

Teacher management and its impact on job satisfaction in higher education: A case study in Peru



Miriam Ñañez-Silva ^{1,*}, Julio Quispe-Calderón ², Ofelia Santos-Jiménez ³

¹Facultad de Ciencias Empresariales, Universidad Nacional de Cañete, San Vicente de Cañete, Peru

²Facultad de Derecho, Universidad Privada San Juan Bautista, Lima, Peru

³Facultad de Educación, Universidad Nacional Mayor de San Marcos, Lima, Peru

ARTICLE INFO

Article history:

Received 16 November 2022

Received in revised form

18 April 2023

Accepted 12 July 2023

Keywords:

Educational reform

Teacher management

Job satisfaction

Quality standards

Higher education

ABSTRACT

In Peru, ongoing educational reforms have introduced evaluative measures to ensure that university educational institutions meet essential quality standards. However, the outcomes of these measures have raised concerns, highlighting the need for stronger collaboration, teamwork, and staff commitment among both teachers and educational administrators. This research investigates the intricate relationship between teacher management and job satisfaction within the Faculty of Business Sciences at the National University of Cañete. To operationalize the variables, we align with the Accreditation Model for University Higher Education Studies Programs, as proposed by the National System of Evaluation, Accreditation, and Certification of Educational Quality (SINEACE). Key dimensions considered include selection, evaluation, training, improvement, adequacy of teaching staff, recognition of teaching activity, and academic development plans. Employing a quantitative approach with a descriptive-correlational design, we conducted a comprehensive survey targeting the entire faculty population (comprising 120 teachers). Additionally, a documentary review guide was utilized. Our findings reveal a substantial positive correlation (0.715) between the variables under study and a moderate correlation between these variables and their respective dimensions. Consequently, we conclude that effective teacher management is pivotal in ensuring compliance with quality standards, ultimately bolstering job satisfaction as a vital institutional asset.

© 2023 The Authors. Published by IASE. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

Accreditation has heightened universities' interest in implementing fundamental components of quality within their academic environments. It necessitates that educational programs align rigorously with the criteria stipulated by the accreditation procedures (Márquez and Zeballos, 2017).

Nonetheless, a disparity exists between the prescribed standards and the practical implementation within the realm of education. This tension primarily arises from the reluctance to embrace change among its constituents (Almuhaideb and Saeed, 2021). If the institution aims to enact

substantial transformation and assume a pivotal role, it becomes imperative to fortify the bonds of cohesion and collaborative efforts among its personnel (Guerrero Barona and Vicente Castro, 1999).

This necessitates a heightened emphasis on the competencies of institutional educational management and teacher leadership. It is imperative to recognize that effective management transcends mere involvement of members in the pursuit of organizational objectives; it entails surpassing these objectives to foster improved academic outcomes and cultivate an environment where individuals are not only aligned with the institution but also acknowledged for their contributions, whether within the realms of didactic, cultural, scientific, or educational strategies.

Hence, it is essential that educational managers possess specific attributes, including a holistic perspective on the educational process and proficiency in decisive leadership. This proficiency empowers them to introduce innovative

* Corresponding Author.

Email Address: mnanez@undc.edu.pe (M. Ñañez-Silva)

<https://doi.org/10.21833/ijaas.2023.08.017>

Corresponding author's ORCID profile:

<https://orcid.org/0000-0001-8929-2916>

2313-626X/© 2023 The Authors. Published by IASE.

This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

methodological approaches and effectively guide professional development (Méndez-Leyva, 2018).

Job satisfaction constitutes the emotional affinity experienced by an employee within their work environment and carries significant implications within the organizational framework (Tang et al., 2019). It elicits a response from the employee, signifying either contentment or discontentment, which manifests through work-related attitudes (Duche et al., 2019). These attitudes tend to be positive when the employee experiences a sense of fulfillment in their professional role (Alvarado and Diana, 2020).

In light of the aforementioned considerations, individuals who exhibit motivation and a strong sense of alignment with the management can engage in educational endeavors characterized by maximum effort (Vo et al., 2022). This research aims to address inquiries pertaining to these two constructs, which serve as pillars underpinning teacher management and job satisfaction, as stipulated by the standards outlined in Factor 5 of the accreditation model for Peruvian university higher education programs by Aguilar-Alonso et al. (2020). The study's execution will entail two primary phases: Firstly, the implementation of a documentary review guide, and secondly, the application of regression analysis to discern the extent of correlation between the variables and dimensions within the study.

2. Literature review

Alvarado and Diana (2020) embarked on an investigation to elucidate the connection among their variables. The study adopted a correlational, cross-sectional, and non-experimental design. It entailed the administration of two questionnaires to a cohort of 38 educators. Their findings established a substantial and statistically significant direct correlation between the elements under scrutiny. Conversely, Valverde-Medina et al. (2018) endeavored to delineate and ascertain the interplay among their variables. Employing a descriptive and correlational research design, the study encompassed 382 university professors who participated by responding to a questionnaire. The outcomes underscored a congruence between the variables, with the educational manager identified as a catalyst for instilling staff engagement in their duties. Furthermore, the study revealed that the manager facilitated opportunities for professional growth and recognized employees for their contributions, ultimately impacting educational quality positively. Sagredo Lillo (2019) explored the relationship between managerial proficiency, satisfaction, motivation, and teaching commitment in adult education. The research adhered to a correlational, non-experimental design, and was conducted at a specific point in time, involving a sample of 59 educators. Employing the Likert scale and Pearson's correlation, the study unveiled a notable and positive correspondence between the facets examined. Duche et al. (2019) aimed to

ascertain the degree of relationship within their research on "Job satisfaction and institutional commitment in Peruvian university teachers." The quantitative study adopted a descriptive correlational approach, utilizing a non-experimental cross-sectional design. The research encompassed 180 teachers and disclosed a correlation between the variables. Furthermore, it highlighted that job satisfaction exhibited a medium to high level. Similarly, Katoch (2012) scrutinized the relationship within the scope of their research topics. Employing applied research at a descriptive level, Katoch (2012) executed a correlational study involving 82 teachers. The study employed surveys and interviews for data collection and confirmed their hypothesis, revealing an average positive correlation. In Liu et al.'s (2021) study, the researchers established a significant and direct relationship in their investigation.

