



REVISTA

CÁTEDRA

July • December de 2022 | Vol. 5 Núm. 2 | Quito, Ecuador



Universidad Central del Ecuador
Facultad de Filosofía, Letras y Ciencias de la Educación





REVISTA

CÁTEDRA

Revista Cátedra, of the Facultad de Filosofía, Letras y Ciencias de la Educación of the Universidad Central del Ecuador is published every six months, the first month of each period from January-June, July-December. Director/Editors-in-Chief Ph.D. Sergio Lujan Mora, MSc. Verónica Simbaña Gallardo.

Location: Quito - Ecuador, belongs to the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador.

ISSN electrónico: 2631-2875

Digital Object identifier 

Web page: <http://revistadigital.uce.edu.ec/index.php/CATEDRA/index>

Revista Cátedra E-mail: revista.catedra@uce.edu.ec

Phone number: (+593) 2506-658 ext. 111 o 22904-760

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The journal accepts articles written in Spanish and English.

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MSc. Simbaña Cabrera Héctor Alfonso, Ph.D.

Vice Dean of the Faculty of Philosophy, Letters and Education Sciences

Zip code: Av. Universitaria, Quito 170129

E-mail: decanato.fil@uce.edu.ec

Phone number: (+593) 2506-658 ext. 111 o 22904-760



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LAYOUT

MSc(c). Jorge Adrián Santamaría Muñoz. Universidad Central del Ecuador.
(jasantamaria@uce.edu.ec, [web personal](#))

DESIGNER

Tnlgo. Iván Alejandro Miranda Madrid. Instituto Tecnológico Superior Cordillera,
Ecuador (iv1993.16@gmail.com)

DESIGNER COVER PAGE

MSc. José Abraham Bastidas Narvaez. Universidad Central del Ecuador
(orandrade@uce.edu.ec, [web personal](#))

TRANSLATOR

MSc. Diego Patricio Maldonado Miño. Universidad San Francisco de Quito. Ecuador
(dpmaldonado@asig.com.ec <https://usfq.edu.ec/paginas/inicio.aspx>)

LAYOUT DESIGNER

MSc(c). Jorge Adrián Santamaría Muñoz. Universidad Central del Ecuador.
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CONTACT

Zip code: Av. Universitaria, Quito 170129

REVISTA CÁTEDRA E-MAIL: revista.catedra@uce.edu.ec

Editors-in-Chief: Sergio Luján-Mora y Verónica Simbaña-Gallardo

E-mail of editors: vpsimbanag@uce.edu.ec

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La Revista Cátedra, which belongs to the Faculty of Philosophy, Letters and Education Sciences of Universidad Central del Ecuador has been a means of communication since 1992; the academic voice of the professors was expressed through the bulletins, whose relevant objective was to improve the educational quality based on their experience, wisdom and knowledge as professors forming other educators. On May 2018, *Revista Cátedra* reemerges as a space that creates and disseminates articles oriented to the improvement of the educational process and its linkage with society.

OBJECTIVE

To disseminate multidisciplinary scientific unpublished articles, elaborated under the parameters of the research methodology, written with academic rigor and based on the teaching practice.

TOPICS

The topics covered are the theoretical bases of the Education Sciences in its different specialties and levels of the educational system.

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The *Revista Cátedra* is directed to all the national and international researchers interested in publishing quality works that contribute to the improvement of the educational process.

From its origins, the *Revista Cátedra* was published in printed format. It is currently published in electronic format, using virtual environments to align to the needs of the revista's users and editors.

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The *Revista Cátedra*, of Universidad Central del Ecuador, Faculty of Philosophy, Letters and Education Sciences, disseminates scientific articles on diverse areas related to the Education Sciences, supported in the methodology of educational research and community service.

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To be promoters in the publication of high-quality scientific articles oriented by a research and from different areas of knowledge to constitute in the most prestigious reference in the comprehension and improvement of the educative process.

FOCUS AND SCOPE: *Revista Cátedra* has as theoretical bases the Education Sciences in its different specialties and levels of the educational system. It disseminates scientific-academic articles written under research parameters. It is open to



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national and international writers interested in contributing significantly to the solution of current educational problems.

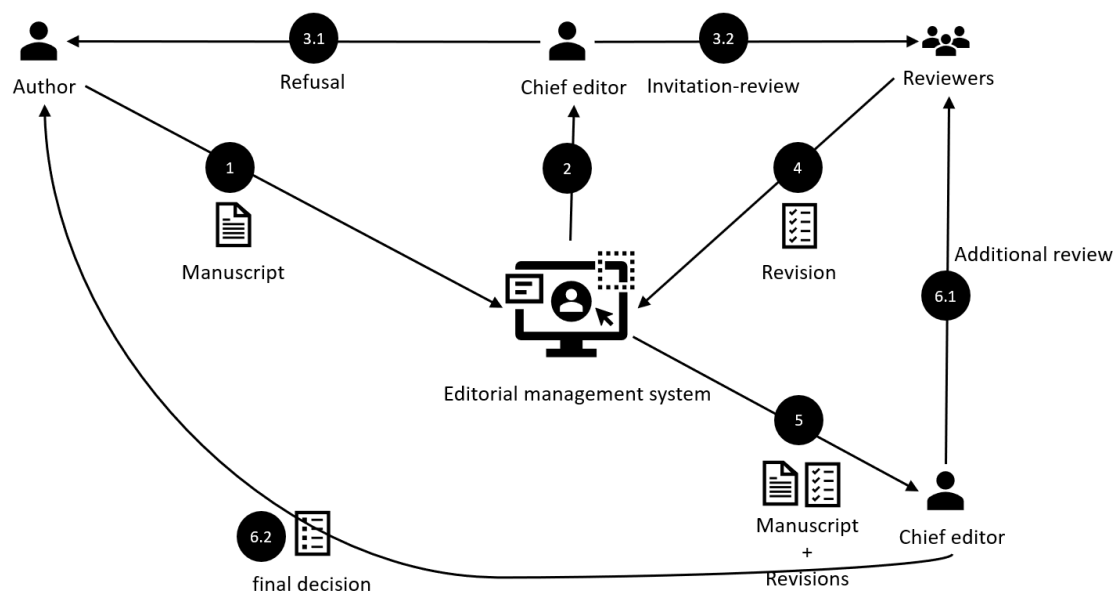
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EDITORIAL

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 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



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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-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-



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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 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



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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.

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CÁTEDRA

Communication skills to increase reading comprehension in students of the 3rd grade of primary school

Habilidades comunicativas para incrementar la comprensión lectora en estudiantes del tercer grado de primaria

María Espinoza-Rivera

Universidad Cesar Vallejo, Piura, Perú

p2000040313@ucvvirtual.edu.pe

<https://orcid.org/0000-0001-6872-437X>

(Received on: 04/02/2022; Accepted on: 16/02/2022; Final version received on: 15/05/2022)

Suggested citation: Espinoza-Rivera, M. (2022). Communication skills to increase reading comprehension in students of the 3rd grade of primary school. *Revista Cátedra*, 5(2), 18-34.

Abstract

This study arose from the need to apply the Speaking, Listening, Reading and Writing (HAELE) program to increase reading comprehension in students. This program will improve communication skills in the third year of primary school in the Paimas Educational Center, Piura 2021. The Juan Velazco Alvarado Educational Complex participated as experimental group (GE) and the 15164 Jambur Educational Complex as control group (GC). The objective is to determine the effect of the HAELE program. Most of the students do not master basic communication skills and it is important to analyze this problem, since the results will be useful for the directors of the educational institutions to take measures. Two groups with 23 students each participated in this experimental research. The communication skills program was applied to the GE. The inferential results showed that the arithmetic mean of the SG increased 7.96 points; the CG increased 1.77 points. The standard deviation of the GE 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. It was concluded that the experimental program increases, for example, reading comprehension



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in students. Consequently, it is proposed that the authorities of the "Núcleo Educativo Paimas" apply the HAELE program.

Keywords

Reading comprehension, communicative skills, inferential level, critical level, literal level.

Resumen

Este estudio nace de la necesidad de aplicar el programa hablar, escuchar, leer y escribir (HAELE) para incrementar la comprensión lectora en estudiantes. Dicho programa permitirá mejorar habilidades comunicativas en el tercer año de primaria del Núcleo Educativo Paimas, Piura 2021. En el Núcleo Educativo participó el Complejo Educativo Juan Velazco Alvarado como grupo experimental (GE) y el 15164 Complejo Educativo Jambur como grupo de control (GC). El objetivo es determinar el efecto del programa HAELE. La mayoría de los estudiantes no dominan las habilidades básicas en la comunicación y analizar esta problemática cobra importancia, pues los resultados servirán a los directores de las instituciones educativas para asumir medidas. En esta investigación experimental participaron dos grupos con 23 estudiantes cada uno. Al GE se aplicó el programa de habilidades comunicativas. Los resultados inferenciales evidenciaron que la media aritmética del GE incrementó 7.96 puntos; el GC incrementó 1.77 puntos. La desviación típica del GE bajó 0.91 puntos, pero el GC subió 0.15. El nivel de significancia del GE bajó 0.722 puntos, el GC subió 0.105 puntos. Se concluyó que el programa experimental incrementa, por ejemplo, la comprensión lectora en los estudiantes. En consecuencia, se propone que las autoridades del "Núcleo Educativo Paimas" apliquen el programa HAELE.

Palabras clave

Comprensión lectora, habilidades comunicativas, nivel inferencial, nivel crítico, nivel literal.

1. Introduction

In relation to reading comprehension, according to Colomer (1992); Barriga and Aguilar (1988); Solé (1992) express that it is a profitable activity, because during its development the reader builds a reliable representation considering the meanings suggested in the text. In front of it, he tests all his cognitive potential: psycholinguistic skills, schemes, abilities, and strategies. As a result, it is stated that the construction made by the reader always has a special nuance of his person (cognitive, affective, attitudinal, and volitional aspects), in such a way that it is unacceptable that all readers reading the same text have an identical representation.

On the other hand, the results of the international evaluation made to students through the PISA Program, Peru is placed in the last place in reading comprehension, this information is a huge concern to progress in the acquisition of understanding and to have a constant progress in communicative skills. These results are independent of those expressed by the authors. In the Piura-Peru region located in the north of the country, in the province of Ayabaca, specifically in the district of Paimas, the adverse results obtained by students in comprehensive reading have caused concern about the demands of the task, and little verification of knowledge in the sphere of emotional expressiveness. With reference to the above, the most recurrent consequence is the lack of planning by the students themselves to learn how to learn and to direct their own intelligence.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

Faced with this problematic reality, one of the alternatives considered to find the causes was the application of a research of explanatory-experimental scope (Quasi-experimental, with two non-equivalent groups) (Hernández et al., 2014, pp. 95-151). The researcher developed and applied a HAELE program to improve the reading process, based on the theory of Cassany et al. (1994) where once the experimental strategy was applied, reading comprehension was increased. Previously, the fundamental research question had to be posed: to what extent will the application of the HAELE communicative skills program increase reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021, and also the research sub-questions: what is the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE communicative skills program? What is the inferential level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills? What is the critical level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills? The purpose of this article is to inform the scientific community about the results of this research and to determine the effect of the HAELE program of communicative skills to increase the level of reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021. Likewise, the results of the specific objectives were to determine the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program; to determine the inferential and critical level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program. The significance of this research lies in the fact that it has been demonstrated that the HAELE program allowed to increase the literal, inferential and critical level of reading comprehension of the students.

The solution to the problem described above allowed reversing the poor reading comprehension of the students before the application of the independent variable and it is here where the present research becomes important, since the results that were achieved for the directors of the educational institutions (IE) of the "Núcleo Educativo Paimas, Ayabaca, Piura, will help them to take corrective measures in the students regarding the management of communicative skills and improve learning in terms of reading. On the other hand, with the results obtained, a program of communicative skills was elaborated, taking into account the four skills according to Cassany et al. (1994): speaking, listening, reading and writing. In addition, this research is of value for decision making by the leaders of educational institutions. The theories of Kabalen and De Sanchez (2006), who consider the literal, inferential and critical levels in students, were also considered, with the intention that those responsible for the academic management of the IEs set improvement plans to overcome the failures found.

This study was done with the purpose of responding to the general problem, the following hypotheses were proposed: General Hi, the application of the HAELE program of communicative skills significantly increases reading comprehension in third grade students of the Paimas Educational Center, Piura-2021; Specific hypotheses Hi, the application of the HAELE program of communicative skills significantly increases the literal and inferential level of reading comprehension.

It should be added that one of the difficulties encountered was the direct access to the source, due to the global pandemic covid-19. Likewise, the access to library sources was also overcome. It is necessary to emphasize that the results obtained are valid only for the universe studied and cannot be generalized (internal validity). The article is structured in



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

6 sections; section 1 contains the introduction, which briefly describes the subject, the problem statement, the objective, the presentation of the idea to be defended, the justification, the interest, importance, timeliness, and relevance of the study. Section 2 contains the review of the literature, including international and national antecedents; in addition, the information is from updated bibliographic sources from reliable sites, pertinent to the development of the topic according to variables and dimensions, cited and referenced at the end of the article. Section 3 contains the materials and methods, described here in the past tense. It is the development of the research, answering the questions: how was the research conducted? type and design of research, who was investigated? Population and sample, and what was researched with: techniques and instruments. Section 4 described the statistical processing, both descriptive and inferential. Section 5 recorded the discussion in which the results were examined and interpreted, triangulating with the theoretical framework and background. In section 6 the conclusions were written, in this part a direct answer to the research question was given and, above all, the implications with other research of other authors were made.

2. Theoretical Frame

2.1 Background

In this research, international and national reference works have been used, among them Jiménez et al. (2018) who focused on testing whether the learning context influences the four communication skills: speaking, listening, reading, and writing. The study obtains the entrenchment of different theories. Recio (2017) designed a method to make reading prosody effective by speaking on a high note to respond and conform to the arguments of Font-Rotchés and Cantero (2008). The study concludes that length always has an unconscious of the readers' prosodic word sense, but all in all, rhetorical strategies have a greater incidence on comprehension than length, because the good application of interpretive strategies (and not time) depends on them. In another work Reinoso (2017) was framed in putting didactics to make children's communicative skills effective. The work concludes by pointing out that didactics favors students' communicative processes. This is a study related to the dimensions, it provides information linked to statistics leaving on record the need to continue enhancing communicative skills. Similarly, Díez and Clemente (2017) demonstrated the need to value the singularities of reading competence in an educational context. This study serves as an important theoretical source, which becomes a state of the art guide very conducive to the research being executed. At the national level, research by Vásquez (2020) was found to demonstrate the role of graphic organizers in the reading process of elementary school children. The results show the presence of a positive correlation. Finally, students achieved high scores and high levels of reading comprehension. This study achieved contributions of the active methodology in reading comprehension, focusing on the inferential and critical aspects. Another research is that of Huarcaya (2019) who proved the positive impact of speed reading on the reading talent of elementary schoolchildren. The schoolchildren reached an outstanding achievement level with 52.0 %, a predicted achievement level of 40.0 %. This is a useful study because it reaffirms the ideas of Cassany, a proponent of reading comprehension strategies. Hilario (2017) who addressed how to improve inferential comprehension with schoolchildren from an educational institution is also commented. The results are positive in the application of analogical transfer skills in inferential level reading comprehension. It is noted that no local background has been recorded due to the difficulty of access to the source originated by the global problem covid-19.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

2.2 Communication Skills

In order to have an epistemological basis, it is necessary to specify that the development of communicative skills is the ability to know how to use language appropriately in the various contexts of social development. In addition, the concept of communicative competencies is to express that another model of understanding is required, apart from spelling. Hymes (1967) considers that it is "the way of employing speech accurately in different societal positions expressed on a daily basis" (p. 34).

The purpose of communicative approaches is to get the learner to communicate better with his or her peers. According to Cassany et al. there are 4 linguistic skills that teachers should develop in students during the learning process so that they can communicate effectively in the different contexts in which they develop: speaking, listening, reading and writing. Regarding the linguistic skill of speaking, Cassany argues that, in popular perception, the ability to decode written messages has been and may still be the learning offered by the educational institution. Oral expression has always been forgotten in the learning process. There is always the idea that children learn to speak alone, with family members and friends. Speaking well or speaking better was not a valued need until recently. The only people who were interested in it were those who had some physical or psychological deficiency that caused them an important defect; however, the methodology and didactic materials were scarce, in short, they were left to their own devices (Cassany et al., 1994, p.134).

Another linguistic skill referred to by Ur is listening. This skill is of less interest in people's daily lives; it is said of someone that he is a good speaker, that he writes very well, or even that he is a good reader, but to say in the same way that he listens well or that he is a good listener is strange. However, it is common to say about people: "he lacks oral comprehension" (Ur, 1984).

It should be added that the most appropriate portrait of someone who is listening is the silent audience at a conference, who is very attentive to what is being said. However, passive activity is the most common situation. Cassany explains the most important characteristics of everyday listening are quite revealing and have decisive didactic implications, we listen with a determined objective (to obtain information (to understand something) and with concrete expectations about what we are going to hear (topic, type of language, style). There is also the ability to predict what is going to be heard and to prepare for the comprehension process (Cassany et al., 1994, p.100).

On the other hand, Cassany refers that reading is an important instrument of learning, one must read books, newspapers; in addition, the acquisition of the written code implies the development of higher cognitive capacities such as reflection, critical spirit and conscience. Whoever learns to read well and does it with constancy then develops his or her thinking; in short, reading is a very important learning for the learning process and for the intellectual growth of the person (Cassany et al., 1994, p. 193).

To conclude the linguistic skills referred to by Cassany, we have writing. The author clarifies that it is the ability of a person to communicate in writing in a coherent manner with another, producing texts of considerable length on a general cultural topic. Nowadays no one dares to say "that poor human can write" because joining letters and making calligraphic scribbles is something very simple that is part of the writing ability. To find an act that exemplifies the ability to write you should not choose a signature, or a first name jotted down on a piece of paper. It should focus on the writing of a report, an essay, or, perhaps at a lower level of complexity, a list or a printout (Cassany et al., 1994, p. 257).



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In view of the above, it should be emphasized that linguistic abilities are also known as skills, communicative abilities or macro skills. Linguistic skills are classified in two ways, according to the oral or written code and the receptive (or comprehension) or productive (or expression) role they play in communication. Defining competence within the framework of generative-transformational linguistics for Chomsky (1957) is "the set of linguistic patterns, internalized by speakers, which integrate their vocabularies and enable them to understand their linguistic utterances" (p. 12). It is contrary to linguistic actions, performed in a concrete situation, used by the speaker in his language and in his own context (Cassany et al., 1994, p. 85).

The ethnographer Hymes indicates that in order to explain the term communicative competence, another type of knowledge is necessary: it is necessary to know what is going to be recorded in each action, what topics are appropriate, what is the propitious moment. Likewise, the place and the interlocutors are needed (Hymes, 1967), in short, communicative competence "is the ability to use language appropriately in the various social situations that we are presented with every day" (Cassany et al., 1994, p. 85).

In every act of communication, subjects use a linguistic channel or code to communicate. In addition, the relations of verbal/written and received/fruitful skills are congregated on that act, the same ones that make it possible to achieve the four communicative skills (Cassany et al., 1994, p. 89).

Students must master the four linguistic skills: speaking, listening, reading and writing, according to Hymes, in other words, they are the macro skills that serve to interact with the community (Hymes, 1967). Along the same lines, linguistic skills are made up of speaking, listening, reading and writing. These linguistic skills are used by individuals in different contexts and situations for the purpose of interaction and sending constant messages to a person or audience (Murillo, 2009, p. 104).

2.3 Reading Comprehension

According to Kabalen and De Sanchez, reading comprehension has the following levels: literal, inferential and analogical. The purpose of the literal level is to set aside the inquiry acquired in what has been expressed, as well as to ignore the explanatory qualification. The basic elements that guide the work route as understood are to explore, compare and connect the taxonomy. The inferential level, according to the same authors, is a development in which the reader infers information that is not expressly argued in the manuscript, but can be deduced to fill in the gaps left by the writer and provide connections between the provisions and the sections of the explicit (Kabalen and De Sanchez, 2006).

To conclude this section, the authors argue that the analogical level is to transport the separate connections of the interpretation from one sphere to another; it is defined as clarifying the subject matter of the text, establishing analogical connections of different character and manifesting discernment of significance in relation to what has been read. Likewise, he compares what he has analyzed and inferred from the text with his previous knowledge from which he accepts a precise meaning of the arguments of the text, approving or denying for which he analyzes and evaluates it.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

3. Methods and Materials

The study was experimental with a quasi-experimental design, with two non-equivalent groups, or non-randomized (Hernández et al. 2014) with pre-test and post-test; an action was chosen, after having applied the pretest with two independent groups. The researchers intervened with the application of the HAELE communicative skills program (speaking, listening, reading and writing), having first measured the situation of the dependent variable; the results were subsequently observed and then the effectiveness of the program was compared by observing the descriptive and inferential results at baseline and exit. Regarding the population and sample, we worked with the Juan Velasco Alvarado Educational Complex with its 23 third grade students of elementary education as a GE. In addition, we worked with the institution 15164 Complejo Educativo Jambur, as a CG group, or also called control group with 23 students of the same grade.

In relation to the data collection instruments, a test type test was designed, which was administered through written examinations before (pretest) and after (posttest) to both groups with the objective of detecting the characteristic features of similarities and differences with respect to the dependent variable (reading comprehension). After having taken the input assessment, the HAELE program was applied. Subsequently, the results of the program were evaluated, achieving a positive effect (independent variable) with a significant increase in reading comprehension in the experimental group compared to the control group. To evaluate the effectiveness of the program, a structured written test based on reading comprehension competence, specified in the theoretical framework of this article, was elaborated. Likewise, the written consent of the parents was obtained in order to apply this test to their children. The written test was validated by expert judgment. On the other hand, since the standard significance level is 0.05, the type of hypothesis test used was Student's t-test for independent tests. Finally, the ethical principles were applied with emphasis on the human being (Cortina, 2009), that is, reflecting and questioning why something do, with the purpose of increasing reading comprehension through Cassany's strategies, applying the HAELE program of communicative skills.

4. Results

In the effect of the HAELE program of communicative skills to increase the level of reading comprehension in third grade students of the Paimas Educational Center, Piura - 2021, the following results were obtained.

| Levels | Control Group | | | | Experimental Group | | | |
|-----------|---------------|-------|----------|-------|--------------------|-------|----------|-------|
| | Pre Test | | Pos Test | | Pre Test | | Pos Test | |
| | Nº | % | Nº | % | Nº | % | Nº | % |
| Beginning | 13 | 56.5 | 5 | 21.7 | 10 | 43.5 | 0 | 0.0 |
| Process | 6 | 26.1 | 9 | 39.1 | 11 | 47.8 | 0 | 0.0 |
| Achieved | 4 | 17.4 | 8 | 34.9 | 2 | 8,7 | 5 | 21.7 |
| Featured | 0 | 0.0 | 1 | 4.3 | 0 | 0.0 | 18 | 78.3 |
| Total | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 |

Table 1: Reading comprehension level before and after HAELE application

Looking at the results of Table 1, the level of reading comprehension before and after the application of the HAELE program is visualized, with respect to the pretest and posttest of the reading comprehension variable, 56.5 % of the CG children had a beginning level, 26.1 % the process level and 17.4 % the achieved level. On the other hand, 47.8 % of the SG



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children registered the process level, 43.5 % the beginning level and 8.7 % the achieved level.

On the other hand, in the post-test analysis of the reading comprehension variable, 39.1 % of the CG children achieved a process level, 34.9 % the process level and 21.7 % the beginning level. The 78.3 % of the SG children registered the outstanding level, and 21.7 % the achieved level. Based on the above statistics, it was established that the results between the pretest and posttest favored the experimental group, so it is affirmed that the HAELE program of communicative skills was effective in enhancing the reading comprehension of the SG children. To determine the literal level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the following results were obtained.

| Levels | Control Group | | | | Experimental Group | | | |
|-----------|---------------|-------|----------|-------|--------------------|-------|----------|-------|
| | Pretest | | Posttest | | Pretest | | Posttest | |
| | Nº | % | Nº | % | Nº | % | Nº | % |
| Beginning | 11 | 47.8 | 5 | 21.7 | 11 | 47.8 | 0 | 0.0 |
| Process | 4 | 17.4 | 3 | 13.0 | 9 | 39.1 | 0 | 0.0 |
| Achieved | 1 | 4.3 | 4 | 17.4 | 1 | 4.3 | 2 | 8.7 |
| Featured | 7 | 30.5 | 11 | 47.8 | 2 | 8.7 | 21 | 91.3 |
| Total | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 |

Table 2: Literal level of reading comprehension before and after HAELE application

Table 2 shows the level of reading comprehension before and after the application of the stimulus variable. The table considers the pretest and posttest of the literal level where it was found that 47.8 % of the CG children obtained a beginning level, 30.5 % the outstanding level, 17.4 % the process level and 4.3 % the achieved level. Forty-seven. 8 % of the SG children recorded the beginning level, 39.1 % the process level, 8.7 % the outstanding level and 4.3 % the achieved level. As a result of the above information, it became necessary to structure and apply a HAELE program of communicative skills to reverse the negative ratings of the literal level of reading comprehension.

With respect to the post-test analysis of the literal level of the reading comprehension variable, it indicates that 47.8% of the CG children achieved an outstanding level, 21.7% the beginning level, 17.4% the achieved level and 13.0% the process level. 91.3 % of the GE children recorded the outstanding level and 8.7 % the achieved level. The above results showed that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, since the results between the pretest and posttest of both groups favored the experimental group.

In the inferential level of reading comprehension in the students of the experimental and control groups before and after the application of the HAELE program of communicative skills, the following results were obtained.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

| Niveles | Control Group | | | | Experimental Group | | | |
|-----------|---------------|-------|----------|-------|--------------------|-------|----------|-------|
| | Pretest | | Posttest | | Pretest | | Posttest | |
| | Nº | % | Nº | % | Nº | % | Nº | % |
| Beginning | 11 | 47.8 | 12 | 52.2 | 10 | 43.5 | 1 | 4.3 |
| Process | 8 | 34.8 | 7 | 30.4 | 6 | 26.1 | 3 | 13.0 |
| Achieved | 1 | 4.3 | 4 | 17.4 | 6 | 26.1 | 10 | 43.5 |
| Featured | 3 | 13.0 | 0 | 0.0 | 1 | 4.3 | 9 | 39.1 |
| Total | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 |

Table 3: Inferential level of reading comprehension before and after HAELE application

Table 3 shows the reading comprehension level of the inferential level before and after the experimental program. This table shows that in the pretest of the inferential level of the variable related to reading, 47.8 % of the CG children achieved a beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the GE children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In coherence with the previous results, the HAELE program of communicative skills was structured and applied, which made it possible to revert the negative scores of the inferential level of the reading process.

As a result of having applied the HAELE program, it was found in the post-test analysis that 52.2% of the CG children achieved a beginning level, 30.4% the process level and 17.4% the achieved level. On the other hand, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. From the above information it was established that the HAELE program of communicative skills in reading comprehension at the inference level was significant.

In the critical level of reading comprehension in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the following results were obtained.

| Levels | Control Group | | | | Experimental Group | | | |
|-----------|---------------|-------|----------|-------|--------------------|-------|----------|-------|
| | Pretest | | Posttest | | Pretest | | Posttest | |
| | Nº | % | Nº | % | Nº | % | Nº | % |
| Beginning | 13 | 56.5 | 9 | 39.1 | 15 | 65.2 | 0 | 0.0 |
| Process | 9 | 39.1 | 8 | 34.8 | 6 | 26.1 | 0 | 0.0 |
| Achieved | 1 | 4.3 | 5 | 21.7 | 2 | 8.7 | 2 | 8.7 |
| Featured | 0 | 0.0 | 1 | 4.3 | 0 | 0.0 | 21 | 91.3 |
| Total | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 | 23 | 100.0 |

Table 4: Critical level of reading comprehension before and after HAELE application.

Table 4 shows the pretest and posttest of the critical level of the reading comprehension variable. It was found that 56.5 % of the CG children achieved a beginning level, 39.1 % the process level and 4.3 % the achieved level. On the other hand, 65.2 % of the SG children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. Bearing in mind these results, it was necessary to structure and apply a HAELE program of communicative skills to reverse the negative ratings of the critical level of reading comprehension, preferably in the experimental group.



