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Quality Management as a cause of the closure of the Peruvian University of the Americas

Teddy Lucio Meza Vásquez ¹

Abstract

This article is entitled "Quality Management as a cause of the closure of the Peruvian University of the Americas" the question that arises is that quality management has affected the closure of the Peruvian University of the Americas by of the SUNEDU. The study was descriptive, concluding that there is a direct and significant relationship between quality management and the closure of the university in high intensity of the variables analyzed by SUNEDU.

Keywords: *management, quality, university closure.*

Introduction

Education in Peru is an issue that is always pending within the educational policy agenda of the State, because one of its basic functions is to provide financial and human resources for Peruvian society. However, the education sector has become for entrepreneurs a desirable source of economic income that goes beyond the classrooms and delivery of knowledge.

Peruvian higher education, specifically universities were conceived as a faithful reflection of society, always being a measurement body, was created and instituted to achieve high social purposes and its academic functions regarding professional training, research and social service, are responsibilities that society itself has entrusted to them.

Although the totality of technical institutions exceeds that of universities, in terms of enrollment, it is the universities that concentrate the largest number of students, in that educational sense, it is related to the problems that the country is currently experiencing, which seeks to achieve the highest academic, cultural, civic and citizenship standards. Today, most private universities are professional training entities, with structures based on academics and the pursuit of the professionalization of the individual, the options show a diversity of prices and different types of educational quality (Turpo et al., 2021).

With regard to private universities and educational quality, it has been found that for-profit universities do not outnumber non-profit universities, among which are state and private non-

¹ Estudiante de la Escuela de Posgrado de la Facultad de Ciencias Administrativas
Universidad Nacional Mayor de San Marcos

profit universities. There is information, but not in the Peruvian case, that the education provided by business universities is of very poor quality. On the other hand, if an educational institution does not pay taxes, these are clearly an incentive to enter the market. In addition, the existence of so many and that they have that level of deficiency is also clearly explained by the same demand. Also, the demand for good universities that are also more expensive either because of the costs of their tuition or the difficulty to enter, but also by regular and bad universities. One of the most emblematic cases of this type of bad universities has been the training offered by the Cesar Vallejo University, which over time turned its owner into the entrepreneur of education in Peru. In this sense, the revolution promoted has been to the detriment of educational quality itself, its central focus being the proliferation of universities of dubious quality, and its main objective is to profit above achieving quality education (Menacho et al., 2021).

In relation to the National Superintendence of Higher University Education (SUNEDU) and the new university law, the Congress of the Republic promulgated Law No. 30220 on July 8, 2014, with the purpose of correcting the deviation of Peruvian higher education. A relevant aspect to consider is the autonomy of universities and their relationship with the university model that is needed. One of the main differences lies in the creation of SUNEDU, the reactor and oversight body responsible for ensuring higher education in Peru. Another important point to emphasize is the authorization issued by this entity on the creation of public and private universities, likewise, SUNEDU is attached to the Ministry of Education, replacing the National Assembly of Rectors, on the other hand, it has representatives of the National Center for Strategic Planning, CONCYTEC, as well as members of professional associations and the business sector (SUNEDU, 2014).

On the closure of the Peruvian University of the Americas, this house of studies began its activities on October 10, 2002 under the initiative of Lastenia Fernández and Luis Hurtado, the latter as Rector, in its only headquarters located at Av. Garcilaso de la Vega 1880, Cercado de Lima, Lima. Since its creation it was never accredited which caused its closure, in addition, the inspections determined that the infrastructure presented marked decays (unhealthy bathrooms, classrooms without internet connection, absence of Wifi), teaching fees fluctuated in an average of 450 soles and teachers were paid an average of 20 soles per hour, inefficient and informal administrative processes, in the educational issue the syllables that were inappropriate and outdated, in addition, the payment of the salary of part-time teachers is carried out with considerable delays.

The Universidad de las Américas, in reality, never had a license, this certification is essential to guarantee the quality and efficiency of academic training. Currently, there are a total of 47 university centers that do not have such certification or registration. SUNEDU has established requirements which it called "the basic quality conditions", among which are:

- Existence of clear academic objectives, mission and vision.