3. Theoretical framework

The research commences with an examination of the accreditation model for university higher education study programs. This initial step facilitates a comprehensive analysis of the standards within the model, encompassing four distinct dimensions:

1. Dimension 1: Strategic Management (Factors 1, 2, and 3, standards 1-8)
2. Dimension 2: Comprehensive Training (Factors 4, 5, 6, 7, 8; standards 9-26)
3. Dimension 3: Institutional Support (Factors 9, 10, and 11; standards 27-32)
4. Dimension 4: Results (Factor 12; standards 33-34)

The study's primary focus centers on Factor 5, which provides guidance for teacher management through standards 14, 15, 16, and 17. These encompass the areas of teacher selection, evaluation, training, and improvement; the development of a suitable teaching plan; recognition of teaching activity; and the formulation of an academic development plan for teachers. Fig. 1, processed through the Atlas TI network of codes and citations, facilitates the extraction of fundamental aspects from the model established by SINEACE (2017). These findings will be augmented by referencing other relevant research or contemporary regulations, enhancing the comprehensiveness of the study.

Standard 14 delineates the criteria for assessing teacher selection, evaluation, training, and development. Selection is a critical process aimed at identifying the most qualified candidate for a position (Tummons, 2014). It necessitates a public competition that defines conditions and merits, ensuring the presence of academic and intellectual competencies (CRP, 2014). This standard also entails the creation of position profiles, consistent with state and institutional regulations, guaranteeing transparency and fairness (SINEACE, 2018).

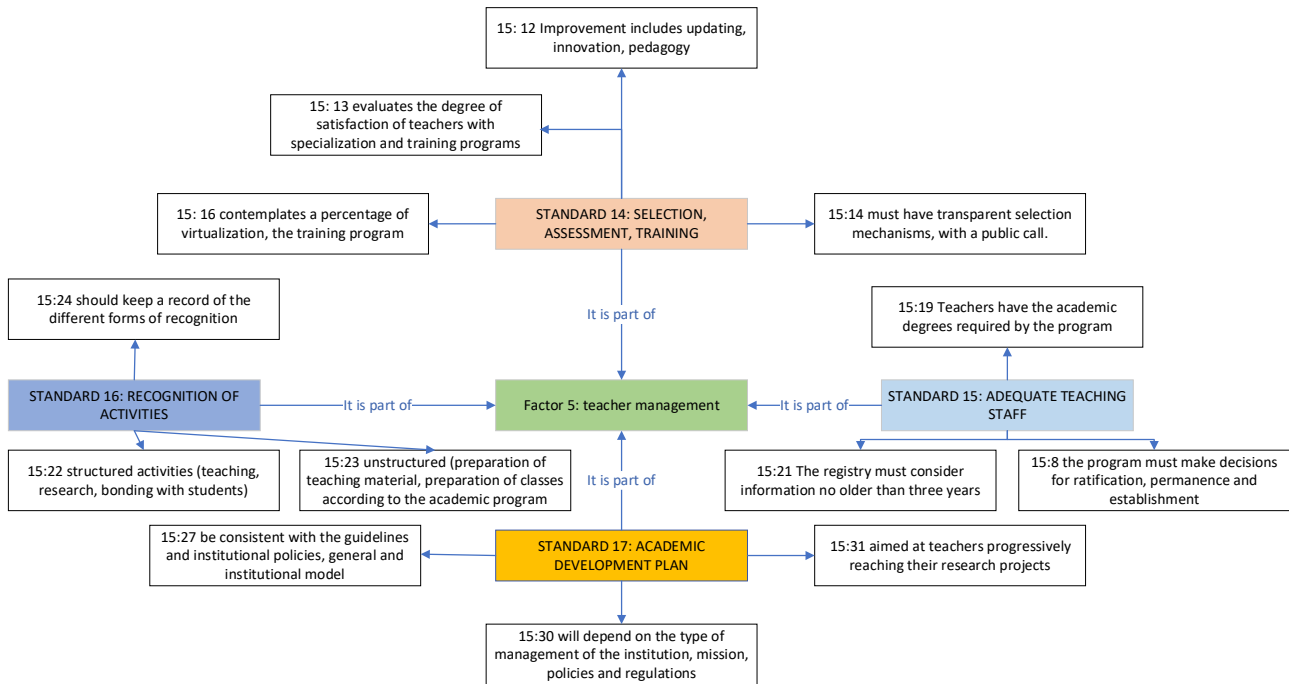


Fig. 1: Factor 5: Management of teachers (SINEACE, 2018)

To meet institutional strategic objectives, including continuous improvement, the evaluation of teachers becomes paramount. This process involves three stages: diagnosis, identifying training needs for enhancing teaching competencies; plan analysis, and verification, monitoring, and evaluation. The insights gained from this process influence decisions related to teacher ratification, permanence, promotion, or separation (SINEACE, 2018).