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As a result of the application of the stimulus variable, it was observed in the posttest of the critical level of the reading comprehension variable that 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. The application of the HAELE program of communicative skills significantly increases reading comprehension in third grade students of the Paimas Educational Center, Piura, 2021.

| Statistics | Control (n=23) | Experimental (n=23) |
|--------------|----------------|---------------------|
| | Pretest | Pretest |
| Media | 10.11 | 10.41 |
| Desv. tip. | 2.86 | 2.35 |
| Sig | 0.029 | 0.749 |
| | Posttest | Posttest |
| Media | 11.88 | 18.37 |
| Desv. tip. | 3.01 | 1.44 |
| Sig | 0.134 | 0.027 |
| (Δ) | | |
| Media | (+1.77) | (+7.96) |
| Desv. tip. | (-0.15) | (+0.91) |
| Sig__ | (+0.105) | (+0.722) |

Table 5. Comparative descriptive and inferential results of the level of reading comprehension in 3rd grade students of the Paimas-Piura Local Educational Center, 2021, before and after the application of the experimental program

Table 5 shows the test of the general hypothesis (normality test). It shows the effectiveness of the HAELE program designed by the researchers, including the measure of central tendency (arithmetic mean); the measure of variability (standard deviation), the test statistic (Student's p:t, level of significance), the differences of the respective input and output results, with respect to the general hypothesis, were also found for the purpose of analysis. In relation to the arithmetic mean, the GE children have an increase between pretest and posttest of 7.96 points, on a scale of 20 points, according to the Ministry of Education (MINEDU), while the children of the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. Similarly, the comparative results of the standard deviations between the pretest and posttest of the CG showed a decrease of 0.91 points in terms of data dispersion around the arithmetic mean, while in the control group, the dispersion increased by 0.15 points. The decrease is considered as negative, but in statistical terms it is positive; concluding that with respect to the results of this variation statistic it is favorable to the experimental group. With respect to the test statistic P (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension at the critical level was significant and with these results the general hypothesis is proved and the null hypothesis is disproved.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

5. Discussion

According to the application of communicative skills to increase reading comprehension in students of third grade of Primary School "Núcleo Educativo Paimas" - Piura, in which participated: Complejo Educativo Juan Velazco Alvarado (GE) and 15164 Complejo Educativo Jambur (GC) it was found in tables 1 and 5 that the level of reading comprehension before and after the application of the HAELE program with respect to the pretest and posttest of the reading comprehension variable, 56.5 of the (CG) children had a beginning level, 26.1 % the process level and 17.40 % the achieved level. Forty-seven-point eight percent of the GE children registered the process level, 43.5% the beginning level and 8.7% the achieved level. In addition, in the posttest analysis of the reading comprehension variable, it was found that 39.1 % of the CG children achieved a process level, 34.9 % the process level and 21.7 % the beginning level. On the other hand, 78.3 % of the SG children registered the outstanding level, and 21.7 % the achieved level. In addition, it was established that the results between pretest and posttest favored the experimental group.

Information related to the test of the general hypothesis (normality test) has been included in this article. The effectiveness of the HAELE program designed by the researchers was shown, the measure of central tendency (arithmetic mean) was included; the measure of variability (standard deviation), the test statistic (p: Student's t, level of significance), the differences of the respective input and output results were also found for analysis purposes. In relation to the arithmetic mean, the GE children had an increase of 7.96 points, on a scale of 20 points (Vigesimal), according to MINEDU 2010, while the children in the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. Similarly, the comparative results of the standard deviations between the pretest and posttest of the CG showed a decrease of 0.91 points, while in the control group, the dispersion increased by 0.15 points. The decrease was what is considered as negative, in statistical terms it is positive; concluding that with respect to the results of this variation statistic it is favorable to the experimental group. With respect to the P test statistic (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension was significant. The above results are in accordance with Cassany et al. who refer to the need to master the four linguistic skills: speaking, listening, reading and writing (Cassany et al., 1994). These results are also supported by the research of Vásquez 2020, Huarcaya 2019 and Hilario 2017 in whose works it was demonstrated that children's reading comprehension improves significantly when they receive an experimental treatment. In this sense the favored groups increased the levels of beginning and process to the levels of achieved and outstanding of the reading comprehension variable in 94.2 %. For all these reasons, the general hypothesis is tested and the null hypothesis is disproved.

With respect to reading comprehension at the literal level in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, the table showed that 47.8% of the CG children achieved a beginning level, 30.5% the outstanding level, 17.4% the process level, and 4.3% the achieved level. On the other hand, in the posttest analysis of the literal level of the reading comprehension variable, 47.8 % of the CG children achieved an outstanding level, 21.7 % the beginning level, 17.4 the achieved level and 13.0 % the process level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. The



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

study is similar to that expressed by Kabalen and De Sanchez, who refer that the literal level is intended to separate the inquiry acquired in the statement; the explanatory qualification is ignored (Kabalen and De Sanchez, 2006). The basic elements that guide the work path are: explore, compare and connect, taxonomy, different turn, method and variation, diversity of order, analyze, synthesize and evaluate. It should be said that the literal level excludes different successions in which the student realizes, confronts, narrates, categorizes, examines, schematizes and evaluates the inquiry received from the writing through the reading succession. The above results showed that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, because the results between the pretest and posttest of both groups favored the experimental group. For all the aforementioned reasons, the general hypothesis is proved and the null hypothesis is disproved.

In the reading comprehension inferential level of the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, Table 3 shows the pretest of the inferential level of the variable related to reading. 47.8 % of the CG children achieved a beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the SG children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In the posttest analysis it was found that in the inferential level 52.2 % of the CG children achieved a beginning level, 30.4 % the process level and 17.4 % the achieved level. In contrast, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. These results are supported by Fumero who indicates that the inferential level is related to the ability to imagine textual situations and the correct use of intuition; and in that case it is an important activity to make meaningful deductions (Fumero, 2009). It should be noted that the previous author recommends using HAELE accompaniment strategies emphasized in the same communication to help students enhance their level of inference. In view of the above, the general hypothesis is tested and the null hypothesis is disproved.

The critical level in the students of the experimental group and the control group before and after the application of the HAELE program of communicative skills, in Table 4, it is shown that 56.5% of the CG children achieved a beginning level, 39.1% the process level and 4.3% the achieved level. On the other hand, 65.2 % of the SG children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. In the posttest analysis of the critical level of the reading comprehension variable, 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. The findings obtained are related to those found by Vásquez who, using visual organizers as a learning stimulus in reading comprehension in primary school children, managed to obtain significant results in the critical level of reading comprehension (from 23.0% in the pretest to 75.0% in the posttest) (Vásquez, 2009) (Vásquez, 2009). For his part, Mendoza emphasizes that the critical level of reading generates the effect of the



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

synthesis of the tolerant and eloquent reception that the learner has achieved (Mendoza, 1998). In addition, the author recommends the introduction of programs, strategies, techniques and reading procedures in the learning of critical reading, taking advantage of the communicative skills to enhance the levels of reading comprehension. In view of the above, the general hypothesis is tested and the null hypothesis is disproved.

6. Conclusions

Having carried out an experimental, quasi-experimental research with two non-equivalent groups, based on the HAELE program of communicative skills, the following conclusions were reached:

- - 56.5 % of the CG children had a beginning level, 26.1 % the process level and 17.4 % the achieved level. In contrast, 47.8 % of the SG children recorded the process level, 43.5 % the beginning level and 8.7 % the achieved level. Furthermore, in the posttest analysis, it was found that 39.1 % of the CG children achieved a process level, 34.9 % the achieved level and 21.7 % the beginning level. In contrast, 78.3 % of the GE children recorded the outstanding level, and 21.7 % the achieved level. Information related to the test of the general hypothesis (normality test) has been included in this article. In relation to the arithmetic mean, the GE children had an increase of 7.96 points, on a scale of 20 points (Vigesimal), according to MINEDU 2010, while the children of the control group had an increase of 1.77 points, achieving a significant difference in favor of the GE. With respect to the P test statistics (significance level) the results favor the experimental group because the control group decreased + 0.105 while the experimental group decreased between pretest and posttest + 0.722 points, a very favorable result for the GE, establishing that the HAELE program of communicative skills in reading comprehension was significant. These results are supported by Cassany et al. who refer that the communicative approach is not only studying words (Cassany et al., 1994). It is also to ensure that the student has the ability to communicate in a superior way with language. Thus, the various procedures that continue with a new appearance of language are based on communication. Likewise, these results with internal validity will allow strengthening the line of research: education and educational quality. For the aforementioned reasons, the research hypothesis is tested and the null hypothesis is disproved.
- - In the literal level, 47.8 % of the CG children achieved a beginning level, 30.5 % the outstanding level, 17.4 % the process level and 4.3 % the achieved level. On the other hand, 47.8 % of the SG children registered the beginning level, 39.1 % the process level, 8.7 % the outstanding level and 4.3 % the achieved level. Regarding the posttest analysis of the literal level of the reading comprehension variable, 47.8 % of the CG children achieved an outstanding level, 21.7 % the beginning level, 17.4 % the achieved level and 13.0 % the process level. In contrast, 91.3 % of the SG children recorded the outstanding level and 8.7 % the achieved level. The above results demonstrated that the HAELE program of communicative skills in reading comprehension at the literal level was effective and above all significant, because the comparative results of both groups favored the experimental group. These results are supported by Kabalen and De Sanchez who refer that the literal level has the purpose of separating the inquiry acquired in the statement, ignoring the explanatory qualification (Kabalen & De Sanchez, 2006). The basic elements that guide the work route are: explore, compare and connect, taxonomy, different turn, method and variation, diversity of order, analyze, synthesize and evaluate. Likewise,



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these results with internal validity will allow strengthening the line of research in education and educational quality. For the above mentioned reasons, the research hypothesis is tested and the null hypothesis is disproved.

- - 47.8 % of the CG children achieved an inferential beginning level, 34.8 % the process level, 13.0 % the outstanding level and 4.3 % the achieved level. On the other hand, 43.5 % of the SG children registered the beginning level, 26.1 % the process level, 26.1 % the achieved level and 4.3 % the outstanding level. In the Posttest 52.2 % of the CG children achieved a beginning level, 30.4 % the process level and 17.4 % the achieved level. On the other hand, 43.5 % of the SG children registered the achieved level, 39.1 % the outstanding level, 13.0 % the process level and 4.3 % the beginning level. For all the aforementioned reasons, it is affirmed that there is a relationship between both variables; therefore, it proves the research hypothesis. The above results have their epistemological basis in Kabalen and De Sanchez who state that the inferential level integrates a development in which the reader infers information that is not expressly argued in the writing but that can be deduced with the purpose of filling in the gaps left by the writer and arranging connections between the provisions and the sections (Kabalen and De Sanchez, 2006). It should be added that the above results lead to consolidate the internal validity of this study and in the near future expand the line of research in education and educational quality. In view of the above, the research hypothesis is tested and the null hypothesis is disproved.
- - 56.5 % of the CG children achieved a beginning level, 39.1 % the process level and 4.3 % the achieved level. On the other hand, 65.2 % of the GE children registered the beginning level, 26.1 % the process level and 8.7 % the achieved level. In the posttest analysis of the critical level of the reading comprehension variable, 39.1 % of the CG children achieved a beginning level, 34.8 % the process level, 21.7 % the achieved level and 4.3 % were at the outstanding level. On the other hand, 91.3 % of the SG children registered the outstanding level and 8.7 % the achieved level. As a result of the above information, it was demonstrated that the HAELE program of communicative skills in reading comprehension at the critical level was significant. For all the aforementioned reasons, it is affirmed that there is a relationship between both variables; therefore, it proves the research hypothesis. The previous results have their epistemological basis in Kabalen and De Sanchez regarding the critical level, students compare what they have analyzed and inferred from the text with their previous knowledge; from which they accept a precise meaning of the arguments of the writing, approving or denying for which they analyze and value it (Kabalen and De Sanchez, 2006). Finally, it should be emphasized that these results lead to strengthen the internal validity of this research, as well as to continue working on the line of research: education and educational quality.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>

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Authors

MARIA ESPINOZA-RIVERA obtained her master's degree in Education with a major in Educational Administration from Universidad Cesar Vallejo Piura (Peru) in 2018. She obtained her Second Specialty Degree in Initial Education at the National University of Piura in 2019. She obtained her bachelor's degree in Education, Primary Level from Universidad Nacional Pedro Ruiz Gallo Piura (Peru) in 2017. She obtained her Academic Degree in bachelor's in education. Universidad Nacional Pedro Ruiz Gallo Piura (Peru) in 2011.

She is currently a classroom teacher at the Educational Institution N° 14319 - Suyo - Perú.



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Revista Cátedra, 5(2), pp. 18-34, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3540>



REVISTA

CÁTEDRA

Educational management strategies for strengthening teacher ethics

Estrategias de gestión educativa para fortalecer la ética docente

Fani Ramón-Cabrera

Universidad César Vallejo, Piura, Perú

p7002292964@ucvvirtual.edu.pe

<https://orcid.org/0000-0002-7457-9196>

(Received on: 16/02/2022; Accepted on: 25/02/2022; Final version received on: 15/05/2022)

Suggested citation: Ramón-Cabrera, F. (2022). Educational management strategies for strengthening teacher ethics. *Revista Cátedra*, 5(2), 35-54.

Abstract

This research responds to the need to improve ethical behavior, interpersonal relationships and the practice of values in private Franciscan educational institutions. In order for this difficulty to be understood and incorporated as practice in the classroom, the application of a program of educational management strategies was proposed to strengthen teaching ethics oriented towards compliance with institutional norms, collaborative work and practice of managerial skills within the framework of the principle's teacher ethics. The methodology is of a quasi-experimental type with two groups: experimental and control selected through a non-probabilistic sampling of 35 teachers in each group. A pre-test and post-test were used with a questionnaire validated through expert judgment, Cronbach's Alpha was 0.959, which verifies the reliability of the questionnaire. The program was developed in 15 sessions. The data was processed using descriptive and inferential statistics with the non-parametric Mann Whitney SPSS U test. The results verified changes in the ethical behavior and ways of acting of the teachers, significant differences were found; in the experimental group the fair and good levels decreased; increased the very good level by 91.40%. It was concluded that the application of the program improved the pedagogical practices of teachers with thoughts and feelings of Franciscan philosophy to have a behavior based on justice, peace and ecology. Ideas that are reflected in reality and in decision-making oriented towards the well-being of others and oneself.



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>

Keywords

Management strategies, teacher ethics, values practice, educational management program, interpersonal relations.

Resumen

En el campo educativo, la aplicación de habilidades posibilitadoras de armonía social es fundamental. La presente investigación responde a la necesidad de mejorar el comportamiento ético, relaciones interpersonales y la práctica de valores en las instituciones educativas particulares franciscanos. Para conseguir que esta dificultad sea entendida e incorporada como práctica cotidiana en las aulas se planteó la aplicación de un programa de estrategias de gestión educativa para fortalecer la ética docente con el objetivo de orientar la gestión administrativa para el cumplimiento de normas institucionales, trabajo colaborativo y práctica de habilidades directivas en el marco de los principios éticos del docente. Metodológicamente se aplicó una investigación de tipo cuasiexperimental con dos grupos: experimental y de control seleccionados mediante un muestreo no probabilístico de 35 docentes en cada grupo. Se utilizó un pretest y postest con un cuestionario validado a través de juicio de expertos, el Alfa de Cronbach fue de 0,959 que comprueba la confiabilidad del cuestionario. El programa se desarrolló en 15 sesiones. Los datos se procesaron mediante estadística descriptiva e inferencial con la prueba no paramétrica U de Mann Whitney SPSS. Los resultados comprobaron cambios, en el comportamiento ético y formas de actuar de los docentes en las que se encontraron diferencias significativas, en el grupo experimental disminuyeron los niveles regular y bueno; aumentó el nivel muy bueno en un 91.40%. Se concluyó que la aplicación del programa estrategias de gestión educativa mejoró las prácticas pedagógicas de los docentes con pensamientos y sentimientos de filosofía franciscana para tener un comportamiento sustentado en la justicia, paz y ecología, esta última dimensión aumentada en los últimos tiempos. Ideas que se plasman en la realidad en la toma de decisiones orientadas hacia el bienestar de los demás y de sí mismo.

Palabras clave

Estrategias de gestión, ética docente, práctica de valores, programa de gestión educativa, relaciones interpersonales.

1. Introduction

The permanent changes that occur in pedagogical work require teachers to develop skills that make social harmony possible. Several of the problems faced in the educational context are closely linked to the ethical, moral and democratic principles of educational management. The concern arises from the need to make management processes transparent as a requirement to successfully achieve the objectives of sustainable development. The present research responds to this demand and is developed on the need to optimize the current educational management in Franciscan educational units. For this purpose, it proposes the application of a program of management strategies that strengthen the teaching ethic.

Studies based on the school reality in different countries confirm that teaching ethics is a discipline initiated within the educational management processes. Teaching ethics needs to be promoted through codes or regulatory guidelines for behavior and decision-making (Ramos and López, 2019). However, there are conditions that prevent the community from achieving total quality in administrative, pedagogical and community management. Among



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>

the causal aspects, the lack of resources, limited access to knowledge and limited attention and inadequate formative guidance predominates.

The experience of strategies focused on the improvement of teachers' attitudes and behavior is directly linked to professional performance. The ethical competence of teachers is manifested in knowledge, values, skills and abilities that guide the integral development of students. The objective of Franciscan educational institutions is the formation of teachers with personal processes of renewal that encompass cognitive, affective and moral aspects. In this way, UNESCO (2020) states that "it is the responsibility of each government to provide an authentic education, to prepare and train good teachers because it is up to them to help transform society" (p. 6).

Behaviors linked to these difficulties were detected in certain teachers of Franciscan Educational Institutions-Ecuador. The background diagnosis determined: scarce ethical commitment and empowerment in interpersonal interrelations, insufficient identity of institutional values and principles of the Franciscan philosophy. The solution to these problems, raises the need for the implementation of a program of educational management strategies to strengthen teacher ethics. By facing the ethical problem, the practice of Franciscan values and principles is favored. At the same time, teachers are oriented towards a humanistic way of life in a world immersed in a difficult existential crisis. In the classroom, the teacher is a role model for students and the educational community in general. As expressed by (Patiño, 2015) when referring to Francis of Assisi's proposal, he insists that "addressing the human being in relation to three fundamental dimensions: the human being in relation to himself, the human being in relation to the other, and the human being in relation to the cosmos" (p. 565).

It should be mentioned that education systems are in continuous change due to the great advances of the global world. Changes are also generated by the problems and needs that arise in society. Therefore, educational management becomes every day an unpredictable scenario that demands greater preparation and strategic control (Rodríguez et al., 2019). In this sense, educational management strategies propitiate innovative activities in favor of pedagogical improvement and strengthening of teaching ethics. The following studies show the importance of addressing this issue. In Spain, 67% of educators recognize that they do not actively contribute to the social change of their students for the consolidation of a participatory and critical society (Sanz and Hirsch, 2016). In Ecuador, 31.6% consider that limited communication between managers and collaborators has an impact on the presence of an unhealthy work environment. As a consequence of poor labor relations, authorities do not promote educational management strategies to achieve job satisfaction (Montero, 2015).

The research at the theoretical level is based on concepts of ethics applied to educational management from Kantian philosophy. The conceptual foundation urges the practice of values as a pedestal that sustains interpersonal relationships. It also guides the processes of all management to achieve a more just and supportive humanity. The research also incorporates the criteria provided in the work of Magister of St. Augustine of Hippo, Soto (2005) states that "it is not the teacher who teaches man the sciences, but God, as it is written in the Gospel: Jesus Christ is the only pedagogue par excellence" (cf. Mt. 23:8).

The research answered the question: what is the degree of effectiveness of educational management strategies in strengthening the teaching ethic in Franciscan educational institutions in the Costa-Ecuador region? Methodologically, we worked with two groups: control and experimental. The first group facilitated the contrast with the changes that originated in the second group. The experimental group demonstrated that the research



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improved pedagogical practices with thoughts and feelings based on justice, peace and ecology.

The research process contributed to the design of an instrument to assess teaching ethics in future research. A program was applied that contributed to the optimization of ethical attitudes and behaviors of Franciscan educators. The two contributions incorporated the sense of responsibility, institutional identity and belonging in the development of academic functions. The proposal was constituted as a didactic tool, with emphasis on the axiological component that highlights the ethical humanism of teachers to strengthen the organizational climate. The study was oriented through the verification of the effects of the program within several work training sessions, in which the experimental group participated. The programmed activities were designed according to professional development needs. The proposal was based on the practice of the ethical principles that guarantee the correct and complete fulfillment of the teacher's functions.

The evaluation of the goals established in the program was carried out by analyzing the achievements obtained with the application of the strategies. The experimental team participated in the development of the activities, for which purpose it was necessary to know their expectations through pretest and posttest. The teachers of the control group were also evaluated through the survey technique. Thus, it was possible to compare the categories achieved in terms of the strengthening of teaching ethics. This scientific article is organized in six aspects: 1 introduction; 2 review of the literature related to management strategies and teaching ethics as elements for improving pedagogical practices; 3 methods and materials applied in the quasi-experimental process; 4 analysis of results; 5 discussion of results; and 6 conclusions.

2. Literature review

2.1 Ethics

Ethics is defined from several theories, this term has its origin in the Greek word *ethos* which represents a custom, or a place inhabited by the human being (Samour, 2014). It comes from the Latin *mos moris*, which means good habits, inherited traditions. Ethics is a key discipline in the understanding of man's behavior. It is philosophically analyzed by Socrates (470-399 BC) as a principle that governs every act and thought. According to Socratic ethics, the lack of ethics is an act of ignorance, since in his theory he maintains that the good is an unavoidable practice. Consequently, ethics is a transferable virtue, which can be cultivated in the process of formation. From the theoretical perspective of St. Augustine of Hippo, quoted by Soto (2005) "knowledge itself belongs to God" (p. 12). This leads to reflect that the human being in his inner self guides his actions through the voice of his own conscience. That is to say, he becomes an instrument through which divine wisdom is transmitted.

The Kantian theory expounded by Piñón (2014) identifies the "human being as an entity conscious of his acts, capable of building or destroying his life" (p. 193). Thus, it is understood that ethics is a discipline that guides man towards the right path, to act with responsibility, honesty and transparency. This theory is assumed in the research, in which teaching ethics is defined as an aspect of integral humanistic and professional training. Consequently, the level of teacher ethics determines the capacity for management and institutional leadership. As a result, values such as commitment, responsibility and morality, which are part of the integrity of the teacher's behavior, are increased and strengthened.



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>

Teachers who act ethically acquire social prestige due to their responsibility in complying with the norms based on good actions. That is, they develop attitudes that reflect positive behaviors in social and work interaction. In addition, they have the capacity and professional knowledge to solve problems of all kinds in the educational organization. These characteristics are fundamental in each of the members of the organization (Ramos and López, 2019). According to Rodríguez et al. (2020) "teacher ethics is rational behavior with positive judgments that link culture, identity, common sense, and ability to lead" (p. 232). It is clear that teacher ethics promotes active participation within the institutional framework. It leads to consensus and decisions with attitudes that generate leadership and values that emerge as transcendental changes in the hard work of education.

2.2 Teacher ethics and values

Among the most important human activities is teaching. Teachers are not only responsible for transmitting knowledge, but also for influencing the lives of their students to ensure their success and happiness. It should be emphasized that educational management requires ethical principles in order to carry out an effective educational action. Therefore, "teaching ethics refers to the behavior expressed in the practice of values, which strengthens personal interrelationships between educational actors and is immersed in professional activities in any field" (Carrillo-Velarde, 2020, p. 1109).

In conclusion, the education sector must assume its major responsibility in the formation of the future citizen predisposed to the sustained and sustainable development of society. In this way, a higher level of professional capacity is required to analyze the personal problems of their social sector and generate solutions. The ethical teacher possesses a pedagogical, methodological and reflective behavior, which strengthens his professional identity (Izarra, 2019). In the management of teaching-learning processes, he/she incorporates positive attitudes that ensure quality teaching practices. By generating ethical behaviors as a pedagogical habit, it helps students learn from an early age. Thus, ethics becomes an intrinsic decision of the affective life, creates and strengthens emotional intelligence.

Chávez and Martínez (2011) "incorporate commitment within the ethical behavior of the teacher. They express that this value has the formal capacity to fulfill an action of interrelation between teachers and the educational community" (p. 7). Commitment creates an atmosphere of familiarity that favors the progressive achievement of the improvement of the quality of education. For Casadiego-Duque et al. (2020), ethical behavior "implies the use of individual, organizational and social values" (p. 101). In this way, the organization is strengthened from any social, formative, humanistic and professional perspective. To this are attributed the good attitudes, characteristic of the ethical behavior of a person who leads a company. Honesty, respect, fairness and responsibility are individual values that have an impact on the organization. Based on these norms, moral actions that form the individual character of the professional are governed.

The experience of ethics is considered as a value that leads to moral or ethical practice in organizations (Ramos and Lopez, 2019). It allows staff members to carry out activities according to ethical values for the common good of the organization. Teaching ethics is a sequence of actions performed with positive values, responsibility and skills that generate excellence in teaching practice (Rosales, 2021). This ethical teaching behavior, according to Agüero (2019) and Palacios (2017) is constituted in actions of transparent active practice, which do not seek their own benefit, but that of others. It increases leadership and teaching vocation, so that it benefits the educational community. Therefore, ethical behavior makes it possible to implement strategies, actions and corrective measures that benefit any organization. According to Reyes and Hernandez (2019) "the practice of values is



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indispensable for the performance of the vision and mission of educational institutions" (p. 3). Ethical values are personal knowledge that teachers must manage with their students, parents and authorities. This is reaffirmed by Wong et al. (2021) when they attest that "values constitute the essential in the work of any professional because they guarantee supportive and fair activities for the productive good" (p. 8). Consequently, the practice of values requires the dedication and donation of boundless love to the educational service.

2.3 Educational management

Studies and research on educational management strategies respond to the need for improvement and transformation of educational quality, from the approach of innovative paradigms. Thus, it should be noted that "the ways in which teachers carry out the teaching processes, how they assume the curriculum and translate it into a didactic planning, how they evaluate it and the way they interact with their students and parents to ensure learning" (Farfán and Reyes, 2017, p. 46). It is ratified that the teacher plays a fundamental role in the educational process. Innovation consists of providing opportunities for students to assume a leading role during their academic training. Management strategies designed with organizational culture objectives to strengthen teaching ethics facilitate quality and warmth educational processes. From the purposes of the Franciscan education ideology, it improves harmonious coexistence under an atmosphere of good communication, trust and collaboration.

For Hasek de Barbúdez et al. (2021) "educational management comprises a set of political actions of formation" (p. 411). The purpose is to design, guide, organize and evaluate in order to make the right decisions that benefit the institution, in quality and in production processes. In this sense, ensuring that educational management plays a leading role implies the practice of organizational leadership. This is important because it will strengthen strategic actions aimed at correctly guiding each of the management components.

Educational management incorporates concrete activities based on the basic needs of the campus and develops them as part of the academic content (Rodríguez et al., 2019). Thus, a bilateral process is established between the school and society that contributes to the achievement of the institutional vision and mission. Educational management applies strategies that optimize pedagogical tasks for the achievement of quality education. In this path, the management of legal norms and instituted policies is prioritized (Cruz et al., 2018). On the aforementioned, actions to strengthen educational management are oriented towards pedagogical accompaniment supported by institutional values. The practice of educational management enriches ethical strategies from the experience of each teacher. It promotes the improvement of the curriculum, school coexistence and leadership, with changes in the immediate environment and the entire educational community.

2.4 Educational management strategies

In order to internalize the values of the Franciscan charism as a sign of institutional life, knowledge of educational management strategies is a key element. According to Chen-Quesada et al. (2020) educational management strategies are "pedagogical tools planned with a short, medium and long term vision. They establish the achievement of management competencies as an organizational resource for teamwork, in institutional educational projects focused on the reality of each institution" (p. 328). In order to achieve this purpose, the Ministry of Education determines the educational management strategies, with the following dimensions: administrative, institutional, pedagogical and community. It identifies management as an indicator of the quality of the educational system. When referring to the administrative dimension, several authors relate it to management



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>

activities, from the aspects of institutional operability (Ministry of Education of Ecuador, 2020).

For Botero (2017) administrative management establishes "varied actions for the effective management of human talent, physical environment availabilities, technological and economic aspects" (p. 271-276). Arroyo-Cañada (2019) relates it to "managerial skills that lead to the improvement of the environment and collaborative work in the organization" (p. 28-35). For Anchelia-Gonzales, it is multiple processes or pre-established activities for compliance, both with legal regulations and with the availability of resources in the organization (Anchelia-Gonzales et al., 2021).

Moreno and Wong (2018) add that "managerial skills are developed with techniques, methods, strategies and vision for the production of good results. It is important to note that the program of educational management strategies to strengthen teaching ethics, drives these educational innovation projects" (p. 2-17). In addition, it improves the structure of the institution with training processes for teachers. This action organizes researchers as a contribution to the effectiveness of the program to enrich administrative management skills. Institutional management regulates teaching performance through evaluation instruments. This tool periodically controls the planning that foresees compliance with laws and regulations as well as the didactic process. These guidelines are supported by Acevedo et al. (2017), when they express that it is a "management aimed at complying with norms, laws, educational policies, didactic processes under the responsibility of the authorities of an institution" (p. 53-95).

An essential factor of institutional management is the monitoring of the functions performed by the teacher. This action implies following up on the execution of rules and regulations and the application of the Institutional Educational Project. Executives responsible for institutional management, act as guides to ensure compliance with the Organic Law of Intercultural Education (LOEI) (National Assembly of Ecuador, 2011) (Acevedo et al., 2017). Andia et al. (2021) state "that responsible and collaborative social work help to improve the quality of services" (p. 53-95). In addition, they establish as a fundamental value responsible social participation in decision making with available resources. In essence, they are the collaborative actions that the educational community performs to meet the desired goals.