- Educational offer compatible with planning instruments.
- Adequate infrastructure and equipment to fulfill its functions.
- Lines of research.
- Availability of qualified teachers with no less than 25% full-time.
- Basic complementary educational services.
- Mechanisms of labor insertion.
- Complementary: Transparency of Universities.

In the face of non-compliance with the aforementioned policies or requirements, the deteriorated quality falls on the students, considering that in addition to not having a quality education, they run the risk of not having their degrees and titles that the law itself requires to enter the labor market and thus be able to exercise their career professionally. "At this moment, 80 thousand young people are studying some undergraduate or postgraduate career, but their degrees will not be valid" (Morales et al., 2021).

Administration, quality management, are processes that allow designing and maintaining teamwork environments, where individuals efficiently meet specific objectives. In that sense, management is a process that seeks efficiency in work teams, where each of the parties fulfills a series of functions within the strategic plans established by the organization. On the other hand, quality management is based on models of excellence that are designed to help organizations implement permanent approaches of continuous value for the satisfaction of customers and stakeholders, making them sustainable over time. One of the models accredited for such purposes and for its contributions of quality and service, is the Malcolm Baldrige model, which has been consolidated as an evaluation and feedback instrument that serves as a thermometer of quality and teaching at the integral level of the institutions (Sánchez et al., 2018).

Based on the above, the question that arises is *the way in which quality management has influenced the closure of the Peruvian University of the Americas by SUNEDU.*

Development

Quality Management, according to Vjkydal et al. (2020), quality together with quality systems are not only abstract concepts that are limited only to manufacturers or large industrial companies, but extend to all the various areas existing in the world, particularly to secondary level institutions and universities. In that sense, a high level in the quality of education in Higher Education Institutions (HEIs) is a prerequisite and fundamental to provide students with sufficient knowledge, skills and competencies necessary to achieve success after graduation.

In the words of the aforementioned authors Vykydal et al. (2020), first of all, it is relevant to point out that it is currently possible to distinguish three different concepts for the development and implementation of a Quality Management System:

The concept of ISO 9000 based on the application of the requirements of ISO 9000:2015, and the recommendations emanating from ISO 9004:2018. In Peru, many institutions have this ISO 9000:2015 certificate and a considerable group is in the pursuit of this.

The standard branch concept indicates that various branches of business create their own quality management standards, usually achieving their improvements by implementing the requirements of the ISO 9001 standard. The concept of excellence of the organization, based on several models of excellence. The European Foundation for Quality Management provides the EFQM Model of Excellence (2017), or the Baldrige criteria (2018) that can serve as an excellent example for all types of colleges or universities. The European Association for Quality Assurance in Higher Education (ENQA) published a special guide within this concept in 2014 (ENQA, 2017).

The aforementioned concepts present an adequate direction for practical application within the environments of an HEI, it should be noted that after the 90s, the attitudes of university leaders changed rapidly, because the requirements of various actors presented clear demonstrations of all the activities and results of the universities. Consequently, Quality Management Systems were gradually recognized as a valuable support tool (Chiquito & Loor, 2022).

Administrative Management, in this area, distinguishes the role of academics in the processes of teaching, research and community service, where four roles of academics are present; research, teaching, management and service. The workload plays an integral role within the evaluation of performance and quality results, since in universities the different inputs and outputs mark a preponderant role in excellence along with the existing processes. In that sense, university administrative management takes academic work for granted, considering that it is rarely defined in contracts, either qualitatively or quantitatively (Girmanová et al., 2022).

In this regard, Ordoñez et al. (2021), argue that University Administrative Management has a role to play in relation to academic training, culture, support, management and resource allocation. However, diversified funding cannot improve the current financial situation of higher education, as resource allocation in the education sector remains low. Academics have similar views on quality issues, regardless of whether they perform administrative functions or not. Knowledge management also plays a key role in universities as it is the reason for their existence (creation and transfer of knowledge). Knowledge in universities can be shared through partnerships and networks between myriad policy components of the research system.

According to Delgado et al. (2022), different approaches to knowledge management are adapted by universities to facilitate learning, and in this way feedback is obtained from staff and students to

meet their needs, improve teaching and administrative decision making; for example, performance management and development evaluation.