Teacher training, as a pivotal element, focuses on enhancing pedagogical processes and strengthening teaching and learning capabilities (Hernando-Garjito et al., 2021). It is a continuous endeavor based on diagnostic findings, addressing areas that require improvement. This includes not only face-to-face training but also virtualization methods, given the contemporary demand for e-learning, integrating digital content, applications, and virtual learning environments. It also encompasses teacher development in their respective fields and research skills (SINEACE, 2018).

Standard 15 underscores the need for an adequate teaching staff in both quality and quantity. To comply with the curriculum, there must be a sufficient number of professionally qualified teachers who align with institutional values and adhere to professional ethics. Emphasizing the selection of teachers with the required profiles and maintaining up-to-date records of their professional trajectories is crucial (SINEACE, 2018).

Teacher training in universities revolves around three key aspects: initial training, continuous and ongoing training, and experiential learning, all of which significantly impact pedagogical practices and student performance.

Standard 16 primarily evaluates the recognition of teaching activities, encompassing both structured and unstructured endeavors. It extends beyond economic incentives to include support for mobility,

participation in national and international events, educational material preparation, consultancy involvement, and other contributions showcasing commitment to the institution (SINEACE, 2018). These actions not only enhance employee satisfaction but also cultivate an environment conducive to institutional prominence (Baluyos et al., 2019). They provide opportunities to bolster academic training through postgraduate studies and secure recognition and funding for research to enhance expertise in the field (CRP, 2014).

Standard 17 pertains to the academic development plan, a document governing institutional activities aimed at fortifying and improving teachers (Aguilar-Alonso et al., 2020). This plan aligns teaching activities with all facets of intervention through guiding strategies that ensure compliance with proposed model standards (Luskova and Hudakova, 2013). The plan encompasses indicators to evaluate compliance, control, and progress monitoring until expected outcomes are achieved. It is imperative to maintain records of academic training, work experience, and contributions to scientific teaching production, including publications, books, national and international presentations, book chapters, and patents. The academic development plan is a vital institutional project, aligned with current regulations, the educational model, and program objectives (SINEACE, 2018).

Job satisfaction, another key variable, reflects a worker's positive attitude that significantly impacts work outcomes. Understanding this concept necessitates a holistic exploration addressing physiological, security, belongingness, esteem, and self-actualization needs, aligning with McClelland's need for achievement, which motivates personnel to feel fulfilled and engage in cooperative relationships. In this research, a comprehensive review of

standards related to teacher management within the university higher education programs' accreditation model serves as the foundation. The study subsequently embarks on a documentary analysis of regulations, reports, and teaching staff records to establish the relationship between these standards and job satisfaction.

4. Methodology

This study unfolds in multiple stages: Firstly, it scrutinizes Factor 5, denoted as teacher management, as outlined in the accreditation model for university higher education programs (SINEACE, 2017). Subsequently, it undertakes an analysis of its feasibility within the chosen study domain through a meticulous review of documents, encompassing regulations, directives, reports, and records that govern pedagogical activities. The culmination of the research endeavor involves deciphering the intricate interplay between teacher management, its constituent dimensions, and job satisfaction. To navigate these complexities, several pertinent questions were meticulously formulated:

1. What does the accreditation model propose for teacher management in university higher education curricula?
2. How do regulatory documents delineate the management of teachers within the institution?
3. What is the extent of teacher satisfaction with the management practices?
4. How are teacher selection, evaluation, training, development, and job satisfaction interconnected?
5. To what extent does the composition of an adept teaching staff influence job satisfaction?
6. How is the Academic Development Plan correlated with job satisfaction?
7. To what degree does the recognition of teaching activities relate to job satisfaction?

Methodologically, this research adheres to an applied approach, harnessing existing knowledge to generate fresh insights. The design employed is non-experimental, adopting a cross-sectional descriptive-correlational scope, which aims to explicate the

relationships between variables based on their characterization. The study encompasses 120 teachers, selected through non-probabilistic sampling, grounded in the researcher's expertise and discretion. This approach was guided by Horna's (2015) recommendation, which advocates for considering all subjects within a small and accessible population. To amass the requisite data, a comprehensive document review guide was devised to systematically organize information pertaining to regulations, directives, and reports governing teacher-related activities. Additionally, two purpose-built questionnaires were created—one centered on teacher management and the other on job satisfaction. Each questionnaire comprised 20 items distributed across four dimensions: Selection, evaluation, training, and improvement; adequate teaching staff; recognition of teaching activity; and academic development plan. These questions were skillfully crafted to enable quantitative assessment.

The Likert scale was the chosen metric for gauging respondents' reactions to the study items, offering a spectrum of options spanning from one extreme to the other, thereby capturing diverse shades of opinion. Furthermore, the dimension of infrastructure and resources was incorporated into the job satisfaction questionnaire. These instruments were constructed following the blueprint and adaptation of SINEACE's (2017, 2018) models. Rigorous validation was conducted through expert judgment, with professionals well-versed in the field, including educators and individuals experienced in accreditation processes. Evaluation criteria encompassed aspects like clarity, objectivity, timeliness, organization, sufficiency, intentionality, consistency, coherence, methodology, and relevance for each item. Finally, their practical applicability was considered.

Reliability analysis, employing Cronbach's alpha, yielded remarkably high scores, registering at .941 for the Teacher Management instrument and .916 for job satisfaction. Tables 1 and 2 present Cronbach's alpha values by items and dimensions, further underscoring the instruments' robust reliability, and ensuring the soundness of the data collected.

