

Analysis Of Organizational Studies In Third-Level Degree Courses In Ecuador: Characterization Of Management Academic Training

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This research focuses on analyzing the current of Organizational Studies in the context of the careers in administration corresponding to the third level of the degree. For a better understanding of the objective of the document, it begins with the theoretical review and the emergence of the EO that manages to build the bases of the methodology applied to 199 academic offers, from which a total of 51 offers were extracted through a stratified sampling that were analyzed. The research work was developed under a documentary analysis of the curricular meshes found in digital repositories; In addition, it was presented with a quantitative nature, of an exploratory nature and with a descriptive scope that allowed to expose a low level of contribution that Organizational Studies have in the curricular meshes of the careers in administration, representing the mainstream training that is followed in the Higher Education Institutions of Ecuador.

Keywords: Administration, Organizational Studies, Higher Education Institutions, training, academic offer, third level of degree.

1. INTRODUCTION

The training of professionals has represented the fundamental objective in the educational system of any country in the world, its constant development and adaptability to the changing environment depend on the vision given to it in different periods of time and governments, becoming a main axis in societies. Within the administrative sciences there are also transcendental issues in the development of humanity, administration as such has been recognized as the basis for the construction of organizations, institutions, companies and solutions that respond to a constant social, labor and productive demand.

For this reason, the importance of analyzing a stream of knowledge with broad applicability to the current scenarios that are experienced in organizations is presented, Organizational Studies respond to this need.

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By virtue of this, the recognition of the principles of Organizational Studies is required in the most notable field of professional training within the higher education system, such as administration. The present research is developed under these two related approaches of an exploratory nature and with a descriptive scope, establishing in the first place the preliminary information on management training in Ecuador and exposing the problem to be investigated with its justification, together with the objectives to be achieved; then there is the theoretical framework with historical principles, fundamental concepts and elements necessary for a good understanding of the object of study.

Once the theoretical bases of the research have been established, the complete methodology applied in the study is presented, together with the analysis tools that support the results obtained, where 199 academic offers were determined within the broad field of administration with a contribution of Organizational Studies of 4% in the curricular meshes of the analyzed courses. This finding represents the main purpose of the document presented, ending with the most important aspects that conclude the essential ideas of the research.

In Ecuador, training in administration began in 1958, with the creation of the School of Public Administration, incorporated into the Faculty of Economics of the Central University of Ecuador (UCE) with the contributions of: Dr. Manuel Aguirre, dean of the faculty; Econ. Alfonso Arcos and Lcdo. Carlos Dávalos. Two years after the creation of the Public Administration career, the need to incorporate a new degree training was detected, which was Business Administration, due to the high demand manifested in applications for administrative fields by private organizations, with the idea of developing the industry with trained personnel to manage the economic areas and achieve leadership in production (Nicolalde, 2015).

By the end of June 1960, the School of Administration was constituted as an independent body through the approval of the Honorable University Council of the UCE, and the new branch of studies that was Accounting and Auditing was incorporated, providing teaching for university students in the administrative field with a total of three careers available until that time: Public Administration, Business Administration and Accounting and Auditing (Pillajo, 2015).

According to Espinoza (2015), in November 1968 the School of Management was officially established as the Faculty of Administrative Sciences (FCA) through provisions of the corresponding authorities of the UCE. After a series of analyses and discussions, the FCA Curriculum System was modified; and later, at the beginning of 1976, it was updated with the aim of increasing the training of public and private officials trained with appropriate academic teaching in the administrative field. As of 2021, the UCE maintains these three pioneering careers in the history of higher education in Administrative Sciences in Ecuador (Universidad Central del Ecuador-FCA, 2021).

Currently, according to data from the National Higher Education Information System of Ecuador (2020), there are 60 universities and polytechnic schools, of which 55% are public

and 45% are self-financed and co-financed private schools. Of the 60 Higher Education Institutions in Ecuador, 52 have "Administration" careers as a broad field, divided into 25 public and 27 private, with a total national academic offer of 329 curricula.

For 2019, 634,302 students were enrolled in third-level undergraduate degrees, where, for the field of "Administration", 18.71% of those enrolled were registered, representing one of the highest percentages of distribution by broad field after "Social Sciences, Journalism, Information and Law" with 20.30% (Comprehensive Information System of Higher Education, 2020).

Professional training in administration is developed in accordance with the objectives of each higher education institution, from the academic offer, which is made up of the curricula with their respective curricula, to the description of the professional profile that is established for students graduating from the administration careers, guided by the administrative current to which the training received in the educational institution is inclined to develop in public or private organizations (Giler et al., 2017).

