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## *Los servicios educativos en la Universidad de Huánuco*

### *The educational services at the University of Huánuco*

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**Resumen:** El objetivo del presente ensayo científico es valorar la calidad de los servicios educativos de la Universidad de Huánuco en Perú. Se considera aceptable la calidad de los servicios educativos, que el entorno tecnológico disponible permite fortalecer el proceso educativo y que, aunque en algunas materias falta por incorporar herramientas que despierten el interés y la motivación, en la gran mayoría si se utilizan de forma adecuada contribuyendo al logro del aprendizaje.

**Palabras clave:** Calidad Educativa; Control de calidad; Formación a distancia; Estudiantes.

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**Abstract:** The objective of this scientific essay is to evaluate the quality of educational services at the University of Huanuco in Peru. It is considered that the quality of educational services is acceptable, that the available technological environment allows strengthening the educational process and that, although in some subjects there is a need to incorporate tools that awaken interest and motivation, in the great majority they are used in an adequate way contributing to the achievement of learning.

**Keywords:** Educational quality; Quality control; Distance learning; Students.

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## **Introduction**

Nowadays, higher education institutions are required to offer quality education. This is achieved when teaching goals are met, for which it is vital that students manage to develop high-level

critical thinking, become more creative and develop complex cognitive skills. In addition, they must become autonomous learners and protagonists in the teaching-learning process.

Lesbia, Torres, Miranda and Pernet (2021, p.194) consider that a quality university education "would be the one that achieves that the learners reach the objectives that were contemplated at the beginning of each school period". In other words, it is considered as the learning effectively achieved during the educational process. It cannot be measured as it was half a century ago, since it differs greatly from what was done before.

In Latin America, quality has been on the agenda of higher education institutions since 1990. In Peru, in 2006, the National System of Evaluation, Accreditation and Certification of Educational Quality was created, which determines the standards that universities must meet in order to offer educational services; it also establishes national and regional criteria and indicators for the evaluation and accreditation of learning, pedagogical processes and management developed by university institutions (Inga & Velázquez 2005).

In this sense, the University of Huanuco is immersed in quality processes, and among its priorities is to achieve good student satisfaction, in which teachers and students must be protagonists in contributing to raise the educational quality of the different careers that are developed in the high house of studies. It will be transcendental to strengthen an organizational culture that will allow a continuous improvement of the quality of educational services.

The objective of this research is to assess whether the quality of the educational services provided at the University of Huanuco is in accordance with the demands of the 21st century, marked by technological development and the challenges currently imposed by Covid-19.

## **Development**

It would be difficult to define educational quality conceptually, but it is possible to identify the elements that affect it, which would make it possible to detect educational problems in order to eradicate them. In this sense, the way in which teaching is carried out is considered decisive. In the 21st century, it is no longer possible to speak of mechanical or rote learning, nor of the transmission of content.

In Peru, through the Superior Council of the National System of Evaluation, Accreditation and Certification of Educational Quality, and its operating body, the Council for the Evaluation and

Accreditation of Higher Education, has the fundamental objective of improving the quality of university institutions and programs through the process of evaluation and accreditation. They also promote the strengthening of a culture of quality in both faculty and students to improve the service of universities and achieve social recognition. One of the key aspects is that graduates must contribute to the development of the nation and this is one of the goals to be achieved (Cevallos, 2014).

In tune with these times marked by technological development, García-Aretio (2019) considers that it is necessary to integrate computer tools in educational processes in order to benefit from the great possibilities they offer. In this sense, there are different proposals such as virtual classrooms, video conferencing platforms, digital murals and social networks. Instant messaging applications such as WhatsApp, Messenger and Telegram can also be included in the list.

These technological tools favor the educational inclusion of students and promote active, reflective, autonomous, collaborative and meaningful learning. In addition, there are some, such as social networks, that are very beneficial to be linked to academic practice because they encourage participation and interaction.