Table 1: Reliability by the internal consistency of the items of instrument 1 (SINEACE, 2018)

Management of teachers	Cronbach's alpha
Executes a public, fair, and transparent call for applications for the selection of teaching staff	.913
Establishes the job profile in the selection of the teaching staff	.918
Establishes regulations, mechanisms, and criteria for the evaluation of teaching performance	.909
Strengthens teaching competencies in the disciplinary area and/or research	.915
Evaluates the degree of satisfaction of teachers with training or improvement programs	.916
Include a percentage of virtualization in the training or improvement	.913
It orients the teaching management to the statutes, regulations, norms, and directives	.911
Establishes the duties and rights of teachers in the statute, regulations, rules, and directives	.907
It has teachers who meet the academic degrees required by law	.908
It has qualified teachers who ensure the achievement of the student's graduation profile	.910
It guarantees a teaching staff with methodological and didactic qualifications	.911
It has a teaching staff with ethical and personal qualifications	.911
It has a record of the teaching staff that contains: Professional training, experience, publications, updates, and/or specializations	.912
Recognizes the activities carried out by the teaching staff in their academic work, research, responsibility, or tutoring	.908
Recognizes teaching work through economic or academic incentives	.910
Recognizes the unstructured activities of teachers: Preparation of didactic material, preparation of exams, or student counseling	.912
It has an academic-professional development plan	.913
Monitor the progress and achievements of the academic-professional development plan	.917
Plans and finances the participation of teachers in international congresses, books, articles, or academic mobility	.914
Plans and executes the process for the ratification, tenure, promotion, or dismissal of teaching personnel	.911

Table 2: Internal consistency reliability of the items of the instrument 2 (SINEACE, 2018)

Job satisfaction	Cronbach's alpha
The selection process of the teaching staff	.913
Teacher performance evaluation	.918
Teacher training/professional development programs	.909
The rules that guide the teaching management: Bylaws, Regulations, Directives	.915
Methodological and didactic qualifications of the program's teachers	.916
The academic qualifications of the program's teachers	.913
The ethical and personal qualifications of the program's faculty	.911
Recognition of their academic work	.907
Recognition in its research work	.908
Monitoring of the academic-professional development plan	.910
Academic teacher mobility	.911
Advice and financing for the publication of scientific articles	.911
The process for teacher appointment	.912
The process for teacher ratification	.908
The process for teacher tenure	.910
The process for teacher promotion	.912
Technological support: Platform, Sivireno, virtual classrooms, consultancies	.913
Adequate infrastructure for the development of the teaching process	.917
Information sources, databases, and bibliographic collections to meet teaching needs	.914
In general, in the motivation to carry out their teaching work	.911

5. Results

5.1. Regulations governing teacher management

The following documents underwent comprehensive scrutiny: the Statute, General Regulations, Teacher Appointment Regulations, Teacher Hiring Regulations, Teacher Training Regulations, MOF Organization and Functions Manual, Teacher Training Plan, along with various reports and teacher record forms. The gathered information facilitated the discernment that, out of the total data set, 84% belong to the contracted category, 8% occupy ordinary principal roles, 5% hold ordinary associate positions, and 3% serve as ordinary assistants.

Furthermore, the examination of the highest academic qualifications of the faculty members revealed that 53% hold master's degrees, while the remaining 47% possess doctorates. It is noteworthy that 49% of these degrees were conferred by public universities, with the remaining 51% being awarded by private institutions.

The analysis of training plan reports provided additional insights, indicating that 86% of respondents expressed satisfaction with the courses they have completed. Among these courses, 85% are centered on university didactics, 8% focus on soft skills, and 7% pertaining to research. Interestingly, before the onset of the pandemic, 90% of these courses were conducted solely through in-person instruction.

Examining the regulations governing teacher selection, it was determined that selection processes occur twice annually, preceding each academic semester. Notably, 84% of candidates accessed these processes through public calls and participated in a hiring process known as Type A. This process includes classifications, such as DC A1 (32 hours), DC A2 (16 hours), DC A3 (8 hours), and Type B: DC B1 (32 hours), DC B2 (16 hours), DC B3 (8 hours). Consequently, all faculty members were placed within a part-time dedication regime, encompassing 100% of the teaching staff.

5.2. Level of satisfaction and management of teachers

Table 3 facilitates the analysis of teachers' perceptions using a scale ranging from 1 to 5, with intervals indicating the frequency of experiences, spanning from "never" to "always." This data enabled the evaluation of their views, resulting in an average score ranging from 3.09 to 4.66. Several noteworthy items emerged from this assessment.

Firstly, item P8, regarding whether the curriculum enables teachers to understand their duties and rights within institutional regulations, received the highest mean score of 4.66. Secondly, item P2, which involves defining the position profile during the selection of teaching staff, scored 4.63. Similarly, item P9, which concerns the verification of compliance with the academic qualifications required by law, achieved a mean score of 4.59. Lastly, item P11, which addresses the assurance of teaching staff with methodological and didactic qualifications, garnered a score of 4.55. Conversely, item P15, inquiring about the presence of economic or academic incentives as recognition for teaching work, yielded the lowest mean score at 3.09.

In terms of job satisfaction, notable scores were observed in Q37, where teachers expressed satisfaction with technological support like platforms, Sivireno, virtual classrooms, and consultancies, achieving a mean of 4.70. Additionally, Q21, which investigated the level of satisfaction with the selection process of teaching staff, scored 4.64. Other questions regarding satisfaction levels, including training and teacher improvement programs (Q23), adherence to the norms governing teaching management (Q24), the methodological and didactic qualifications of program teachers (Q25), and recognition for research work (Q29), coincidentally yielded a mean score of 4.57.

In summary, the data indicates that the faculty is generally aligned with the aspects covered in the model's standards, and teachers recognize these actions as beneficial for achieving compliance with the model's standards. Regarding job satisfaction, the sample's ratings fall within the range of 3.64 to 4.70 on a scale of 1 to 5, indicating that several

indicators are being met; nonetheless, there remain areas in personnel management that warrant further

attention and improvement.