From the classical administrative perspective, organizations are spoken of through a rationality oriented to ends and things, this position had a historical criticism by Organizational Studies that defended an organization with value-oriented rationality (Araujo, 2018). This current had a great influence in the field of administration in Latin American countries; however, there is no knowledge of the degree of participation of Organizational Studies in Ecuador when teaching education in Administrative Sciences. This leads to the question: How to analyze Organizational Studies in the third level of undergraduate programs in administration in Ecuador? Through the development of this question, it will be possible to characterize this professional training in order to have a clear overview of what elementary principles and concepts are applied in the administrative model taught by Ecuadorian universities.

According to Bernal (2006), a practical justification is required, in the development of research, when a problem is analyzed or described with solutions that contribute to a benefit to society.

This research focuses on the need for a document that evidences the characteristics of management training in Ecuador, since it is currently one of the most demanded careers, and has historically been recognized to meet requirements in the administrative field, adapting to the needs of organizations (Giler et al., 2017).

A specific point that has not been analyzed in depth in the country's higher education is determined, the direction that is being given to teaching in the administrative field to university students and the degree of application that has been had in such teaching from the approach of Organizational Studies.

The information obtained through this research will serve as a basis for future academic works that contribute to the scientific understanding of Administrative Sciences in professional training and, therefore, will allow the recognition of the type of professional in administration that is held in Ecuador.

2. THEORETICAL FRAMEWORK/METHODOLOGY

Over time, new approaches to the organization as an object of study have been developed in order to understand and explain it from an epistemological point of view based on management studies, since it represents a solid science that has contributed for decades to the knowledge of leading and evolving an organization (Pérez & Guzmán, 2015).

The field of Organizational Studies is historically known as broad and complex, its concept and origin involve numerous events, theories, paradigms, and ideas of different intellectuals who collaborated in a crucial transition for the development of management from a social science perspective (López, 2018).

According to March (2007), there are three historical events throughout the twentieth century that shaped the path for the origin of Organizational Studies and its field: the Second World War, which led to several European thinkers migrating to North American regions, the protests of 1960-1970, which gave way to a formal study of organizations in a European context, and the triumph of markets, an event that promoted the change of generations influenced by science in 1950 and the humanistic vision in 1970, for a generation focused on the market vision. These events led to the awakening of the interest of scholars, mainly from North America and Europe, to consolidate a new academic current to analyze, explain, understand and intervene in a perspective of organization conceptualized from multiple disciplines.

In the same way, in the 1960s and 1980s, a line of thought emerged in Brazil that contemplated an original and critical vision. Paula (2015) establishes that the current of Organizational Studies in the United States focused on the importance of people in the organization, while in Europe the orientation was towards the organization as such and in society; on the other hand, for Organizational Studies in Brazil, an anti-management argument arose that gave way to an original tradition in the region, awakening an interest in the field of Organizational Studies in Latin America.

The three conceptions proposed represent the historical emergence of Organizational Studies, but with some aspects of interest that differentiate them. Regarding the EON, a period is established since 1940, developing with a self-referential approach, the perspective had greater prominence in business schools becoming the most prominent in academic journals in the field, its main focus is "the man in the organization" and what happens to people in an organization; on the other hand, EOE are considered as a reaction to EON but with a more robust and varied perspective, formally established in 1980, their main interest is the organization as a whole and the organization in society.

For Latin America, the main exponent was Brazil in 1960, from this Marxist perspective that criticizes management, interest in the field is generated in countries such as Chile, Colombia, Argentina and Ecuador, for this region the field of Organizational Studies is in the process of construction (Sanabria et al., 2013).

Once the emergence of Organizational Studies has been covered over time and in the different regional contexts, it is of vital importance to determine and structure the basic aspects for the corresponding analysis of this research. The dimensions considered below identify elements that make up Organizational Studies, were selected through two criteria: the analysis carried out by Sanabria et al. (2013) on the categories based on the journals Organization and Organization Studies, and in accordance with the objectives of this study.