For their part, Cardoso et al. (2020), highlight that, among the products of universities, research has a place of great importance, and can also influence the employability of graduates, however, for graduates to get a job they will always require specific skills, such as oral and written communication skills, motivation and interpersonal aspects. and the ability to think and act.

As argued, Momo et al. (2019), HEIs will always strive for desired results, considering that they have pressure to produce greater results in the field of research, in addition, to fulfill that task, different resources and competencies are required, such as human capital, thematic discipline, pressure to publish, research standards and the so-called individualism / collectivism. However, the results of the research are different between collectivist and individualistic cultures. In collectivism, there is more teamwork to achieve the transformation of knowledge and, therefore, the production of research is greater. On the other hand, in individualism, there are more solo jobs and, therefore, the production of research is reduced.

Quality Management in Higher Education, according to Hossain & Hossain (2019), the quality management of the higher education system can be explained as a third-order model, where quality management is reflected in educational, administrative and social qualities. There are strengths and weaknesses that are inherent in higher education systems around the world. There are three main elements, development and structure, quality and research capacity; however, a quality assurance system that is well structured is one where the quality of the educational process can be improved (Ashour & Fatima, 2018).

In relation to *quality assessment* is defined as a process of evaluating the quality of what the organization provides to satisfy its customers. The evaluation of a quality assurance system in the higher education process should be an integral part of the functioning of the university management system (Dicker et al., 2019).

Regarding the *Quality Management models used in HEI*, Vale et al. (2022) explain that the new public management reforms have caused multiple significant changes in HEIs in terms of quality management. In this sense, university managers were forced to acquire important knowledge to apply the most appropriate quality tools and models in their respective institutions.

A higher level of education quality in HEIs is a fundamental requirement to equip students with the knowledge, skills and competencies they require to succeed after graduation. For that reason, every university needs a quality management system that is functional and comprehensive. Such a system allows people to have some level of confidence in the performance of HEIs (Vykydal et al., 2020).

Total Quality, according to Kigozi et al. (2019) Total quality has now become a common knowledge

and understanding in all developing countries, as well as in developed ones, both recognize the quality of education as the main tool to improve the development of human capital that is needed to achieve economic growth and prosperity. In order to improve the quality of education and satisfy the various actors in the face of the aforementioned challenges, HEIs have adopted TQM practices similar to those applied in industry and business organizations. The authors argue that the implementation of TQM practices improves both the quality of services and the quality of the market in various organizations. The pressure and demand for quality education is increasing. All education stakeholders are actively considering implementing TQM in education because quality education is believed to be one of the fundamental pillars of economic development (Sohel, 2018).

In this regard, Manatos et al. (2017) cited by Paredes et al., (2019), in a systematic review of literature related to the subject, specifically on how quality management models have been integrated into the management systems of the HEIs, agree that "Quality Control is the set of techniques and activities of an operational nature, used to verify requirements relating to the quality of the product or service" (p. 13).

The European Foundation for Quality Management (EFQM) or (EFQM) excellence model: through this model, the implementation of the Total Quality Management (TQM) concept is demonstrated. The main objective of the framework is to demonstrate the level of efficiency of organizational management, of which quality management is an integral part. It is intended for all types of organizations: commercial entities and public organizations (Girmanová et al. 2022).

For its part, Paredes et al. (2019) concludes that the EFQM Excellence Model has been a Total Quality Management model since its inception, which was developed to conceive the principles of excellence, considering that it is based on achieving customer and employee satisfaction, in addition to the impact it manages to stimulate in society, Therefore, the successful implementation will be possible through a motivating leadership that allows to stimulate the policies and strategies, to the personnel of the organization, as well as the establishment of timely alliances that allow to optimize the administration of resources and finally, the control of the processes directed towards the achievement of excellence in the results.

With respect to *the deficiencies of the Peruvian University of the Americas before SUNEDU, these were the product of the evaluation carried out by said governing body, described in the Resolution of the Board of Directors No. 184-2019-SUNEDU-CD* of December 31, 2019, where the Adaptation Plan presented by the University was disapproved and its Institutional License is denied. The following observations were made in detail:

- "The adequacy plan presented did not contemplate all the activities necessary to correct the observations made, including it was not evident that the activities respond to the observations raised.

