

Comprehensive planning for academic management and organizational management in militarized health institutions

Planeamiento integral para la gestión académica y gestión organizacional en instituciones militarizadas de salud

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ABSTRACT

Background: comprehensive planning aligned with the academic training and health of students in militarized institutions is key to a successful transition to the professional environment. It is imperative that organizational and academic management implement programs focused on stress prevention and health care.

Objective: to present the opinions of parent representatives on organizational management and of graduates on academic management for work activities and student health, in militarized institutions.

Methods: a qualitative study was conducted in November 2024 at a militarized institution in Peru. Theoretical methods were used: analysis-synthesis and induction-deduction; and empirical methods: semi-structured interviews, from which opinions emerged from parents on the organizational management of militarized institutions, and from graduates on academic management for military training and student health.

Results: comprehensive planning aligned with academic training is necessary to ensure a favorable organizational climate for health. Graduates highlighted the need for more flexible academic management that considers emotional health; they suggested incorporating hybrid educational models and providing more time for rest and personal reflection, to prevent physical and mental exhaustion among students.

Conclusions: both parents and graduates agree that comprehensive planning aligned with academic training must improve attention to students' mental and emotional health to ensure their academic and professional success.

MeSH: environmental management; stress, psychological; conditioning, psychological; indicators of quality of life; students; education, medical

RESUMEN

Fundamento: el Planeamiento integral alineado con la formación académica y la salud de los estudiantes de instituciones militarizadas es clave para una transición exitosa al entorno profesional. Es perentorio que las gestiones organizacionales y académicas implementen programas enfocados en la prevención del estrés y el cuidado de la salud.

Objetivo: exponer las opiniones de representantes de padres de familia sobre la gestión organizacional y de egresados sobre la gestión académica para actividades laborales y salud del estudiante, en instituciones militarizadas.

Métodos: se realizó una investigación con enfoque cualitativo en noviembre de 2024 en una institución militarizada, en Perú. Se emplearon métodos teóricos: análisis-síntesis e inducción-deducción; y empíricos: la entrevista semiestructurada, de donde emergieron

opiniones de padres de familia sobre la gestión organizacional de instituciones militarizadas, y de los egresados sobre la gestión académica para la formación militar y salud de los estudiantes.

Resultados: el Planeamiento integral alineado con la formación académica es necesario para el aseguramiento de un clima organizacional favorable para la salud. Los egresados destacaron la necesidad de una gestión académica más flexible, que considere la salud emocional; sugirieron incorporar modelos educativos híbridos y dar mayor espacio para el descanso y la reflexión personal, con el fin de evitar el agotamiento físico y mental de los estudiantes.

Conclusiones: tanto padres como egresados coinciden en que el Planeamiento integral alineado con la formación académica debe mejorar la atención a la salud mental y emocional de los estudiantes para asegurar su éxito académico y profesional.

DeSC: gestión ambiental; estrés psicológico; condicionamiento psicológico; indicadores de calidad de vida; estudiantes; educación médica

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INTRODUCTION

It is imperative that comprehensive planning, aligned with academic training, adopts approaches that prioritize the comprehensive health of students to guarantee well-being through a successful and healthy integration into the working world. Educational policies must be designed not only to train competent professionals, but also to protect and promote the emotional and physical health of students during the training process. This not only ensures they maintain a healthy balance between their professional and personal lives, but also that they adapt better to the work environment without compromising their physical and mental well-being.

Pomares Bory *et al.*⁽¹⁾ analyze how knowledge management, particularly at the departmental level, is a key pillar for the development of university social responsibility (USR). In the context of militarized health institutions, this approach can be particularly relevant for improving academic management, as it fosters the integration of knowledge and values that not only benefit the institution but also contribute to social well-being. USR thus becomes a crucial mechanism for promoting education that is more committed and aligned with community needs.

Rojas Krugger *et al.*⁽²⁾ address issues relevant to organizational management in contexts requiring high levels of discipline and preparation, as is the case with militarized health institutions. The authors explore how effective strategic planning and human potential management are valid for organizing activities that promote physical and psychological well-being. Applying these principles in militarized institutions can significantly improve the capacity to manage stress and optimize human resources, essential aspects for improving academic and organizational management within these institutions.

The COVID-19 pandemic has significantly impacted education and has also driven its evaluation through online platforms, representing an opportunity to transform and complement the educational process; at the same time, it affected both the emotional intelligence and academic performance of students, presenting a challenge for teachers and researchers.⁽³⁾

The study by Silva Ramos *et al.*⁽⁴⁾ on academic stress in university students highlights the challenges related to workload and constant pressure, issues directly linked to the strategic management of education. Implementing policies that support their comprehensive development is fundamental to improving the effectiveness of their training. Identifying and overcoming these challenges will contribute to preparing more well-rounded future professionals.