Board 1 – Dimensions of Organizational Studies

N°	Dimensions	Topics	Indicator
1	Reference to organizational theories	History of Administrative Thought from a Critical Point of View	No. of subjects in topic/Total number of subjects in the curriculum
2	Critical perspective		
3	Epistemology	Organizational paradigms, methodologies, approaches	
4	Sociology and Organization	Organizational Human, Social Relations, Communication and Organizations	
5	Power in organizations	Power relations, forms of control, domination and surveillance	
6	Innovation and technology	Innovation culture, information systems, the implications of technological change in organizations	

Modified from (Sanabria et al., 2013)

Organizational theories arose with the purpose of understanding the phenomena that occur in organizations and responding to the problems that may arise in them, they are recognized as the basic reference in the theoretical foundation of the field of organizational studies since it represents a starting point for the need for reflection in the management of organizations. for this reason, a brief recapitulation of these theories is made, which place the beginning of the traditional theoretical transformation (Ramírez et al., 2011).

In general terms, criticism in a social context can be defined as the inspection of forms of theoretical knowledge to value and overcome pre-established limits in a thematized environment, with an implicit negation value (Misoczky, 2017). From the traditional

perspective of the Frankfurt School, the philosopher Horkheimer (1990) exposes critical thinking as the questioning of a positive approach referenced by materiality. For the field of OE, a definition presented by Alvesson & Willmott (1996) as part of the so-called Critical Management Studies (CMS) is extracted, it is exposed to criticism as a methodology, coinciding with the work of Klikauer (2013) where he states that "CMS offer an interpretative key for OE while remaining closed within the hegemonic paradigm of management studies" (p. 115). On the other hand, Messner, Clegg & Kornberger (2008) identify that having a critical vision is to establish judgments about actions and those involved, of which vast information must be available and their constant reflection promoted, this critical perspective will be present in research related to OE.

Two influential and important critical positions to analyze are Critical Theory and postmodernism, traditionally considered to understand organizations. Critical Theory had its beginnings in the field of OE in the early 80s, constituting "a radical critique of contemporary society" (Gonzales, 2014, p. 54), it seeks society and work free of domination, it is against the abuse of power, lack of awareness, exploitation and repression.

With respect to postmodernism, it took sides at the end of the 80s with more complex limitations, it contains a set of approaches aspiring to organizational and social changes of greater magnitude that encompass political and resistance aspects. Regardless of the line followed, Gonzales (2014) reaffirms that OE is a field of knowledge that prioritizes a "critical attitude towards the organizational reality it studies" (p. 55).

For the epistemological construction of Organizational Studies, Sanabria et al. (2013) determine a position from organizational paradigms. Kuhn (1962) identified paradigms as the structures of scientific revolutions, a truth accepted and not questioned by a scientific community. Paradigms represent a basis that serves as the theoretical framework of science, they are the starting point for the development of normal science. Social science had to resort to the methods of natural science to achieve status, since it was not initially recognized as a science, this fact was identified as positivism.

Burrell & Morgan (1979) propose four key paradigms for the analysis of organizations, based on the nature of social science and the nature of society. For the nature of social science, two assumptions are identified, the social objectivist and the social subjectivist, the objective position is a field of philosophy that seeks to study the "being of things" under a realistic approach and a deterministic perspective, from its epistemology it is based on the positivism of natural science; On the other hand, subjective science shows a nominal, voluntarist perspective that is constituted through an ideographic method of experiences.

In the same way, two approaches to the nature of society are identified, these are: the sociology of regulation, where order, control and discipline are emphasized, and the sociology of radical change, which is more related to chaos, conflict and disorder, seeks the transformation of man in social structures to reach his emancipation (Burrell & Morgan, 1979).

The nature dimension of social science determines a "horizontal axis", while the nature of society represents a "vertical axis" (Figure 1), together they form a frame of reference for the theorization of four paradigms: the functionalist, the radical structuralist, the interpretativist and the radical humanist (Sanabria et al., 2013).



Figure 1 – Organizational paradigms (Burrell & Morgan, 1979). In original language Spanish

For the study of organizations, a greater degree of concern is evidenced on the part of sociology, this science was born from the first attempts to overcome individualism, since the organization is presented as an object of study, prioritizing the analysis and understanding of the different phenomena that develop internally and externally.

Sociology applied to organization has gone through several approaches until its total construction as a discipline, starting with the term "industrial sociology" which was used throughout the world under a North American essence that exposed a clear vision of achieving the highest productivity in factories but also sought to solve basic human problems of its workers; however, the social consequences that were also part of the industrialist panorama were not covered. From this, the studies of "industrial relations" were derived, where they focused on the factors that make up the labor agreement made in the labor relations between employees and managers, factors such as: wages, participation, benefits, working hours, among others. This approach expanded in American and European countries, allowing an opening in universities for study in research and teaching departments (Lucas, García & Llano, 2013).