According to Cabrera (2019) education based on ethical principles "is the fundamental basis or foundation required to consolidate the evangelical and institutional values that are established norms for living and coexisting in harmony with other people" (p. 269). In institutional management these principles seek peace and love as basic golden standards to work for the institutional good. For Castillo et al. (2017) "shared leadership is required to work on the needs, shortcomings and weaknesses of the institution." (p. 45). It is important that everyone contributes in a committed way with innovative strategies and projects. As expressed by the authors, ethical principles guide managerial action in coordination with teachers. These actors perform with honesty an optimal quality of service that supports the achievement of institutional values and those established by the Ministry of Education.

With reference to pedagogical management, it is conceived as a process of improvement of teachers' activities in their planning and didactic orientation (Rodríguez et al., 2019). It is also a set of processes that managers apply with various strategies to meet educational goals. Adequate pedagogical management is evidenced in the management of the curriculum, professional updating and ethical behaviors of teachers. This criterion is reinforced by Chen-Quesada et al. (2020) when they indicate that "pedagogical management models create teaching capacities that strengthen daily the practice of skills,



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methods and tools that educate by example in values and skills as the guiding threads of knowledge learning" (p. 342). They reiterate that pedagogical-educational management with ethical values requires a proposal that makes it feasible to update knowledge according to needs. In this sense, the program was designed to meet this management requirement.

In relation to community management, Solano et al. indicate that it is very important because it is responsible for encouraging the community to work together with mothers and fathers as collaborators in the advancement of their environment, with the search for strategies for the progressive solution of existing problems according to the possibilities of the educational community (Solano et al., 2021). This process of working together, would achieve the objective of Franciscan pedagogy, "to be a formative process that focuses on the person and is based on the everyday, on fraternal dialogical relationships and on creativity and imagination" (Patiño, 2015, p. 559-571).

He supports the importance of educational management Chacón (2014) when he indicates that "educational instances require a different form of management, which includes the change from the approach of simplicity to the model of complexity, in accordance with the currents of thought of the 21st century" (p. 158). These propose to modify the prototype of uniformity in which they worked, with the agreement of new forms of behavior under the guidance of ethical principles. An innovative model of educational management challenges routine and incorporates collaborative work with moral values as an opportunity for change. The teacher has to learn to learn, to relearn and strengthen ethical behaviors with skills and abilities that transform him/her into a leader of change.

3. Methods and materials

The present research applied a quantitative approach, the fundamental purpose was to analyze the hypotheses raised according to the variables. Applied research was used, which posed the solution of the problem in a practical way with contribution results for the scientific community (Cabezas et al., 2018). The solution of the problem was carried out through the implementation of educational management strategies oriented towards the strengthening of ethics. It was determined as an independent variable: educational management strategies as an element that supports teachers in the development of administrative, institutional and pedagogical capabilities. They contain instruments and methods planned to be fulfilled in the short, medium and long term. The educational management strategies were evidenced in the effects caused by their use in the experimental group.

The dependent variable: teaching ethics referred to the behavior expressed in the practice of values that strengthen personal interrelationships among educational actors. Teaching ethics was operationalized in the observation of teachers' behavior in the practice of the congregation's ethical values, according to the frequency of their actions, expressed in the items organized in an opinion questionnaire with alternatives. Two groups were considered for the research: experimental and control, selected by non-probabilistic sampling with 35 teachers in each group. This design contributed to the manipulation of the educational management strategies variable, with the objective of determining its effect on teacher ethics, since it was random and procedural.

The population under analysis was represented by 70 teachers from the private educational units of the control group (1), from La Libertad and the experimental group (2), from Guayaquil-Ecuador. The population was selected by inclusion and exclusion. All teachers included in the distributive lists of the private educational unit Guayaquil (1) and the private



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educational unit - La Libertad (2) were included, and principals and personnel who did not have a teaching load were excluded. The unit of analysis consisted of each teacher in the institutions included in the population and sample. A survey with specific, standardized and easy to understand questions was applied to the teachers. They were characterized by providing relevant information on the dimensions of ethics in the behavior of teachers in certain situations. The objective was to determine the effectiveness of the application of a program of educational management strategies for the improvement of teacher ethics. The items investigated the ability to learn to behave with the demands required to carry out their teaching work with professional ethics. The level of measurement used was ordinal because the responses contained several categories. The Likert scale was used in the instrument.

A pretest and posttest were used with a questionnaire that was checked for validity and reliability before application. For the content validity, questions included in the instrument were used, using the criteria of five experts in the field of education. Criterion validity assessed the relevance of the document with respect to its ability to measure teaching ethics by means of Pearson's statistic (items/total). The reliability of the instrument assessed the internal consistency, using the statistic for polytomous data with Cronbach's Alpha coefficient (Bernal, 2016). The reliability was 0.959.

The questionnaire was applied virtually, through the Gmail form, in anonymity mode, the data of the teachers who issued their expectations about teaching ethics were preserved so that, the information had transparency and authenticity. The management strategies program was developed in 15 sessions. For data analysis, the information collected was tabulated in Excel tables to be coded according to the values assigned to each of the responses and then inserted into the SPSS database. The information obtained in the pretest and posttest presented the distribution of frequencies with bar graphs that directly visualized the percentages of the variables and their dimensions, which in turn facilitated the interpretation of the comparisons. In the inferential analysis, a non-parametric statistic was applied to evaluate whether the two groups are significantly related or different from each other with respect to the teaching ethics variable, thus testing the hypothesis.

Regarding the ethical aspects, prior to the study, permission was obtained from the legal representatives, its development was carried out through the following ethical principles, the benefit of the teachers, who strengthened their ethics with the practice of a new model of educational management. No member of the teaching staff and the educational community in general was affected. The teachers voluntarily chose to participate in the research process, for which they signed an informed consent form that supported the researcher in the data collection process.



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4. Results

The results were obtained from the collection of pretest and posttest data from teachers in the experimental and control groups (Table 1).

| Levels | Level G.E Pretest | | Level G.C Pre Test | |
|-----------|----------------------|--------|-----------------------|--------|
| | Fr | % | fr | % |
| Regular | 8 | 22.9% | 10 | 28.6% |
| Good | 22 | 62.9% | 15 | 42.9% |
| Very good | 5 | 14.3% | 10 | 28.6% |
| Total | 35 | 100.0% | 35 | 100.0% |

Table 1. Descriptive results of specific objective 1

Source: Test applied to Franciscan educational institutions, coastal region - Ecuador

In the pretest phase, at the fair level, the control group obtained 28.6% and the experimental group 22.9%. At the good level, the control group 42.9% and the experimental group 62.9%. At the very good level, the control group obtained 28.6% and the experimental group 14.3%. These results show a very good level of ethics in the majority of teachers in both groups, although unlike the experimental group, the control group has a higher percentage of teachers with a very good level. In relation to the inferential results, the sample used for the analysis was 35 teachers in each group, so the significance levels are lower.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Statistician | gl | Sig. | Statistician | gl | Sig. |
| PretGExp | .143 | 35 | .066 | .906 | 35 | .006 |
| PretGcont | .156 | 35 | .030 | .882 | 35 | .001 |

Table 2. Pretest normality test. Lilliefors significance correction

In Table 2, the experimental group in the pre-test, obtained a statistic of 0.906 and a significance value of 0.006 as opposed to the control group that obtained a statistic of 0.882 and a significance value of 0.001. In the two groups the significance value is lower, which showed that the data had a non-normal distribution, because of this situation.

| Test | VarAgrup | N | Average range | U de Mann-Whitney | Sig. (bilateral) |
|----------|--------------|----|---------------|-------------------|------------------|
| Pre Test | Experimental | 35 | 36.36 | 582.500 | .724 |
| | Control | 35 | 34.64 | | |
| | Total | 70 | | | |

Table 3. Pretest ranges test statistic, experimental and control group

According to the results, it was concluded that the experimental group presented similar characteristics in the level of teaching ethics to the control group, before implementing the educational management strategies. As shown in Table 4, the differences in the level of teaching ethics are evident.

| | Post test | | | |
|-----------|-----------|--------|-----|--------|
| | G. E | | G.C | |
| | fi | % | Fi | % |
| Regular | 1 | 2.9% | 10 | 28.6% |
| Good | 2 | 5.7% | 16 | 45.7% |
| Very Good | 32 | 91.4% | 9 | 25.7% |
| Total | 35 | 100.0% | 35 | 100.0% |



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Source: Test applied in Franciscan educational institutions, coastal region - Ecuador.

Table 4. Descriptive results of the specific objective 2

In the experimental group, 91.40% reached a very good level, 5.70% a good level and 2.90% a fair level. In the control group, 25.70% reached a very good level, 45.70% a good level and 28.60% a regular level. Most of the teachers in the experimental group increased their level of teaching ethics, while most of the teachers in the control group maintained a good and regular level. When contrasting the two hypotheses, in Ha2: level of teaching ethics and educational management strategies, the experimental group reached an average rank of 51.64, far from the 19.36 obtained by the control group, showing significant differences according to the (bilateral) Sig. 0.000. The evaluation of the effects of the educational strategies on the teaching ethics of the experimental group showed an increase in the results obtained by the control group; regarding the level of teaching ethics, in the pretest 14.30% reached a very good level, while, in the posttest, this level was reached by 91.40%, showing a significant increase in the level of teaching ethics. Also, in the pretest, 22.90% reached a regular level, a percentage that decreased 2.90%. From 62.90% it decreased to 5.70%, placing it in the good level.

When contrasting specific hypothesis 3: Ha3, with Ho3, the level of teaching ethics in the control group did not improve significantly. Mann-Whitney U test - pretest - posttest. The result was a significant difference between ranks of 32.42, at the two moments. These results showed that the application of educational strategies significantly improved the level of teaching ethics in the experimental group. With reference to the general objective: to determine the effectiveness of educational management strategies on the level of teaching ethics in educators of the Franciscan educational institution, coastal region, Ecuador, the results of the educational management strategies had a favorable impact on teaching ethics, Table 5.

| | Test | Regular | | Good | | Very good | | Total | |
|-----------------------------|------|---------|-------|------|-------|-----------|-------|-------|--------|
| | | Fi | % | fi | % | fi | % | fi | % |
| Ethical behavior | Pre | 6 | 17.7% | 23 | 65.7% | 6 | 17.1% | 35 | 100.0% |
| | Pos | 1 | 2.9% | 1 | 2.9% | 33 | 94.3% | 35 | 100.0% |
| Interpersonal relationships | Pre | 7 | 20.0% | 22 | 62.9% | 6 | 17.1% | 35 | 100.0% |
| | Pos | 0 | 0,0% | 2 | 5.7% | 33 | 94.3% | 35 | 100.0% |
| Practice of Values | Pre | 6 | 17.1% | 24 | 68.6% | 5 | 14.3% | 35 | 100.0% |
| | Pos | 0 | 0.0% | 3 | 8.6% | 32 | 91.4% | 35 | 100.0% |

Table 5. Level of teaching ethics by dimensions before and after the application of the program

In the dimension of ethical behavior variable teaching ethics, before the application of the educational management program, 65.7% were at a good level, 17.1% at a very good level and 17.7% at a regular level; in the post-test 94.3% were at a very good level, 2.9% were at a good level and 2.9% at a regular level. In the interpersonal relations dimension, before the application of the educational management program, 62.9% were at a good level, 17.1% at a very good level and 20.00% at a regular level; in the post-test, 94.3% of the experimental group were at a very good level, 5.7% remained at a good level. In the values practice dimension, before the application of the educational management program, 68.6% were at a good level, 14.3% at a very good level and 17.1% at a fair level, in the posttest 91.4% of the experimental group were at a very good level, 8.6% remained at a good level. The educational management strategies had a positive effect, improving the levels of teaching



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ethics, it was found that all the differences in average ranges were significant in all cases, the dimensions reached a $p=0.000$, Table 6.

| Dimensions of Teaching Ethics | Test | N | Average range | U of Mann-Whitney | Sig. (bilateral) |
|-------------------------------|-----------|----|---------------|-------------------|------------------|
| Ethical behavior | Pre test | 35 | 19.44 | 50.500 | 0.000 |
| | Post test | 35 | 51.56 | | |
| Interpersonal relationships | Pre test | 35 | 19.06 | 37.000 | 0.000 |
| | Post test | 35 | 51.94 | | |
| Practice of Values | Pre test | 35 | 19.20 | 42.000 | 0.000 |
| | Post test | 35 | 51.80 | | |

Table 6. Level of dimensions

In each dimension of the teaching ethics variable: the ethical behavior dimension, obtained as a result a value of 50.500 and a Sig. value (bilateral) 0.000 ($p < 0.05$), with an increase in average rank in the post-test, in the value of 51.56. In the interpersonal relations dimension, it reached as a result a value of 37.000 and a Sig. value (bilateral) 0.000 ($p < 0.05$), with an increase in average rank in the posttest reflected in the value of 51.94. In the practical dimension of values, it resulted in a value of 42,000 and a Sig. value (bilateral) 0.000 ($p < 0.05$), there was an increase in average rank in the posttest reflected in the value of 51.80. At the conclusion of the research, it was demonstrated that the application of the educational management strategies program has a positive effect, improving the levels of teaching ethics in the educators of a Franciscan educational institution, coast-Ecuador region, as shown in the triangulation of results, Table 7.

| DIMENSIONS | EXPERIMENTAL GROUP | CONTROL GROUP | OBSERVATIONS |
|----------------|---|---|---|
| Institutional | The permanent follow-up provided by the educational leaders strengthens the ethical behavior of teachers. 14.3% demonstrate a behavior in the option of very good. | 28.6% express themselves with the option of very good. | Disagreement, accompaniment program not yet started |
| Administrative | | In their actions, teachers take into account the institutional code of ethics. | Discordance, in the control group there is a predisposition for this action, despite the fact that the other group is the one that receives the assistance. |
| Pedagogical | Teachers demonstrate an ethical attitude in their daily work that allows them to increase the quality of the educational service. | Teachers demonstrate an ethical attitude in their daily work that allows them to increase the quality of the educational service. | Concordance, the two groups are concerned with demonstrating an ethical attitude in their work, those in the experimental group by direct incidence and those in the control group by |



| | | |
|---------------|--|--|
| | | permanent transmission. |
| Communitarian | The success or failure of educational management in the institution is a responsibility assumed by all teachers. | Disagreement, expressed and expressed preferably by the members of the experimental group. |

Table 7. Triangulation of results

5. Discussion of Results

The results derived from the research made it possible to determine the level of teaching ethics in the following aspects: ethical behavior, interpersonal relations and practice of values. In the evaluation of these aspects considered dimensions of teaching ethics, deficiencies in the practice of institutional values were evidenced. At a general level, the understanding of the problem proceeded from the initial diagnosis obtained through the pretest.

In the first evaluation, it was identified that both the teachers of the control group and those of the experimental group before the program reached a good level (GC=42.9%) and (GE=62.9%), followed by the regular level (GC=28.6%) and (GE=22.9%). It should be noted that 28.6% of the teachers in the control group presented a very good level, while only 14.3% of the teachers in the experimental group presented a very good level.

In the hypothesis test whose statistic used was the Mann-Whitney U, the significance level obtained was $0.724 > 0.05$. Finally, it was concluded that, in the two groups, the levels of teaching ethics were similar before implementing the educational management program.

The results agreed with Marín (2018) who focused the analysis on managerial strategies and their effect on teacher ethics. The author concluded that in order to maintain a high level of ethics in teachers, strategies guided by ethical principles should be prioritized. Regarding the impact of educational management on the practice of values, it was found that it is effective for the organizational climate. It was concluded that adequate management raises the level of motivation, interaction and sense of belonging.

According to the levels of achievement, the quality of management depends on the performance of the management team, as well as the entire teaching staff, which is in agreement with Rodríguez et al (2019). This panorama leads to take into account that management models depend on the situational context. Therefore, it is necessary to know how to identify the conditions that redefine the quality of the processes according to the products achieved (Cruz et al., 2018).

It coincides with the conception of Sánchez and Delgado (2020) who state that educational management is essential in teaching and learning processes. Through it, pedagogical actions that provide better results in each of the integrative processes are achieved. Since educational management is a set of actions governed by legal norms, planning, control and evaluation are of utmost importance, together with the proper use of the resources available to the educational institution in order to achieve the desired goal and reduce organizational problems in the future.

Regarding the inferential results, we agree with Alvarez (2015) who also evaluated through a pretest the level of teaching ethics before the program. The data obtained showed a similarity in the percentages of teachers who achieved a good and fair level. Similarly, at an



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inferential level, the results coincided with those of García (2018), who found that before applying the program, the research analysis groups showed similarity in the levels of teaching ethics.

In the present research, differences were established in the predominance of the level of teaching ethics. In the descriptive table of objective 2, it is observed that the majority of teachers in the control group (45.7%) persisted in the good level they reached in the pretest. While the teachers of the experimental group (91.4%), after having participated in the program sessions, improved and achieved a very good level.

The positive effect of the educational management program on teacher ethics was confirmed by the Mann-Whitney U test. The null hypothesis was rejected, since the significance value was 0.000 and the average range differed with 32.28, demonstrating the progress of the experimental group.

At a descriptive and inferential level, we agree with Palacios (2017), who with the application of the program managed to improve the levels of teaching ethics in the experimental group. The control group that did not participate in the program retained the levels achieved in the pretest. Durán & Martínez (2018) also agree with the result of the present research. According to the analysis of their results, personal and professional progress is proportionally a direct product of the practice of ethical and moral values.

In the general analysis, it was found that in the practice of ethical behavior 94.3% of the teachers reached a very good level. As for interpersonal relations, 94.3% also achieved a good level, and in the practice of values, 91.4% also achieved a very good level. Only 2.9% of the teachers in the experimental group did not exceed the regular level in ethical behavior. These results undoubtedly showed that the program was effective in improving the dimensions of teacher ethics.

In contrast with the pretest results, the hypothesis test showed significant differences according to the p-value 0.000. The positive results coincide with the studies of González et al., (2018), Rodríguez, (2016) and Álvarez, (2015). The authors confirmed that an adequate educational management program is favorable in administrative, pedagogical and community processes. According to the above, it is established that management strategies drive managers to plan improvement activities in a systemic and holistic aspect. At the same time, they create a space for interaction under a system of interdisciplinary communication.

6. Conclusions

The analysis of notions and concepts of various authors facilitated the understanding of the Franciscan institutional ideology aimed at educating in principles and values. The concepts of ethics applied to educational management were generalized. The theory of Kantian ethics was reaffirmed with the practice of values, as a theoretical support that sustains interpersonal relationships and guides school processes.

In the methodological field, the research contributed with an unpublished instrument, which will be of great relevance when measuring teaching ethics in future research. It facilitated educators to strengthen institutional values, ethical/professional performance and principles with the help of educational management strategies. In the context of the Franciscan education ideology, it strengthened the sense of leadership, as well as commitment, as integral values in teaching ethics.

The application of the educational management strategies program had a positive effect, by significantly reducing the levels of deficiency in the teaching ethics of the Franciscan



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Educational Institution, Coastal Region - Ecuador, 2021. It should be emphasized that, in this context, education is not reduced to the simple transmission of knowledge, but to the practice of values under the guidelines of the institutional ideology.

It should be emphasized that the practice of the educational management strategies program in the strengthening of teaching ethics, applied in this research, should be socialized in other educational institutions, as academic support for the creation of commitments in the pedagogical practice of teachers.

Acknowledgments

The author is grateful to all the specialized teaching staff of the Graduate School Academic Program of Doctorate in Education of the Universidad César Vallejo Piura - Peru, for their unconditional support in the development of this research, as well as to the authorities and administrative staff who facilitated and participated in this study.

Special thanks to Dr. Mario Napoleón Briones Mendoza for his careful work during the development of this study. Our acknowledged gratitude to the professional team of collaborators for their outstanding work during the process of executing the Management Strategies Program of the present experimental study.



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>

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Authors

FANI RAMÓN-CABRERA She obtained a Master's Degree in Intelligence Development and Education at the Universidad Técnica Particular de Loja in 2010. She obtained the title of Specialist in Intellectual Diagnosis at the Universidad Técnica Particular de Loja in 2010. She obtained the Superior Diploma in Innovative Pedagogies at the Universidad Técnica Particular de Loja in 2010. She obtained a Bachelor's Degree in Education Sciences, specializing in Basic Education at the Technical University of Cotopaxi in 2003.

She is currently a counselor and general secretary of the Institute of Franciscan Missionary Sisters of the Immaculate Conception of Ecuador. She has served as director of the Unidad Educativa Particular, La Porciúncula de Loja from 2009 to 2018 and of the Unidad Educativa Particular San Francisco de Asís in Guayaquil from 2018 to 2021. She has worked as a religion teacher in Basic and High School Education Institutions. She has published in the In Crescendo Magazine on Managerial Leadership for the improvement of the performance of teachers in Educational Units, 2016 -2020.



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Revista Cátedra, 5(2), pp. 35-54, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3543>



REVISTA

CÁTEDRA

A current challenge: pedagogical support, the way to improve the actions of teachers

Un reto actual: acompañamiento pedagógico, el camino para mejorar el accionar de los docentes

Vicenta Limongi-Vélez

Universidad César Vallejo, Piura, Perú

P7002292833@ucvvirtual.ed u.pe

<https://orcid.org/0000-0002-3993-6426>

(Received on: 04/02/2022; Accepted on: 16/02/2022; Final version received on: 15/05/2022)

Cita del artículo: Limongi-Vélez, V. (2022). A current challenge: pedagogical support, the way to improve the actions of teachers. *Revista Cátedra*, 5(2), 55-73.

Resumen

El estudio enfoca la atención en los efectos del acompañamiento pedagógico sobre el desempeño docente en instituciones educativas fiscales de Samborondón- Ecuador donde se identificaron problemas en el diseño y manejo de recursos educativos que difieren en la calidad de la educación. Se identificó la necesidad de fortalecer los procesos de orientación didáctica, que para la mayoría de los docentes resultan irrelevantes, por no contar con un programa interno que valide su efectividad. El objetivo es comprender los factores que determinan los altos niveles de calidad educativa. La brecha que impide lograr una instrucción profesional permanente y eficaz, está marcada por la desviación entre la experiencia pedagógica y el contexto de aprendizaje con sentido social, natural y comunitario. Por esto se propuso la ejecución de un programa de acompañamiento pedagógico encaminado a mejorar el accionar docente. La metodología tuvo un enfoque cuasiexperimental en el que participaron dos grupos de análisis. Los resultados evidenciaron el incremento del 13.3% (nivel bueno) al 86.7% (nivel muy bueno). La variación del rango promedio entre el grupo experimental y control mediante el postest fue de 29.94 según la prueba U de *Mann-Whitney*, resultado que evidenció la diferencia significativa según el p valor 0.000. Se concluyó, a partir de la aplicación del programa de acompañamiento que el grupo experimental mejoró significativamente la preparación para la enseñanza, la aplicación de procesos metodológicos, la participación en la gestión de la escuela articulada a la comunidad y el desarrollo de la profesionalidad y la identidad.

Palabras claves

Acompañamiento, comunidad, enseñanza-aprendizaje, desempeño, gestión, pedagogía.



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

Abstract

The study focuses 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 need to strengthen didactic orientation processes was identified, which for most teachers are irrelevant because they do not have an internal program to validate their effectiveness. The objective is 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.

Keywords

Accompaniment, community, teaching-learning, performance, management, pedagogy, pedagogy.

1. Introduction

In current times, the need for a pedagogical support program for teachers to optimize their work in the classroom in front of their students is evident, hence the present research conceives as a current challenge the pedagogical support to improve teaching performance as a way to optimize the academic performance of students; aspects that focus the fundamental problem. In addition, it is necessary to determine what is the degree of effectiveness of the pedagogical accompaniment program in the improvement of teaching performance in the fiscal educational institutions of District 09D23, Samborondón, 2021? Concomitant with this problem arises the need to propose strategies to determine the effectiveness of this program.

The origin of the problem that highlights the efforts to find a dynamic, updated and technologically sustainable solution lies in the consequences of the presence of the Covid19 pandemic, since educational institutions were closed and the Ministry of Education, as an alternative measure, arranged for virtual classes to be developed, with educators who were not qualified for a latent reality (Méndez and Andrea, 2020) because their forte was working live and direct with their students. That had been their routine, they had experience about their achievements and limitations, unfortunately today the situation is different, according to (UNICEF, 2021):

We should be aware that before the health emergency, approximately 268,000 children and adolescents were already out of the education system and approximately 187,277 were more than two years behind in school. The pandemic has deepened this problem. According to UNICEF estimates, around 90,000 students are out of the education system. Not



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

studying exposes them to risks such as child labor, begging, sexual exploitation and forced recruitment into illicit activities (p. 1).

In these circumstances, teachers have to change their routine, and the Pedagogical Accompaniment Program is an option. They must be very aware that they are protecting a very vulnerable population. Most teachers have limited interaction with their students, do not adequately develop their curricular planning, do not manage active strategies, do not use innovative learning resources, do not have knowledge of educational strategies supported by virtual learning environments, their connectivity levels are not the most adequate, and their students do not have the necessary technological resources.

It is important to analyze two obvious but contrasting realities: first, it was observed that the performance of some educators worldwide was very successful, especially in countries such as Estonia, China, Singapore, Finland and Japan; Rodríguez et al., al. (2020) associated their promising results with the application of strategies such as teacher mentoring. Furthermore, according to Colazzo and Cardozo-Gaibisso (2021) these mentoring programs facilitate the task of guiding the most novice teachers, through weekly meetings, in which they receive ideas on how to optimize their work in front of students. This is complemented by impromptu classroom visits, text messages and phone calls, thus helping new teachers to strengthen their vision of the future. Second, in Latin America, in general terms, according to Diéguez-Batista et al. (2021):

The situation is totally different, 48% of the educators said that assimilating various digital media plus the continuity in front of a computer wears them down to such a level that they do not have the time and energy to provide an adequate follow-up to their students; in short, it translates into a poor teaching performance (p. 12).

According to Rodríguez and Abreu (2021), the lack of preparation of teachers is mainly due to the fact that "91% of educators work in schools that do not have a training plan, making it imperative that educators receive support while they adjust to a digitalized education in order to meet the educational needs of their students" (p. 34).

In Ecuador, the performance of most teachers at the fundamental level and in training are far from the levels of excellent and favorable, which evidences the development of improvised learning sessions, without adequate curricular planning and with the absence of study circles among teachers, resulting in low student performance. Study circles, also called learning circles, are a good option to achieve teacher improvement; from their own perspective, they refer to self-convened meetings of a small group of teachers, no more than eight people, to solve specific problems of their daily lives. It is a strategy that serves as a complement to the action of pedagogical accompaniment.

The educational institutions of district 09D23 of Samborondón, according to the information presented by the educational auditors in their external evaluation reports of the monitoring and performance of educators allow concluding that in the period between 2016-2019 it was observed that the quality of teaching performance was weak, there was a lack of active strategies, they did not have adequate didactic planning, they did not have innovative didactic resources, the absence of academic follow-up, reinforcements and curricular adjustments was evident; In short, they limited themselves to teaching virtual classes, but did not pay attention to the dimension related to the actual learning of their students.



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In this context, this research aims to contribute with theoretical and methodological foundations that favor the development of strategic actions to overcome the difficulties of pedagogical nature, selecting virtual resources, accessing technologies available in their environment. Under this premise, the research work fulfills three conditions: to be novel, current and to support the process of entrepreneurship in the educational field. For this purpose, we worked with two predefined analysis groups: a control group and an experimental group; the first one helped to verify how the program was being developed, the second one allowed the verification of the impact of the variable that influences the improvement of the teacher's professional actions. Under this premise, the research project is important because it has raised a problem that is visible in most fiscal educational institutions, as a sequel to the Covid19 pandemic, which refers to the fact that teachers have to work virtually with the use of computer tools that are not in their domain because, in most cases, they are not digital natives.

With this background, an attempt has been made to solve the problem of teachers living their anxieties alone. Through pedagogical accompaniment, they have someone to talk to, they find spaces for dialogue to raise their doubts and concerns, they can share their methodological, conceptual or any other kind of lack of knowledge. This work alternative is interesting for the teacher, it allows him/her to return to his/her training stage and in the current practice it facilitates the double action: being teacher and student at the same time. A teacher when he establishes positive relationships with his students, and a student when he has the opportunity to present his lack of knowledge to the team leading the pedagogical accompaniment. All of these interactions have decisively supported the achievement of qualitative quality processes in the educational system of District 09D23, Samborondón.

The structure of this scientific article presents section 1: introduction; section 2: literature review, related to pedagogical accompaniment; section 3: methods and materials; section 4: results; section 5: discussion and conclusions.

