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Producción científica asociada con los campos de acción del administrador que se forma en la Universidad Nacional Pedro Ruiz Gallo

Scientific production associated with the manager's areas of action developed in "Pedro Ruiz Gallo" University.

ECHEVERRÍA JARA, José Foción[1]

Resumen

En la carrera profesional de Administración, los profesores especialistas tienen limitada producción científica de poca relación con los campos de acción de la carrera profesional; los estudiantes participan escasamente en investigación, situación que no permite reforzar el conocimiento científico en su formación. Por tales aspectos, es importante este estudio, debido a que servirá para valorar la producción científica de los profesores especialistas y vincularlas con los campos de acción del administrador que se forma en la Universidad Nacional Pedro Ruiz Gallo. El problema quedó definido así: ¿Existe asociación entre la producción científica con los campos de acción del administrador que se forman en la Universidad Nacional Pedro Ruiz Gallo?, como hipótesis se consideró "La producción científica de los profesores especialistas de la carrera profesional de administración está desvinculada con los campos de acción del administrador en formación, haciendo del proceso formativo acientífico y a sistémico".

Palabras claves: Producción Científica, Profesores Especialistas, Campos de Acción.

Abstract

In the professional career of management, specialist professors have limited scientific production with low relation in the areas of action in the career. Students scarcely participate in research, which does not allow them to strengthen their scientific knowledge. For those reasons, this study is important since it will help value the scientific production of the specialist professors, and it will link the manager's areas of action taught in Pedro Ruiz Gallo University. Thus, the problem was: Is there a link between the scientific production in the manager's areas of action taught in Pedro Ruiz Gallo University?. The hypothesis was "The scientific production of the specialist professors in the management career does not have a link with the training manager's areas of action, making the formative progress scientific and systematic":

Key words: Scientific Production, Specialist Professors, Areas of Action

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[1] Management School Professor, UCV Chiclayo campus, Scientific Research Project Consultant, fochev@gmail.com

Introduction

Building a scientific knowledge to facilitate the integration of the scientific production in the manager's areas of action in reading and researching is a very crucial task in the professional career of Management in Pedro Ruiz Gallo University. Nowadays, in this knowledge era, it is necessary that the university, as a social institution, solve the requirements that society implies, through formative processes.

Management is a part of it while taking into account the Theory of Systems and the Methodology of the Scientific Research, make the specialist professors and the future professionals have willingness to link their scientific production building some new knowledge in the specialties of the areas of action in the business world that surrounds them. Chiavenato (2007) explains: "Organization is a man-made system and it maintains a dynamic interaction with its environment, such as clients, suppliers, the competition, union entities, governmental organizations and other external agents. It has some influence from the environment and gets some back.

Moreover, it is an integrated system with diverse parts or units associated to one another, working with no problems, in order to achieve a set of objectives, as well as the organization's and participants'". The organization is an open system and its parts are activated as the manager's areas of action; such as: marketing, human resources, production, finance, logistics, organization, etc. Taking Bijarro (2007) into account, he affirms that "the area of action or study subject is the part of the object made up of a set of aspects, properties, relationships that are abstracted from the object in the practical activity, with a specific objective with certain conditions and situations. The area of action is a narrower concept in comparison with the object. It is actually a part of it. Example: the object could the teaching process - the subject learning, whereas the area of action are the objectives of such subject".

The areas of action of a graduate in Management are related and represent part of the study object in the professional career which reflects the essential areas of knowledge, the techniques and procedures that guarantee the abilities and capacities of the professional.

The professional's areas of action in Management determine the contents of the subjects of the career in administrative science and are included in the study plan, based on the career study object, that are the companies.

In these parts, the manager must be well prepared with some new knowledge, and it is through scientific research that we gain new knowledge. In this sense, it is essential to develop strategies to strengthen the manager's areas of action of the Pedro Ruiz Gallo University.

On the other hand, it is important that the scientific production of the professors be linked with the specialty areas, since it will strengthen the student's research and fundamental capacity in order to have an active participation, and a scientific researching logic of the educative process, allowing the future professional face new problems and solve them in a scientific way creating some new knowledge and transforming reality. According to Piedra Salomon and Martinez Rodrigues (2015): "Scientific Production (SP) is considered as the materialized part of the generated knowledge. It is more than a set of stored documents in a training institution. It is also a set of academic activities that a researcher must have".

