



REVISTA

CÁTEDRA

EDITORIAL

It is a pleasure for the Catedra Journal to present volume five, number two in the electronic version. The thematic developed has its theoretical bases in the Educational Sciences in its different specialties and educational levels; thus, some relevant aspects are exposed, such as language, evaluation of teaching performance and education and social responsibility.

The contents presented in this new issue are characterized by being elaborated under the parameters of research methodology. In addition, they are constructed with academic rigor and based on teaching practice.

The issue consists of eight approved articles:

The first article entitled Communication skills to increase reading comprehension in students of the 3rd grade of primary school, authored by María Espinoza-Rivera. This study stems from the need to apply the Speaking, Listening, Reading and Writing (HAELE) program to increase reading comprehension in students. Most students do not master basic communication skills and analyzing this problem is important, since the results will serve to take corrective measures. Two groups with 23 students each participated in this experimental research. The communication skills program was applied to the experimental group (GE). The inferential results showed that the arithmetic mean of the CG increased 7.96 points; the control group (CG) increased 1.77 points. The standard deviation of the SG decreased 0.91 points, but the CG increased 0.15 points. The significance level of the SG decreased 0.722 points; the CG increased 0.105 points. The authors conclude by indicating that the experimental program increases, for example, reading comprehension in students. Consequently, the application of the HAELE program is proposed.

The second article, entitled Educational management strategies for strengthening teacher ethics, was authored by Fani Ramón-Cabrera. The manuscript arises from the need to improve ethical behavior, interpersonal relations and the practice of values in private Franciscan educational institutions. In order for this difficulty to be understood and incorporated as a classroom practice, the application of a program of educational management strategies was proposed to strengthen teacher ethics oriented to compliance with institutional norms, collaborative work and practice of management skills within the framework of the teacher's ethical principles. The methodology was quasi-experimental with two groups: experimental and control, selected through a non-probabilistic sampling of 35 teachers in each group. The results showed changes in the ethical behavior and ways of acting of the teachers, significant differences were found; in the experimental group the regular and good levels decreased; the very good level increased by 91.40%. The authors conclude by saying that the application of the program improved the pedagogical practices of the teachers with thoughts and feelings of Franciscan philosophy to have a behavior



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based on justice, peace and ecology. Ideas that are embodied in reality and in decision making oriented towards the well-being of others and of oneself.

The third article, entitled *A current challenge: pedagogical support, the way to improve the actions of teachers*, was authored by Vicenta Limongi-Vélez. The manuscript focused on the effects of pedagogical support on teacher performance in public schools in Samborondón, Ecuador, where problems were identified in the design and management of educational resources that differ in the quality of education. The objective was to understand the factors that determine high levels of educational quality. The gap that prevents the achievement of a permanent and effective professional instruction is marked by the deviation between the pedagogical experience and the learning context with social, natural and community meaning. For this reason, the implementation of a pedagogical accompaniment program aimed at improving teachers' actions was proposed. The methodology had a quasi-experimental approach in which two analysis groups participated. The results showed an increase from 13.3% (good level) to 86.7% (very good level). The variation of the average range between the experimental and control groups by means of the posttest was 29.94 according to the Mann-Whitney U test, a result that showed a significant difference according to the p value 0.000. It was concluded, from the application of the accompaniment program, that the experimental group significantly improved the preparation for teaching, the application of methodological processes, the participation in the management of the school articulated to the community and the development of professionalism and identity.

The fourth article entitled *Analysis of determining factors in the academic performance of the students of the Faculty of Philosophy-Universidad Central del Ecuador* was authored by Segundo Barreno-Freire, Oswaldo Haro-Jácome, Jenny Martínez-Benítez and Germanía Borja-Naranjo. The objective of the manuscript was to analyze the personal, social and institutional determinants of student academic performance in teacher training courses at the Faculty of Philosophy of the Universidad Central del Ecuador. The research assumes an integral approach of descriptive-correlational level; with the participation of 2586 students enrolled in the Faculty, during the semester 2019-2020. The most outstanding results express that the personal factors present a higher mean than the social and institutional ones. In addition, these personal aspects as well as the social ones show statistically significant correlations with the grade point average and attendance. Also, the grade point average is directly proportional to student attendance, but it is noteworthy that the institutional factors do not show significant correlations with grades or attendance. The average student grade point average is 32.98/40 points, while the average attendance is 95.23%. Female students have higher grades and attendance than males. Seventy percent of the students have some difficulties in their studies, the most representative are of an economic nature and careers outside their vocation. Regarding the students' perception of the substantive university functions: the link with society is the highest rated with 77.5% positive evaluation, followed by teaching with 75.8% and finally research with 69.7%.