Administrative and academic management within health institutions are fundamental for promoting health through work. According to Rabelo Padua *et al.*,⁽⁵⁾ the National Institute for Workers' Health (INSAT) in Cuba has experienced significant growth in its research and teaching activities, underscoring the importance of administrative and academic management for disseminating results related to occupational health. These managements must incorporate capabilities to overcome difficulties and adapt to new demands of the economic and labor model.

Administrative and academic management can be more effective if budgets are properly managed and processes are implemented to prevent occupational accidents, as pointed out by Torres Paredes *et al.*⁽⁶⁾ The competencies of public administrators are essential for managing resources efficiently, directly impacting the creation of a safe and healthy work environment, since proper planning allows for the execution of prevention and training programs, which significantly reduces occupational risks and fosters a safer work environment.

Considering these theoretical backgrounds, the objective of the authors of this study is to present the opinions of parent representatives on organizational management and of graduates on academic management for work activities and student health in militarized institutions.

METHODS

For this study, conducted in November 2024 at a Peruvian university, a qualitative approach was considered through interviews with six citizens, leaders and representatives of neighborhood organizations, parents directly linked to organizational management and academic management for work activities and student health in militarized institutions, and two graduates due to their knowledge and direct experience in performing work activities relevant to students with militarized training. The study involved the analysis of work activities during the final months of the year 2024. In the following month, information relevant to the research results was collected and processed.

Theoretical methods were applied:

Analysis-synthesis and induction-deduction: for obtaining, processing, and analyzing information; for the theoretical references on the subject; interpreting the documentary review; studying updated bibliography; preparing the research report; and reaching conclusions; in all cases moving from the abstract to the concrete.

Empirical method: the opinions of parent representatives on the organizational management of institutions were considered. These parents, when attending the militarized institutions, agreed to meet with other parents of students in training. Parents and graduates held dialogues based on semi-structured questionnaires, providing reliable information on organizational management and academic management in relation to students' work activities and health.

Procedures

The semi-structured questions were approved by three experts in health management, educational management, and military training program management, respectively, who evaluated the questions with an average approval rating of 98%. The style of the questions was designed to promote a pleasant and open dialogue, in order to maintain the interest of the interviewed specialists.

Interviewees were guaranteed confidentiality of their identity and were explained that the purpose of the dialogue was to analyze and overcome problems related to and associated with health in work activities. Interviews were scheduled for approximately 35 minutes per interviewee. Most respondents chose a dialogue format in which answers were recorded in handwritten form using pens, as they did not accept audio recording during the interviews.

The process of coordinating and collecting data was feasible because some of the researchers already worked at the institutions, which facilitated scheduling coordination with the interviewees. The task of collecting information was carried out by a third party,

unrelated to the operational activities of the institutions, in order to guarantee the objectivity and confidentiality of the process. Ethical aspects were respected at all times, in accordance with the principles established in the Declaration of Helsinki.

RESULTS AND DISCUSSION

Table 1 shows the summarized criteria from the conducted interviews.

Table 1. Opinions of parent representatives and graduates of militarized institutions. Year 2024

Parents' Opinions	Graduates' Opinions
<p>On Comprehensive Planning Aligned with Academic Training and Organizational Management of Militarized Institutions</p>	<p>On Academic Management for Work Activities and Student Health in Militarized Institutions</p>
<p>Parent representatives highlight the importance of a solid organizational structure in militarized institutions.</p> <p>They point out that organizational management, focused on discipline and the achievement of common objectives, is key to the institution's success</p> <p>They insist that a comprehensive approach should consider student well-being, and to this end:</p> <p>Guarantee that programs are not only</p>	<p>They criticize the rigidity of the academic system in militarized institutions, highlighting that academic demands and evaluations, often carried out under conditions of fatigue and stress, negatively affect their performance and mental health.</p> <p>They argue that academic management should be more flexible and adapted to student needs, integrating a hybrid model that combines face-to-face classes with virtual studies. This would allow students to better balance their studies with their needs for rest and family care.</p>

<p>efficient in terms of performance, but also promote their physical and mental health, providing students with sufficient rest hours (sleep).</p> <p>Propose allocating more time for meals, a more varied diet, and the possibility for students to select menus.</p>	<p>They propose that educational authorities work more closely with student representatives to create solutions that improve both the academic process and the comprehensive well-being of students.</p> <p>They emphasize that greater attention to mental health is essential to ensure that, once they graduate, they can fully develop in the work and personal spheres.</p> <p>They emphasize that greater attention to mental health is essential to ensure that, once they graduate, they can fully develop in the work and personal spheres.</p>
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Source: semi-structured interviews

Both parents and graduates agree that, while the organizational and academic management of militarized institutions has a robust focus in terms of discipline and efficiency, more attention should be paid to the mental and emotional health care of students.