Economic sociology is another perspective of study applied to economic institutions, this is not limited to the principles of a fully industrial society, covering in its field of interest issues on problems of underdevelopment and environmental elements such as consumerism (Lucas et al., 2013).

On the other hand, the French designation of origin "sociology of work" makes a study of the human collectivities that are formed when labor phenomena arise, emphasizing ideological

aspects, such as conflict resolution, unions and alignments, and applying a more critical vision to work in an organization (Friedmann & Naville, 1963).

Perrow (1991) considers the organization as a coordinated system of forces and structures that seek to reach common objectives, the sociology of organizations is a more current denomination on the study of people within an organization, it has a greater breadth of focus on problems such as: communication, formal and informal relationships, motivation and participation.

Although there are several approaches to the study of sociology and organization, they all contemplate the same objective, to disseminate the understanding of how social relations are established in organizations, how they persist and what are the modifications they undergo within a society (Lucas et al., 2013).

Power has been a reference to elucidate problems within a number of conventional areas, for organizations it is presented as a tool that provides strategies and limits within a workspace; however, the organizational reality is much more complex and requires a greater advance than the traditional vision, seeking to contribute to a better construction of social relations within the organizational context. Ibarra & Montaña (1987) put forward the idea that these same social relations are the ones that form a fundamental basis for the phenomenon of power, identified as a myth within organizational theories by treating it as an ideological concept that moves away from capitalist reality and then keeps it intact.

The events of the protests in the 1960s and 1970s, political phenomena and the influence of the social sciences left a significant highlight on the power relations between the members of a society. Foucault (1980) proposes a first perspective of power applied in the study of organizations, proposed as the behavioral technique for workers to be immersed in work fields constituted by the control of operations and surveillance as instruments that guarantee discipline, resource optimization and time management. Forms of violence and authority were seen as training techniques that allowed nineteenth-century organizations to fulfill their two primary objectives: efficiency and accelerated productivity.

A second critical perspective of Foucault (1991) refers to the need to "promote new forms of subjectivity" (p. 69), seeking ways of relating that are further away from fixed and limited schemes of submission. A conceptual model proposed by Weber appealed to the term "domination" as an ideal type of power relationship, based on the analysis of organizational phenomena; on the other hand, Barto Roig (1989) made contributions on the relationship between power and ethics, establishing that power in organizations is manifested through positions or titles of level that, although a certain degree of submission is observed, must be exercised with an ethical and balanced approach, this idea was based on the search for common social welfare in organizations and the relationships that arise within them (Hidalgo & Yela, 2010).

Sanabria et al. (2013) indicate an interest of Organizational Studies in innovation and technology issues, based on the significant number of articles published in the journals *Organization* and *Organization Studies*. This theme lies in a change in the meaning of the managerial function of organizations, the new vision that is sought to be achieved requires the coordination of the members of an organization towards a feeling of greater freedom to expand possibilities of active participation through continuous learning and innovation (Clarke et al., 2000).

Schumpeter (1934) presents a general definition of innovation based on opportunities for production and the market that, although still used today, needs to add another contextualization for organizational issues. Therefore, it is possible to establish that innovation is a dynamic process that is born as a reaction to changes in managerial knowledge, expectations in performance level, competence and technological advances, generating ideas or new knowledge for the organization (Afcha, 2011).

In today's changing world, organizations are beginning to rethink their learning opportunities and capabilities, so innovation in information systems represents an important tool by facilitating the interrelationships of its collaborators and increasing the availability of information for a work team with a shared vision of growth (Ramírez & Vega, 2015).

In the same way, technology is considered to be the driver of scientific knowledge that seeks the greatest effectiveness in solving specific problems (Ortiz & Pedroza, 2006). According to Benavides (1998), the definition of technology refers to a "system of knowledge and information derived from research, experience and experimentation" (p. 3), this system is complemented by management and production to create or improve processes, products or services. The coordination of innovation and technology aims at organizational differentiation that allows continuous learning and its adaptability to the environment (Valle, 1996).

The research was developed under a quantitative approach, since a specific study problem was posed whose solution was represented by values analyzed with statistical methods (Hernández Sampieri et al., 2014). This approach made it possible to show real figures on the level of participation of Organizational Studies in the third level of the bachelor's degree in management.