2. Review of the literature

2.1 Pedagogical support

In recent years, the theory of pedagogical accompaniment has gained full force. In the context of the knowledge society and the accelerated changes in the forms of production, in science, in technology and in the ways of creating and disseminating culture, lifelong learning has become a requirement for all professions. In the case of teachers, the improvement of their professional performance poses very unique challenges and characteristics, due to the constant expansion of coverage and especially to the low learning achievements of learners (Minez, 2013, pp. 1-4). In the current situation, where all professions make efforts to be updated, teaching cannot lag behind due to a double situation: for those who exercise the profession and for the human groups to whom its daily actions are directed; this last version constitutes a social commitment, strongly linked to ethical principles.

In this context, the directors of an educational institution must determine the main shortcomings of their teachers, especially the most novice ones, and talk with them to determine a course of action. This should be a transparent, proactive communication to listen to their expectations and respond in the best way possible. Additionally, managers must be committed to consult good and updated bibliographic sources to provide the information required by teachers. Teachers must be predisposed to analyze and discuss the managers' proposals. In short, there must be a dialogue that allows proposals to be assumed, the beneficiaries of which are the students.



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

Other authors such as Yana-Salluca and Adc-Valeriano (2018) express that "the Accompaniment Model focuses its gaze on the development of the subjects and their respective contexts, always bearing in mind that the learner is the final recipient of the entire educational process" (p. 140). This statement emphasizes that pedagogical accompaniment is a resource that allows detecting mistakes made by teachers, in order to propose creative alternative solutions that fully favor students. It is a dynamic triangle: managers, teachers and students. Each one of them can contribute with innovative ideas, sometimes demanding, which, if taken calmly and dynamically, give good results. Calm, referring to the analysis of problems in a calm, tranquil manner; dynamism if alternative solutions are found, to be implemented quickly, without wasting time.

According to Kondrashova et al. providing pedagogical counseling is to have a multifaceted process composed of cognitive skills, innovative strategies aimed at solving learning problems in the classroom environment (Kondrashova et al., 2020). These problems may arise from a lack of teacher preparation, absence of motivational resources, certain student behavior, factors that damage the image of the institution and establishes a discredit for its managers.

Lea-Vezub and Alliaud (2012) are authors who emphasize the accompaniment of teachers, especially young teachers, so that their actions respond to the demands of their social and cultural context. These authors describe the main conceptual and methodological characteristics of a project called: accompaniment of new teachers and professors in Uruguay in their first experiences of labor insertion, developed by the Organization of Ibero-American States (OEI) and the Council of Education Training of the National Administration of Public Education, with the support of the Ministry of Education and Culture and the Spanish Agency of International Cooperation for Development.

International Cooperation for Development. They insist that, in the knowledge society and the changes it demands in the different aspects of science and technology, teachers are required to be constantly updated and adapted so that their actions respond to the satisfaction of educational equity levels.

At the national level, Condor and Bunci (2019) express that:

The pedagogical accompaniment begins with the preparation of the pedagogical accompanier, in aspects related to the accompaniment process, curriculum, didactics, planning, evaluation, curricular adaptations, pedagogical approaches, human development, pedagogical reflection, among others. It continues with the sensitization and information to those involved on who and how they will participate, as well as the development of the pedagogical diagnosis based on class observation and identification of strengths and weaknesses, comparison and analysis of curricular documents such as teachers' plans, students' materials, grades and others (p. 121).

It is a basic description of what constitutes the pedagogical accompaniment, to then proceed to the pedagogical feedback based on the planning of activities to overcome the difficulties exposed in the first base and work on specific realities. Gradually, the expected and aspired achievements will be reached. The achievement of better learning results in the students under the care of the teachers involved in the program will always be kept in mind.



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Lugo et al. (2021) emphasize the importance of information technologies in the process of teachers' performance in a process of improving their actions in favor of students. They state that:

UNESCO shares knowledge on the various ways in which virtual learning environments can provide universal access to education, reduce learning gaps, support teacher development

virtual learning environments can provide universal access to education, reduce learning gaps, support teacher development, optimize the quality and relevance of learning, strengthen cooperation and integration, use instructional strategies, and improve educational management and administration (p. 80).

Although the teachers involved in the pedagogical accompaniment program are not very knowledgeable about virtual learning environments and other devices to overcome their pedagogical deficit, it is a good opportunity to achieve their incorporation to this technological advancement. In summary, pedagogical accompaniment must be a strategy that strengthens educational quality, so that educational success is not considered achieved only with the increase in the number of students who are enrolled, but with the results achieved by them in their classrooms, in their community, in their social life. Educate to be better and feel happy about it.

2.2 Teaching performance

The way teachers act in their professional performance is key to achieve positive results in the learning of their students, which is why the expression: "the idea that the evaluation of teachers -in particular the evaluation of their performance- is a condition for the achievement of educational quality and responds to a social construction that has been installed and nurtured for approximately two decades" is important. (Galaz et al., 2019, p. 179).

Additionally, this conceptual assertion is key in the context of pedagogical accompaniment. It is valid the expression sustained by these authors who say: "education has been subjected to a series of regulatory logics that have set increasingly higher and more complicated demands and objectives, especially those linked to the performance of students, teachers and institutions" (Galaz et al., 2019, p. 181). Consequently, teacher performance is directly linked to the performance of their students and to the provisions given by institutional authorities. It is a triangle that is interrelated and complementary; however, teaching performance is the main vertex, the success or failure of the other two vertices are above the main vertex.

It is also important to mention that:

It is not possible to speak of quality education when the educational system is burdened by exclusion, lack of access, illiteracy -regardless of its nature-, inequity, dropout or dropout, together with other elements such as irrelevance of content, its lack of link with life or outdatedness, and poor performance of teaching staff (Escribano Hervis, 2018, p. 721).

At the national level, the Ministry of Education provides information on teacher performance that responds to a central question:



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

What characterizes a quality teacher in the Ecuadorian educational system?

A quality teacher is one who provides learning opportunities to all students and contributes, through his or her training, to building the society we aspire for our country.

The purpose of the Teaching Performance Standards is to promote teaching in the classroom that allows all Ecuadorian students to achieve the exit profiles or learning outcomes declared by the national curriculum for General Basic Education and High School.

In addition, the Teaching Professional Performance Standards establish the general and basic characteristics and performances that teachers must perform in order to develop a quality teaching-learning process (Dirección Nacional de Estándares Educativos, 2017, p. 3).

This document mentions some basic activities that teachers must comply with, the most relevant ones have been specified: their participation in trainings to improve the quality of their teaching practice, the application of strategies to improve their practice based on the recommendations resulting from the pedagogical accompaniment; they must also assume the behavior of communicating in a timely manner the learning results and relevant official information to students and legal representatives; and apply teaching strategies aimed at achieving the learning objectives set forth in the micro-curricular planning.

Additionally, it is worth mentioning the Constitution of the Republic of Ecuador (2008), published in the Official Register 449 of October 20, 2008, among the articles related to education, two are fundamental.

Art. 27.-Education shall be centered on human beings and guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity and peace; it shall stimulate a critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country and constitutes a strategic axis for national development (National Assembly of Ecuador, 2008, p. 15).

Teachers' performance is key in this aspect in order to be able to concretize their actions in terms of making them human-centered, to discuss and analyze the respect for human rights. It has to offer an education that is characterized by being democratic with an environment of quality and warmth.

Art. 28.-Education shall respond to the public interest and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation shall be guaranteed without any discrimination and shall be compulsory at the initial, basic and baccalaureate levels or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State shall promote intercultural dialogue in its multiple



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dimensions. Learning shall take place both in and out of school. Public education shall be universal and secular at all levels, and free up to and including the third level of higher education (National Assembly of Ecuador, 2008, p. 16).

What is expressed in this article is a function of the State, but has its action in the actions of teachers: they must be aware of their true commitment based on their ethical principles and social justice, it is a character located at the base of the pyramid, but that helps or hinders the lines of action of the policies designed at higher levels of the pyramid. For education to be participatory, democratic, of quality and warmth, and to favor the intellectual growth of students, it needs teachers with a special performance, who are predisposed to work providing unique attention to their students, who are aware that above all they must respect their human rights, that their function is not to transmit knowledge without considering the spiritual, social and cultural reality that they live. It is to be predisposed to share experiences, feelings, emotions and knowledge that will help them to improve themselves.

Another dimension that must be considered in the context of teaching performance is the plurinational reality that exists in various sectors of the population. In this regard, it is worth analyzing the following:

Ecuador is a plurinational and multicultural country, where diverse nations, languages and cultures converge; its population is fundamentally constituted by indigenous, black, white and mestizo people; being this characteristic of ethnic heterogeneity its main cultural wealth. In order to protect and preserve this cultural diversity, the Ecuadorian Government and State have made commendable efforts; in this sense, in the last decades structural transformations have taken place throughout the nation's legal system and public policies have been implemented as an alternative to legitimize the non-discrimination of citizens by skin color, culture or creed; among these actions are those related to educational activities.

In instituting these policies, the State takes into consideration the specific differences between ethnic groups, cultures, communities, peoples and nationalities; in particular, measures are established to guarantee education within a framework of comprehensive protection of rights, even more sensitive with regard to the new generations of Ecuadorians (Fernández et al., 2019, p. 210).

In this situation, teachers need to respect the ethical and religious principles of the social conglomerate to which the students belong and consider the cultural characteristics of their social environment. They should be motivated not to disappoint their social environment, and most importantly, not to disappoint themselves as education professionals. They should work towards the construction of a fairer society, less segregationist, that gives opportunity to all students to strengthen their cognitive dimension, their physical part, the adoption of human values and thus work in the immediate and mediate future for their individual welfare and the welfare of their social environment, without prejudice or limitations.

As a final summary, it will be praiseworthy that teachers, in search of their ideal profile, assume basic characteristics such as the following: become motivators of their students and develop an intelligent listening of their students' expectations and needs, in order to organize collaborative work, as an effective strategy in the development of spaces for intercommunication. They must also become companions in extracurricular processes,



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

which are the best spaces to foster friendship among students and between students and teachers. Finally, they should assume the role of educational evaluators, not to sanction but to support the cognitive and affective growth of their students.

In conclusion, without being reductionist, nor too optimistic in this time in which our society lives in crisis, invaded by aggressive criminal actions, by processes of organized crime in processes of drug trafficking, crimes of corruption in most public and private institutions, by disrespect for the integrity and life of women, there is a door to the solution of these and other problems in the actions of teachers. Their task is not simply to impart knowledge, but, above all, to train their students in values so that in the future they will be exemplary citizens.

2.3 Organizational climate

The organizational climate is the mood that surrounds an educational institution; it is how teachers feel when they provide their professional services in it; it is their mood reaction of job satisfaction or dissatisfaction, which directly influences their behavior among colleagues, their relationship with their students and the positive or negative predisposition towards managers. Hence, it is transcendental what is expressed by one author:

Generally, the perception of the organizational climate revolves around: organizational structure, management or leadership styles and reward or recognition mechanisms, the same that affect their performance, since a person will develop their work better if they feel good about themselves and if they are comfortable with their work environment (Medina-Montesdeoca, 2017, p. 11).

It can be deduced that when teachers experience an adequate organizational climate in their institution, they show a good sense of belonging, feel at ease in the institution, and try to demonstrate good performance in order to continue in it. Pedagogical accompaniment should have an impact on teaching performance, with the premise that a positive and encouraging organizational climate is developed. It occurs at all educational levels, thus "in every educational institution a warm climate should be developed, where relationships between teachers and managers are positive and welcomed by students and the interaction between teachers and students develops in a positive environment" (Becerra and Serrano, 2017, p. 14). The climate of an educational institution is felt, breathed, in the different activities, it is translated in the joy, sadness or worried faces of its students, in the work of the teachers, in the gesticulation of the directors, in the actions of the administrative assistants. In short, it is felt in every corner and at every moment.

It can be said that the organizational climate of an educational institution is influenced by physical and structural factors, which, combined with the cultural elements of the directors, teachers and administrative personnel, provide students with special experiences, which are sometimes positive and sometimes negative. In the first case, everyone feels pleased, with a spiritual joy of belonging to such a center. In the other case, everyone feels uncomfortable, wishing to move to a different center.

Another dimension worth considering is greater direct student participation. For some managers or teachers, this option may not be accepted initially, then they will change the criteria, when observing possible results, as expressed by Salas et al., (2018)

We put into practice a good coexistence in educational institutions when the student establishes a pleasant relationship with their teachers,



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classmates and other people who are part of the institution. Taking as a reference the coexistence of most of the educational institutions we will realize that it is very bad, in order to normalize and improve it, the condition that the students interact more among themselves and that they themselves participate in the elaboration of norms must prevail (p. 2).

These authors emphasize the direct participation of students to improve the organizational climate; however, in order to achieve this participation, the actions of teachers are also fundamental as an element that can make it dynamic. In sum, educational institutions through their directors, teachers and administrative personnel must work cooperatively to achieve the establishment of an adequate organizational climate in favor of the students, which is very visible when they begin to grow cognitively and emotionally; when the opposite is observed, something is happening in the institution.

3. Results

The educational institutions through their directors, teachers, and administrative personnel must work cooperatively to achieve the establishment of a climate. This research project was developed by means of a quasi-experimental procedure with the following stages:

- a) Decide on the independent and dependent variables for the research process.
- b) Determine the instrument to collect the information.
- c) To form the members of the control and experimental groups.
- d) To have the members of each of the groups.
- e) Explain to them the responsibility they must fulfill.
- f) Motivate them so that their participation is transparent.
- g) Apply the instruments
- h) Select the data referring to the selected variables

The study group was selected from among the teachers of the following educational units: "Oswaldo Guayasamín", thirty participants, experimental group, which allowed determining the impact of the Pedagogical Accompaniment Program; and "Cuenca del Guayas", thirty participants, control group, which helped to check how the problem was developing. The selected teachers teach in Basic General Education and High School. Only those teachers who voluntarily expressed their informed consent participated; principals, administrative personnel and students were not considered.

For data collection, a survey was used with an instrument called a questionnaire, "in social phenomena, perhaps the most widely used instrument to collect data is the questionnaire. A questionnaire consists of a set of questions regarding one or more variables to be measured" (Hernández-Sampieri et al., 2014, p. 217). The Likert scaling method was used to obtain affirmative responses, proposing five categories for each item.

To validate the instruments, the participation of five experts in education was requested, who issued their criteria regarding the construction of the items related to teacher performance. In addition, a correlation was made between the scores achieved in each dimension and the variables, for which a pilot test was carried out in one of the educational institutions of District 09D23, Samborondón, where a value equal to or greater than 0.21 was verified to qualify each item used as valid. Construct validity was performed by means of the factorial analysis test, based on the study of the dimensions that form the variables, as well as their items.



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To measure the level of reliability of the instrument, Cronbach's alpha was used for polytomous data, obtaining a coefficient of 0.957, showing a reliability of excellent. The application of the instruments was carried out virtually, through a survey, elaborated in Google Forms, sent to the e-mails of the participating teachers. The data analysis was descriptive, through the creation of frequency tables, percentages and graphical representation through the statistical package for Social Sciences (SPSS), which allowed the interpretation of performance levels as: very good, good, fair, poor and very poor.

The project was developed under the ethical principles of scientific research, oriented to the benefit of teachers, through the improvement of their performance, with a pedagogical accompaniment in an environment of positive organizational climate to gradually achieve educational quality. The most decisive results have been selected to explain the scope of the Pedagogical Accompaniment Program in Teaching Performance.

In the following table, we considered what was established in Specific Objective No. 1: To determine the level of teaching performance in the teachers of the experimental group and the control group, before applying the Pedagogical Accompaniment Program applied in the public educational institutions of District 09D23, Samborondón, 2021.

| Levels | G. Experimental | | G. Control | |
|-----------|-----------------|--------|------------|--------|
| | Fr | % | Fr | % |
| Regular | 11 | 36.7% | 6 | 20.0% |
| Good | 14 | 46.7% | 10 | 33.3% |
| Very good | 5 | 16.7% | 14 | 46.7% |
| Total | 30 | 100.0% | 30 | 100.0% |

Table 1. Level of teaching performance of the groups before applying the Program

The control group presented a percentage of 46.7% in the very good level, which was much higher than that of the experimental group, which only reached 16.7%. After the application of the pedagogical monitoring program, there was a positive variation in the percentage in the different levels.

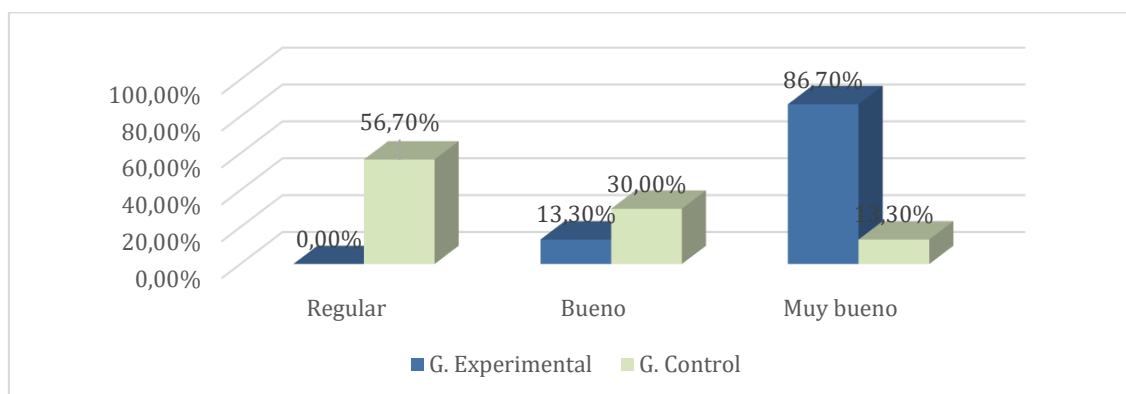


Figure 1. Level of teaching performance of the groups after applying the Program

56.7% of the teachers (control group) were at a fair level, while 86.7% of the teachers (experimental group) reached a very good level and 13.3% remained at a good level; with these results, the levels at which they were before the application of the program were surpassed. It was evident that the application of the program had a definite influence on the



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performance of the teachers in the experimental group. In order to confirm the significant differences between the two groups, statistical data are presented for the alternative hypothesis. It was proved that there are significant differences after the application of the pedagogical accompaniment program.

| Test | VarAgrup | N | Average Range | U de Whitney | Mann-Sig. (bilateral) |
|-----------|--------------|----|---------------|--------------|-----------------------|
| Post Test | Experimental | 30 | 45.47 | 1.000 | 0.000 |
| | Control | 30 | 15.53 | | |
| | Total | 60 | | | |

Table 2. Mann-Whitney U test - Post test

The data presented show a Mann-Whitney U-value of 1.000 and a p. value (bilateral) of $0.000 < p.0.05$. This data confirms the difference between the two groups. It is also interesting to present the data showing the results, according to the pretest and posttest, for the teachers in the experimental group.

| Experimental Group | | | | | |
|--------------------|---------|--------|--|----------|--------|
| Niveles | Pretest | | | Posttest | |
| | fi | % | | Fi | % |
| Regular | 11 | 36.7% | | 0 | 0.0% |
| Bueno | 14 | 46.7% | | 4 | 13.3% |
| Muy bueno | 5 | 16.7% | | 26 | 86.7% |
| Total | 30 | 100.0% | | 30 | 100.0% |

Table 3. Comparison of the action level of the experimental group

At the pretest level, 36.7% achieved a rating of fair, 46.7% good, and only 16.7% achieved a rating of very good; while in the posttest there were no teachers with a rating of fair, 13.3% with a rating of good and 86.7% with a rating of very good. These findings demonstrated the positive effect of accompanying the teachers in the experimental group. As a complement to these data, it is worth analyzing the results obtained, categorizing them in different dimensions.

| | Test | Deficient | | Regular | | Good | | Very good | | Total | |
|---|------|-----------|-------|---------|-------|------|-------|-----------|-------|-------|--------|
| | | fi | % | Fi | % | fi | % | fi | % | fi | % |
| Preparation for the Teaching of Apprenticeships | Pret | 4 | 13.3% | 12 | 40.0% | 8 | 26.7% | 6 | 20.0% | 30 | 100.0% |
| | Post | 0 | 0.0% | 0 | 0.0% | 1 | 3.3% | 29 | 96.7% | 30 | 100.0% |
| Teaching of Apprenticeships | Pret | 6 | 20.0% | 11 | 36.7% | 5 | 16.7% | 8 | 26.7% | 30 | 100.0% |
| | Post | 0 | 0.0% | 0 | 0.0% | 2 | 6.7% | 28 | 93.7% | 30 | 100.0% |

Table 4. Comparison of the level of performance of the teachers in the experimental group, before and after receiving the accompaniment



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The results show the percentages obtained before and after the accompaniment, which always show a considerable improvement in each of the dimensions, going from percentages below 20% to percentages above 90%. In conclusion, it was possible to determine the effectiveness of coaching in improving the performance of teachers in the public educational institutions of District 09D23, Samborondón, 2021.

| Dimensions of the teaching performance variable | Test | N | Average range | U de Mann-Whitney | Sig. (bilateral) |
|---|----------|----|---------------|-------------------|------------------|
| Preparation for the Teaching of Apprenticeships | Pretest | 30 | 17.68 | 65.500 | 0.000 |
| | Posttest | 30 | 43.32 | | |
| Teaching of Apprenticeships | Pretest | 30 | 21.02 | 165.500 | 0.000 |
| | Posttest | 30 | 39.98 | | |
| Participation in the management of the school articulated to the community. | Pretest | 30 | 20.45 | 148.500 | 0.000 |
| | Pretest | 30 | 40.55 | | |
| Professionalism and Identity Development | Pretest | 30 | 20.78 | 158.500 | 0.000 |
| | Pretest | 30 | 40.22 | | |

Table 5. Paired sample statistics of experimental group members

The average ranks in the different dimensions presented an incremental value, in the dimension related to learning, there was an increase of 25.54% (43.32% - 17.68%). It was also evident the values reached in the dimension: development of professionalism and identity, in the pre-test an average range of 20.78%, while in the post-test the average was 40.22%. The significant value (bilateral) of $0.000 < p.0.05$ in all dimensions.

The fundamental tasks of the professionals who integrated the pedagogical accompaniment program, varied according to the different dimensions; in relation to the preparation of the teachers for the teaching of the learning contents, they motivated the students so that they develop the curiosity to elaborate their own contents. In the dimension related to the school and its articulation with the community, teachers learned to discover the problems and needs that arise in the school, in order to collaborate in solving them in the community. In the dimension related to the identity and professionalism of the teachers, they developed leadership strategies to interact with their students, directors and parents. The contributions obtained in this research will be gradually incorporated in the public educational institutions of District 09D23, Samborondón as a strategy to improve the quality of education.

5. Discussion and Conclusions

The discussion presents a comparative analysis of the results, "this implies translating the findings into a practical, conceptual or theoretical meaning" (Eslava-Schmalbalch and Alzate, 2011, p. 17). When confronting the results of the research with the stated objectives, it was found that the pedagogical accompaniment did improve the teaching performance of the experimental group, which presented positive results in each of the dimensions.



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With reference to research conducted on the same subject, the data of this research coincided with the results obtained by Valdes-Casavilca 2020, which reflected the effectiveness of the pedagogical accompaniment program; after the program, they went from 100% of the unsatisfactory level to 81.8% at a very satisfactory level and 18.2% at a satisfactory level. In the learning process dimension, favorable data were also found: achievements increased from 86.4% of teachers with an unsatisfactory level to 68.2% with a very satisfactory level. In the dimension of preparation for teaching learning, comparative similarities were established with the Aspajo 2018 study, where 57.1% managed to significantly improve their performance in curriculum management.

Regarding the inferential results, the research was related to the finding of Agreda and Pérez (2020), who determined that the pedagogical accompaniment favored the performance of teachers, through periodic evaluations, permanent planning and collaborative work with other teachers. Likewise, the results were similar to the data found in the thesis of Valdivia 2016, who found an improvement in the performance of teachers after applying the program. In reference to the theoretical bases that supported this research, it is related to Ruíz and Martínez 2015 who, when explaining Vroom's expectations theory, argue that the achievements reached by the whole team that is part of an organization are the reflection of job satisfaction. This satisfaction is achieved when the desire to achieve the objective set in an institutional manner is shared because it arises from the needs detected in the performance evaluation, where accompaniment is the engine of development.

Also, the positive results achieved with the application of the pedagogical accompaniment program were supported by the theoretical bases of Ausubel 1983, who argued that, in order to mutually improve the weaknesses that affect the entire organization, it is essential to generate an optimal performance in the management processes, orienting the teaching work towards logical, psychological and motivational significance. In addition, the results of this study shared with the conceptual criterion of Kozanitis et al. 2018 who recognized the importance of work performance in pedagogical accompaniment, in that the experience shared by teachers with more years in educational practice served young teachers as an element of evaluation and analysis, allowing the comparison of new methodologies, resources, modalities and teaching processes with what was applied before. He also agreed with Vásquez 2019, who attributed the success of the teaching work performance with the pedagogical accompaniment, through the achievement of the goal projected in the classroom curriculum plan. He also agreed with Valdivia 2016 because the goals are pedagogical aspirations oriented to the curricular management of the teaching staff, and to their communicative interactions with emotional and social community competences.

The approach of the present Pedagogical Accompaniment Program also coincided with the proposal of Rodríguez et al. 2020, who sought to strengthen the knowledge of teachers: update the teaching methodology and provide support measures to the teacher in terms of curricular development as strategies for improving the quality of education. This study will support the advancement of educational sciences with a new proposal for pedagogical accompaniment, with methodological guidelines that will seek to facilitate the teaching-learning process, considering the pace and learning style of students, rethinking interdisciplinary approach strategies that promote the development of skills and ensure coordinated work among all teachers.

As a result of the research, the following conclusions about the pedagogical accompaniment program were determined: the objective was achieved by proving the effectiveness of the program in the improvement of teaching performance (experimental group), managing to



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

increase the levels of practice in the planning of teaching-learning contents, the management of teacher-student interrelation processes in the virtual modality, with the participation of the community in the development of professionalism and identity. The effects that the application of the pedagogical accompaniment program had on the teachers of the experimental group, in a Fiscal Educational Institution of District 09D23, Samborondón, confirmed that the result of the Program had positive effects because it generated creative competencies in the management of the virtual teaching-learning process, through the strengthening of the management of virtual pedagogical strategies. The research opens new spaces for co-participation between the educational community and the teaching staff. The teachers understood that pedagogical accompaniment is not a supervisory task to detect errors and apply sanctions, but an empowering action for their personal growth, with dialogues that change the style of professional communication through the practice of various cooperative strategies that increase the levels of pedagogical performance of teachers in the different dimensions and contribute to the permanent achievement of the improvement of the quality of education in the fiscal educational institutions..

Acknowledgments

A good opportunity to express our gratitude to five education professionals, who accompanied us throughout the process of implementing the pedagogical support proposal and showed all their interest, experience and knowledge in working with the teachers. Special recognition goes to the staff of the Coordination of Formative Research of the Universidad "César Vallejo" of Peru, who always provided timely and effective advice to move forward with the research process.

Finally, a deep gratitude to the teachers of the educational centers: "Oswaldo Guayasamín" and "Cuenca del Guayas de Samborondón" for their transparent, motivated and proactive participation in the different stages of the project.



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>

Authors

VICENTA LIMONGI-VÉLEZ She has a degree in Primary Education - Higher Technical Level at the Instituto Superior Pedagógico "Rita Lecumberri" of Guayaquil, 2014. Master in Educational Management at the Metropolitan University of Guayaquil, 2012. Educational Psychologist at the Universidad Laica Vicente Rocafuerte of Guayaquil, 2012. Bachelor's Degree in Educational Psychology from the Faculty of Educational Sciences at the Universidad Laica Vicente Rocafuerte de Guayaquil, 2002.

She is currently an Educational Advisor for the Ministry of Education of Ecuador, whose main function is to guide institutional management towards the fulfillment of educational quality standards. In addition, she fulfills specific functions of advice and guidance for the implementation, development and execution of curricula, orientation of activities of innovation and educational change, pedagogical communication and coordination, accompaniment and monitoring of pedagogical and management processes. She has worked as a teacher at the Faculty of Philosophy, Letters and Educational Sciences of the University of Guayaquil and as a thesis tutor and consultant, prior to obtaining bachelor's degrees. She has been a member of research teams and is the author of national and international academic and scientific publications.



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Revista Cátedra, 5(2), pp. 55-73, julio-diciembre 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3544>



REVISTA

CÁTEDRA

Analysis of determining factors in the academic performance of the students of the Faculty of Philosophy-Universidad Central del Ecuador

Análisis de factores determinantes en el rendimiento académico del estudiantado de la Facultad de Filosofía-Universidad Central del Ecuador

Segundo Barreno-Freire

Universidad Central del Ecuador, Quito, Ecuador

sbarreno@uce.edu.ec

<https://orcid.org/0000-0003-0845-5360>

Oswaldo Haro-Jácome

Universidad Central del Ecuador, Quito, Ecuador

oharo@uce.edu.ec

<https://orcid.org/0000-0001-6387-9591>

Jenny Martínez-Benítez

Universidad Central del Ecuador, Quito, Ecuador

jemartinez@uce.edu.ec

<https://orcid.org/0000-0001-6363-5503>

Germania Borja-Naranjo

Universidad Central del Ecuador, Quito, Ecuador

gmborjan@uce.edu.ec

<https://orcid.org/0000-0002-0743-2450>

(Received on: 23/03/2022; Accepted on: 10/04/2022; Final version received on: 15/06/2022)

Suggested citation: Barreno-Freire, S., Haro-Jácome, O., Martínez-Benítez, J. y Borja-Naranjo, G. (2022). Analysis of determining factors in the academic performance of the students of the Faculty of Philosophy-Universidad Central del Ecuador. *Revista Cátedra*, 5(2), 74-95.