Bernal (2016) expresses: "We live in a world where science and technology have a fundamental role in the development of societies, in the dynamic of organizations and people's lives. Thus, every human being who wants to understand this

world and have an important role must know some basic scientific training (...)".

He adds: in this more complex, uncertain and challenging world, it is compelling that professors have the necessary knowledge and skills to understand our reality and improve it but in a critical and responsible way".

In the professional career of Management, the approach giving a higher priority to the professionals' training prevails, without any social problems, and that is all seen in the new curriculum. In this career, professors must have a fundamental purpose to train management students in order for them to have a reflective and critic thought as well as being able to think systematically, and having a solving problem plan.

When doing some research, students do not have a scientific activity in specialty subjects not totally integrated to the areas of action. We can see that the professors' limited scientific production is unattached to the specialties. The research process is not always carried out with the students' full participation, since some show more compromise than others. This can also be seen in professors. They do not have much responsibility in research. In fact, some of them only do, and they think it is an important function in a university.

Even though a 100% of professors with degrees and academic degrees in teaching and with doctor's degree, do not use strategies to link the scientific production with the obtained specialty through their teaching practice, not even to foster participation in students. Thus, the scientific researching problem was: Is there a link between scientific production and the manager's area of action trained at Pedro Ruiz Gallo University? Having the scientific production of the specialty professors as research object in the Professional Career of Management and their importance with the manager's area of action trained at Pedro Ruiz Gallo University.

The overall objective was: - To establish a committee for the scientific production of the specialty professors with the manager's areas of action trained at Pedro Ruiz Gallo University. The specific objectives were:

-To analyze the scientific production of the specialty professors with aim to create projects and researching forms for undergraduate and postgraduate grade theses, scientific articles, publications in specialized journals,

- To describe the participation of the students from this career in order to develop some scientific research for the specialty subjects.

- Foster the General System Theory, the Scientific Research Methodology, and the scientific production when it comes to the manager's area of action.

The hypotheses was: "The scientific production of the specialty professors in the professional career of Management is not linked to the manager's area of action trained at the University, making the formative progress scientific and systematic":

The benefit for professors and students is building some scientific knowledge, making information available and improving the scientific production in the manager's areas of action while reading and researching. Additionally, a document was elaborated to support the decision taking and the curriculum improvement in the professional career of management when it comes to research, creating a culture with the related information that helps train the highly competitive professionals.

Method

The document review method was used, revising the documents of the academic management department, especially the teaching load. On the other hand, in the Research Center Office, the research projects, the undergraduate theses consultancy were revised, whereas in the Postgraduate School, mastery theses consultants helped in the revision. Comparative table for the scientific production, the teaching load and the manager's area of action were elaborated.

A survey was applied to the professors of the career to determine and associate the specialized teaching load with its scientific production. Students were also surveyed in order to determine the participation in the scientific research related to the specialized subjects in the areas of action.

The population was 30 professors and 630 students from the career, and the sample selected 15 professors chosen by their teaching load during 10 consecutive semesters teaching the same subject as specialist in the manager's area of action. Out of 20% of the total student amount was used, calculating the results with the random technique, which the fifth cycle was selected, since from that cycle students start with the specialized subjects related to the areas of action.

The study was non-experimental, transversal correlational. According to Hernandez Sampieri and Fernández Collado (2010), a non-experimental study happens when there is no deliberate manipulation, and the phenomena are observed in their natural environment to be analyzed afterwards. It is transversal correlational when the data is gathered in a single moment, and in a unique time.

Its objective is to describe variables and analyze their incidence in a specific moment. The data was processed using Excel, creating tables and figures for the results.

Results

The results are represented in tables and figures. The results are product of a detailed and careful work of the scientific production (research reports, undergraduate and postgraduate dissertation and books) made by the specialist professors of the career of management according to their teaching load.

This analysis was either elaborated in an individual or group work to each professors, some oriented to their specialty and others not. Two specialist professors were selected for this case listed in the table as specialist professor 1, specialist professor 2, etc. Such categorization was used to cover the professor's identity that could have been affected due to being listed in this article.

It must be mentioned that professors participated as co-authors and consultants for the research reports in the undergraduate and postgraduate theses of the students of the career.

In the same way, the results correspond o the scientific problem, the objectives and the research hypotheses made.

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Table 1
Scientific Production Summary of the Specialty Professors from the Professional Career of Management
2010-2014.

