows us after coding the data to obtain the results to contrast the Research Hypothesis, determining a p Value = 0.002

Table 27. Chi-square Tests - Quality Academic Management and Ethical Values.

	Value	G1	P-value
Pearson's chi-square	37,618(a)	12	,000
Likelihood ratio	21,334	12	,046
Linear by linear association	13,103	1	,000
Number of valid cases	106		

a. 14 cells (70.0%) have an expected frequency of less than 5.

The minimum expected frequency is .04.

Spearman Correlation reaches a Value of 30.3%,

Table 28. Symmetrical Measures - Academic Management and Ethical Values.

		Value	Typical error. asint. (a)	Approximate T(b)	P-value
Interval by interval	Pearson's R	,353	,088	3,851	,000(c)
Ordinal by ordinal	Spearman	,315	,083	3,388	,001(c)

correlation	
Number of valid cases	106

a Assuming the alternative hypothesis.

b Using the asymptotic standard error based on the null hypothesis.

c Based on normal approximation

IV. Interpretation.

How the $p\text{-value} = 0.000 < 0.05$ we can affirm that there is a relationship between the quality of Academic-Administrative Management and the formation of ethical values of the Teacher according to master's students in the Postgraduate Unit of the Faculty of Education of the UNMSM, period 2007-I.

This ratio is significant, reaching an Acceptable Level of 30.3%

RESULTS

Teaching Performance

The dimensions of Teacher Performance have been correlated, having obtained a Correlation $R = 95.9\%$, and a Coefficient of Determination of 92.0% , which means that 92% of the time, Teacher Performance is explained by these dimensions; 8% will be explained by other Dimensions.

The Analysis of Variance of the Multiple Regression - ANOVA gives as a significant result, being its $p\text{-value} = 0.000 < 0.05$.

Regarding the Beta Analysis, it is found that the significant dimensions in teaching performance are, in descending order:

Scientific Domain: $P\text{-value} = 0.000$; Contribution = 0.443

Liability : $P\text{-value} = 0.002$; Contribution = 0.277

Ethical Values : $P\text{-value} = 0.023$; Contribution = 0.220

The dimension that is not significant is:

Interpersonal Relations: $P\text{-value} = 0.133$; Contribution = 0.05

A Study variable 1: Teaching performance.

Table 29. Beta Analysis - Dimensions of Teaching Performance

Model	Non-standardized coefficients		Standard coefficients	T	Gis.
	B	Typical error.	Beta	B	Typical error.
(Constant)	-,489	,124		-3,943	,000
Responsibility	,306	,098	,277	3,118	,002
1 Scientific Domain	,517	,096	,443	5,396	,000
Values _ Ethical	,256	,111	,220	2,312	,023

Interpersonal relations	,084	,055	,059	1,514	,133
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Table 30. Teacher performance correlation model and dimensions

Model	R	R square	Corrected square	Typical error. of The estimate	Change statistics				
					Change in R square	Change in F	GL1	GL2	Sig. of the change in F
1	,959(a)	,920	,917	,251	,920	290,726	4	101	,000

Model Summary

Table 31. Predictor variables: (Constant), Interpersonal relationships, Responsibility. Domain, Values -Ethics

Model		Sum of Square	Gl	Mean square	F	Gis.
1	Regression	73,477	4	18,369	290,726	,000(a)
	Residual	6,382	101	,063		
	Total	79,858	105			