Parents, concerned about the comprehensive well-being of their children, seek ways to become more involved in decision-making within the institutions and are considering alternatives in intermediate educational institutions that allow them to actively participate in their children's academic training.

Meanwhile, graduates advocate for more flexible academic management adapted to the realities of students, suggesting that the educational model should incorporate hybrid approaches and more space for rest and personal reflection.

Both groups highlight the need for greater attention and care for students' mental health, to guarantee their success both academically and in their future professional lives.

The results indicate that parents and graduates agree on the need to adjust organizational and academic management to be more oriented towards health care, thus achieving a balance between academic demands and students' quality of life.

Organizational and academic management must be more aware of the impact that stress and work demands have on the physical and mental health of students, aligned with the competencies of public administrators to manage budgets and process management to prevent occupational accidents, according to Torres *et al.*⁽⁶⁾

The authors consider that, similarly, educational management must be pertinent to ensure that both administrators and students receive training on safe practices and emergency protocols. According to Rojas,⁽⁷⁾ this fosters a culture of safety from the ground up. Academic management, which also includes emotional balance, is essential to prepare them for a healthy work environment, as suggested by Garay *et al.*,⁽⁸⁾ who highlight the relevance of emotional health in the training of competent workers in the public and labor sectors.

Furthermore, regarding working conditions on digital platforms, the study by Puello *et al.*⁽⁹⁾ on the risks to which digital platform workers in Bogotá are exposed reveals that they face excessive working hours, extreme weather conditions, and violence on public roads. The results indicate low compliance with current regulations, which contributes to a high level of stress among workers. This highlights the urgent need for public policies that ensure decent and safe working conditions, protecting their physical and mental well-being. The studies also underscore that competency control at the governmental level is necessary to prevent occupational accidents and improve working conditions in these environments.

In this regard, a particular focus has emerged in the field of education linked to the impact of implementing an educational program to prepare workers for retirement. Ponce *et al.*,⁽¹⁰⁾ in contrast to social skills for achieving participatory competencies in social networks or

sharing information, this program⁽¹⁰⁾ addresses social skills and digital competencies in the context of public administration, specifically through a leadership and entrepreneurship approach. Although the main core focuses on retirement preparation and the well-being of older adults, there is a connection with the present research regarding the concern for quality of life.

Barreto *et al.*⁽¹¹⁾ allude to the fact that the responsibility of professionals in this context is similar to that of workers in health institutions, where the obligation to prioritize the safety and well-being of both employees and beneficiaries is critical. Both groups must be prepared to make informed decisions that mitigate risks, thus ensuring a healthy and safe work environment, which in turn impacts the quality of the service offered and the general well-being of the community.⁽¹²⁾

Despite graduates advocating for the integration of a hybrid model combining face-to-face classes with virtual studies, some research refers to the validity of formative assessment to ensure the quality of distance learning;⁽¹³⁾ although according to Ulloa *et al.*,⁽¹⁴⁾ there are significant differences between the opinions of some students and teachers, who express widespread dissatisfaction with non-face-to-face education, regarding the poor effectiveness of this modality.

There is an imperative need to improve administrative processes within health services to achieve quality care and more efficient resource management. This approach is particularly relevant in the context of militarized health institutions, where hierarchy and rigid structure can impact both administrative efficiency and service quality. The study, therefore, underscores the importance of adopting more dynamic and flexible administrative models to improve outcomes and quality of life in the health sector.⁽¹⁵⁾

Scientific contribution

Elements are offered on the need for a balance between Comprehensive planning aligned with academic training and organizational management of militarized institutions, and Academic management for work activities and student health in these institutions, from the

perception of parents and graduates, which poses to its decision-makers the need to design more orderly strategies focused on students as a guarantee of better work environments once they graduate.

CONCLUSIONS

The opinions of representatives of some parents on the organizational management of militarized institutions and of graduates on academic management for work activities and student health in these institutions were presented, which lead to the need for institutional changes in search of improvements in student training. Both groups highlight the need for greater attention to mental health to guarantee their success both academically and professionally.

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Conflict of interest

The authors declare that there are no conflicts of interest.

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