N°	Professor	Research Reports In Specialties		Specialty books (areas of action)		Scientific Production
		Yes	No	Yes	No	
1	Specialist 1	0	1	0	1	**2**
2	Specialist 2	7	10	0	1	**18**
3	Specialist 3	1	0	2	0	**3**
4	Specialist 4	2	0	1	0	**3**
5	Specialist 5	0	4	0	0	**4**
6	Specialist 6	0	4	0	0	**4**
7	Specialist 7	1	3	0	0	**4**
8	Specialist 8	2	2	0	0	**4**
9	Specialist 9	0	0	0	0	**0**
10	Specialist 10	0	4	0	0	**4**
11	Specialist 11	1	4	0	0	**5**
12	Specialist 12	1	1	1	0	**3**
13	Specialist 13	3	0	0	0	**3**
14	Specialist 14	1	2	1	1	**5**
15	Specialist 15	0	0	1	4	**5**
Scientific Production		**19**	**35**	**6**	**7**	**67**

Source. Elaborated data base don single tables.

Analysis The scientific production of the specialty professors from the professional career of Management, from 2010 to 2014, was 67 issues. Research Reports: 54 and books 13. **Related reports with the specialties (areas of action) 19, with no relation 35. Related books with the specialties 6, not related: 7.**

The Specialist Professor 2 has the higher scientific production 18 issues, 11 of them were theses and research reports as postgraduate consultant, 05 as undergraduate consultant and 02 personal issues. It is the professor with the highest scientific production.

Table 2
Scientific Production Summary of the Specialty Professors (Areas of Action) from Management, Professional Career

Scientific Production	Reports and books	%
With no relation with the specialty (Manager's area of action)	**42**	**62.99**
With a relation with the specialty	**25**	**37.31**
Total	**67**	**100**

Source. Data generated by the author, based on the consolidated summary.

It is observed that 62,69 % of the scientific production of the specialist professors is not related with the manager's area of action and 37,31% is related.

It is also seen that the disassociation of the scientific production with the area of action is high. Additionally it is inferred that the work done in the research function of the specialist professors is not well routed.

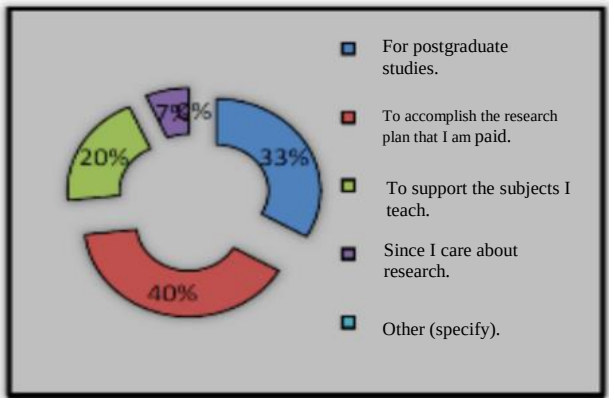

Figure 1 Scientific research development reasons in the last year. **Source.** Data generated by the author, based on the survey applied.

It is observed that 33% of the specialist professors consider that their research in the past 12 months was for postgraduate studies and 40% say that they did it due to complete their research, 20% as a support for their subjects and only 7% did it because they care about research. A small percentage is observed while doing some research motivated.

Table 3

Project and report development in research with students and specialty professors in their subjects.

N°	Project and Report development with students	Professors	%
1	Always	2	13
2	Sometimes	11	73
3	Never	2	13
	Total	**15**	**100**

Source. Elaboration based on survey.

Results with the applied survey to the Students of the Professional Career of Management

The survey was applied to 134 students and the results are shoes. They were students from the fifth to tenth cycle. Fifth cycle was taken since from that cycle students start having the specialty subjects (Areas of Action). This was applied during 2015-I. Some items were summarized for the results presentation.

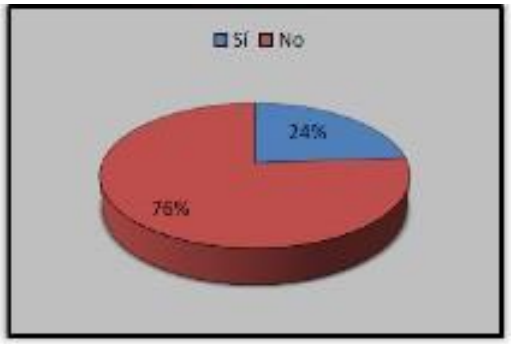

Figure 2 Student participation with their specialty professors in projects and scientific research reports.