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

Abstract

The purpose of this article is 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. Academic performance is expressed in the grades obtained by students in different subjects. 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%.

Keywords

Attendance, grades, institutional factors, personal factors, social factors, academic performance.

Resumen

El propósito de este artículo es analizar los factores personales, sociales e institucionales determinantes en el rendimiento académico estudiantil en las carreras de formación docente de la Facultad de Filosofía de la Universidad Central del Ecuador. El rendimiento académico se expresa en las calificaciones obtenidas en diferentes asignaturas por el alumnado. En la investigación se asume un enfoque integral de nivel descriptivo-correlacional; con la participaron de 2586 estudiantes matriculados en la Facultad, durante el semestre 2019-2020. Los resultados más destacados expresan que los factores personales presentan una media superior a los sociales e institucionales. Además, estos aspectos personales al igual que los sociales muestran correlaciones estadísticamente significativas con el promedio de calificaciones y asistencias. También, el promedio de calificaciones es directamente proporcional a las asistencias del estudiantado. Pero llama la atención que los factores institucionales no presentan correlaciones significativas con las calificaciones ni con las asistencias. El promedio de calificaciones estudiantiles es de 32.98/40 puntos; mientras que, el promedio de asistencias es 95.23%. Las estudiantes mujeres presentan calificaciones y asistencias superiores a los hombres. El 70% del estudiantado tienen algunas dificultades en sus estudios, las más representativas son de índole económica y de carreras ajenas a su vocación. Con respecto a la percepción del estudiantado sobre las funciones universitarias sustantivas: la vinculación con la sociedad es mejor puntuada con el 77.5% de valoración positiva; luego docencia con el 75.8% y finalmente investigación con el 69.7%.

Palabras clave

Asistencias, calificaciones, factores institucionales, factores personales, factores sociales, rendimiento académico.



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

1. Introduction

Academic achievement at the higher level is an indicator of the effort of each student and his or her family environment, the institution and the state. State evaluation agencies observe the educational quality of the university through student performance measurements. Performance levels in education careers correspond to personal, social and institutional factors. This relationship between academic performance and its causal factors in university teacher training courses is the problem that will be elucidated in the study. The fundamental question to be answered is: What are the personal, social and institutional factors that have the greatest impact on academic performance in teacher training programs?

The objective of the article is to provide the academic community with the first empirical results on personal, social and institutional factors that have a greater impact on academic performance. The study is focused on the teacher training careers of the Faculty of Philosophy, Letters and Educational Sciences of the Universidad Central del Ecuador. The research project is executed in the period between the years 2019-2024, the results presented in this article correspond to the first stage of the research. The study involved the participation of nine careers of face-to-face modality: Initial Education, Basic Education, Educational Psychology-Psychopedagogy, Pedagogy of History and Social Sciences, Pedagogy of Language and Literature, Pedagogy of National and Foreign Languages-English, Pedagogy of Experimental Sciences Computer Science, Pedagogy of Experimental Sciences Mathematics and Physics, Pedagogy of Experimental Sciences Chemistry and Biology. For the field study, a questionnaire on personal, social and institutional factors related to academic performance was applied. An analysis of student grades and attendance recorded in the General University Information System (SIU) was also carried out.

The structure of the article contains the following sections: the introduction with a brief description of the problem to be investigated and the theoretical foundation. The methodology, which describes the procedures, techniques, population and sample. The results and discussion that reflect the most determinant explanations of the empirical study, compared with the state of the art published on the subject. Finally, the conclusions, which are the synthesis of the most significant findings of the study.

1.1 Academic performance and its factors

1.1.1 Academic Performance

In higher education, academic performance is related to the learning achieved by students in subjects, courses and professional training levels. Several factors intervene in the student learning process, which may favorably or unfavorably influence academic performance. The factors usually associated with academic performance are personal, social and institutional. Considering that, the student body presents unique qualities of: personality, predisposition to work, learning abilities, motivation to be successful in the academic environment, among others (Hernández, 2016, p. 1372). Commonly, academic performance is conceptualized as the learning achievement attained by students throughout their formative life. This assessment of learning is given with emphasis at the end of a cycle or level. According to Pérez and Gardey (2008), "academic performance is a measure of the student's capabilities, which expresses what he/she has learned throughout the formative process. It also implies the student's capacity to respond to educational stimuli" (p. 2).



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

In the same line, performance is expressed in the attainment of academic goals, achievements and purposes set for a subject, level or course. In higher education, academic performance represents the most transcendent result of training; it is a measure of institutional educational quality (Caballero, et al., 2007, p. 99).

With a more comprehensive vision, Navarro (2003) argues that academic performance is "a construct susceptible of adopting quantitative and qualitative values, through which there is an approximation to the evidence and dimension of the profile of skills, knowledge, attitudes and values developed by the student in the teaching-learning process" (p. 14). In the same sense, academic performance is conceptualized as the achievements of knowledge, skills and competencies that the student has developed. This learning achieved by students is verified through evaluation strategies whose results are expressed in grades (Solano, 2015, p. 27). Other authors approach academic performance from a different perspective, prioritizing the process rather than the product. Carretero (2009) in this line attests that "it is not so important the final product issued by the student as the process that leads him/her to give a certain answer" (p. 2).

There is a very intense debate on academic performance in its qualitative or quantitative approaches, but especially in the approach as process or product. That is to say, performance is the result of interdependent aspects in the whole formative process that is systematically evaluated as a product. According to the above, academic performance is the synthesis of a diversity of elements such as knowledge, skills, efforts, motivation, attitudes and aptitudes. This diversity of cognitive, procedural and attitudinal elements interact in the formative process of the student body in the permanent search to achieve significant learning. In line with what has been described, Garbanzo (2007) argues that:

The assessment of academic performance does not lead to anything other than the relationship between what is learned and what is achieved from the learning point of view, and is valued with a grade, the result of which is derived from the sum of the student's achievement grade in the different academic activities to which he/she was subjected in a given cycle (p. 46).

It is very common for performance to be expressed in subject or course grades, which imply passing or failing grades. In short, performance reflects the academic success or failure of the student body, but also of the institution. In this sense, Arribas (2014) states that "one of the main manifestations of academic performance is grades" (p. 2), but it is worth noting that the evaluation of performance has a high dose of subjectivism, and many times, grades do not express the comprehensiveness of knowledge and skills developed by the student body. However, "despite the limitations expressed, grades are the most evident indicators of academic performance" (Barreno et al., 2019, p. 44).

1.2 Determinants of academic performance

The primary factors related to student learning are personal, social and institutional factors that in some way influence academic performance. The main indicators of personal factors are self-perception of gender, ethnicity, disability, entrance exam scores, time dedicated to academic preparation, reasons for choosing a career, class attendance rates and study difficulties. Social factors include family environment, marital status, territorial origin, socioeconomic stratum, employment conditions and financing of studies. The institutional factors are characterized by infrastructure, teaching, research and linkage, institutional environment and learning assessment, since they are the most developed in the empirical research.



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

1.2.1 Personal factors

Gender and academic performance. When analyzing gender as a performance factor, it is necessary to highlight that "gender equality has been expressed in resolutions and declarations of international organizations, as well as in treaties, agreements and governmental conventions, in forums and world conferences on education and culture" (Trejo et al., 2015, p. 52). However, inequalities still persist in the university in the 21st century, globally and locally. There are profitable careers that privilege the entry of men, while others of lower economic profitability, such as teacher training, are practically feminized. Studies that relate gender and performance have found diverse results. In some cases, they conclude that female students have better grades than their male peers; in other cases, the opposite is shown. Also, there are cases where gender does not present significant differences in academic performance, as stated by Centeno, et al., (2019) "The results are conclusive since no significant differences appeared in any of the variables studied. The overall performance of the graduates was completely similar between men and women" (p. 171).

Regarding ethnicity and academic performance. The university is a meeting place, where students from social groups coexist for professional training purposes that self-define themselves as ethnically different. According to Sánchez-Jabba (2011) "the difference in performance is not attributable to ethnic status (...) but to factors related to household characteristics (such as income and parents' educational level) and peer influence" (p. 192). In conditions of disability; the factors to be taken into account in the performance analysis are welfare conditions. For the World Health Organization (2018) it is "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity" (p. 5). Human beings to develop their educational activities, need to be in enjoyment of their essential faculties, in this group are the largest university population. Capacities and well-being could be the factor with the greatest impact on performance. On the other hand, according to data from the National Council for the Equality of Disabilities 2021, at present, 47082 people in Ecuador have officially registered their disability. Concomitant with the above, according to Vicente et al. (2016) disability is "any restriction or absence (due to an impairment) of the ability to perform an activity, in the manner or within the range considered normal for human beings" (p. 4). Despite their low percentage of the population, students with disabilities require institutional attention from a rights-based approach.

A large number of university students, despite their relative normality, have difficulties in their academic preparation on a regular basis. The difficulties are expressed in lack of motivation for certain subjects or study programs; also due to inadequate school-family environments or spaces, disorganization of autonomous schedules, weakness in the use of study techniques, among others. In this regard, Romero and Lavigne (2005) testify that:

The origin of these problems is generally extrinsic to the student, i.e., due to socio-educational and/or instructional factors (such as inadequate family educational guidelines, inappropriate instructional practices, truancy, achievement motivation deficits, disinterest, etc.) (...) may occur in conjunction with other intrinsic disorders (e.g., sensory impairment, mental retardation, severe emotional disorders, attention deficit disorder with or without hyperactivity, specific learning difficulties, poor school performance) (p. 18).

Although they do not manifest themselves as specific learning disabilities in university students, students commonly have different types of difficulties and deficiencies. These problems must be overcome to achieve success in their professional training. In a study on



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

education with an inclusive approach in Ecuadorian universities, it is stated that "inclusion is not only a sign of equity, but also of the quality of education. Quality without equity and educational inclusion is elitism and discrimination" (Borja et al., 2019, p. 15). The university has taken important steps in policies, infrastructure and organization with an inclusive approach; however, there are still actions to be taken for the benefit of the student body.

In terms of career selection and academic performance, in Ecuador, access to technology and degree programs in public higher education is by passing an entrance exam. This exam is applied by the state through the National Secretariat of Higher Education, Science and Technology (SENESCYT), currently called Transformar. According to Aprender Online (2021) "numerical, logical and verbal skills and reasoning will be evaluated" (p. 2). In concatenation with the above, Rodríguez (2013) asserts that "vocational-professional interest has a favorable and significant influence on academic performance" (p. 172). That is to say, students differ in their academic performance in relation to the time they dedicate to their studies, reading, attendance, classroom participation, evaluations, and career of their interest. On the other hand, according to SENESCYT, education careers occupy the fifth place in enrollment priority at the national level, after administration-law, engineering, health and social sciences-journalism. This data reflects that education careers are not among those preferred by high school graduates. The tendency is to apply for traditional careers, mainly the most profitable professions from an economic perspective (SENESCYT, 2018, p. 20).

In reasons of university career selection, the choice of profession is a primary responsibility for high school graduates, their families and the state when deciding on a university career. In this process, the aim is to guide young people towards the career of their vocation, so that the new professional has an identity with the labor field and contributes to the improvement of the living conditions of nature and society. In contrast, a profession achieved by inadequate decisions produces frustration, unhappiness, and even personality maladjustments, which in the future may affect society as a whole (Figuroa, 1993, p. 5). The main factors that interact in the selection of a professional career are of a social and personal nature. In the social sphere, status, economic aspirations, employment, entrepreneurship, among others, take precedence. On the personal side, vocation, aptitude, interest and maturity are the main factors. On the topic Bravo and Vergara (2018) argue that the choice of a university career is a:

A decision that should not depend on the level of pressure exerted by the family, the social or economic environment should be understood as an aspect of each individual; it is also of great importance the knowledge of oneself to discover the vocation and, finally, the need to be informed about the offer of careers and job placement possibilities (p. 46).

However, it is frequent that, since an adequate process of professional orientation for Ecuadorian high school students is not institutionalized, the results will be chaotic. When choosing a career, decisions are still influenced by factors other than the applicant's interest and vocation, such as family, friends and lack of knowledge.

1.2.2 Social Factors

Family environment and performance. Despite the changes in the structure and roles of the home environment, the family remains the nucleus of society. According to Rodríguez et al. (2008) "the family continues to be one of the essential pillars of young university students" (p. 227), likewise, for Beneyto (2015) "the different forms of parental involvement in the education of children have a positive impact (...) on the achievement of academic success" (p. 79). While in Véliz's assertion (2016) "it is the climate or type of family dynamics that



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could come to influence student performance and not the manifestations of support on the part of the family" (p. 64). The family environment, especially if it develops in a stable environment, has a positive impact on the education of their sons and daughters throughout their education, up to the university level.

In terms of marital status and performance, students who enter university immediately after finishing high school generally begin their studies between the ages of 18 and 23. This age group still remains in a single marital status, as Hernández and Pástor (2011) attest that "for Spain as a whole, (...) 90% of students claim to be single without a steady partner" (p. 9). Single students, with some exceptions, do not yet have family support responsibilities or employment needs. Consequently, they are probably more committed to achieving a high level of performance that will lead to the achievement of the profession on time. According to Ferreyra (2007) "single students have fewer responsibilities and more time to devote to study" (p. 15). At the same time, however, single students are more likely to drop out, especially those who have not chosen the career of their choice. It also happens that young people in these conditions are more likely to get involved in social problems and lose interest in completing their university studies.

In terms of employment as a performance factor, university students enrolled in the face-to-face modality, develop their academic training in days of classes at the university facilities (Higher Education Council (CES), 2020, p. 15). There are two study days: morning and evening-night, with six hours of classes per day, an element that favors the employment option of its students. There are three contradictory findings regarding the positive or negative incidence of student employment on university academic performance. On the one hand, as attested by Carrillo and Ríos (2013), the "labor occupation reduces their available time for school and personal activities and negatively affects their academic performance" (p. 32). Contrary to the previous position, Guzmán (2004) states that employment strengthens "training, provides experiences and knowledge that complement what the student acquires at the university" (p. 764). A third constant position in the study conducted at the State University of Quevedo -Ecuador by Cervantes et al. (2019) concludes that "students who work do not present problems in their academic performance" (p. 165). From which, it can be inferred that employment interferes in the times of university studies, but it contributes with positive experiences that guide the future work occupation.

It is a very marked tendency, in the Latin American context, for university students to seek employment, especially in the last levels of studies. The occupation is more frequent in students of social sciences and humanities, but not in the areas of medicine and engineering. The jobs to which they have access are usually different from the area of studies they are pursuing. "Salaries are increasingly lower and generally serve to contribute to family expenses and finance career costs" (Guzmán, 2004, p. 149).

In socioeconomic stratification and performance, social stratification is sociologically categorized as the segmentation of a social context into high, medium and low levels. With respect to access to social quality, which in reference to Sémblér (2006) is "educational achievement appears as a central factor in the conditions, standards of living and possibilities of social mobility presented by different social groups" (p. 59). Social quality implies the effective right to access and enjoyment of the welfare offered by the state, that is, a system of "opportunities and social rewards" (Gelles and Levine, 2000, p. 264). Access, permanence and professionalization in higher education is perhaps the most important indicator of social quality, especially for middle and lower class youth.

The student body of pedagogical careers belongs to the low and middle socioeconomic stratum. In this context, the student body shows limitations in having the necessary



resources for their studies. Economic restrictions have direct implications on individual well-being for the achievement of excellent performance. In this regard, a study conducted on the socioeconomic level and performance of students in the Peruvian education system developed by León and Collahua (2016) concludes that "socioeconomic level-both at the individual and school levels-is a key variable in explaining student performance" (p. 141). Meanwhile, in a research in Ecuador it is observed that "in the field of higher education the socioeconomic level of students does not generate a relevant incidence that has an impact on the academic performance of students" (Valladares et al., 2020, p. 6).

1.2.3 Institucional Factors

University infrastructure. Adequate physical, technological and connectivity infrastructural implementation are very necessary factors for the development of educational activities of students, teachers, administrators and authorities. However, the quality of educational infrastructure, especially technological equipment, is restricted and deficient in public higher education. The availability of these resources stimulates access to means of learning, welfare and comfort, which has a positive or negative impact on academic performance. Hence, the Autonomous University of Peru (2021) establishes that higher education institutions must "have spaces for research, as well as laboratories, libraries; spaces to develop culture and sports, considering auditoriums and multi-sports facilities" (p. 3).

In teaching, research and liaison functions. These functions should be developed from a dialectical and integrating perspective in professional training and research in their socio-educational context. In this regard, outreach "poses an internal interrelation, namely: it cannot be dissociated from teaching and research activities, just as the latter cannot be dissociated from the former" (Roble et al., 2007, p. 2). While, in a more critical view, in the Ecuadorian Higher Education System, "research, teaching and liaison are promoted as separate aspects (...) on which research or intervention projects are designed far from the field of studies" (Simbaña, 2017, p. 26). The three functions should articulately fulfill a determining role in the comprehensive training of the new professional. This comprehensive approach seeks to raise the educational quality, which is reflected in the substantive progress of the academic performance of the university student body.

Professional training in pedagogical careers revolves around pre-professional practice in its various forms. The current curricular designs of the careers include the knowledge integration project as an integrating methodology for teaching, research and liaison work. Hence, it is fully applicable to this analysis the statement that in the "practices they manage to adapt to different situations, problematic (...) in the educational center with which they relate, they learn to observe and apply methodological strategies in the classroom and most importantly, it creates a link with the school context" (Chenche-Jácome et al., 2017, p. 135). In this same logic of reflection, the "professional practice, plays a vital role in the improvement and success of students at the level of performance in the labor market" (Piña, 2016, p. 16). The pre-professional teaching practice is the space for an applicative exercise close to the reality of learning achievements in curricular-research training. The contact with the reality that allows the exercise of the practice, consolidates the vocation, interest and the curricular relevance offered by the career is evidenced.

The institutional environment. A factor of great incidence in university education and academic performance is the environment or climate that the institution fosters among the participants. The institutional environment generated in the educational process involves students, teachers, administrators and community context. An adequate climate for the student body is expressed in well-being, comfort, confidence, security and "participation in their own learning" (Tuc-Méndez, 2013, p. 63). In this area, the institutional culture,



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interpersonal relationships and teacher treatment form the substantial axes of the institutional environment.

Assessment of learning. Evaluating learning at the university implies investigating, knowing, interpreting and issuing value judgments on the learning achieved. The evaluation process makes it possible to verify the achievement of the objectives outlined in the career training curriculum in order to improve the aspects in which deficiencies have been observed (Pidone, 2005, p. 40). At the Universidad Central del Ecuador (UCE), learning assessment is a curricular component that has the particularity of being formative and summative, as well as individual and group. The scoring scale had a range of 0 to 40 points, later it was modified to a scale of 0 to 20 points. The evaluation period is six-monthly, considering a formative evaluation process, in addition to a summative evaluation that must be carried out individually and in groups. The evaluation is a factor of great incidence in the performance, since, with its application by means of specific techniques and instruments, a qualification is granted. The evaluation brings into play the pedagogical criteria of the teaching staff, the technical and instrumental quality, and the curricular and administrative institutional processes. In short, the evaluation provides results that relatively reflect the student's learning achievement, trying to be as objective as possible. Finally, for the UCE (2021).

The evaluation of student learning is a systemic, scientific, continuous, participatory and educational process of gathering information on the level of achievement of the learning outcomes foreseen in the micro-curricular planning, through the use of various activities, techniques and instruments planned by teachers and socialized with students prior to their application (p. 1).

2. Methodology

The study was developed under the quantitative approach, using a design characterized as non-experimental, descriptive and correlational. The quantitative characterization refers to the fact that the data were analyzed by means of descriptive inferential statistics. The treatment of variables was non-experimental, because they were approached in the university socio-educational context without manipulation. The inferential treatment was developed in the SPSS program. The following tests were applied: ANOVA, Student's t-test and Pearson's correlation to establish differences and non-causal statistical relationships between the variables studied. The population is 5537 students, enrolled during the September 2019 - February 2020 semester. The population corresponds to the on-site and current careers of the Faculty of Philosophy, Letters and Educational Sciences of the Universidad Central del Ecuador. For the field work, a questionnaire of 65 items was designed, mostly Likert type, which was validated by experts and its reliability was determined (Cronbach's alpha = 0.89). The application was carried out virtually, using Google questionnaire, and 2,586 subjects who gave their consent responded. The sample was incidental and covered 47% of the total population. Performance and attendance data were extracted from the SIIU computer program of the UCE.

3. Results and discussions

The distribution of the sample of students participating in the research, by career and gender, is shown in Table 1. The study included the nine on-campus careers in force in the 2019-2020 academic period. A relevant characteristic is that the percentage of student participation in eight careers is similar, ranging from 8.47% to 14% of the student body in



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the sample. With the exception of the Basic Education career, which only has 2.75%, which is explained by the fact that it is new, in the study period it started with the first semester..

| Careers Faculty of Philosophy, Letters and Educational Sciences | Feminine | | Masculine | | Sample by careers | |
|---|----------|-------|-----------|------|-------------------|-------|
| | N | % | N | % | N | % |
| | 205 | 8.01 | 157 | 6.12 | 362 | 14.13 |
| 1. Pedagogy of History and Science and Social Sciences | 250 | 9.73 | 98 | 3.90 | 348 | 13.63 |
| 2. Language and Literature Pedagogy | 339 | 13.10 | 7 | 0.30 | 346 | 13.40 |
| 3. Early Childhood Education | 257 | 10.01 | 89 | 3.23 | 346 | 13.24 |
| 4. Psychopedagogy - Educational Psychology | 217 | 8.40 | 92 | 3.50 | 309 | 11.90 |
| 5. Pedagogy of National and Foreign Languages-English. | 122 | 4.72 | 184 | 7.12 | 306 | 11.84 |
| 6. Pedagogy of Experimental Sciences - Mathematics and Physics | 202 | 7.81 | 69 | 2.70 | 271 | 10.51 |
| 7. Pedagogy of Experimental Sciences, Chemistry and Biology. | 76 | 3.01 | 143 | 5.53 | 219 | 8.54 |
| 8. Pedagogy of Experimental Sciences Computer Science | 61 | 2.40 | 10 | 0.41 | 71 | 2.81 |

Table 1. Sample of students by career and gender. Note: PINE= Pedagogy of national and foreign languages. PCE= Pedagogy of experimental sciences

The sample distribution by levels, of the nine semesters studied is: first with 14.15%; second 14.53%; third 15.18%; fourth 12.93%; fifth 11.65%; sixth 8.83%; seventh 7.6%; eighth 10.68% and ninth 4.46%. In addition, 48.5% of the students study in the morning, 39.3% in the evening and 12.2% in both days. Regarding the marital status of the student body: 92.6% of the students are single; 3.6% are married; 3.1% are in a common-law relationship; 0.6% are divorced and 0.1% are widowed. The student body, by marital status, does not present significant statistical differences in grades or attendance.

In the employment category, 11.3% work and study; 39.4% work occasionally and study; while 49.2% only study. When this variable was subjected to factorial statistical analysis, it was established that it does present significant differences in grades and attendance (ANOVA: $F=2.91$; $Sig.=0.008$). Thus, those who study and do not work have a higher grade point average of 33.54/40 points and an attendance of 96.18%. Those who study and occasionally work achieve an average of 32.58 and 94.69% attendance. While those who work and study at the same time obtain an average of 31.92 and attendance of 92.98%. Regarding territorial origin: 88% are from the province of Pichincha and only 12% are from other provinces, especially Imbabura, Cotopaxi, Carchi and Santo Domingo de los Tsáchilas. Regarding the students' place of residence, 40.6% live in the south of Quito; 29.5% in the north; 10.4% in the center; 14.3% in the valleys and 5% in other cantons. These variables do not present significant statistical differences with respect to grades and attendance.

Regarding family members with whom the students live: 55.1% live with their father and mother; 22.6% live only with their mother; 3.6% live with their father; 6.4% live with their partner; 3.8% live alone; and 8.5% live with other family members or persons. This variable does show significant differences with respect to grades and attendance (ANOVA: $F=2.91$; $Sig.=0.008$). Those who live only with their father have a higher score, 33.44/40 points, while those who live with both father and mother have the highest percentage of attendance, 95.67%, as shown in Table 2.



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| Students living with : | Grade point average | Average attendance |
|------------------------|---------------------|--------------------|
| Father and mother | 33.14 | 95.67 |
| Father only | 33.45 | 95.23 |
| Only with mother | 32.75 | 94.97 |
| With partner | 33.33 | 94.43 |
| Other relatives | 32.30 | 94.16 |
| Only | 32.36 | 93.85 |
| Other people | 32.36 | 94.29 |

Table 2. Qualifications and attendances in relation to who lives

Regarding the ethnic group with which the students self-identify: 95.1% identify themselves as mestizos; 3.2% as indigenous; 0.7% as Afro-Ecuadorian; 0.5% as Montubios; and 0.5% as white. Ethnic condition does not present significant statistical differences with grades and attendance.

Regarding the type of educational institution by source of financing where they obtained their high school diploma: 79.7% graduated from public schools; 13.8% from private schools and 6.5% from public schools. Regarding students with special conditions, only 1.2% said they had some type of disability, of which only 0.3% had a CONADIS card. These variables do not show significant differences with respect to grades and attendance. Regarding socioeconomic strata, more than half of the population studied (55%) is located in the middle and upper-middle strata; 45% in the middle-low and low strata; no students are located in the high stratum, see Table 3. This situation is explained by the fact that the Universidad Central del Ecuador is a public institution of higher education, which is accessed by young people from popular sectors and education careers are considered unprofitable. The socioeconomic stratum does present significant statistical differences with respect to grades and attendance (ANOVA: $F=2.84$; $Sig.=0.036$). The medium-high stratum presents better rates of grades and attendance; on the contrary, the lowest scores are of students belonging to the low stratum.

In reference to the students' monthly expenses: 46.5% have less than 100 dollars; 38% have between 101 and 250 dollars; 15.5% have at least 251 dollars. These data reflect the economic limitations for their studies, for good food, housing and health care. This variable shows significant differences with respect to grades (ANOVA: $F=4.39$; $Sig.=0.002$), but not with attendance. The financing of student expenses comes mainly from their parents. In the School of Philosophy-UCE, students make great efforts to study and graduate. This variable does show significant statistical differences with respect to grades and attendance (ANOVA: $F=8.93$; $Sig.=0.000$), as can be seen in Table 3.



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| Socioeconomic stratum | % | PC | PA | Monthly expenses in dollars | % | PC | PA | Financing studies | of % | PC | PA |
|-----------------------|------|------|------|-----------------------------|------|------|------|-----------------------------|------|------|------|
| High | 0 | - | - | More than 1000 | 0.2 | 34.8 | 96.0 | Parents (father and mother) | 45.9 | 33.1 | 95.6 |
| Medium High | 2.7 | 33.9 | 95.8 | De 501 a 1000 | 2.0 | 34.2 | 95.3 | Only for my mother | 18.2 | 32.9 | 95.3 |
| Medium | 52.3 | 33.0 | 95.2 | De 251 a 500 | 13.3 | 32.9 | 94.6 | Only by my father | 13.3 | 33.3 | 95.8 |
| Low | 37.5 | 32.9 | 95.5 | De 101 a 250 | 38.0 | 33.2 | 95.4 | Self-financing | 14.7 | 32.1 | 93.4 |
| Low | 7.5 | 32.1 | 94.0 | Less than 100 | 46.5 | 32.7 | 95.2 | Others | 7.8 | 33.3 | 95.2 |

Table 3. Socioeconomic status of the student body: socioeconomic stratum; expenses and financing. Note: PC=Grade Point Average, PA=Average Attendance Average

3.1 Entry score for education careers

In the SENESCYT evaluation, the scores for access to university education careers are distributed as follows: 11.4% entered with less than 800 points; 74.3% obtained a score between 800 and 899 points; only 14.3% achieved more than 900 points, as shown in Figure 1.