Relación Calidad Gestión Académica Administrativa

y Desempeño Docente - UNMSM

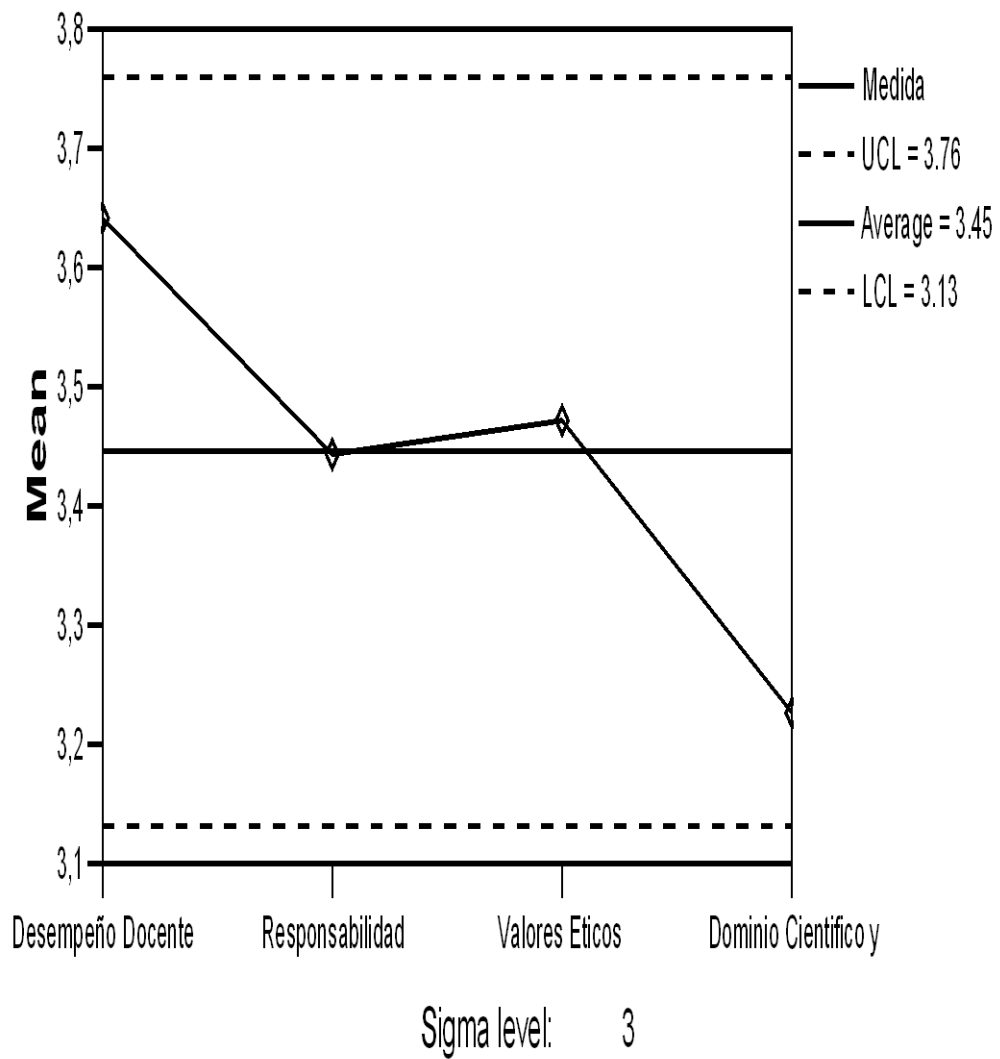
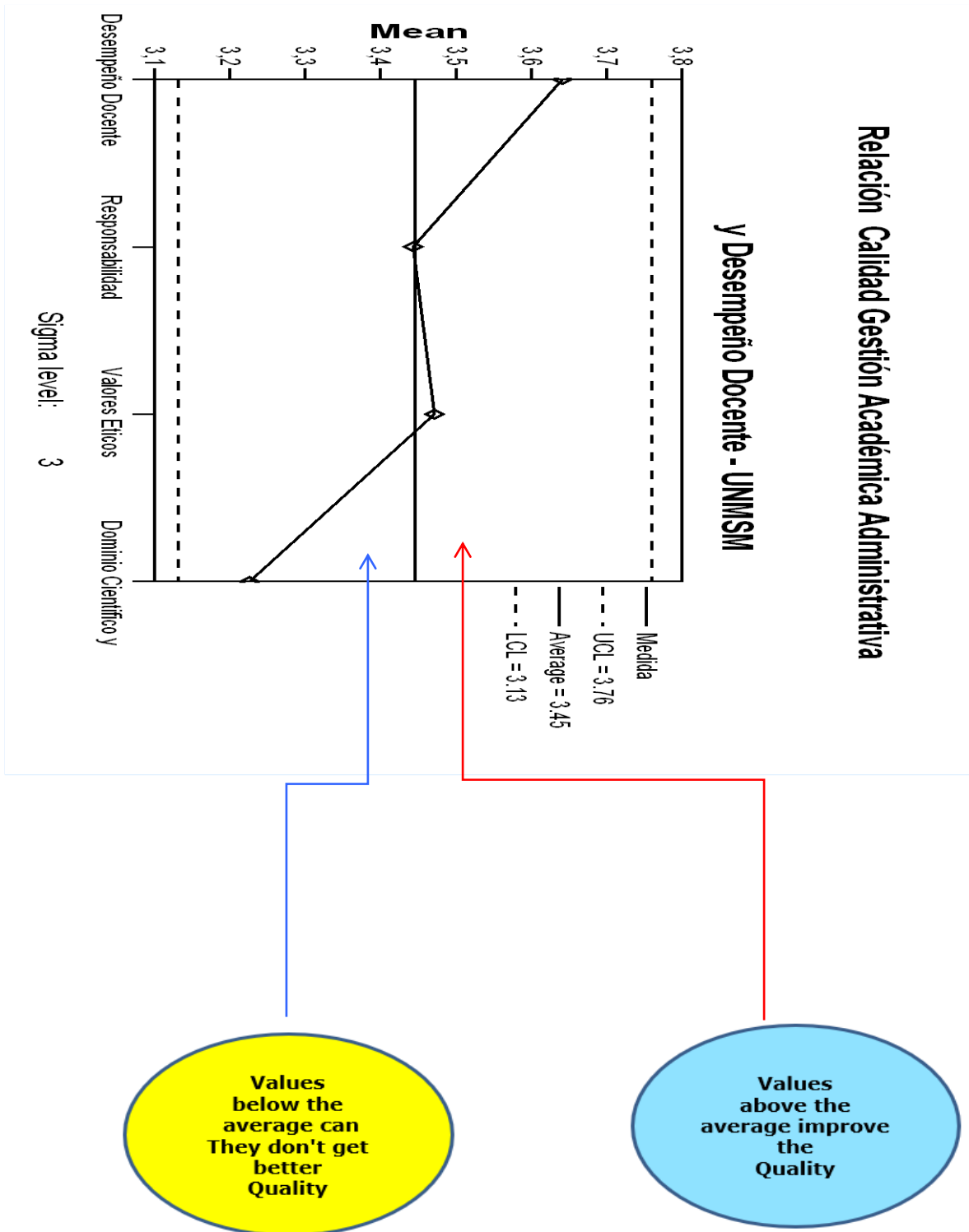