The fifth article entitled *Inclusive leadership strategies to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador*, was authored by Jenny Barre-



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Bustamante. The objective of the manuscript was to analyze inclusive leadership strategies that teachers use in their daily work. Among the objectives of the research is to determine which inclusive leadership competencies are applied in the classroom and to identify the characteristics of a correct dynamic management of teaching and learning processes in diversity. The methodology is projective-propositional with a quantitative approach; the design is non-experimental. The results show that the majority of teachers, within their functions, have some shortcomings in incorporating factors of inclusiveness in their curriculum, for example, the use of support resources to prevent barriers to student learning. In addition to this, there are also failures in management leadership, as it is not in line with the needs of inclusive learning. A correct diversification of the objectives of respect for diversity and the development of inclusive competencies with the improvement of the professional profile of teachers is therefore recommended, with the use of a guide of inclusive leadership guidelines that contains guidelines for the monitoring of teaching practice.

The sixth article, entitled Education and social economic training, was authored by Alex Lucio-Paredes and Lizbeth Ponce-Tituaña. The manuscript points out that, in recent decades, official discourses have attributed to education the power to solve all social phenomena that threaten and make life precarious. This work intends to specify and contribute elements that allow an understanding of the relationship between education and society. Based on the concepts of education and social economic formation, our objective is to describe the relationship between: 1) education and economic infrastructure; 2) education and juridical-political superstructure and; 3) education and ideological superstructure. The study is theoretical in nature. The philosophical perspective used comes from the postulates of historical materialism and critical pedagogy. The methodology applied is based on the main guidelines of the qualitative approach, with a descriptive level of depth. The bibliographic method was used, as well as the techniques of text analysis, summaries and conceptual schemes. In the conclusions, it is exposed that the described relations allow: 1) to accelerate the qualification of the labor force; 2) to guarantee the respect for the division of labor and, to naturalize exploitation as a form of relationship between human beings; 3) to create the political-legal conditions for the reproduction of the mode of production through the joint action of the State-right-education; 4) to consolidate the ideological hegemony of the dominant social class through the school and the official curriculum..

The seventh article entitled Business management in the development of teaching capacities that promote sustainable entrepreneurship was written by Cecilia Soledispa-Rodríguez. The purpose of the manuscript is to demonstrate to what extent the application of the business management program will allow increasing sustainable entrepreneurship in teachers in Educational Units of Guayaquil-Ecuador 2021. The main problem revolves around the lack of knowledge about the relationship between business management and sustainable entrepreneurship since it has not been studied longitudinally. The study observed how sustained entrepreneurship affects the process and the durability of a student's confidence or identification with the teacher; therefore, the findings based on the surveyed population could guide on the most effective resources and educational strategies



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to develop and maintain motivation and sustainability in entrepreneurship. The most outstanding results revealed that in the pretest of the experimental group 21.1% is in the medium level and 78.9% in the high level; for the control group 29.8% is in the medium level and 70.2% in the high level; after the application of the program the level of this experimental group increased to 100%. It is concluded by indicating that the effectiveness of the program in the social aspect is an important ingredient in the current business education environment and contributes significantly to the general welfare of society.

The eighth article entitled School education for social and economic development in Equatorial Guinea, authored by Ciriaco Esono Nguema-Nkié. The manuscript points out that education, the approach to culture, the understanding of oneself, that is to say, of what one is; being aware of what one has and what one can; makes one capable of being able to understand, master and transform one's socio-cultural environment to live better, so that a school education adapted to the social needs of a country, can contribute to the social and economic development of the country. The objective of this research was to study the adaptation of school education in Equatorial Guinea, to contribute to the formulation of a new educational reality, adapted to the economic and social needs that favors the social and economic development of the country, to relate the school to the local culture and to the social environment of the Equatoguineans. Methodologically, the study was framed under a qualitative, non-experimental, descriptive approach; the interview was used as a method of data collection, supported by a documentary design. Among the most relevant results, the general claim was the urgent need to introduce Equatoguinean values and sociocultural elements in school education. The author concludes by indicating that there is no social or economic development if school education is not adapted to the socio-cultural reality of the people, if it does not offer them the appropriate tools to be able to face the different challenges of their living environment.

Catedra Journal thanks all the authors and reviewers of the articles that have made possible the publication of this issue. It extends an invitation to the national and international academic community to present their research papers related to Educational Sciences in its different specialties and educational levels.

Directors/Editors-in-Chief



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