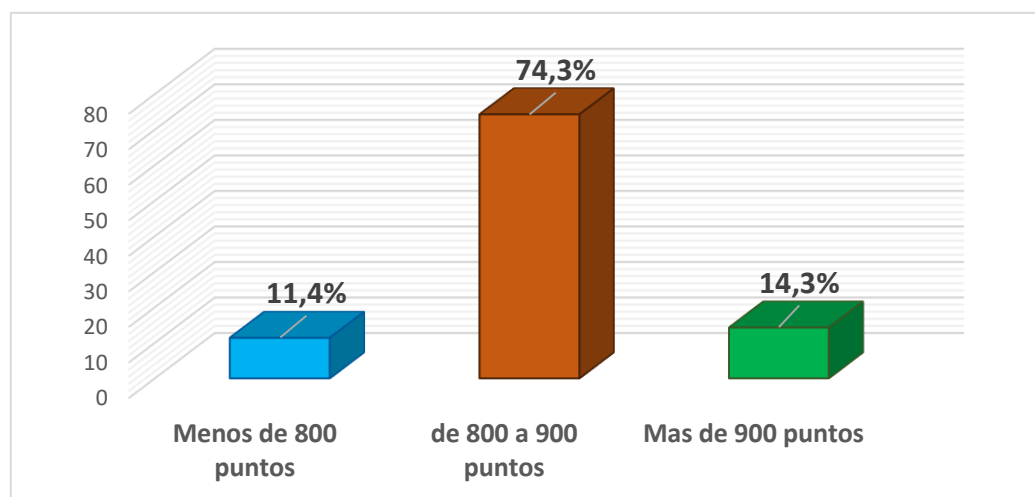


Figure 1. Entry scores for education careers

Of the scores obtained by the student body for university entrance, the average corresponds to 848.06/1000 points.

3.2 Career selection

Choosing a university career is of great responsibility for high school graduates, who, in the midst of uncertainty, their unfamiliarity with higher education and the bewildering world of work, have to decide on one profession or another. The University of Palermo (2017) points out that:

The time to choose a career is a time of great uncertainty, parents, teachers, friends and family ask: What are you going to study? and that question feels like an interrogation that puts you between a rock and a hard place (...).



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Choosing a career can be much more than deciding what you are going to study. Choosing a career with a deep knowledge of your personality, your tastes, your interests, your environment and your reality is to choose a life project related to you. For that, it is necessary that you know yourself, discover who you are and what you like. It is not enough to look for information about careers or to take a test that tells you what to study (page 1).

The students express that the reasons for choosing a career are: vocation 49.8%; academic and social prestige, suggestions from friends, economic profitability and family imposition 16.8%. It is noteworthy that 33.4% do it for other reasons, which is surely explained by the SENESCYT's university entrance system. This selection process forces many high school graduates to choose careers other than their professional interests. This variable does not show significant differences in grades or attendance. In the application options: 41.6% placed their current career as their first option, 53.7% placed their current career between the second and fifth option. Consequently, more than half of the students of the Faculty do not pursue their career with total vocation, a worrying situation for professional practice. The reasons for career choice do not show significant differences with respect to grades and attendance, as shown in Table 4.

| Reasons for Career Choice | Percentage | PC | PA | SENESCYT Application | Percentage | PC | PA |
|------------------------------|------------|-------|-------|----------------------|------------|-------|-------|
| By vocation | 49.8 | 33.16 | 95.34 | First choice | 41.6 | 33.03 | 95.49 |
| Academic and social prestige | 4.1 | 32.76 | 95.13 | Second choice | 25.6 | 32.89 | 95.20 |
| Suggestions from friends | 6.2 | 32.84 | 94.98 | Third option | 14.1 | 32.71 | 94.59 |
| For economic profitability | 3.8 | 32.42 | 95.39 | Fourth option | 5.3 | 33.15 | 95.31 |
| For family imposition | 2.7 | 32.41 | 95.52 | Fifth choice | 8.7 | 33.18 | 95.05 |
| Other reasons | 33.4 | 32.87 | 95.08 | None | 4.7 | 33.24 | 95.24 |

Table 4. Career selection. Note: PC=Grade Point Average, PA=Average Attendance

3.3 Qualifications and attendance per race

Faculty and career grade point averages were calculated, as shown in Table 5. The faculty grade point average is 32.98/40 points. Attendance is 95.23%, which represents a high percentage of presence in the classes. In the analysis by student's career, significant statistical differences are observed in grades and attendance (ANOVA: $F=71.51$; $Sig.=0.000$). The highest grades and attendance are found in the Early Childhood Education career (35.67 and 97.40 respectively). While, Pedagogy of Experimental Sciences Mathematics and Physics (30.09 and 94.76) together with Pedagogy of Experimental Sciences Computer Science (30.57 and 92.50), present the lowest averages of grades and attendance respectively. The average grade point average of the students of the Faculty is far from excellence. Considering that the university legal regulations on learning evaluation regulate the approval of subjects with scores of 28/40 to 40/40 points. The average grade point average of the Faculty is closer to the minimum standard, therefore, it is necessary to promote strategies to significantly improve the learning results.



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| Careers Faculty of Philosophy, Letters and Educational Sciences | Scores over 40 points | 100% attendance |
|---|-----------------------|-----------------|
| Basic Education | 33.58 | 96.80 |
| Initial Education | 35.67 | 97.40 |
| Pedagogy of History and the CCSS | 33.28 | 95.03 |
| Language and Literature Pedagogy | 33.70 | 94.19 |
| Pedagogy of Experimental Sciences Chemistry and Biology | 33.07 | 95.74 |
| Pedagogy of Experimental Sciences Informatics | 30.57 | 92.50 |
| Pedagogy of Experimental Sciences Mathematics and Physics | 30.09 | 94.76 |
| Pedagogy of National and Foreign Languages-English | 33.33 | 95.59 |
| Psychopedagogy-Educational Psychology | 32.83 | 95.43 |
| Total average | 32.98 | 95.23 |

Table 5. Grade point averages and attendance. Note: PINE= Pedagogy of national and foreign languages. PCE= Pedagogy of experimental sciences

3.4 Grades and attendance by gender

Analyzing the difference in means through the Student's t-test for grades and attendance by gender, there are significant statistical differences in the two variables. Female students have higher grades and attendance than male students, as shown in Table 6. There is coincidence with the research carried out at the Universidad Empresarial de Argentina, which states that "significant statistical differences can be observed that allow us to affirm that the academic performance of women is higher than that of men after the first three years of studies" (Echavarri, Godoy and Olaz, 2007, p. 324).

| Gender | Grades | | Attendance | |
|-----------|---------|-------------------|------------|-------------------|
| | Average | T Sig.(bilateral) | Average | T Sig.(bilateral) |
| Feminine | 33.63 | .000 | 95.63 | .000 |
| Masculine | 31.66 | | 93.99 | |

Table 6. Grade point averages and attendance. Note: T=Student's t-test, Sig, =Significance

3.5 Difficulties in studies

The statistical results show that 70% of the people investigated have difficulties in their studies. The most representative options are: economic limitations and the chosen career without a vocation. Thirty percent say they do not have any difficulties in their studies. Difficulties in studies express significant differences with respect to grades and attendance (ANOVA: $F=6.53$; $Sig.=0.000$), as shown in Table 7. The finding on vocation is related to a study carried out at the University of Barranquilla by Contreras, Caballero, Palacio and Pérez (2008), where it is established that:

approximately 45% of the students did not have an adequate professional and vocational orientation, (...) in general they do not feel motivated by the academic activities in the classroom, so they are not very participative, they feel little "connected" with their classes, and this generates greater non-attendance (p. 121).



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Not having chosen a career by vocation decreases motivation and increases frustration to study and obtain an adequate academic performance. It also produces desertion and career change. As stated in a study conducted at the University of Milagro by Barreno (2011) "It should be noted that there is a high rate of dropout and repetition, career changes in most universities" (p. 101).

| Study difficulties | Frecuencia | Porcentaje | PC | PA |
|------------------------------|------------|------------|-------|-------|
| Family difficulties | 134 | 5.2 | 32.60 | 93.72 |
| Social insecurity | 90 | 3.5 | 33.85 | 96.41 |
| Career is not their vocation | 318 | 12.3 | 32.76 | 95.17 |
| Economic limitations | 613 | 23.7 | 32.88 | 95.07 |
| No time to study | 106 | 4.1 | 31.94 | 93.41 |
| Maternity or paternity | 142 | 5.5 | 33.10 | 93.81 |
| Health problems | 48 | 1.9 | 30.98 | 90.85 |
| Gender violence | 6 | 0.2 | 34.68 | 96.11 |
| Other | 266 | 10.3 | 32.43 | 94.92 |
| None | 777 | 30.0 | 33.61 | 96.29 |
| Lost System | 86 | 3.3 | - | - |
| Total | 2586 | 100.0 | - | - |

Table 7. Main difficulties in studies. Note: PC=Grade Point Average, PA=Average Attendance Average

3.6 Teaching, research and networking

The Organic Law of Higher Education (LOES) in its Art. 117 states that "All universities and polytechnic schools are teaching and research institutions (...) Their substantive functions are: teaching, research and links with society" (National Assembly, 2020, p. 68). This regulation establishes that the university must plan and develop strategies and actions oriented to academic teaching work. Also, to the production of knowledge and to share science, technology, art and culture with the social context. In order to gather the criteria of the faculty's student body, we asked about the perception of the substantive functions with the following rating scale: excellent, good, regular and deficient. The results are shown in Table 8, where 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 percentages are the result of the sum of the values of excellent and good.

| Rating | Teaching | Investigation | Vinculación |
|--------------|------------|---------------|-------------|
| | Percentage | Percentage | Percentage |
| Excellent | 13.0 | 11.6 | 19.8 |
| Good | 62.8 | 58.1 | 57.7 |
| Fair | 21.8 | 26.1 | 19.3 |
| Fair | 2.3 | 4.2 | 3.2 |
| Total (2586) | 100.0 | 100.0 | 100.0 |

Table 8. Substantive functions of the university

Institutional management must strengthen the integration of university functions in order to implement quality professional training for the faculty's students. Coinciding with what Franco (2017) states, in the sense that:



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The articulation of the substantive functions (...) allows educational practices to converge and thus propitiate a portfolio of significant experiences in the classroom; research and linkage provide useful inputs for the training process and this in turn generates results in a professional profile whose basic competencies are focused on being able to face problems with relevance, faithful to their conscience, tolerant, supportive, willing to work as a team and builders of innovative proposals (p. 8).

3.7 Correlation analysis: personal, social and institutional factors with grades and attendance.

Garbanzo's (2007) theoretical contributions describe "academic achievement as a multidimensional and multicausal variable" (p. 47). It is the result of the interaction of a set of dimensions and factors grouped into personal, social and institutional, which are directly correlated. This is precisely what the correlational statistics analyzed show. In the empirical study, the personal, social and institutional factors or determinants were analyzed with the measurement scales excellent (4 points), good (3 points), fair (2 points) and poor (1 point). The first factor contains the dimensions of gender self-perception, ethnic self-perception, disability conditions, entrance exam scores, time dedicated to academic preparation, reasons for choosing a career, attendance rates at classes, and difficulties in studying, among others. The statistical mean is 3.11/4, obtaining the highest rating among the three factors. In second place, the social factors family environment, marital status, territorial origin, socioeconomic stratum, employment conditions, financing of studies, among others, represent a mean of 2.96/4. The institutional factors infrastructure; teaching, research and networking; institutional environment and learning evaluation have the lowest evaluation with an average of 2.79/4. However, none of the factors is classified as excellent in the perception of the student body.

In the inferential analysis of the personal, social and institutional factors with grades and attendance, Pearson's r correlation statistic was applied, as shown in Table 9. The personal factors, as well as the social factors, present low positive correlations with the grade point average and also with the percentage of attendance, as shown in Table 9. There are also low and moderate positive correlations between personal, social and institutional factors. Similarly, there are statistically significant moderate positive correlations between grade point average and average attendance. It is noteworthy that the institutional factors do not show correlations with grades or attendance.

| | | Personal Determinants | Social Determinants | Institutional Determinants | Average Qualifications |
|-------------------------------|--------------------------|--------------------------|------------------------|-------------------------------|---------------------------|
| Social Determinants | Pearson's Correlation | .277** | 1 | | |
| Institutional Determinants | Pearson's Correlation | .502** | .265** | 1 | |
| Grade Point Average | Pearson's Correlation | .167** | .174** | .015 | 1 |
| Average attendance | Pearson's correlation | .059** | .113** | .026 | .629** |
| | N | 2586 | 2586 | 2586 | 2586 |

Table 9. Correlational analysis



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

4. Conclusions

A single conceptualization of academic achievement is practically impossible; there are many controversies among educators and researchers in this regard. It can be established that academic performance is the result of the learning achieved by the students in an educational process, product of their effort, of the faculty and of the university's management. Academic performance is shown in a grade or grade, generally quantitative, obtained from the evaluation of different academic activities.

Pearson's r correlation between the variables allows inferring that there are low positive correlations between personal and social factors with academic performance and attendance. This finding coincides with the analysis of means on the evaluation of personal and social factors. It is novel that institutional factors do not have a strong relationship with students' grade point averages and attendance.

Class attendance shows a moderate relationship directly proportional to the students' grade point average. That is, the higher the percentage of attendance, the higher the grades. Meanwhile, if attendance is low, so are grades. These findings are in agreement with Rodríguez and Herrera (2009) who point out that the approval of the subject is significantly related to the students' attendance to the theoretical and practical classes.

The dimensions of student sex, career, employment, study difficulties, socioeconomic status, monthly expenses, financing of studies and with whom he/she lives, show significant statistical differences in academic performance and attendance. Meanwhile, in the dimensions of marital status, ethnic group, type of educational institution, territorial origin, student residence, application options and reasons for choosing a career, no significant statistical differences were found in terms of performance and attendance.

The average grade point average of the students of the Faculty in the academic period investigated is 32.98/40 points. According to the Evaluation Instructions of the Central University of Ecuador, it is relatively low, because it is closer to the minimum standard for promotion (28/40) than to the 40/40 excellence score.

A significant percentage of students express not having a vocation for the career they are studying. This situation is worrisome, since it could have a negative impact on their academic and professional performance in the future. The lack of identity with the profession has adverse consequences for the graduate teachers themselves, but also for the educational community.

The students of the School of Philosophy value positively the substantive functions in the following way: teaching management with 75.8%, research with 69.7% and liaison with 77.5%. 5%; highlighting the linkage with society with the highest positive percentage; however, greater institutional effort is required to approach academic excellence, in the sense that Franco (2017) states, that the integration of teaching, research and linkage generate educational practices that converge and promote meaningful experiences in the classroom to strengthen knowledge, skills and the practice of values consistent with social welfare and care of nature.



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>

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Authors

SEGUNDO BARRENO-FREIRE is Doctor (PhD) in Educational Research from the University of Alicante (Spain) in 2018. Master in Educational and Social Project Management from the Central University of Ecuador in 2003. Degree in Educational Sciences from the Faculty of Philosophy, Letters and Educational Sciences at the Central University of Ecuador in 1997.

Professor of the Career of Technical Pedagogy of Mechatronics at the Central University of Ecuador. Professor and thesis advisor of the Graduate Institute of the Faculty of Philosophy, Letters and Educational Sciences. Researcher in the socio-educational fields, planning, execution, evaluation of educational projects, among others. Author of several published books and articles.

OSWALDO HARO-JÁCOME PhD. in Educational Research obtained at the University of Alicante-Spain; PhD. in Socio-educational Research; Master in Education; Degree in Philosophy and Socioeconomic Sciences; Teacher.

Former Director of the Higher Institute of University Extension; Former Director of the Plurilingual Career; Former Professor of the University of the Armed Forces ESPE; Former Vice-Rector of the Eugenio Espejo Municipal Educational Unit and Former Professor of the Sebastián de Benalcázar Municipal School.

JENNY MARTÍNEZ-BENÍTEZ obtained her doctoral degree (Ph. D), mention Cum Laude from the University of Alicante, Alicante (Alicante) in 2018. She obtained her Master's degree in Educational Research from the National University of Loja Ecuador (Ecuador) in 2007. She obtained her PhD in Psychology from the Faculty of Philosophy, Letters and Educational Sciences of the Central University of Ecuador in 2002.

Currently, she is a full professor at the Faculty of Physical Culture of the Central University of Ecuador. Her main research topics include education, teacher training, gender, physical activity. She is the author of books and articles published in indexed journals.

GERMANIA BORJA-NARANJO obtained her Master's degree in Social Sciences, mention in Environmental Studies from the Latin American Faculty of Social Sciences, FLACSO, Ecuador, in 2002. She obtained her degree as Specialist in Gender, Management and Public Policy from the Latin American Faculty of Social Sciences, FLACSO, Ecuador, in 1999. She obtained a degree in Education Sciences, High School Teacher with a specialization in Philosophy and Socioeconomic Sciences from the Faculty of Philosophy, Letters and Education Sciences of the Universidad Central del Ecuador in 1989.

Currently, she is a full professor at the Faculty of Philosophy, Letters and Education Sciences of the Central University of Ecuador. Her main research topics include education, gender, environment, planning and public policies. She is the author of books, book chapters and articles published in indexed journals.



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Revista Cátedra, 5(2), pp. 74-95, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3552>



REVISTA

CÁTEDRA

Inclusive leadership strategies to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador

Estrategias de liderazgo inclusivo para fortalecer la práctica inclusiva del docente de la ciudad de Guayaquil – Ecuador

Jenny Barre-Bustamante

Universidad Cesar Vallejo, Piura, Perú

jbarre@ucvvirtual.edu.pe

<https://orcid.org/0000-0003-2925-4699>

(Received on: 04/02/2022; Accepted on: 18/02/2022; Final version received on: 15/05/2022)

Suggested citation: Barre-Bustamante, J. (2022). Inclusive leadership strategies to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador. *Revista Cátedra*, 5(2), 96-109.

Abstract

This article is oriented to the analysis of inclusive leadership strategies used by teachers in their daily work. The study was conducted in the educational units Río Marañón and Unidad educativa Juan Diego Cuauhtlatoatzin in the city of Guayaquil-Ecuador. Among the objectives of this research are 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.

Keywords

Competencies, diversity, approach, strategy, inclusive practice, leadership



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Revista Cátedra, 5(2), pp. 96-109, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3549>

Resumen

El presente artículo está orientado al análisis de estrategias de liderazgo inclusivo que el maestro utiliza en su labor diaria. El estudio se realizó en las unidades educativas Río Marañón y Unidad educativa Juan Diego Cuauhtlatoatzin de la ciudad de Guayaquil-Ecuador. Entre los objetivos, de la presente investigación, están el de determinar cuáles son las competencias del liderazgo inclusivo que se aplica en el aula de clase e identificar las características de una correcta gestión dinámica de los procesos de enseñanza y aprendizaje en la diversidad. La metodología es de tipo proyectivo propositiva con enfoque cuantitativo; el diseño no experimental. Los resultados demuestran que la mayoría de maestros, dentro de sus funciones, tienen algunas falencias en incorporar en su plan de estudios factores de inclusividad, por ejemplo, el uso de los recursos de apoyo para prevenir las barreras de aprendizaje del alumnado. A esto se añade también las fallas del liderazgo directivo, pues no está acorde a las necesidades de un aprendizaje incluyente. Se recomienda entonces una correcta diversificación de objetivos de respeto a la diversidad y al desarrollo de competencias inclusivas con la mejora del perfil profesional de los docentes, con el uso de una guía de lineamientos de liderazgo inclusivo que contiene pautas para el seguimiento de la práctica docente.

Palabras claves

Competencias, diversidad, enfoque, estrategia, práctica inclusiva, liderazgo.

1. Introduction

The objective of this paper is to demonstrate that management leadership in inclusiveness and diversity is divided from the administrative, pedagogical and coexistence within and outside the institution. The research question is how inclusive leadership strategies help to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador?

The article of descriptive and expository nature shows a leadership that far from the political passions to solve the problem, is left aside from the solution and the social need of inclusiveness to solve them only from super structured schemes, which accompanies the leaders of educational institutions towards the fulfillment of inclusion within diversity.

In the first part of the research, the problem of the lack of leadership that benefits students with special abilities, associated to a disability and inclusion is focused. In the second part, a hermeneutic study of the bibliographical reality in relation to the topic is made and in the third part, surveys are made to teachers on how they apply the reality of inclusion in the classroom. The conclusion reached is that there is still no specialized management on the part of the inclusive leadership that benefits the group of parents and students who are involved in the problem. Ethical limitations arise precisely from the information that parents cannot provide in order to maintain respect for their children's health data.

2.Theoretical framework

At the international level, a study was carried out on (Chiavenato, 2000), taking as a reference the Santa María Assumpta School in Badajoz, Spain. Among the formative needs of school principals and leadership indicators, the author proposes the following:

In order to be effective, this management needs to acquire training and theoretical knowledge that will enable it to respond to the problems associated with its responsibility. Topics such as leadership, culture, communication, evaluation and quality, formal aspects and social skills,



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must offer managers adequate training to lead the educational change that society demands. (Reviriego Romero, 2020, p. 435).

In addition, he states that in order for things to be better managed in the centers, there is a need for:

Individual consideration, i.e. attention to personal differences and diverse needs, as intellectual stimulation, is the ability to provide the members of the organization with reasons to change the way of thinking about technical problems, relationships, values and attitudes, the ability to motivate, empower needs and provide intellectual and emotional support (Reviriego Romero, 2020, p. 437).

In the article entitled Pedagogical practices regarding inclusive education from the teacher's position, the authors proposed as an objective to compare the pedagogical practices of teachers in the city of Cúcuta through the questioning of educational inclusion. A non-experimental quantitative technique of importance and descriptive was developed. The sampling was non-probabilistic and consisted of 348 teachers. The survey showed that there are no significant disagreements according to the nature and pedagogical practice. When differentiating the educational institutions an important discrepancy was found, it should be related study attitude and the purpose of qualification of the different educational institutions, since the educational institutions do not have curricula adapted for the learning of students with disabilities (Carrillo-Sierra, et al., 2018).

About those relevant aspects, which involve the family Gallego-Condoy et al. (2020) express that "When a member with a disability condition arrives to the family, many parents postpone or change their personal life projects, with the objective of taking care of the son or daughter with disability" (p. 143); affecting the family nucleus, in such a way that reviewing the family history is important for classroom diagnosis, as studies such as those of Acosta (2018) have done, in which they point out that "after collection, the data were organized according to their origin and the type of document; then, they were systematized into categories of analysis." (para. 9); thus, there is a need for leadership that is absent beyond traditional authoritarianism, which allows the child to be free. Thus García-Santana (2017) also points out that "it is through this freedom that the development of children's spontaneous manifestations is achieved" (p. 10).

The leader, as an administrator, must be determined to motivate people with different abilities, who are immersed in the training of schoolchildren to collaborate in educational practices such as leadership. (Ramaciotti , 2020) "Discerning between social factors according to their level of generality is important when making predictions regarding the factors that can influence our motivation"(para.7) ; and one of the leader's motivations to be discerned, are located within what Medina-Montesdeoca, 2020 calls as "the relationship of subordinates with the boss, with their colleagues and with customers; these elements can be generators of stimuli or obstacles to their good performance, the sum of these perceptions result in the climate of an organization"(p. 10). Ultimately, the teacher becomes a leader who manages processes of attention to diversity.

The work of the principal, as an inclusive leader, becomes a fundamental actor, since he/she must understand and promote that currently in a classroom the rhythms and learning qualities of the students are different, with the support of the management. Mendoza-Aedo (2011) points out that "the factors that lead to job satisfaction are different from those that generate job dissatisfaction" (p. 6). In this order, key characteristics that distinguish inclusive leadership and differentiate it from other types of leadership are



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described. For example, it is written under the name *Procesos inclusivos en niños del Cantón Machala-El Oro-Ecuador* (Inclusive processes in children of Machala-El Oro-Ecuador Canton). It refers that, in 2013, a time of the challenges of educational inclusion, many teachers felt affected by the lack of didactic and methodological resources for the inclusion of students with very diverse characteristics in the educational system, highlighting children with disabilities (Reyes-Román, 2018, p. 23).

Although the intentions to modify the acceptance of children with special educational needs have been idealistic, it is with the legal regulations that a better quality of acceptance of children with special educational needs has been glimpsed. It was accepted to enroll them even earlier, approximately since 2005, but the acceptance processes were oriented to the teaching planning. This has not been a complete form of satisfaction, because according to Paredes-Fernández (2011) "if a relationship is found between the organizational climate of the educational institution in which the teacher works and the results of the performance evaluation, the educational authorities will be able to make decisions" (p. 15). Faced with this reality of vulnerability, the modern leader must be realistic and well versed to differentiate or unite between what the law establishes and how the community conceives it, in such a way that inclusive leadership develops the competencies of the manager as qualified personnel.

It is also necessary that the elements that benefit the criticality of a leading inspector in the educational life, must be managed by a deep knowledge of inclusive social psychology and the LOEI or law that governs the country from where the management strategies in diversity are applied. At school, children, from the earliest ages, face not a few difficulties on a daily basis that hinder the insertion in the educational environment, such as: the vulnerability of a socially unrecognized and poorly paid sector; the lack of educational projects shared by teachers and driving principals; behavioral problems of children and even families, among others (Reyes-Román, 2018, p. 7). The leader must agree with reality and analyze it objectively, according to the new currents of inclusive leadership management such as, for example, following the guidelines of a guide that materializes procedures such as high emotional intelligence to deal with children with autism or Asperger syndrome; space management capacity upon discovering that these students are bothered by noise. As well as, also serve as an administrative guide to request the faculty a different form of evaluation for children with vision and hearing difficulties.

In the environment of inclusion in relation to teaching and learning techniques, it is favorable to change the discourse, that is, to stop talking about barriers in the teaching of children with some type of disability or disorder; to prioritize the skills and practices that teachers carry out in their formative knowledge, and that respond to heterogeneity. As a local reference in the city of Guayaquil, the thesis Vélez-Gordon (2019) entitled *El estudio descriptivo fenomenológico de las prácticas de liderazgo pedagógico de los rectores de tres instituciones fiscales que brindan enseñanza inicial en la ciudad de Guayaquil* is highlighted. The study established as an objective to know, distinguish and describe the habitual routines of mastery, through the information collected in the surveys applied to principals, teachers and parents.

Inclusive leadership is a motivational issue and this is manifested in its members, since variety should be seen as a learning advantage, a source of inspiration, instructions, and a vehicle for progress and benefit of each member of the educational community. The role of the leader is not easy, it requires a high level of responsibility, humility and intelligence, these are other attitudinal characteristics that a leader must possess, always with the objective of the welfare of his followers and society through his good actions and objectives outlined. Piccione (2016) said that "in terms of values, priorities change



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according to individual demands and modifies the approach to self-awareness and projective attitude" (p. 75). Wilson (1992) also points out that, the leader "is born from the study of the valuation of teachers at different stages of their career, to the analysis of the meaning of quality in the planning of national and school levels to contrast them with traditional perspectives" (p. 2).

Thus, the leader is the product of curricular adaptations. In this way, he/she will be able to guide his/her teaching team with the support of the Student Counseling Department (DECE) to make adjustments in relation to the student's needs and interests, respecting his/her uniqueness and integrity. Collaborative work among faculty is an opportunity to perform actions among human beings who understand the current circumstances of teaching. Precisely, sharing experiences, teaching and learning techniques, studying different situations, problems and finding solutions together with colleagues makes the teacher's task easier. On the other hand, the teacher's participation has a practice to collectively solve their difficulties, which will entail a transversal support for the students' work in the course. In this regard, UNESCO (1994) indicates that "pilot projects based on inclusive education should be created and carefully evaluated according to local needs, resources and services" (p. 18).

The collaborative and articulated work in the context of inclusive education in Ecuador implies to DECE professionals "the fact of observing how little use is made of the benefits that a system offers us and of the great possibilities that exist to benefit us in the development of the activities of the organizations" (Silva- Murillo, 2016, p.150). They are the ones who in the first instance have contact with students who present Special Abilities (SEN) associated or not to the impossibility, receive, review the report that will be received by District Inclusion Support Units (UDAI); subsequently this information will be shared with the teacher and the Individual Curricular Adaptations Document (DIAC) will be developed together (teachers, parents and educational community).

3. Methodology

3.1 Type and research design

The project used a type of applied research, also called practical or empirical research because the selection of the samples is real. In this sense, it has been possible to visualize the process with an inquiry or management of the instructions reached. Once the techniques were applied, it merited a theoretical framework, strengthened with the results of the practices. Then, a non-experimental research phase of projective type is reached. Attention was paid to the phenomena approximately in their natural environment, in order to then compare them. With respect to the population in question, all teachers and directors of the Juan Diego Cuauhtlatotzin and Rio Marañón educational unit who were working directly with the educational institution were taken into account. The population studied was a representative sample of General Basic Education teachers, head teachers and DECE personnel with permanent, provisional or contract appointments and who were registered in the Ministry of Education platform.

The teachers excluded from this research were those who were not present for health reasons or who did not work directly with the educational institution. In addition, those who were separated from the institution, those who were not registered in the platform of the Ministry of Education and those whose teaching load was less than 30 hours per week were also excluded.

| Teachers/Managers | Sex | Total |
|-------------------|-----|-------|
|-------------------|-----|-------|



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| | M | F | |
|----------|----------|----------|----|
| Managers | 0 | 2 | 2 |
| Teachers | 25 | 40 | 65 |
| DECE | 1 | 1 | 2 |
| Total | 26 | 43 | 69 |

Table 1. Characteristics of the population

3.2 Data collection techniques and instruments

That method of Baena-Pozo (2019) is evaluated in which he indicates that as "technique to those whose managements lead the method to the achievement of its intentions, in general they respond to the how to do in the context where the method is applied" (p. 56). The survey is the technique used in this research. It is the middle ground between observation and experience. "In it, observable situations can be recorded and without repeating the experiment, participants will be able to ask questions about it" (Torres and Salazar, 2017, p. 17).