This research work is exploratory in nature with a descriptive scope; that is, a high-impact topic that has been little studied in the Ecuadorian context was developed through the characterization of the curricular meshes of management training (Bernal, 2006).

The present study was carried out under a non-experimental design, since no variables were manipulated and it was limited to the observation of data studied in their unmodified environment (Hernández Sampieri et al., 2014). The information was extracted from the curricular meshes without being altered for their respective analysis.

The population used for the research consists of the current academic offer in Higher Education in Ecuador, applying study criteria that allow meeting the objectives set. Data extracted from the Comprehensive Higher Education Information System (SIIES), the Ministry of Education, Higher Science, Technology and Innovation (Senescyt) and the National Higher Education Information System of Ecuador (SNIESE) were used with a cut-off as of April 21, 2021.

Applying a filter under these criteria to the SIIES database, a total of 369 academic offers were obtained found in 52 of the 60 universities and polytechnic schools existing in the country, being divided by their type of financing into 25 public and 27 private (self-financed and co-financed).

With a total study population of 199 academic offerings that meet the criteria for this research, a stratified random sampling was carried out that consists of dividing the target population into strata and selecting elements from each one to form the sample according to the purposes of the study (Otzen & Manterola, 2017).

As a first step, the sample size n was determined using the formula for finite population:

$$n = \frac{N \cdot Z^2 \cdot p \cdot q}{e^2 \cdot (N - 1) + Z^2 \cdot p \cdot q} \quad (1)$$

The size of the population was defined with 199 academic offers, the confidence level was established at 90%, an error of 10% was estimated and by not having previous sampling frames, a probability of success of 50% was determined, which by subtracting from the total certainty (value of 1) we obtain the probability of failure also at 50%. Applying these values in equation 1, the sample size of 51 curricular meshes was established.

$$n = \frac{199 \cdot 1,645^2 \cdot 50\% \cdot 50\%}{10\%^2 \cdot (199 - 1) + 1,645^2 \cdot 50\% \cdot 50\%}$$

$$n = 51$$

For the random choice of the stratified sample, the SPSS Statistics 25 software was used as a tool, which presents, as a result of the sampling, a new database where the courses to which the analysis of the curricular meshes and the statistically chosen Higher Education Institutions were determined.

A documentary research was carried out based on the analysis of the curricular meshes corresponding to the stratified sample, these were consulted in the digital documentary repositories of the Higher Education Institutions, as well as the syllabuses of the subjects that required a deeper analysis regarding their approach; in addition, in terms of Hernández Sampieri & Mendoza (2018), this research used the method of collecting information based on secondary data, which implies the respective documentary review.

For the results obtained, descriptive statistics were used as the main tool, allowing the findings of this research to be summarized clearly and precisely by presenting them in graphs, figures and tables (Rendón, Villasís & Miranda, 2016).

As a fundamental part, an Analysis Sheet for Curricular Meshes was structured that allowed a detailed review of the subjects that fall into topics of the dimensions of Organizational Studies, it was built through fundamental parameters for research such as: the general information necessary for the recognition of each file, the direct link to the analyzed curricular mesh, In the dimensions section of the Organizational Studies with the analysis by subject and the calculation of the primary indicator for the results, the files of the 51 curricular meshes are attached at the end of the document for a better distinction of their structure. By quantifying the data obtained and determining the necessary parameters, the objective of establishing the percentage level of contribution of Organizational Studies in higher education in Ecuador is achieved.

3. RESULTS AND DISCUSSION

Below, all the significant information is presented according to the proposed methodology, allowing to meet the specific objectives of this research work.

Starting with the characterization of management training, a total of 199 academic offerings were found in the field of study.

The stratified sample presents 14 courses corresponding to the field of administration in 35 universities randomly selected for analysis, of which 26 fall under a type of public funding, representing 51% of the educational institutions belonging to the research sample. The remaining 49% indicates the number of private universities, this value is divided into 9 private co-financed (18%) and 16 self-financed private (31%).

For the main analysis of the research, the curricular meshes of the proposed sample were compiled, the general structure of these curricula follows the guidelines decreed by the Council of Higher Education (CES), which issues a methodological guide for the presentation of careers and programs. As an important part of the curricular meshes, there are essential elements such as:

- General data: IES, career and curriculum
- Number of academic periods
- Name and coding of subjects according to academic period
- Number of hours or credits per subject and total
- Curricular Organization Units: Basic Unit, Professional Unit, and Curricular Integration Unit

Once the 51 curricular meshes were obtained, Analysis Sheets were used as a tool that detail, in an organized manner, the subjects that correspond to topics described in the dimensions of

Organizational Studies; In addition, through the information collected in these files, it is possible to obtain the percentage level of contribution in each curriculum of the courses in Administration.