Figure 17. Quality of Academic Administrative Management



The Quality of Administrative Academic Management and Teaching Performance is seen in the statistical control table of Average Chart (X), which is composed of an upper limit and a Lower limit, which is equivalent to a confidence interval of 95%. In the central part of these boundaries is the population average. It can be seen, with a 95% probability that the dimensions Teaching Performance, Responsibility and Ethical Values contribute to a greater degree to the Quality of the Administrative Academic Management of the

Graduate School of the Faculty of Education at the Mayr National University of San Marcos (UNMSM), and to a lesser degree, below the average, the Scientific Domain and Technology Dimension. It is these four Dimensions that allow characterizing the Teaching Performance in the Graduate Unit in the Faculty of Education at the Universidad Nacional Mayor de San Marcos.

DISCUSSION

The scientific theoretical bases that are based on this thesis are: systems theory, systemic approach, modern and classical management theories especially the fourteen principles of quality of Deming, in the same way variable teaching performance is based on the scientific theoretical bases, cognitive theory, constructivist approach, humanistic, Motivational theory Yes as a theory of emotional intelligence. on the other hand Huerta (1993). The postgraduate studies are fundamentally oriented to the development of basic and applied research, are directed mainly by practicing professionals who have at least the level of bachelor's degree. " These studies are inserted in both rigid and flexible curricula and there are even postgraduate studies whose curriculum is variable and specific for each generational group that initiates it. On the other hand, there are three levels of vocational training, high academic level. Specialization, Master's and Doctorate (p. 72). One of the significant contributions in the thesis work was the author: Campa Concha (2007), prepared the thesis entitled: "Factors that Influence the Quality of Vocational Training of Bachelor of the Professional Academic School of Physical Education -UNMSM". In its conclusion No. 3, it defines. Regarding the professional training of EAPEF teachers, they insufficiently influence the quality of professional training of the Bachelor of Physical Education (hypothesis C) of teachers who work in the EAPEF, 100% do not have Master's and Doctor Academic Degrees required to elevate the teaching work. No teacher has written or published books.

The publication of the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC-1998) by EDWARDS (1998) argues that: "The Concept of Excellence and Quality of Education" considers that "the quality of Education rises as a problem in Latin America and Chile more clearly at the beginning of the decade of the" 90. From that date it becomes a priority field of intervention for most National Education Plans and is included among the fundamental objectives of UNESCO's Major Education Project " (p. 2-9). Once the statistical treatment has been carried out and demonstrating how the $p\text{-value} = 0.000 < 0.05$, we can affirm that the quality of the Academic-Administrative Management is significantly related to the teaching performance according to the master's students of the Graduate Unit Faculty of Education of the UNMSM period 2007-I. This ratio is significant, reaching an Acceptable Level of 37.5%.

Similar findings have been discovered in the studies of Revilla (2021), where the author states that there is a significant link between the two variables studied, which means that the better the teacher's performance is performed, the better the educational performance. For their part, Guizado, Valenzuela and Vallejo (2020), stated that there is a significant link between the two variables, concluding that when teachers perform well, students have good academic performance.