Information was collected through the survey where 64 teachers responded to a questionnaire. Methods are defined as all the support needed to achieve the intention of the technique" (Baena-Pozo, 2017, p. 4). The technique with which it was evaluated was the questionnaire, which are composed of 25 items, with five response selections on a Likert-type scale: 5 = 1= Never, 2 = Almost never, 3 = Sometimes, 4 = Almost always and 5 = Always. For the interview, the participant will answer spontaneously the options for the teacher's inclusive practice variable; this is a document that contains appropriate questions related to the dimensions and indicators of interest in the current project.

4. Results

All the data obtained were reviewed and transcribed to the Excel program, in a spreadsheet. In addition, the statistical program SPSS version 25 was used. These transcriptions were organized and classified according to the thematic criteria in accordance with the variable mentioned, thus creating labeled and coded categories for their corresponding analysis, as is done in quantitative research, in order to generate the pertinent conclusions:

| ÍTEMS | Never | | Almost Never | | Frequently | | Almost always | | Always | | Total | |
|--|-------|------|--------------|------|------------|------|---------------|-------|--------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Do teachers constantly review their curriculum in order to make the appropriate adjustments to make it accessible to all students? | 22 | 26.2 | 23 | 35.4 | 9 | 13.8 | 8 | 12.3 | 3 | 12.3 | 64 | 100.0 |
| 2. Are the support resources considered in the curriculum aimed at preventing barriers to student learning? | 22 | 34.3 | 20 | 31.2 | 9 | 14.0 | 9 | 14.06 | 4 | 6.25 | 64 | 100.0 |
| Do all teachers take into account that the expected goals or achievements are attainable for students according to their pace and learning styles? | 20 | 31.2 | 19 | 29.6 | 9 | 14.0 | 9 | 14.06 | 8 | 12.0 | 64 | 100.0 |



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| | | | | | | | | | | | | |
|--|----|------|----|------|----|-------|----|------|---|------|----|-------|
| 4. Are all the support resources used aimed at reducing the classification or labeling of students? | 11 | 17.1 | 19 | 29.6 | 16 | 25.0 | 14 | 21.8 | 5 | 7.81 | 64 | 100.0 |
| 5. Do you review the contents of the curriculum to ensure that they are in line with the learning needs of each of the students? | 20 | 31.2 | 13 | 20.3 | 20 | 31.25 | 5 | 7.81 | 6 | 9.37 | 64 | 100.0 |

Table 2: data on the characteristics of curriculum development

Table 2 reveals that 12.3 % of teachers always review the curriculum, which is a very low percentage, which does not allow them to make the pertinent adjustments in order to make it more accessible to all students. Almost never do 35.4 %, reaffirming these results of statism in the pedagogical and didactic management, in the first teacher response of table 1. Teachers never take into account the expected goals or achievements and that these are achievable for students according to their rhythms and learning styles, affecting the quality of diversity quantified in question 2. From answer 3, only 29.68 % consider that they almost never take into account expected achievement indicators, so it is necessary from a training in a guide that also takes into account the result of item 4: whose result indicates that 29.68 % almost never the support resources used are directed to decrease the needs of the students.

Although 2.87 % almost always use those support resources to declassify teacher labeling, however, dynamic management strategies will allow them to improve teaching and learning processes in diversity. Regarding the revision of the content of the study plan, according to the learning needs in an individualized way, only 9.37% always do it 7.81%.

It can be deduced from the above that the majority of teachers lack concern for having a study plan that is accessible and responds to the needs of their students, although there is a need to increase this interest in some teachers, with the help of leadership from the administration. Hence, it is necessary to have an accessible curriculum, with adequate support resources, achievable goals and responsive to the learning needs of inclusive children.

| ÍTEMS | Never | | Almost never | | Frequent ly | | Almost always | | Always | | Total | |
|--|-------|------|--------------|------|-------------|------|---------------|------|--------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Do the pedagogical strategies used by teachers involve all students without exclusion? | 13 | 20.3 | 16 | 25.0 | 18 | 28.1 | 1 | 21.8 | 3 | 4.68 | 6 | 100.0 |
| 2. Do teachers use dynamic strategies that allow students with characteristics associated with disabilities to participate without difficulty? | 10 | 15.6 | 26 | 40.6 | 14 | 21.8 | 6 | 9.37 | 8 | 12.5 | 6 | 100.0 |
| 3. Do all teachers organize students into teams to promote inclusion? | 17 | 26.5 | 21 | 32.8 | 11 | 17.2 | 6 | 9.3 | 9 | 14.0 | 6 | 100.0 |
| 4. Does it include students in situations of vulnerability associated or not with disability, displacement and illiteracy, among others? | 16 | 25.0 | 21 | 32.8 | 8 | 12.5 | 9 | 14.1 | 1 | 15.6 | 6 | 100.0 |

Table 3: Inclusive pedagogical strategies data source surveys



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In Table 3, 20.31 % of teachers claim that they never use didactic strategies, 28.12 % considered that they involve all students without exclusion with a certain frequency. Twenty-five percent consider that almost never this didactic is within the context of diversity, which coincides with the answers to question 7, in which only 12.5 % affirm that teachers make use of dynamic strategies, the same ones that are never used according to 15.62 %; and almost never 40.6 % in that way, that attitude towards diversity.

Continuing in the description of this didactic, 26.56 % affirms that teachers never organize students in work teams, promoting inclusion, and 17.18 % consider that with certain frequencies the didactic is applied in the context of diversity. The answer to question 9 considered that 25 % of the teachers did not include students in vulnerable situations associated with disability, displacement and illiteracy, among others, with the same tendency of affirmation, has it 32.8 % that affirms that almost never inclusive pedagogical strategies are applied; which shows that being inclusive, they would involve all students, that they participate without exclusion or organize them in multiverse work teams, with inclusion of vulnerable students, but 25 % never did it, and 15.6 % have always done it.

Therefore, it is deduced that the problem in the application of a didactic towards adversity in most of the times, the use of dynamic strategies has almost never been done, with students participating without difficulty and the lack of organization of work teams, together with the organization of the students in teams.

| ÍTEMS | Never | | Almost Never | | Frequentl y | | Almost always | | Always | | Total | |
|--|-------|------|--------------|-----|----------------|------|------------------|------|--------|------|-------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Teachers are open to feedback from other colleagues on issues such as clarity of instructional language, or student participation in scheduled activities for students with disabilities? | 10 | 21.1 | 2 | 4.2 | 16 | 33.3 | 1 | 2.1 | 6 | 12.5 | 6 | 12.5 |
| Do teachers modify their teaching according to the recommendations received from their colleagues? | 22 | 45.8 | 2 | 4.2 | 8 | 16.7 | 9 | 18.8 | 3 | 6.3 | 6 | 12.5 |
| 3. Do teachers with specific skills and knowledge offer their help to others? | 11 | 22.9 | 2 | 4.2 | 10 | 20.8 | 1 | 2.1 | 4 | 8.3 | 6 | 12.5 |
| 4. Does the staff of the specialized education centers in the area participate with the staff of the regular schools in the exchange of experience? | 10 | 21.1 | 3 | 6.3 | 15 | 31.3 | 5 | 10.4 | 2 | 4.2 | 6 | 12.5 |
| 5. Is there a climate that makes it possible to propose alternatives to the rest of the teaching staff in relation to the students' difficulties? | 16 | 33.3 | 2 | 4.2 | 13 | 27.1 | 6 | 12.5 | 4 | 8.3 | 6 | 12.5 |



| | | | | | | | | | | | | |
|---|----|----|---|-----|----|-----|---|------|---|-----|---|------|
| 6. Does it implement different options in flexible didactics to facilitate the learning of each of the students according to their characteristics and needs? | 21 | 3 | 1 | 15. | 16 | 25. | 1 | 17.1 | 6 | 9.3 | 6 | 100. |
| | | 2. | 0 | 6 | | 0 | 1 | | | 7 | 4 | 0 |
| | | 8 | | | | | | | | | | |

Table 4: Didactic element, teacher

According to Table 4. 15.62 % and almost never 50.0 %, show deficiencies in the circuit organization from the DECE. There are also deficiencies in the proposal of alternatives to remedy student difficulties, as expressed by 39.1% of the teachers, almost never believe in a climate of solution proposals, and 25% have never created such a climate. Only 6.3% have always done so. Finally, the use of flexible didactics. Only 9.37% of teachers do it, but 32.8% have never facilitated in this way the learning of students according to their characteristics and needs, only 9.37% have always done it. In a synthesis of the problem, there is little dialogue among teachers to help each other or to accept to be helped.

| ÍTEMS | Never | | Almost Never | | Frequent ly | | Almos t always | | Alway s | | Total | |
|---|-------|------|--------------|-------|-------------|------|----------------|------|---------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 Do teachers set diversified objectives, according to their students' abilities? | 19 | 29.6 | 25 | 39.06 | 10 | 15.6 | 5 | 7.81 | 5 | 7.81 | 6 | 100.4 |
| 2. Are the objectives oriented to develop competencies and capabilities in the students, respecting their limitations associated with any disability? | 11 | 17.1 | 19 | 29.68 | 20 | 31.2 | 1 | 15.6 | 4 | 6.25 | 6 | 100.4 |

Table 5: didactic element objectives

Table 5 shows that 39.06% of the teachers almost never propose diversified objectives, according to the capacities of their students, and 29.68% have never proposed them. It is obtained that 17.18 % of the teachers have never oriented these objectives to develop competencies and capacities in the students. Only 6.25% have respected in the objectives the limitations associated with some disabilities and the development of these competences and capacities..

| ÍTEMS | Never | | Almost never | | Frequent ly | | Almos t always | | Alway s | | Total | |
|--|-------|------|--------------|------|-------------|------|----------------|------|---------|-----|-------|-------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 23. Are the achievements of different groups of students (boys, girls, indigenous students, students with disabilities) monitored to detect specific difficulties? | 11 | 17.1 | 33 | 51.5 | 10 | 15.6 | 7 | 10.9 | 3 | 4.6 | 64 | 100.8 |



| | | | | | | | | | | | | |
|--|----|------|----|------|---|------|---|------|---|------|----|-------|
| 24 Are the achievements of different groups of students (boys, girls, indigenous students, students with disabilities) monitored to address specific difficulties? | 10 | 15.6 | 37 | 57.8 | 9 | 14.0 | 7 | 10.9 | 1 | 1.56 | 64 | 100.0 |
| 25 Do you use differentiated assessment strategies, so that all students are allowed to show their abilities? | 13 | 20.3 | 31 | 48.4 | 7 | 10.9 | 8 | 12.5 | 5 | 7.81 | 64 | 100.0 |

Table 6: Monitoring and evaluation

Table 6 shows that in general question number 23, 51.56% of the teachers state that they almost never follow up on the achievements of different groups of students with specific difficulties and 17.18% have never done so with boys, girls, students from indigenous peoples and students with disabilities. 57.81% express that they almost never follow up on the achievements of these groups, previously mentioned, to address specific difficulties. Only 1.56 % have always done so, but 15.62 % have never done so.

48.43 % of teachers have almost never used differentiated assessment strategies in a way that allows all students to show their abilities. 20.31% have never used these strategies and with some frequency only 10.93%. It can be deduced from the general and comparative analysis that there is no general monitoring of achievements either to detect or to address specific difficulties, so that a guide is necessary to orient towards the solution of the problem.

5. Discussion of results

In the process of analyzing the results, according to the objective of this research that sought to identify the characteristics of Dynamic management of teaching and learning processes in diversity, of the teacher's inclusive practice, it was found that the dynamic management performed by teachers, mostly do not care about having a curriculum that responds to the needs and interests of their students, represented in 61. These results are consistent with what Reviriego-Romero (2020) says in a study on the formative needs of school principals, when she relates that

the complexity of each center does not allow us to establish a single way of doing things well that is valid in all contexts and in all circumstances, so that the training of a director cannot be limited to the contents of the usual manuals on the Organization and Management of Centers (p. 8).

Thus, it was identified that the resources used by teachers, to a very small extent, are aimed at preventing barriers to student learning; a good group takes into account that these resources would reduce the classification or labeling of the student (items 1 and 4 - Table 1). Finally, it was found that most teachers do not care that the goals are achievable by students according to the pace of learning (60.93%). In order to be effective, management needs to "acquire training in theoretical knowledge that allows them to respond to the problems associated with their responsibility" in the words of (Reviriego-Romero, 2020, p. 435). Table 1 reveals that 12.3% of teachers always review the curriculum, which is a very low percentage, and this does not allow them to make the pertinent adjustments that would make accessibility to all students more dynamic. Almost never do 35.4%, reaffirming these results of statism in the pedagogical and didactic management in the first teacher response of Table 1. Teachers never take into account the expected goals or achievements and that these are achievable for students according to



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their rhythms and learning styles, affecting the quality of diversity quantified in question 2.

From answer 3, only 29.68% consider that they almost never take into account expected achievement indicators, so it is necessary, from a training, to also take into account the result of item 4: whose result indicates that 29.68% almost never use support resources aimed at reducing the labeling of students. Leadership should be focused on the change of identity in relation to the application of inclusive strategies. The results obtained consider the need for children to be seen as subjects of rights, that is, to take them into account in the educational process, from the planning of activities, considering their learning needs and interests. There are also deficiencies in the proposal of alternatives to remedy the students' difficulties, as expressed by 39.1 % of the teachers who almost never create a climate of proposals for solutions, and 25 % have never created such a climate. Only 6.3% have always done so. Finally, the use of flexible didactics. Only 9.37 % of teachers do it, but 32.8 % have never facilitated in this way the learning of students according to their characteristics and needs, only 9.37 % have always done it. In a synthesis of the problem, there is little dialogue among teachers to help each other or to accept to be helped.

6. Conclusions y recomendaciones

It can be concluded by examining and deepening on the two variables that the director, as the highest authority of an educational center, must be characterized by having the pedagogical, procedural and legal tools to be able to guide his teaching team so that they can offer adequate attention to diversity. This would create what is known as an inclusive culture, aimed at reflecting on the value of establishing appropriate, pleasant and participatory educational entities.

For a modern inclusive pedagogy in Ecuador, it is necessary that the management of administrative and technological resources be regulated by law, which will allow public servants in education a predisposition to manage strategic areas of mathematics for vulnerable students, language for autistic students, reading in Braille, students who have problems are taken to learning, working hand in hand with psychiatrists, psychologists or doctors who treat them.

There is no diversification of learning objectives, nor development of inclusive competencies due to the lack of professional profile of teachers, which merits a training that contains readings for Asperger students, for children with dyscalculia, differentiated mathematics, according to the changes imposed on education, which need leaders with high level of emotional intelligence attached to law and the LOEI. The changes in modern inclusive education are not always limited to the lack of didactic resources for deaf, dumb, blind, vulnerable students, but there is a lack of pedagogical training for diversity.

The improvement of the inclusive political currents of the last times, try to correct aspects that should be improved from the university formation to the infrastructure arrangement, and of material resources oriented to the inclusive didactics. Education needs personnel prepared physically, emotionally and cognitively in accordance with the demands of diversity and inclusion in the 21st century.

Acknowledgment

To God, to all the professors, to the Cátedra magazine, for their support to Universidad César Vallejo, for welcoming us, to our classmates and friends who have helped and encouraged us unconditionally during our student life, to our colleagues at the institution, thank you for your support.



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Authors

JENNY BARRE-BUSTAMANTE. She obtained her Master's degree in Education Administration from Cesar Vallejo University (Peru) in 2018; the degree of Bachelor of Science in Education mention in Computer Science (Ecuador) 2013 University of Guayaquil Faculty of Philosophy, Sciences and Letters of Education, and the degree of Pedagogical Technologist mention in Computer Science (Ecuador) 2010 University of Guayaquil.

She is currently a teacher in the area of language and literature of higher basic and high school city of Guayaquil district 09D08, has completed courses awarded by the Ministry of Education, courses at the University Casa Grande "Inclusion Training, Diversity and Sustainable Intervention in the face of disability."



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REVISTA

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Education and social economic training

Educación y formación económica social

Alex Lucio-Paredes

Universidad Central del Ecuador, Quito, Ecuador

aolucio@uce.edu.ec

<https://orcid.org/0000-0002-1033-2688>

Lizbeth Ponce-Tituaña

Facultad Latinoamericana de Ciencias Sociales, Ecuador

gisselleliz@hotmail.com

<https://orcid.org/0000-0002-9126-4866>

(Received on: 17/03/2022; Accepted on: 28/03/2022; Final version received on: 15/06/2022)

Suggested citation: Lucio-Paredes, A. y Ponce-Tituaña, L. (2022). Education and social economic training. *Revista Cátedra*, 5(2), 110-125.

Abstract

In recent decades, official discourses have attributed to education the power to solve all social phenomena that threaten and undermine life. This paper aims to specify and provide 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 relation 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.

Keywords

Formal education, economic infrastructure, legal-political infrastructure, superstructure, ideological superstructure-ideological apparatuses.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

Resumen

En las últimas décadas, los discursos oficiales atribuyen a la educación la facultad de solucionar todos los fenómenos sociales que atentan y precarizan la vida. Este trabajo pretende precisar y aportar elementos que permitan una comprensión de la relación entre educación y sociedad. A partir de los conceptos de educación y formación económica social, tenemos por objetivo describir como se relaciona: 1) educación e infraestructura económica; 2) educación y superestructura jurídico-política y; 3) educación y superestructura ideológica. El estudio es de carácter teórico. La perspectiva filosófica utilizada, proviene de los postulados del Materialismo histórico y, la Pedagogía crítica. La metodología aplicada se basa en las principales directrices del enfoque cualitativo, con un nivel de profundidad descriptivo. Se utilizó el método bibliográfico y, las técnicas de análisis de textos, resúmenes y esquemas conceptuales. En las conclusiones, se expone que las relaciones descritas, permiten: 1) acelerar la calificación de la fuerza de trabajo; 2) garantizar el respeto a la división del trabajo y, naturalizar la explotación como forma de relación entre seres humanos; 3) crear las condiciones políticas-legales para la reproducción del modo de producción, a través de la acción conjunta del Estado-derecho-educación; 4) consolidar la hegemonía ideológica de la clase social dominante, por medio de la escuela y el currículo oficial.

Palabras clave

Educación formal, infraestructura económica, jurídico-política, superestructura, superestructura ideológica-aparatos ideológicos.

1. Introduction

The development of productive forces, contrary to what may be believed, has led to the precariousness of the material conditions of life, so much so that in the world "inequalities contribute to the death of at least one person every four seconds" (Ahmed et al., 2022, p. 9). This problematic, caused that, in 2015, the States that make up the United Nations Organization (UN) approved an agenda with 17 Sustainable Development Goals (SDGs) to "transform the dominant development paradigm into one that leads us down the path of sustainable, inclusive and long-term visionary development" (ECLAC, 2018, p. 7). Likewise, the United Nations Educational, Scientific and Cultural Organization (UNESCO), emphasized "the contribution of education to the achievement of the SDGs" and, in addition, has repeatedly mentioned that education has the capacity to address the "urgent and dramatic challenges that the planet is facing" (UNESCO, 2020, p. 12).

In this way, we can observe that official discourses construct narratives that assign to education the extraordinary power to solve all social phenomena that put the life of humanity at risk. In this scenario, the research presented is important because it contributes to understand that formal education relates to society not precisely to "transform" it.

The research is theoretical. The theme of the paper is, "Education and Social Economic Formation". The question that guides this article is: How is education and social economic formation related? The objective of the paper is to describe some forms of relationship that derive from the interrelations: 1) education and economic infrastructure; 2) education and juridical-political superstructure and; 3) education and ideological superstructure. The purpose of the article is to contribute from a critical perspective to understand that formal education is related to society in order to reproduce and at other times create the ideological, political and economic conditions that guarantee social relations aimed at sustaining the existence of the social economic formation.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

The paper has six parts: introduction, methodology, theoretical framework, discussion, conclusions, and bibliography. In the theoretical framework, we define the concepts of education and social economic formation. Based on those concepts, in the section corresponding to the discussion, we describe the forms of relationship between: a) education and economic infrastructure; b) education and legal-political superstructure and; c) education and ideological superstructure.

The conclusions allow us to infer that education and social economic formation are related to: 1) accelerate the qualification of the labor force; 2) guarantee respect for the division of labor and naturalize exploitation as a form of relationship between human beings; 3) guarantee the political and legal conditions of reproduction of the mode of production, through the joint action of the State-right-education; 4) consolidate the ideological hegemony of the dominant social class, through the school, the official curriculum and other ideological apparatus.

2. Methods and materials

The study is of a theoretical nature, it analyzes the concepts of education and social economic formation. For the understanding of such theoretical objects, the postulates of Historical Materialism and Critical Pedagogy were taken as a basis. The methodology used, follows the main guidelines of the qualitative approach, because it deploys an "inquiry [...] and interpretation action" (Hernández et al., 2014, p. 7).

It has a descriptive level of depth, because it characterizes the concepts and establishes in brief outlines certain correlations. The bibliographic method was used to obtain information from non-living sources, such as documents. Purposive probability sampling was applied, based on primary documentary sources consisting of scientific articles, books, official sources, technical reports, among others.

3. Review of the literature

The concept of education has been defined in various ways, and the multiple conceptualizations can be associated under different criteria. In this paper, we conceive education as a political, intentional and situated process. In this sense, Paulo Freire mentions that:

First, education, whether in college, high school, elementary school, or adult literacy, is a political act. Why? Because the very nature of education has the inherent qualities to be political, just as politics possesses educational aspects. In other words, an educational act is political in nature, and a political act is educational in nature. Education has a political nature all over the world (Freire, 1990, pp. 184-185).

Following Freire's line of argument, education as a political act, intentionally deploys a set of actions aimed at transferring knowledge, skills and abilities, taking into consideration that "knowledge is not an object that is passed from one to another, but something that is built through cognitive operations and skills that are induced in social interaction" (Gallardo and Camacho, 2008, p. 51). In this way, education is an intentional political act that allows the subject, the linkage, recognition and internalization of the elements of the place where he/she develops his/her life. Thus, education as a complex political process, which crosses the various areas and activities that constitute life in society, can be presented in three main modalities: formal, informal and non-formal. Formal education is the teaching-learning organized, regulated and controlled by the State through the educational curriculum that becomes an instrument for "the creation and recreation of the ideological monopoly of the



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

dominant classes and class segments" (Apple, 1997, p. 34). Then, formal education is a reproductive education, because it ensures "cultural continuity, transmitting the values and achievements of the past and present" (Marenales, 2013, p. 4). During this paper, with the concept of education, we refer exclusively to formal education.

For Critical Pedagogy, education can be observed in a double perspective; as liberating or banking. Banking education is a process that aims at the alienation of dominated groups, through their adhesion to "the dominant culture, elaborated through a selective process of emphasis and exclusions" (Freire, 1990, p. 17). On the other hand, liberating education, also known as problematizing education, aims at "the oppressed discovering the world of oppression" (Freire, 1970, p. 35) and "committing them more and more to the effort of transforming the concrete, objective reality" (Freire, 1970, p. 20).

Formal education by antonomasia is a banking education, because it becomes a mechanism that guarantees social cohesion and articulation by non-violent means. The educational process deployed to reach consensus on the multiple social phenomena is neither mechanical nor easy. On the contrary, it is a dynamic and conflictive process, because there are other ways of conceiving education that do not align themselves with formal education, but question it, refute it and propose alternatives, as in the case of liberating education. For this reason, we can indicate that within education there is a class struggle, specifically a political struggle and a struggle of ideas, expressed in educational projects, professional practices, and pedagogical models. Education, whether formal or problematizing, manifests itself in society, transcending all its spaces. Therefore, it is necessary to ask ourselves: what is society, how is it shaped, and how do education and society relate to each other?

In Marxist literature, society is a complex reality where contradictions between human beings-nature and between social classes are manifested. For historical materialism, in the abstract sense, the mode of production is made up of the "unity of the productive forces and the relations of production, together with the superstructure" (Nikitin, 1959, p. 4). However, in the real world there are no pure modes of production, but social formations that combine several modes of production, where one is imposed on the others. With the concept social economic formation, one "refers to concrete social systems with different extensions in time and space" (Küttler, 2014, p. 156).

The social economic formation is constituted by an economic infrastructure and a superstructure with two instances: juridical-political and ideological. Within the social economic formation, human beings organize themselves to produce material goods and certain forms of social consciousness, which guarantee survival and life in society. Every social economic formation is a society and, therefore, they are subtly similar concepts within historical materialism. Therefore, in the present work, they will be used as equivalent categories.

The economic infrastructure of society is constituted by: 1) the productive forces and, 2) the social relations of production. Productive forces refer to "the capacity that men possess at a given moment to obtain a certain productivity, with the help of their knowledge and techniques, machines" (Cueva, 2004, p. 10). In turn, the productive forces are constituted by the means of production and the labor force.

By means of production, we understand the "set of objects and means of labor used in the process of material production" (Rosental & Iudin, 1946, p. 309). The labor force is "the set of physical and mental faculties that exist in the corporeality, in the living personality of a human being and that he puts in motion when he produces use values" (Marx, 1975, p. 203) and in the current social economic formation, it becomes another commodity that can be



bought and sold in the market, with the particularity that it is the only commodity with the capacity to create other commodities.

The other factor of the economic infrastructure is the social relations of production, which is associated with the forms of relationship that human beings establish among themselves, during "the process of production, exchange and distribution of material goods" (Nikitin, 1959, p. 2). Historically, social relations can be of mutual aid or exploitation. In societies divided into classes, the social relations of production are exploitative. In the present scenario, exploitative social relations are manifested exclusively, but not only, in the exploitation by the owner of the means of production - capital, factories, land, tools - of the worker, who sells his labor power.

In short, the economic infrastructure is the objective basis of social economic formation, which makes it possible to ensure the "production and reproduction of the material conditions for life in society" (Küttler, 2014, p. 157).

The other element that constitutes the social economic formation is the superstructure. This is composed of a juridical-political instance and an ideological instance. In the juridical-political superstructure there is the State, the law and other apparatuses (repressive, non-repressive, bureaucratic). In the ideological superstructure are the ideas, images, representations and, in general, all forms of human consciousness, but mainly those that are "necessary to a certain structure" (Gramsci, 1971, p. 56). The relationship between the economic infrastructure and the two instances of the superstructure is neither unilateral nor mechanical, on the contrary, it is complex and dynamic.

Althusser systematizes the forms of articulation between infrastructure and superstructure, stating that: "1) there is a 'relative autonomy' of the superstructure with respect to the base; 2) there is a 'reaction' of the superstructure on the base" (Althusser, 1988, p. 5).

In this sense, the economic infrastructure and the two instances of the superstructure have relative autonomy between them, but ultimately the economic infrastructure determines the superstructure. Nevertheless, the articulation of both recreates the objective conditions and creates the subjective conditions for the reproduction of the mode of production. Therefore, based on the concepts analyzed, it is worth asking the following questions: How is education and the economic infrastructure related? How is education and the juridical-political superstructure related? and how is education and the ideological superstructure related?

Before answering the above questions, it is necessary to state that education has a margin of action on society. It can only act within the demarcations of the social formation, since the latter "establishes limits within which some other structure or process may vary, fixing also the probabilities of the specific structures or processes possible within those limits" (Wright, 1983, p. 8).

Therefore, under this explanation it is theoretically erroneous to think that education is a remedy for all the ills of society, or worse, to affirm that education alone can change the reality of a society. In this context, Paulo Freire's explanation is very accurate when he says that "[e]ducation does not change the world, it changes the people who will change the world" (Freire, 1970, p. 43).

4. Results and discussion

Society -in an abstract sense- is formed by the economic infrastructure and the juridical-political and ideological superstructure, where both establish relationships that enjoy



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relative autonomy, although ultimately the economic infrastructure determines the others. Conceptually, education is part of the juridical-political instance and is linked to the social economic formation, establishing different ways of relating to the economic infrastructure and to the two instances of the superstructure.

4.1. Education and economic infrastructure

The relationship between education and economic infrastructure in general has been analyzed using two perspectives or traditions, which are complementary rather than contradictory. The first perspective proposes that there is:

an element-to-element correspondence between social consciousness and, for example, mode of production. In this case our social concepts are totally prefigured from a pre-existing set of economic conditions that control cultural activity, including everything that takes place in school (Apple, 2008, p. 14).

The second tradition argues that education and economic infrastructure are the most important:

complex nexus of relationships that, in their final moment, are economically rooted, which exert pressures and place limits on cultural practice, including the school. In this sense, the cultural sphere is not a "mere reflection" of economic practices (Apple, 2008, p. 15).