Table 3: Minimum, maximum, and average

Items	Minimum	Maximum	Media	Deviation	Items	Minimum	Maximum	Media	Deviation
Management of teachers					Job satisfaction				
P1	1	5	4.48	.953	P21	1	5	4.64	-.672
P2	1	5	4.63	.822	P22	1	5	4.48	.831
P3	1	5	4.52	1.009	P23	1	5	4.57	.710
P4	2	5	4.02	1.104	P24	4	5	4.57	.499
P5	1	5	3.93	1.024	P25	4	5	4.57	.499
P6	1	5	4.11	.985	P26	1	5	4.41	.708
P7	1	5	4.30	.989	P27	1	5	4.54	.687
P8	3	5	4.66	.581	P28	1	5	4.20	.999
P9	1	5	4.59	.848	P29	1	5	4.02	1.087
P10	1	5	4.41	.826	P30	3	5	4.41	.626
P11	3	5	4.55	.601	P31	1	5	3.66	1.240
P12	3	5	4.46	.571	P32	1	5	3.68	1.237
P13	2	5	4.30	.851	P33	1	5	3.46	1.128
P14	1	5	3.71	1.057	P34	1	5	3.68	1.237
P15	1	5	3.09	1.311	P35	1	5	4.00	.853
P16	1	5	3.52	1.221	P36	1	5	3.64	1.052
P17	1	5	4.05	1.227	P37	1	5	4.70	.807
P18	1	5	4.13	1.222	P38	3	5	4.39	.528
P19	1	5	3.54	1.525	P39	3	5	4.57	.535
P20	1	5	3.64	1.212	P40	1	5	4.29	1.057

The descriptive analysis, utilizing a frequency distribution approach, classified the responses into low, medium, or high categories. In Fig. 2, the assessment of teacher management revealed that 83.9% of respondents placed it at a high level, while 16.1% rated it at a medium level.

Regarding the components of selection, evaluation, training, and development, the majority (85.7%) perceived them at a high level, with 10.7% considering them to be at a medium level, and only 3.6% indicating a low level.

In terms of the teacher development plan, 71.4% of participants evaluated it as being at a high level, 17.9% assessed it as a medium level, and 10.7% perceived it as a low level.

Finally, concerning dimension 4, which pertains to the recognition of teaching activities, 50% of respondents positioned it at a high level, 35.7% rated it at a medium level, and 14.3% categorized it as a low level.

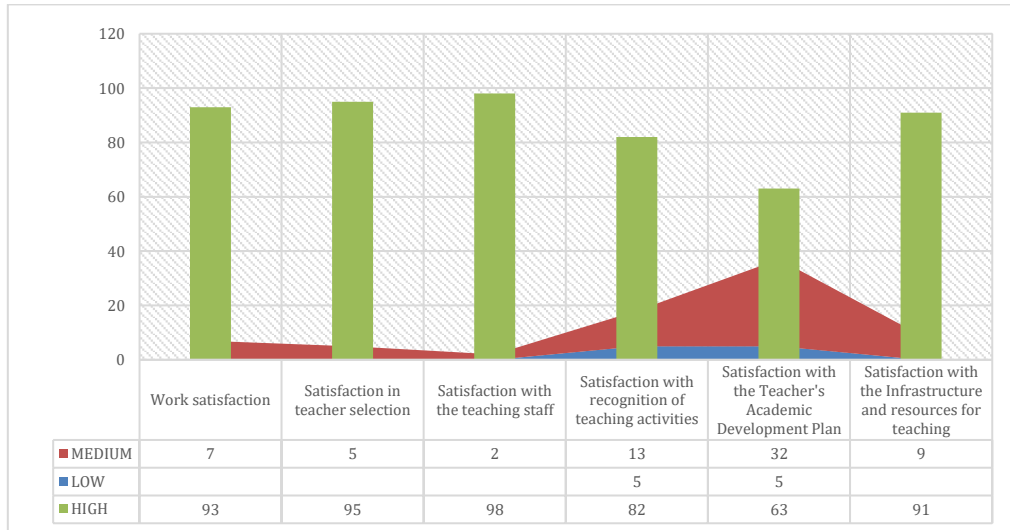


Fig. 2: Teacher management and dimensions

Variable 2: As depicted in Fig. 3, job satisfaction is predominantly positioned at a high level, accounting for 92.9% of responses, while a minor portion, 7.1%, rated it at a medium level. Within dimension 1, which evaluates satisfaction with teacher selection, a substantial majority, 94.6%, characterized it as being at a high level, with 5.4% indicating a medium level of satisfaction. Similarly, in the dimension concerning satisfaction with the suitability of the teaching staff, an overwhelming 98.2% of respondents expressed high levels of satisfaction, while 5.4% reported a medium level of satisfaction.

In dimension 3, which evaluates satisfaction with the recognition of teaching work, the results showed that 82.1% perceived it at a high level, 12.5% at a medium level, and 5.4% at a low level of satisfaction.

Regarding satisfaction with the teacher's academic development plan, 62.5% rated it at a high level, 32.1% at a medium level, and 5.4% at a low level of satisfaction.

Lastly, in terms of satisfaction with the available infrastructure and resources for teaching, 91.1% of respondents assessed it as being at a high level, with 8.9% indicating a medium level of satisfaction.