- SUNEDU identified differences in the number of academic credits assigned to 8 courses of 6 study programs, which affects 38% of the programs offered (6 of 16).
- The university establishes as a mandatory requirement for the granting of the academic degree of bachelor that the student has the progressive certifications, but has not been able to demonstrate that it has a regulation of said procedure, nor that it is in accordance with the provisions of the University Law.
- The university still contemplates the refresher course as a graduation modality, although this is not contemplated within the modalities of graduation and qualification admitted by the University Law.
- The university exceeds the number of vacancies set out in its own management documents. For example, in the admission process of 2018-II, 102 students entered under the modality of direct entry through the university center, despite the fact that only 83 vacancies were assigned.
- It did not establish a consistent policy for the allocation of funds and incentives for the conduct of research. Nor has it regulated the use of resources for research or demonstrated that it has regulated procedures for their disbursement. The items corresponding to the financing of research projects, such as remuneration, do not have evidence of execution as declared in the research budgets of the years 2018 and 2019.
- Although the university presented information on the registration of five research seedbeds, it did not show that they have executed or are executing research projects or that their operation has been authorized. Likewise, the university's Entrepreneurship Center and Business Incubator does not have a regulatory framework for financing entrepreneurship projects.
- There is no evidence of research budget management in accordance with established criteria that contribute to the completion of research projects and the development of research lines. For this reason, a significant percentage (33.3%) of the research projects proposed between 2017 and 2019 were discontinued due to the lack of teachers who could take responsibility for their management.
- Professors who carry out research activities fail to comply with the provisions of the university's regulations. Three of them have only the bachelor's degree, although they must have an academic degree of Master or Doctor. Likewise, the regulated fulfillment of their functions was not evidenced, since only one professor advises research seedbeds and there is no evidence of the preparation of scientific articles for publication in indexed journals.

- The university did not show a consistent planning schedule for activities for health, social, psychopedagogical, sports and cultural services. Due to this, the proper functioning of these complementary services or their sustainability over time is not guaranteed.
- The university presented the registration of 20 pre-professional practitioners and 38 professional practitioners, however, the students and graduates included in these registers managed their practices directly and not as a result of the agreements signed by the university. The pre-professional internship agreements managed by the university have only benefited 1.2% of its students" (SUNEDU, 2019).

Discussion and conclusions

According to the results of the study carried out by the present author of the article, 92% of the teachers affirmed that the quality of education was the absolute responsibility of the university itself, and the low requirement in requirements that it had for the hiring of its teachers. On the other hand, 80% of students indicated that the educational quality of the university is poor or very bad. In this sense, what was expressed can be seen due to the lack of organization in the elaboration of the syllables, the lack of scientific research by the university, as well as the mistreatment given to teachers, this coincides with what was expressed by Delgado et al. (2022) when referring to the need for adequate management of structural quality that allows an adequate and timely taking of Decisions.

This refers to the fact that the results of the educational quality in this institution, apart from being low in quality due to the skills of the teachers, was also limited for themselves because they did not have spaces and materials necessary for the correct teaching performance, being confirmed by 80% of the students who rated it as bad or very bad. In this sense, it is possible to infer that in the variable quality of service and pension costs, they were not directly proportional, this coincides with what was expressed by Ordoñez (2022), when arguing that there is a significant incidence between strategic planning and quality management.

In addition, the university did not have spaces or instruments required for the effective development of classes, this process represents what Morales et al. (2022) indicates, the adoption of the aforementioned management systems is essentially useful for recently licensed HEIs. In short, the Universidad Peruana de Las Américas had marked problems in the management of its spaces and the proper implementation of these, generating as a consequence a low educational quality.

In conclusion, it was found that Quality Management directly affected the closure of the Universidad Peruana de Las Américas by SUNEDU, with a high intensity index. In addition, on the absence of educational quality, this also affected the closure of the Peruvian University of the Americas by SUNEDU, demonstrating that there is an incidence between educational quality and

the closure of said university.

On the other hand, on the inconsistency in the elaboration of syllables, they have influenced the closure of the Peruvian University of the Americas by SUNEDU, affirming that there is a significant relationship between the elaboration of syllables and the closure of the university.

With respect to the reduced salary levels of teachers, these have influenced the closure of the Peruvian University of the Americas by SUNEDU, definitely, the various factors attributed in the closure of said house of studies are supported and argued in this research article.

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