At the same time it was demonstrated that the dimension How the Value $p = 0.003 < 0.05$, we can affirm that there is a relationship between the quality of Academic-Administrative Management and the responsibility of the teacher according to the master's students in the Postgraduate Unit of the Faculty of Education of the UNMSM, period 2007-I. This relationship is significant, and reaches an Acceptable Level of 37.7%, similar findings have been discovered in the studies of Yslado, Ramírez and Espinoza (2020), where the authors stated that university teachers have significant de-grees of burnout syndrome for teaching and research unlike the other university evaluated. Soria, Ortega and Ortega (2020), conclude that there is a high level of linkage between teacher

performance and student learning, so it can be said that teacher performance positively influences the learning of their students.

It can be noted how the $p\text{-value} = 0.000 < 0.05$, we can affirm that there is a relationship between the quality of Academic-Administrative Management and the scientific and technological domain of the teacher according to master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I. This ratio is significant, reaching a Regular Level of 25.5%. It should be noted Leeperley (2001), defines the concept of quality is complex and presents different manifestations, which can be entities as complementary being the following the most important: Excellence in the notes or characteristics of the good or service. In a way, this note refers to a concept of quality. The effective achievement of an excellent service, good or objective from objective perspectives. The achievement of excellence through efficient processes that drive effective results, in the same way As the Value $p = 0.000 < 0.05$, we can affirm that there is a relationship between the quality of Academic-Administrative Management and the interpersonal relationships of the teacher according to the master's students in the Post-Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I. This ratio is significant, reaching an Acceptable Level of 31.5%. In the same way, the quality of management is therefore a continuum whose points represent combinations of functionality, efficiency and effectiveness highly correlated and its maximum degree, excellence, supposes an optimal level of coherence between all the components of the system (Pérez, 1994 p. 6). In the same way as the $p\text{-value} = 0.000 < 0.05$ we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the formation of ethical values of the teacher according to master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I. This relationship is significant, and reaches an Acceptable Level of 30.3%. In the studies of Casimiro, Casimiro and Casimiro (2020), where the authors stated that this review corroborated that the topics of teaching and learning techniques are preserved, however, there is little impact on the theses and students prefer to publish their works as books, so it is required that universities provide a better adequate and quality educational service.

In the same way as the $p\text{-value} = 0.000 < 0.05$ we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the formation of ethical values of the teacher according to the master's students in the Graduate Unit of the Faculty of Education of the UNMSM, period 2007-I. This ratio is significant, reaching an Acceptable Level of 30.3%. Likewise, similar findings were found in the studies of Barbechan, Pareja, Rojas and Castro (2020), concluded that a significant positive and moderate link was found between the two variables presented, which means that the better the performance presented by the teacher, it is positive of the students evaluated. Paredes (2018), states that the performance of teachers has a significant and direct effect on the student satisfaction of students in the Administration career. It can be pointed out to Hirsch & Adler (1990), that the creation and promotion of postgraduate studies, especially master's degrees in general to train teachers of high academic level should be ". Develop in the professional a wide and high innovative capacity and train him in research methods, as well as prepare highly qualified teaching staff" (p.56).

CONCLUSIONS:

First: How the $p\text{-value} = 0.000 < 0.05$, we can affirm that, the quality of the Management Academic-Administrative is significantly related to teaching performance according to master's students in the Graduate Unit at the Faculty of Education of the National University of San Marcos (UNMSM) period 2007-I. This ratio is significant, reaching an Acceptable Level of 37.5%.

Second: Since the $p\text{-value} = 0.003 < 0.05$, we can affirm that there is a relationship between the quality of the Academic-Administrative Management and the responsibility

of the teacher according to the master's students in the Graduate Unit in the Faculty of Education of the National University of San Marcos (UNMSM) period 2007-I. This ratio is significant, reaching an Acceptable Level of 37.7%.

Third: Since the $p\text{-value} = 0.000 < 0.05$, we can affirm that there is a relationship between the quality of the Academic-Administrative Management and the scientific and technological domain of the teacher according to the master's students in the Graduate Unit in the Faculty of Education of the National University of San Marcos (UNMSM) period 2007-I. This ratio is significant, reaching a Regular Level of 25.5%.

Fourth: Since the $p\text{-value} = 0.000 < 0.05$, we can affirm that there is a relationship between the quality of the Academic-Administrative Management and the interpersonal relationships of the teacher according to the master's students in the Graduate Unit in the Faculty of Education of the National University of San Marcos (UNMSM) period 2007-I. This ratio is significant, reaching an Acceptable Level of 31.5%.

Fifth: How the $p\text{-value} = 0.000 < 0.05$ we can affirm that there is a relationship between the Quality of Academic-Administrative Management and the formation of ethical values of the teacher according to the master's students in the Graduate Unit in the Faculty of Education of the National University of San Marcos (UNMSM) period 2007-I. This ratio is significant, reaching an Acceptable Level of 30.3%

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