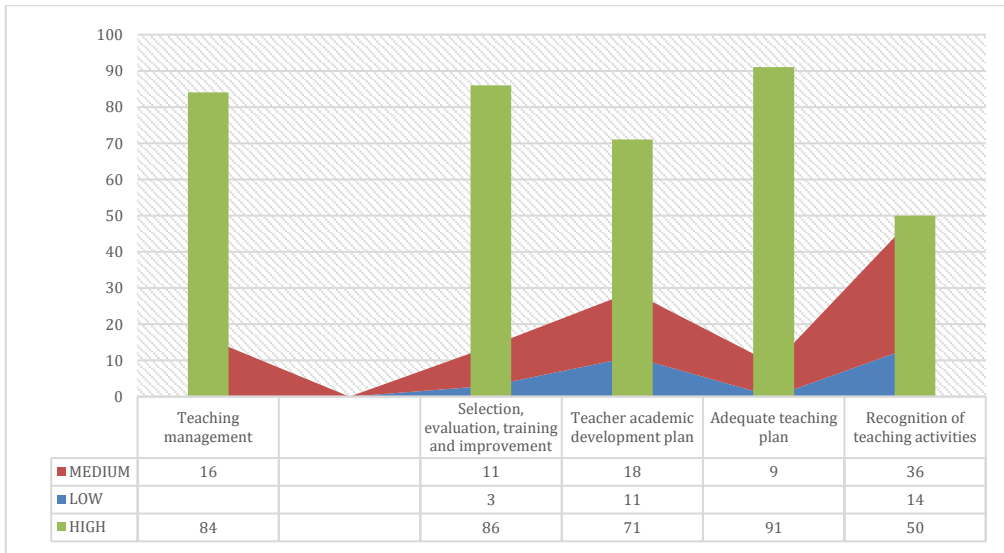


Fig. 3: Job satisfaction and dimensions

5.3. Level of correlation between teacher management and job satisfaction

The Kolmogorov-Smirnov goodness-of-fit test was conducted, revealing a non-normal distribution with a significance level of $p < .05$. In accordance with the guidance provided by Rovai et al. (2013), the

Spearman's Rho statistic was employed. This facilitated the execution of hypothesis tests for each variable and dimension, as presented in Table 4. It is noteworthy that this analytical approach has proven valuable in assessing the potential impact of individual dimensions on job satisfaction.

Table 4: Correlation between teacher management and job satisfaction

		Management of teachers		Job satisfaction	
Spearman's Rho	Management of teachers	Correlation coefficient	1.000		.715**
		Sig. (bilateral)	0		.000
		N	120		120
Job satisfaction		Correlation coefficient	.715**		1.000
		Sig. (bilateral)	.000		0
		N	120		120

** : Correlation is significant at the .01 level (bilateral)

The result of the rho value was .715 evidencing a high correlation; also with a value of $.00 < .05$, which is statistically significant. This evidences that there is a significant relationship between teachers' management and job satisfaction (Zhang et al., 2011; Alvarado and Diana, 2020); therefore, it is a great commitment of the institutional manager to establish guidelines and directives that direct adequate management that will positively, directly and notoriously influence the personnel and their positive attitude. These aspects will allow observing how the staff assumes a commitment to their organization and its goals (Pan et al., 2015). It is important for the dialogue between the manager and his staff to reach agreements, between what they expect and consider efficient management and what is being done; it is necessary to know their expectations and to ensure that these are achieved and provide satisfaction (Alvarado and Diana, 2020).

5.4. Selection, evaluation, training, teacher development, and job satisfaction

Specific hypothesis 1 stated that there was a significant relationship between selection, evaluation, training, development, and job satisfaction of teachers. This proposition was accepted when obtaining as a result that the rho

value was .672, showing a moderate correlation; also with a p-value of $.00 < .05$, which is statistically significant. When observing that these processes directly affect job satisfaction, it is necessary to consider them not only for their effect but also for their repercussion. On the one hand, teacher selection is a fair process that provides equal opportunities, followed by permanent evaluation that generates self-reflection. The evaluative process must be determined by key aspects: Object, what is evaluated; purpose, why is it evaluated; procedure, how is it evaluated; instruments, with what is it evaluated; stages or moments, when is it evaluated; and agents, who evaluates (Guzmán Marín, 2018). On the other hand, training strengthens teachers' competence in research, social responsibility, management processes, and personal aspects (Basantes-Andrade et al., 2022), which will give them greater representativeness in their field of action (Table 5).

5.5. Adequate teaching staff and job satisfaction

Specific hypothesis 2 stated that there was a significant relationship between adequate teaching plans and job satisfaction; however, it is shown that the rho value was .347 evidencing a low positive correlation; therefore, the null hypothesis was

accepted. These data showed that teachers' management in comprehensive training is insignificant. In the comprehensive training

dimension, which includes this factor, there is moderate satisfaction (Table 6).

Table 5: Correlation between teacher selection, evaluation, training, teacher development, and job satisfaction

			D1	Job satisfaction
Spearman's Rho	Teacher selection, evaluation, training, and continuing education	Correlation coefficient	1.000	.672**
		Sig. (bilateral)	0	.000
		N	120	120
	Job satisfaction	Correlation coefficient	.672**	1.000
		Sig. (bilateral)	.000	0
		N	120	120

** : Correlation is significant at the .01 level (bilateral)

Table 6: Correlation between adequate teaching staff and job satisfaction

			Adequate teaching staff	Job satisfaction
Spearman's Rho	Adequate teaching staff	Correlation coefficient	1.000	.347**
		Sig. (bilateral)	0	.000
		N	120	120
	Job satisfaction	Correlation coefficient	.347**	1.000
		Sig. (bilateral)	.000	0
		N	120	120

** : Correlation is significant at the .01 level (bilateral)

5.6. Recognition of teaching activities and job satisfaction

Specific hypothesis 3 anticipated the existence of a significant relationship between recognition of teaching activities and job satisfaction. The results show that the value obtained was .647, evidencing a moderate correlation; also with a p-value of .00<.05, which is statistically significant, accepting the hypothesis. These conclusions are supported by Alvarado and Diana (2020), who proved the existence of a correlation between the educational management construct and extrinsic satisfaction,

considering the latter, recognition, promotions, compensation, responsibility, and job security. Likewise, Guerrero Barona and Vicente Castro (1999) argued that university teachers are susceptible to praise and recognition, and it is the role of academic managers to check whether they are offering sufficient recognition. Likewise, Baluyos et al. (2019) concluded that they should apply strategies aimed at raising motivational indexes: Giving words of congratulations, a pat on the shoulder, and expressing "you did very well, keep it up," among other stimuli (Table 7).