There are many educational resources that can be used nowadays. Among them we can mention the learning objects, audiovisual resources such as didactic videos available on YouTube or videos and thanks to the facilities they provide, can streamline the training process, improve learning tutorials, concept maps and presentations. These educational resources, when properly designed and designed to enhance comprehension and understanding, raise motivation, stimulate interest and encourage educational innovation.

It is not only necessary to use educational resources that motivate and arouse the interest of students, it is also necessary that they are appropriate for the subject being taught, so that they contribute to the achievement of learning.

The Google Classroom platform is used at the University of Huanuco for the management of educational processes, knowing the criteria of students about their services allows knowing the level of acceptance or not that it has. As shown in Figure 6, for 98.58% of the students the level of satisfaction is very high or high, which speaks in favor of the advantages of this tool.

Even when in this house of higher education there is a well-intentioned work with the use of technological resources, these alone do not achieve the complete success of the teaching-learning process, especially when the training is at a distance. The achievement of good results also involves the work of the teacher, whose work is essential to change, transform and improve educational practices. This is because, according to Antón and López (2020), he/she is in charge of facilitating the understanding of the contents, motivating and providing feedback to the students; in addition to generating a space for intercommunication and promoting the active participation of the students.

Although it is necessary to work on obtaining better levels of satisfaction in the online service, the students' criteria on the level of knowledge, pedagogical and technological competences of the teachers are favorable.

Cabero (2020), considers that the sudden change in the educational system caused by the pandemic has implied a great challenge. The argument is based on the fact that distance learning requires that both teachers and students have digital competencies, that access to technologies is guaranteed and that teachers correctly perform their role as virtual tutors, which requires more time and effort.

There are many possibilities offered by this type of training, such as the flexibility of the place and time of study, the possibility of receiving a more personalized instruction and the opportunity to take an active role, among other things.

- As a result of the evaluations made in this essay, the perception of the students of the University of Huanuco regarding the quality of educational services can be qualified as acceptable. In order to solve the dissatisfaction that could be detected, some actions were taken:
- Diagnose the subjects that do not use educational resources or that these are not the most adequate according to the contents they deal with.
- Structure a program for the design and implementation of learning objects according to the subjects of each curriculum.

- Design a training strategy for teachers on the technological tools that can be used to make educational processes more dynamic, improve comprehension and promote exchange.
- To create spaces for advising and monitoring the virtual tutoring activities developed by teachers.

In line with this research, there are several studies developed in countries such as Bolivia (Terrazas & Almeida, 2020) and Ecuador (Sarmiento & Vinueza, 2020), which also focused on knowing the students' perception of university educational quality. They, from different approaches, sought to know the levels of student satisfaction in order to channel actions to strengthen the educational system.

Peña (2020), on the other hand, focused on analyzing the quality of university education during Covid-19. This author studied how emergency remote education could have reduced the quality of the courses taught during the quarantine period at the Universidad Católica Andrés Bello in Venezuela. As a contribution of his research, he suggested actions for a better development of the educational activity.

Añez and Añez (2021), meanwhile, attribute great connotation to the adequate use of ICTs to raise educational quality. From their perspective, in the University Institute of Technology of Maracaibo, The Moján extension in Venezuela, the quality of education was categorized as moderately inadequate because there are issues in the use of ICTs that need to be improved, for which they proposed strategic guidelines that can serve as a reference for this research.

## Conclusions

According to the criteria of the students of the Universidad de Huánuco, the quality of educational services is in accordance with the demands of the current times. Although satisfaction levels are acceptable, work must be done to improve the new scenario brought about by Covid-19 and online teaching services. Achieving better results is considered significant to increase students' motivation, retention and academic performance.

The digital tools used for the management of educational processes, have a great acceptance by the students, especially the level of satisfaction in the use of Google Classroom platform is very high. The study evidences the relevance of online education in the current situation of the

pandemic and ratifies the need to have a good preparation of teachers and the need to continue strengthening the training of teachers in the use of technological tools in teaching.

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