As an important finding, it was determined that 88% of the academic offers presented have a contribution level greater than 0%; that is, of the 51 meshes analyzed, there are 6 of them in which subjects related to Organizational Studies were not detected.

The result was that the dimension with the highest participation of subjects in the curricular meshes is Innovation and technology with 37% of the total, followed by the dimension of Sociology and organization with 34%, then the dimension of Epistemology with a value of 16%. The dimensions least found in the meshes correspond to Power in organizations (7%) and Reference to organizational theories together with Critical Perspective (6%).

Once the courses have been presented with the participation of the OE dimensions through the counting of subjects, the second proportional approach is carried out, which shows the level of general influence that was had in the careers that made up the sample.

With the data obtained ordered from highest to lowest percentage of contribution from Organizational Studies, it is evident that the Management Information Management course has an influence of 12% of OE in its curricular mesh, being the highest value. Likewise, the Human Talent Management course has 8% of major contributions; on the other hand, the remaining 12 courses are located in a range of 2% to 6% of influence in their subjects, with the two lowest levels corresponding to the careers of International Business and Agribusiness.

As a final approach, the level of OE contribution was determined according to the type of financing of the Higher Education Institutions that offer the careers selected in the sample, obtaining the following results:

- The academic offerings belonging to public HEIs have a level of OE contribution of 4.8% in their curricula.
- The academic offerings belonging to co-financed HEIs have a level of OE contribution of 3.8% in their curricula.
- The academic offerings belonging to self-financed HEIs have a level of OE contribution of 4.7% in their curricula.

4. CONCLUSIONS

A methodology was presented in response to the research question: How to analyze Organizational Studies in the third level of management degrees in Ecuador? As a first step, it was necessary to determine, in a theoretical way, the dimensions of the OE and the themes that constitute them; subsequently, the study population and filters were established according to the objectives set to then begin the analysis of the Organizational Studies in the selected careers. Finally, the use of the Analysis Sheet was proposed, whose route to be followed was

directly applied in the subjects that make up the curricular meshes of the careers in administration.

In response to the first objective presented in the research, a total of 199 academic offers were identified in the Comprehensive Information System of Higher Education corresponding to the third level of degree in the broad field of administration, this field is constituted by 22 careers or courses found in 52 Higher Education Institutions in Ecuador; which made it possible to visualize the identity in the training of Administration with the degree of participation of Organizational Studies in Ecuador when teaching education in Administrative Sciences, establishing binding aspects between one discipline and another, emphasizing that the greatest academic offer is in the Business Administration career, with the Sociology and Organization dimension predominating.

Regarding the second objective, the 51 curricular meshes of the investigated careers present a general organization that is easy to understand in the corresponding levels or semesters, following certain parameters established by the CES for their respective approval. The training axes examined alone generated a certain degree of ambiguity in the research, so an Analysis Sheet was built that facilitated a more in-depth analysis of the subjects that make them up, establishing that the three highest levels of Organizational Studies in the curricular meshes are contained in the courses of Management Information Management. Human Talent Management and Business Administration.

A notable finding in the context of Organizational Studies is that within the structure of the curricular meshes of the analyzed careers there is a general level of low contribution. Fulfilling the last objective presented in the research, 4% of representation was obtained in the subjects of the curricular meshes that fall on at least one of the established dimensions of the OE, with the Management Information Management career obtaining a higher degree of participation with respect to the other courses analyzed.

In general, it can be concluded that, according to the findings obtained in this research, the administration course taught to third-level undergraduate students focuses mainly on a classical and modern perspective, without major applications of principles related to the current of Organizational Studies that contribute to a broader vision in the field of management.

Given that this document is presented as a route to follow to carry out future similar research, the following recommendations are proposed:

- Through the methodology exposed, it was possible to obtain important components for clear and robust results, it is recommended to adapt this methodology to expand a future analysis according to the object of study.
- It is advisable to take into account the changes that occur annually in Ecuador's Higher Education with respect to its academic offerings and its registrations in open access databases.

- In the search for curricular meshes, it is important to consider reliable sources to avoid inconveniences in research.
- It is important to look for ways to socialize topics aimed at new areas that allow a better development in management training and to investigate the main causes of the low levels of adaptation of Organizational Studies in third-level careers in administration.

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