Table 7: Correlation between recognition of teaching activities and job satisfaction

			Recognition of teaching activities	Job satisfaction
Spearman's Rho	Recognition of teaching activities	Correlation coefficient	1.000	.647**
		Sig. (bilateral)	0	.000
		N	120	120
	Job satisfaction	Correlation coefficient	.647**	1.000
		Sig. (bilateral)	.000	0
		N	120	120

** : Correlation is significant at the .01 level (bilateral)

5.7. Academic development plan and job satisfaction

Specific hypothesis 4 proposed the existence of a significant relationship between the academic teacher development plan and job satisfaction. The statistical value obtained is .686 determining a moderate correlation; also with a p-value of .00<.05, which is statistically significant. Therefore, the null hypothesis was rejected. These results are supported

by Zhang et al. (2011), who proved in their study that there is a significant and high direct relationship (.885**) between the planning dimension and job satisfaction. On the other hand, Katoch (2012) proved the same relationship between academic development strategies and teachers' job satisfaction, considering the relevance of curricula, management for teacher training, and the use of resources (Table 8).

Table 8: Correlation between academic development plan and job satisfaction

			Academic development plan	Job satisfaction
Spearman's Rho	Academic development plan	Correlation coefficient	1.000	.686**
		Sig. (bilateral)	0	.000
		N	120	120
Spearman's Rho	Job satisfaction	Correlation coefficient	.686**	1.000
		Correlation coefficient	.000	0
		Sig. (bilateral)	120	120

** : Correlation is significant at the .01 level (bilateral)

6. Discussion

The study arrives at the conclusion that a noteworthy correlation exists between educational

management and job satisfaction, affirming findings analogous to those reported in previous research by Zhang et al. (2011) and Alvarado and Diana (2020). The former research documented a correlation

coefficient of 0.832, while the latter reported a coefficient of 0.716, both reinforcing the presence of this association. However, Hypothesis Test 2 refutes the existence of a substantial relationship between the presence of an adequate teaching staff and job satisfaction.

In light of the obtained results, which confirm a substantial correlation between the recognition of teaching activities and job satisfaction, these findings align with the contributions of [Alvarado and Diana \(2020\)](#). They substantiated the presence of a correlation between the educational management construct and extrinsic satisfaction, emphasizing elements such as acknowledgment for the work performed, the creation of opportunities for teacher advancement, and the fostering of trust in assigned responsibilities. Additionally, [Guerrero Barona and Vicente Castro \(1999\)](#) argued that every educator necessitates recognition for their work efficiency, and it is the duty of university administrators to evaluate whether this recognition is being adequately provided. Furthermore, [Baluyos et al. \(2019\)](#) concluded that it is a pivotal responsibility of institutional leaders to implement strategies that convey recognition, expressed through affable expressions such as "well done," or a consistent follow-up that ensures a positive response from the employees.

Regarding the specific Hypothesis Test 4, it is determined that a significant relationship exists between the teacher's academic development plan and job satisfaction. These findings are in line with those obtained by [Zhang et al. \(2011\)](#), who reported a correlation coefficient of 0.885. [Katoch \(2012\)](#) similarly concluded that there is a moderately positive correlation between these variables.

7. Conclusion

The analysis of the components comprising the accreditation model for university higher education study programs provides insight into each of the standards, their interrelationships, the criteria they assess, the prescribed processes, and their practical applicability. This comprehensive understanding aids in identifying both the strengths and weaknesses of the study program. Furthermore, it enables measurement of its influence on other closely linked aspects, including teacher, student, or graduate job satisfaction.

The documentary review and the data gleaned from the questionnaires lead to the conclusion that effective management practices benefiting teachers have a direct impact on their satisfaction. Consequently, this satisfaction plays a mediating role in the overall educational development of students, as it significantly influences the learning process. Additionally, this study underscores the critical importance of teacher selection in the successful integration of faculty into university life. Properly managed selection processes instill confidence in individuals regarding their transparent and equitable participation. This, in turn, motivates them

to continue enhancing their academic, research, and personal capabilities.

It is imperative to acknowledge a limitation of this research: the study sample primarily consisted of contracted teachers. These individuals, subject to ongoing evaluations, maybe more updated and prepared in relation to the measurable aspects of this factor.