Source. Data generated by the author, based on the survey applied.

Out of 24% of the students participated with their specialty professors and 76% did not participate. This high percentage loses opportunities to link research with the areas of action and develop more scientifically the manager's training process.

Table 4

Reason why students did not participate in projects and research reports in scientific research with their professors.

N°	Reason for not participating	Students	%
1	**We did not know the professor was doing research**	25	19
2	**We were not invited to participate**	53	40
3	**Only theoretical classes**	42	31
4	**Not being prepared for the research methodology**	2	1
5	**Because I do not like research**	0	0
6	**Since the specialties in management are not technical than scientific**	0	0
7	**Other**	0	0
8	**Empty**	11	8
	Total	**134**	**100**

We can observe that 40% of the students were not invited to participate, 31% say that there were theoretical classes based on specialty books, 19% did not know that the professors were in charge of research and 2 students were not prepared for the methodology in the scientific research.

We can observe that there was no motivation in students for research, which can be disadvantageous to implement scientific production through specialty subjects.

Discussion

According to the curriculum of the professional career (1998-II), the professional career of Management is a liberal profession with social character, based on the principles and techniques of the administrative science that trains management graduates, humanists, scientists and high-qualified technicians in the professional market who will efficiently and effectively contribute the development and growth of the public and private organizations locally, regionally and nationally, with all of the international changes and having as an objective the training of future professionals in the management career in order to apply all the knowledge and learned techniques in the scientific methodology, as to analyze and solve all of the problems that the professional exercise implies. In accordance with all of the results obtained, we believe that all of these precepts are not being achieved, since 76% of the students did not participate in the development of the research with their specialty professors, which causes the loss of opportunities in the research field with the areas of action as to develop more scientifically the manager's training.

Kleeder (2012) explains: "The researching culture being fostered in the classroom, is strengthened and supported by researchers who cultivate their research lines and make advantageous students, allowing them to have a higher research level as a result of scientific production". Research is not only achieve in a classroom, learning about the theory, research is about developing the reflexive and critic capacity, and this may cause a disconnection with the areas of action for the future manager. These areas are related and represent part of the study object in the professional career that reflect the essential areas of knowledge, the technique and procedures that guarantee the abilities and capacities of the professional. An example could be finance, since it we do not link students with this, they would not know anything about the analysis of the money market.

Gitman (2007) affirms: "Finance is defined as the art and the science to manage money". Administrative finance is in charge of the fund manager's tasks in business companies.

On the other hand, the study shows the scientific production is not very linked to the manager's areas of action, and the result of the 62.69% of the ones that are linked, makes lose the opportunity to increase the scientific knowledge in a determined area of study. For that reason, we are only training non-participating students with a good memory, without bearing in mind all the companies and their areas of action with open systems, always being surrounded with their environments, and if we do not train professionals with those characteristics, they will work like members of an enclosed system.

To conclude, Mayz (2002) says: "Research stimulates the critic thinking and creativity in both students and professors. Through research, the learning process is vitalized and fights against memorization that developed non-participating professionals, without love for innovation, for curiosity or personal initiative. Research stimulates the critic thinking, creativity and innovation". With scientific production and an accurate management with the areas of action, scientific production would be linked and would be more advantageous for the managers being trained at Pedro Ruiz Gallo University.

Conclusion

The scientific production of 15 specialty professors during 2010 and 2014 was only 67 issues. Research reports: 54 and books 13. Related reports with the specialties (areas of action) 19, with no relation 35. Related books with the specialties 6, not related 7.

Out of 62, 69% of the scientific production of the specialty professors in the career of management, is unlinked with the areas of action of the managers being trained at Pedro Ruiz Gallo University, missing the opportunity for a comprehensive, critic and reflexive training of the students, and 37, 31% is linked, that in our opinion is enough and needs to be reinforced.

The identified specialties in the 15 professors of the professional career of management are: Marketing, Organization, Finance, Human Resources, Logistics and Production All of these are acquired in the classroom, and in conjunction with the scientific research, it would do the training process in a more scientific and systematic way.

Out of 76% of the students did not participate in research, in the specialty subjects since their professors did not invite them. This situation did not allow the link and the scientific production development as the research related with the areas of action in the career.

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