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

References

- Aguilar-Alonso I, Escobedo F, Manco M, and Amasifuen M (2020). Accreditation models and digital platforms used for university academic programs in Peru. In the 2nd International Conference on Advances in Computing, Communication Control and Networking (ICACCCN), IEEE, Greater Noida, India: 95-100.
<https://doi.org/10.1109/ICACCCN51052.2020.9362887>
- Almuhaideb AM and Saeed S (2021). A process-based approach to abet accreditation: A case study of a cybersecurity and digital forensics program. *Journal of Information Systems Education*, 32(2): 119-133.
- Alvarado S and Diana E (2020). Gestión educativa y satisfacción laboral en la Escuela "José Joaquín de Olmedo" Daule, Ecuador, 2020. M.Sc. Thesis, Universidad César Vallejo, Piura, Peru.
- Baluyos GR, Rivera HL, and Baluyos EL (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, 7(8): 206-221.
<https://doi.org/10.4236/jss.2019.78015>
- Basantes-Andrade A, Casillas-Martín S, Cabezas-González M, Naranjo-Toro M, and Guerra-Reyes F (2022). Standards of teacher digital competence in higher education: A systematic literature review. *Sustainability*, 14(21): 13983.
<https://doi.org/10.3390/su142113983>
- CRP (2014). Law No. 30220 of 2014. Official Gazette El Peruano, Congress of the Republic of Peru, Lima, Peru.
- Duche ABP, Gutiérrez Aguilar OA, and Paredes Quispe FM (2019). Satisfacción laboral y compromiso institucional en docentes universitarios peruanos [Job satisfaction and organizational commitment of university teachers in Peruvian Universities]. *Conrado*, 15(70): 15-24.
- Guerrero Barona E and Vicente Castro F (1999). Estudios sobre la importancia del factor humano en la realización profesional y personal: Satisfacciones e insatisfacciones de la profesión docente universitaria. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 2(1): 579-586.
- Guzmán Marín F (2018). La experiencia de la evaluación docente en México: Análisis crítico de la imposición del servicio profesional docente. *Revista Iberoamericana de Evaluación Educativa*, 11(1): 135-158.
<https://doi.org/10.15366/riee2018.11.1.008>
- Hernando-Garijo A, Hortigüela-Alcalá D, Sánchez-Miguel PA, and González-Villora S (2021). Fundamental pedagogical aspects for the implementation of models-based practice in physical education. *International Journal of Environmental Research and Public Health*, 18(13): 7152.
<https://doi.org/10.3390/ijerph18137152>
PMid:34281090 PMCID:PMC8297336

- Katoch OR (2012). Job satisfaction among college teachers: A study on government colleges in Jammu (J&K). *Asian Journal of Research in Social Sciences and Humanities*, 2(4): 164-180.
- Liu Y, Bellibaş MŞ, and Gümüş S (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration and Leadership*, 49(3): 430-453. <https://doi.org/10.1177/1741143220910438>
- Luskova M and Hudakova M (2013). Approaches to teachers' performance assessment for enhancing quality of education at universities. *Procedia-Social and Behavioral Sciences*, 106: 476-484. <https://doi.org/10.1016/j.sbspro.2013.12.053>
- Márquez EDL and Zeballos ZRP (2017). El impacto de la acreditación en la mejora de la calidad de los programas educativos que ofrece la Universidad Autónoma de Tamaulipas: Un estudio de caso [The impact of accreditation on improving the quality of educational programs offered by the Autonomous University of Tamaulipas: A case study]. *Revista Iberoamericana de Evaluación Educativa*, 10(2): 65-83. <https://doi.org/10.15366/riee2017.10.2.004>
- Méndez-Leyva A (2018). Conceptualización y perspectivas de la gestión docente en la carrera universitaria [Conceptualization and perspectives of the management of teaching at university majors]. *EduSol*, 18(63): 113-122.
- Pan B, Shen X, Liu L, Yang Y, and Wang L (2015). Factors associated with job satisfaction among university teachers in northeastern region of China: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 12(10): 12761-12775. <https://doi.org/10.3390/ijerph121012761>
PMid:26473906 PMCID:PMC4626998
- Rovai AP, Baker JD, and Ponton MK (2013). *Social science research design and statistics: A practitioner's guide to research methods and IBM SPSS*. Watertree Press LLC, Chesapeake, USA.
- Sagredo Lillo E (2019). Relación entre gestión directiva, satisfacción, motivación y compromiso docente en educación de adultos. *Journal Educational Innovation/Revista Innovación Educativa*, 19(81): 111-131. <https://doi.org/10.15517/aie.v19i2.36895>
- SINEACE (2017). Model of institutional accreditation for universities. Tarea Asociación Gráfica Educativa, Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa Peru, San Isidro, Peru. Available online at: <https://hdl.handle.net/20.500.12982/4083>
- SINEACE (2018). Explanation of standards of the accreditation model of university higher education study programs. Tarea Asociación Gráfica Educativa, Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa Peru, San Isidro, Peru. Available online at: <https://hdl.handle.net/20.500.12982/5490>
- Tang Y, Shao YF, and Chen YJ (2019). Assessing the mediation mechanism of job satisfaction and organizational commitment on innovative behavior: The perspective of psychological capital. *Frontiers in Psychology*, 10: 2699. <https://doi.org/10.3389/fpsyg.2019.02699>
PMid:31920781 PMCID:PMC6928100
- Tummons J (2014). Professional standards in teacher education: Tracing discourses of professionalism through the analysis of textbooks. *Research in Post-Compulsory Education*, 19(4): 417-432. <https://doi.org/10.1080/13596748.2014.955634>
- Valverde-Medina LM, Ortiz-Delgado LP, and Romero-Morales AT (2018). Rol del gerente educativo y el desempeño laboral en docentes de Educación Superior [Role of the educational manager and job performance in higher education teachers]. *Domino de las Ciencias*, 4(3): 177-188. <https://doi.org/10.23857/dc.v4i3.801>
- Vo TT, Tuliao KV, and Chen CW (2022). Work motivation: The roles of individual needs and social conditions. *Behavioral Sciences*, 12(2): 49. <https://doi.org/10.3390/bs12020049>
PMid:35200300 PMCID:PMC8869198
- Zhang Y, Yao X, and Cheong JO (2011). City managers' job satisfaction and frustration: Factors and implications. *The American Review of Public Administration*, 41(6): 670-685. <https://doi.org/10.1177/0275074010392212>