There are subtle differences between the two perspectives to address the relationship in question, which may lead to discrepancies at the moment of hypothetically situating and describing the manifestations and purposes of the relationship. Thus, the first tradition corresponds to what Gramsci has pointed out as "economistic determinism" which would cause the establishment of a mechanical relationship between education and economic infrastructure, bringing the denial and theoretical reduction of the possibilities of action that education has in the real world. Thus, education and school are reduced to a simple process and space where the conditions of the economic instance of society are mechanically reflected.

In this section, we understand the relationship between education and economic infrastructure from the second tradition. That is, as a complex nexus of relationships where each concept enjoys autonomy, but at the same time is limited only in the last instance by the mode of production.

Formal education is linked to the economic infrastructure, through the school -by school we mean all the institutions of formal education-, to ensure the conditions of reproduction of the mode of production, which consists in reproducing the productive forces and the social relations of production, which are objectively already configured. Therefore, it is necessary to describe the relationships between: education and productive forces and; education and social relations of production.

Education, through the actors (teachers, bureaucrats, students, family) and instruments (laws, pedagogical practices, curriculum) involved in the teaching-learning process, operate under the logic of production and accumulation. Thus, education becomes a "functional formative" process that responds to the interests and needs of the owners of the means of production, who require, with the least possible time and investment, the best trained workers, with specialized knowledge. Under this logic, formal education has come to replace labor training and the school has replaced the factories as the spaces where the labor force is qualified.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

From a functionalist position, the fundamental objective of school education is the "training of young people for their incorporation into the labor force" (Fernández, 1995, p. 28). However, the functionalist thesis of education has been questioned through two arguments, which are: 1) the facilitation of the production process, and 2) the diversification of work.

Regarding the first argument, in the last decades, with the incorporation of Information and Communication Technologies (ICT) to industry, it has caused an impressive development of the means of production, generating the simplification and acceleration of the production process and substantially influencing the forms of human relationship at work. Following this argument, the work destined to operate machines has not become more complex, on the contrary, it has been facilitated, so that the workers would not require specialized knowledge for their insertion in the sphere of production. However, the simplification of workers' work by means of machines has not meant the facilitation of the process of production, exchange, and distribution of material goods at the local, regional and global levels.

Regarding the argument of the diversification of work, which questions the thesis of functionalist education. This reasoning states that the development of productive forces, expressed in the implementation of Information and Communication Technologies (ICT), has accelerated the modernization of the means of production, generating the creation of more heterogeneous labor needs. Following the line of argument, the new jobs, every day demand a diversity of skills, knowledge, and know-how, but formal education is unable to satisfy them, because it is extremely homogeneous. This means that education does not guarantee work and what is learned in schools is not applied in the production process, generating millions of young people in the world who are not hired under the argument of "lack of specific knowledge for the job". For example, in a recent study, six hundred (600) heads of Human Talent of the most important companies domiciled in the United States of America were interviewed; more than half of the heads of Human Talent, concluded that "they do not believe that college prepares students for the job" (Shimshock, 2018, para. 2). Therefore, education does not always train the student for entry into the workplace.

From the two arguments presented, contradictions could be identified. On the one hand, it is claimed that blue-collar workers do not require specialized knowledge and, on the other hand, it is argued that blue-collar workers do require certain types of knowledge. To get around this contradiction, it is necessary to indicate that; all formal education is regulated and controlled by the state, but according to the needs and levels of development of the productive forces such as "technological growth, which has led us not only to the rapid growth of higher education in the 1960s, but also to a continued emphasis on technical and business education" (Apple, 2008, p. 32). Therefore, formal education is not completely homogeneous, because within it, there are differences in the forms, levels and contents to be taught. When diversifying the school and the contents to be taught, not only the needs of the productive forces are considered. The situations of the social relations of production are also considered. In this sense, not all schooling institutions accept students coming from the same socioeconomic situation and, much less so, teach the same contents in such institutions -despite the fact that the educational curriculum unifies contents-. Therefore, there are different schools, some of which are aimed at certain types of students, depending on their socioeconomic situation and the needs of the industry.

In this way, the school for the children of the sectors that own large means of production and capital is different from the school attended by the children of the workers and the petty bourgeoisie. Under these characteristics, the educational experiences and the contents to be taught are diversified. In one place, technical matters are taught, in other schools, knowledge aimed at management. Likewise, in some places, research is carried out to solve



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

social problems, in other places, research is carried out to promote industry, and in other places, research is simply not carried out.

Therefore, by way of hypothesis, education is related to the productive forces through a socializing process that is concretized and materialized in the institutions of school education to:

1. Qualify the labor force of the proletariat, through the teaching of skills - know-how - to occupy jobs, which require greater physical wear and tear and less specialized knowledge.
2. "[To] assist ultimately in the production of the technical-administrative knowledge needed among other things to expand markets, control production, labor, people" (Apple, 1997, p. 37).
3. To engage in the necessary research and the production of knowledge at the service of industry and capital, to recreate the production, exchange and circulation of goods -commodities-.

The social relations of production in class-divided societies are exploitative. However, the development of neoliberalism "as a form of mutation of capitalism, which turns the worker into an entrepreneur" (Han, 2014, p. 9) has reconfigured the forms of exploitation in the social relations of production. Thus, the exploitation made by the employer to the worker in the factory is no longer the only one. Coercion and the limitation of the autonomy of will are no longer the only forms of exercising power in social relations.

On the contrary, alongside these forms of exploitation, there are others. The pauperization of the labor situation makes the worker become an "entrepreneur" and with this "Today everyone is a worker who exploits himself in his own enterprise. Everyone is master and slave in one person" (Han, 2014, p. 9). Thus, the new techniques of exploitation demand that the analysis of education and production relations address the new techniques of (self-)exploitation. But in this paper, we will not turn our attention to the aforementioned, but exclusively to the exploitation made by the owner of the means of production to the worker.

The relationship between formal education and the social relations of production of the economic infrastructure will be explained from the correspondence approach, whose central thesis states: "what links the school with the world of work is not fundamentally cognitive learning, but non-cognitive learning" (Fernandez, 1995, p. 31). Although it is arbitrary to divide learning in this way, we find it pertinent only for explanatory purposes.

By cognitive learning, we internalize all the knowledge, know-how and skills that give aptitude -qualify the labor force- to the worker. By learning, called "non-cognitive", "psychic dispositions and the capacity to integrate in a non-conflictive manner in one type or another of labor relations" are acquired (Fernández, 1995, p. 31). That is to say, through education, the attitudes that make it possible to initiate and maintain adequate social relations of production are incorporated.

Through formal teaching, whose main features are authoritarianism, homogenization of students, the passive-vertical relationship and the application of positivism in science, there is a tendency to find justifications that are oriented to the naturalization of situations that have been socially constructed. In general, exploitation among human beings is legitimized, the problem of social classes and the inequitable distribution of wealth, the division of labor, the division of salaries based on multiple distinctions, such as: manual and intellectual labor, sex and age, are naturalized.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

In conclusion, through school education a set of mental representations is brought into play that the individual ends up incorporating, which contain the "rules of respect for the social-technical division of labor and, ultimately, rules of the order established by class domination" (Althusser, 1988, p. 3) to naturalize exploitation in the social relations of production. Then, through education, consensus is generated on certain topics, oriented to sustain and reproduce the social relations of production, based on exploitation. On the incorporation of mental representations through education, by means of the school, we will analyze it in the part corresponding to education and ideological superstructure.

4.2. Education and legal-political superstructure

Within the Marxist literature, "it is possible to identify at least [...] three conceptions of the theory [...] of the State" (Cisneros, 2014, p. 192). The three conceptions are: instrumental, particular, and negative. The instrumental notion, highly abstract and generalizing, holds that every State is an "instrument for the oppression of one class by another" (Lenin, 1997, p. 8). The notion, on the other hand, defines the capitalist state as "the administrative council that governs the collective interests of the bourgeois class" (Marx & Engels, 1948, p. 12).

The juridical-political superstructure comprises essentially - not exclusively - the State, government, and law. The State, as a fictitious entity, contains all the institutions that form the juridical-political superstructure, such as: schools, courts of justice, prisons, military-police institutions, bureaucracy. In Althusser's terms, here concur the ideological, repressive and administrative apparatuses of the State. Education is part of the juridical-political superstructure and is directly and dynamically related to the State and the Law.

The State, beyond legitimizing and legalizing the economic exploitation and cultural hegemony of one social class over another, has as its fundamental task to educate the masses in order to attune them to the needs required by the economic infrastructure. Education as a set of intentional acts, is exercised through various institutions, combining coercive and consensual factors, but with the same objective; to create and recreate the rules, techniques and mechanisms that allow coexistence in society and the reproduction of the mode of production.

The State also educates the masses because in this way it guarantees its own existence and predominance. Following this line of argument, Gramsci maintains, that:

Every State is ethical to the extent that one of its most important functions is to raise the large population to a certain cultural and moral level, a level that corresponds to the need for development of the productive forces and the interests of the ruling classes. The school as a positive educational function, and the courts as a repressive and negative educational function, are the most important state activities in this sense; but tend to the same end many initiatives and allegedly private activities, which form the apparatus of political and cultural hegemony of the ruling classes (Gramsci, 1987, p. 23).

The State needs to train the masses, under the needs required by the productive forces and the social relations of production, and this is possible through the educational function that the State itself performs through school education. The State by educating the masses guarantees the political conditions that affirm its existence and supremacy.

However, in order for the State to be able to respond to the needs of the economic infrastructure, it must operate jointly with the other element of the juridical-political superstructure, which is law. The concept of law is difficult to define, due to the diversity of



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

approaches and the ambiguities and vagueness of the term itself. Since Marxism, human beings in the process of production of goods have always established relations among themselves, and these relations have been regulated in some way, but only in certain societies "the regulation of social relations under certain conditions assumes a juridical character" (Pasukanis, 1976, p. 65). In this way, "modern law" produced by the nation-state is the set of legal provisions whose purpose is to regulate the social relations of production, the property relations over the means of production, and the process of production, distribution, and exchange of goods. From the neo-Kantian idealist tradition -for Pasukanis, all Western General Theory of Law is based on neo-Kantian idealist postulates- law is a set of prescriptions whose purpose is to "regulate human conduct" (Nino, 2003, p. 2) through two elements: authority and coercion.

Although the materialist and idealist conceptions of law have more points of divergence than convergence, both perspectives give law a coercive, repressive and limiting character of the autonomy of the will to ensure life in society. Therefore, the "juridical relationship does not presuppose <<by nature>> a situation of peace [...] Law and arbitrariness, those two apparently opposed concepts, are in fact very closely united" (Pasukanis, 1976, p. 115). In short, the State through law "ensures by force (whether physical or not) the political conditions of reproduction of the relations of production" (Althusser, 1988, p. 12).

For law to be able to regulate and ensure the social relations of production and, in short, to make "life in society" possible, it requires "social institutions created for the defense or protection of certain interests, legitimate or illegitimate" (Muñoz-Conde, 1999, p. 30) that maneuver through coercion. But, when people commit actions contrary to the legitimate or illegitimate interests that are safeguarded by the institutions of social control and the law, the latter operates in a repressive and violent manner through state agencies, such as the courts of justice, the police, prisons, and other institutions.

However, this type of violence institutionalized by the State, and legalized by law, is a violence of last resort and cannot be used permanently due to the factual impossibilities of States and social costs. The State cannot solve all social conflicts through violent power; it needs other forms of exercising power to achieve the same ends. In order not to reach this point, it is necessary to make individuals people subject to the law, in the sense that they are motivated by legal norms to be observed at the moment of acting.

The law alone does not subject people, and even less so when the state organs involved in legal production do not enjoy legitimacy. In this case coercion and violence are needed, but as we have already indicated, the State and the law cannot resolve all phenomena by force. For the individual to respect the rules that ensure the social relations of production, without resorting to the use of violent means, the joint action of other institutions, such as school and education, is required, so that they "ideologically" ratify the authority of law over people regardless of the content of its laws, or the legitimacy of the organs that produce or apply them.

Therefore, formal education is interrelated with law, through the formation of citizens. Thus, it contributes to the conversion of individuals into persons subject to the law and linked to the State. To achieve this result, the school is organized in a vertical and authoritarian manner, where "three different lines of authority converge: the professor and the teacher represent society, the adult group and knowledge, while the pupil and the student occupy the place of the individual, the non-adult and the one who does not know" (Fernández, 1995, p. 37).



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Under this form of educational organization, it is not only guaranteed that the child obeys the adult, for being an adult, the student obeys the teacher, for being a teacher, the worker obeys the employer, for being an employer, the laws are voluntarily complied with, for being enacted by the parliament, but in essence guarantees the forced assimilation of the principle of authority, which is nothing more than the expression of the social dualism between the dominant class and the dominated class, which transcends and is expressed in the most diverse social relations, which in turn, are guaranteed by the law and the institutions of state social control.

As a hypothesis, education contributes to the process of converting individuals into persons subject to the law, through a socializing process, where the subject of law assimilates the authority and supremacy of state legal production, so that individuals recognize, incorporate and abide by the content of the normative provisions, voluntarily and without resorting to violent means. In this way, the State and the law ensure the political-legal conditions that guarantee the reproduction of the mode of production.

4.3. Education and ideological superstructure

Without ignoring the multiplicity of definitions of the concept of ideology and the lack of consensus on it, in this section we will take as a basis the theoretical contributions of Antonio Gramsci, Louis Althusser, and Michael Apple to understand the relationship between ideological superstructure and education.

The ideological superstructure can be defined as the instance where the "different ideologies, religious, moral, juridical, political, etc." (Althusser, 1988, p. 4). By ideology we understand the "system of ideas, of representations, which dominates the spirit of a man or a social group" (Althusser, 1988, p. 16). In this regard, Gramsci distinguishes two types of ideologies present in the superstructure, which are: the historically organic ideologies that "'organize' the human masses, form the terrain in the midst of which men move, acquire consciousness of their position, fight" (Gramsci, 1971, p. 56) and the arbitrary ideologies that "create nothing more than individual 'movements', polemics" (Gramsci, 1987, p. 57).

The forms of relationship between ideology and human beings can be explained through two theses: the subjective and objective. The subjective thesis holds that ideology allows human beings to represent their material conditions of life in an imaginary way. While the objective thesis states that the individual behaves, acts and limits himself under certain rules that come from the ideology he "freely" adopted. From the objective thesis, we can say that ideologies make the "free" individual a person subject to the dominant ideologies. When ideologies manage to subdue the majority of people, they reach the degree of hegemony.

Ideological hegemony is not a situation that occurs in isolation in the ideological instance, nor does it remain immobile in it. On the contrary, it becomes concrete and "acts by "saturating" our very consciousness, so that the educational, economic and social world we see, and with which we interact, and the logical interpretations we make of it, becomes [...] the only world" (Apple, 2008, pp. 15-16). From this perspective, it is necessary to describe the role of education for certain ideologies to achieve hegemony.

Education is part of the juridical-political superstructure, then, the relationship between education and ideological superstructure is contained in the total articulation of the superstructure. In this sense, the State becomes an instrument that "makes viable and coordinates" the correlation of the two instances of the superstructure, since it is the entity that exercises leadership, coordination, planning and evaluation of formal education, whether public or private. The relationship between education and ideologies is made



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

viable through the educational curriculum. Every curriculum, whether official or hidden, has an ideological content and, through these contents, schools are organized and act as ideological apparatuses.

By ideological apparatuses, we indicate the set of institutions such as the school, church, media, family, unions, non-governmental organizations, political parties, social movements that "function massively with ideology as the predominant form, but use secondarily, and in extreme situations, a very attenuated, disguised, i.e., symbolic repression" (Althusser, 1988, p. 10). The school, within the capitalist social formation, is the ideological apparatus par excellence. Not only does it allow certain ideologies to achieve hegemony, but it also reduces other ideologies to their maximum expression.

Thus, the school, as an ideological apparatus, is an institution that by *antonomasia* reproduces knowledge, leaving few openings for the questioning or recreation of that same knowledge. In this way, the "school teaches a hidden curriculum that seems convenient only for the maintenance of the ideological hegemony of the most powerful classes in this society" (Apple, 2008, p. 63). Therefore, the planning and control of what is taught and how it is transferred in school institutions is "a decisive element for the enhancement of the ideological domination exercised by certain classes" (Apple, 2008, p. 42.).

Therefore, through the ideological apparatuses of the State, the ideological instance acts to convert the ideology of the dominant class into the socially hegemonic ideology; so that the individual is subjected to hegemonic ideas. Similarly, the school as a fundamental ideological apparatus, becomes the means that ensures "harmony (sometimes strident) between the repressive apparatus of the State and the ideological apparatuses of the State" (Althusser, 1988, p. 12). In this way, the school receives the ideas, representations, and manifestations coming from the ideological instance, materializes them in the educational curriculum and, under the guidelines contained in the latter, organizes, distributes and reproduces the ideas that will be transferred through education to the actors participating in the educational process.

However, education as a set of intentional acts aimed at creating cultural, ideological, and political experiences is not only present in the school. On the contrary, it crosses, to a lesser or greater extent, the rest of the State apparatus. In this way, the institutions of school education come to fulfill the task of approving what the rest of the State apparatuses must transfer as forms of knowledge with the presumption of social and universal validity. Thus, "the school not only controls people; it also helps to control meanings. As it preserves and distributes what is perceived as "legitimate knowledge" -the knowledge that "everyone should have"-, the school confers cultural legitimacy to the knowledge of specific groups" (Apple, 2008, p. 88). Likewise, the school through education makes individuals become people subject to the dominant ideology and under the premises of this ideology, they interpret reality and act upon it, either to defend or change it.

As a hypothesis, through the ideological apparatuses of the State, such as the family, school, political parties... educational processes are created and directed under the regulation of the State, to create and recreate the ideological, cultural and political conditions that allow the reproduction of the mode of production and, in addition, "socializes people by making them accept as legitimate the limited roles they ultimately fulfill in society" (Apple, 2008, p. 49).



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

5. Conclusions

Education and the productive forces of the economic infrastructure establish processes focused on accelerating the qualification of the labor force and the development of the means of production. Thus, education aimed at certain sectors of society, such as the proletariat, is oriented towards "teaching how to do" technical issues for production, while education aimed at the children of the owners of the large means of production and capital, is another. In this process, certain schools come to replace the workplace as the preferential space for qualifying the labor force.

Education and the social relations of production of the economic infrastructure establish processes focused on training students to: 1) respect the division of labor according to technique, age and sex, and 2) integrate themselves in a non-conflictive and mechanical way in the processes of production. With this, social relations of production based on exploitation are justified as natural, when several scientific disciplines demonstrate that they have been socially constructed.

Education is related to the juridical-political superstructure through a set of educational activities aimed at creating and recreating the political and legal conditions - the rule of law, democracy, law - that guarantee and facilitate the reproduction of the mode of production. By educating the masses, the State guarantees the political conditions that affirm its existence and supremacy as an entity with the capacity to fix the political-legal conditions of the social relations of production.

Education is related to the ideological superstructure through the ideological apparatus of the State -such as the school, university, among others- forming an instrumental link. Therefore, the school as an ideological apparatus of the State, through the official curriculum, receives mainly the hegemonic ideologies coming from the ideological instance. Subsequently, through education, it develops, reproduces and distributes them to all individuals to make them subjects dominated by hegemonic ideas.

In this sense, formal education fulfills a double function: on the one hand, it binds the exploited to the ideas that justify their exploitation and, on the other hand, it divides the exploited, who at times become aware of their exploitation and decide to propose alternatives to their domination.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>

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Authors

ALEX LUCIO-PAREDES obtained her Master's degree in Education for the teaching of Social Sciences and Humanities from the Universidad Andina Simón Bolívar (Ecuador). She is currently a law student at the Faculty of Jurisprudence, Political and Social Sciences of the Universidad Central del Ecuador (Ecuador).

LIZBETH PONCE-TITUAÑA obtained her Bachelor's degree in Education Sciences, mention in Social Sciences, from the Universidad Central del Ecuador (Ecuador) in 2019. Senior Specialist in New Information and Communication Technologies, Universidad Andina Simón Bolívar (Ecuador), 2020. She obtained her degree of Magister of Research in Education, at the Universidad Andina Simón Bolívar (Ecuador) in 2022.

She currently holds a scholarship for academic excellence in the Master of Political Sociology at the Latin American Faculty of Social Sciences -FLACSO- (Ecuador) 2021.



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Revista Cátedra, 5(2), pp. 110-125, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3585>



REVISTA

CÁTEDRA

Business management in the development of teaching capacities that promote sustainable entrepreneurship

Gestión empresarial en el desarrollo de capacidades docentes que impulsen el emprendimiento sostenible

Cecilia Soledispa-Rodríguez

Universidad Cesar Vallejo, Piura, Perú

csoledisparo19@ucvvirtual.edu.pe

<https://orcid.org/0000-0001-8913-001X>

(Received on: 17/03/2022; Accepted on: 27/03/2022; Final version received on: 15/05/2022)

Suggested citation: Soledispa-Rodríguez, C. (2022) Business management in the development of teaching capacities that promote sustainable entrepreneurship. *Revista Cátedra*, 5(2), 126-137.

Abstract

The objective of this research is to demonstrate to what extent the application of the business management program will increase sustainable entrepreneurship among 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 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 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.



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Revista Cátedra, 5(2), pp. 126-137, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3553>

Keywords

Creativity, entrepreneurship, business, management, sustained.

Resumen

La presente investigación tiene como objetivo demostrar en qué medida la aplicación del programa de gestión empresarial permitirá incrementar el emprendimiento sostenible en los docentes en Unidades Educativas de Guayaquil-Ecuador 2021. La problemática principal gira entorno al desconocimiento sobre la relación entre la gestión empresarial y el emprendimiento sostenido dado que no se lo ha estudiado longitudinalmente. El estudio observó cómo el emprendimiento sostenido incide en el proceso y la perdurabilidad de la confianza o la identificación de un estudiante con el docente, por tal razón, los hallazgos basados en la población encuestada podrían guiar sobre los recursos y estrategias educativas más efectivas para desarrollar y mantener la motivación y sostenibilidad en el emprendimiento. Los resultados más destacados revelaron que en el pretest del grupo experimental un 21.1% está en el nivel medio y un 78.9% en el nivel alto; para el grupo control el 29.8% se encuentra en el nivel medio y un 70.2% en el nivel alto; luego de la aplicación del programa el nivel de este grupo experimental aumentó al 100%. Se concluye que la eficacia del programa en el aspecto social es un ingrediente importante en el actual entorno de educación empresarial y contribuye significativamente al bienestar general de la sociedad.

Palabras clave

Creatividad, emprendimiento, empresarial, gestión, sostenido.

1. Introduction

Entrepreneurship is a multifaceted phenomenon. In simple words, an entrepreneur can be defined according to Miles (2019) as "a person who establishes and manages a business for profit and growth" (p. 97), entrepreneurship is more than just creating a business. It is creating a winning mindset among students through proper education being the need of the hour. In the 21st century, entrepreneurship education has been recognized as one of the essential determinants that could influence students' career decisions. Introducing the concept of company and entrepreneurial approaches in secondary education can influence the perception of entrepreneurship, as well as their awareness of other employment options. This type of education can therefore influence the performance of entrepreneurs by improving their profitability, sustainable entrepreneurship attitudes and chances of survival. In addition, its importance to the economy has also been recognized, as it ensures rapid economic growth and a positive environment. Many countries are increasingly recognizing entrepreneurship as an effective means of creating jobs; increasing productivity and competitiveness; and improving quality of life and achieving community goals. However, policymakers and educators need a thorough understanding of the diverse and alternative aims and objectives of sustainable entrepreneurship education to be successful. The Ministry of Education of Ecuador at the beginning of the 21st century having recognized the importance of entrepreneurship education has instructed all universities/colleges in the country to introduce entrepreneurship orientation courses with sustainable entrepreneurship.

At present, society has sought to develop its creativity, innovation, with the use of ICT in sustainable entrepreneurship through the correct use of administrative management. In this regard, Mancilla and Amrós (2015) point out that:



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Execute ventures to reactivate the economy in their families, becoming participants of their skills and abilities to have the opportunity to overcome and achieve economic stability both in general and in their family environment, but to start this phase (entrepreneurship) to address the issue of entrepreneurship should be known what is this? or what do the authors of texts of this educational discipline indicate? everything related to this subject academically speaking and commercially executed, in relation to sustainable entrepreneurship and administrative management are added to the concept that each individual is an architect in the formation of a new current business forming a judicious or not judicious work environment, is appreciated as an entrepreneur (p. 23).

With this point of view it is understood that entrepreneurs are identified as individuals who are in the process of starting a commercial activity, who are founders and managers of a new style of sustainable entrepreneurship; but in Ecuador we have seen the following shortcomings that affect their level of credibility such as: the lack of knowledge of tax procedures, how to register with the Internal Revenue Service, the payment of taxes according to the commercial activity they exercise, the commercial agreements that protect young entrepreneurs so that these are sustainable, the resolutions established with the government and entrepreneurs, the lack of commercial strengthening among other entrepreneurs who produce the same and be able to export their products and / or knowledge, create commercial channels in internet networks such as e-commerce, strengthen their customer base, add and different value to their products, relate and learn to improve their distribution channels, open the doors to the global market, comply with commercial and international standards when it comes to a product that is handmade or specifically food products where they must meet various quality standards. This has prevented them from expanding commercial borders, being competitive and having a sustainable enterprise at the present time. For this reason, López et al. (2021) point out that:

Many businesses go to market regardless of size, time or location, this leads to strengthen business relationships of these young entrepreneurs that due to the shortage of work in our country, allows the growth of informal traders from an early age, many of them fail others achieve their goal, and for this we want to train them to become sustainable entrepreneurs through the knowledge that is provided with appropriate guidance from the administrative management in the development of sustainable entrepreneurship and thus, face great challenges of continuous change in entrepreneurs able to achieve their goals (p. 45).

These shortcomings are also present in the context where the research is conducted, since we can observe how our students who have initiatives, due to lack of knowledge, fall into non-compliance with tax regulations and this leads to a distancing in what could be a venture.

Regarding the content and structure of the article, section 2 presents the concepts related to the research. Section 3 describes the methods and materials used in this research and contrasts them with research carried out by other authors. In section 4, the findings found after the application of the respective instrument are detailed. Section 5 details the discussion of the results. Section 6 describes the pertinent conclusions.



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2. Related concept

2.1 Business management

According to Kayl et al. (2017) "is a method of training specialists of business management. This ensures high effectiveness of management and its systematization. At present, to occupy a managerial position, a specialist must have business management" (p. 69). While Chiavenato (2010) points out that:

Business management is a management style that maximizes an objective function, which expresses the satisfaction of consumers with respect to service goods, with a constraint condition, which expresses the limits of their spending on service goods (p. 125).

On the other hand, Miles (2019) points to business management "as a particular domain of knowledge, e.g., through teaching and teacher training, it also requires expertise. And it can be seen as expert knowledge, i.e., proven knowledge based on experience" (p. 89). For Stewart and Hocking (2019) "entrepreneurial management is a new and innovative approach to leadership and entrepreneurship that aims to foster new mindsets that can adapt to change and develop new skill sets that can address today's complex challenges" (p. 73).

In other words, business management as understood is a set of specific activities performed by a manager or entrepreneur. His process is influenced by his intuitive or cognitive decision making. Moreover, he has the ability to manage in a traditional, dogmatic or innovative way, which also depends to a large extent on his personality profile.

2.2 Sustainable entrepreneurship

Sustainable entrepreneurship according to Briceño et al. (2017) defines it as.:

A process that improves the discovery, evaluation and exploration of opportunities in the commercial market; it is worth mentioning that the term entrepreneurship is characterized by the acquisition of products or services at a reasonable price in the market, it also states that an entrepreneur is a person who breaks schemes through innovation in the development of a new product under the constancy and persistence to bring out a product under the innovative approach, observes an opportunity in every need of the environment achieving a significant impact on the labor market (p. 125).

In this sense, sustainable entrepreneurship represents the concept of development. Sustainable development aims at protecting nature, sustaining life and society in exploring discovered opportunities for the birth of services with monetary and non-monetary objectives for people, stock exchange and community. Sustainable entrepreneurship is measured by innovation which is calculated by research and development for which there are various types of innovation including disruptive innovation, indigenous innovation. Similarly, Ratten et al. (2019) expound that:

Sustainable entrepreneurship is subject to various interpretations and is a dynamic concept. In the past it was mainly related to the environment, but it has adapted to a more holistic view of what it means to take care of future generations in different ways. Sustainable entrepreneurship is a concept that has an interdisciplinary meaning.



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This makes it a good topic to study because of its links to disciplines including anthropology, economics, business management, sociology and tourism (p. 12).

According to the above it can be said that sustainable entrepreneurship is a novel field in entrepreneurship research. It is derived from sustainable/sustainable development, it meets the current need without complicating the supply of next generations. In addition, sustainable entrepreneurship is considered as the orientation in the conservation of the natural or social environment, the sustenance of life and society in the exploration of opportunities achieved for the purpose of reviving products, processes and services to achieve monetary returns in which profit is generalized to include economic benefits, and non-economic benefits for individuals, the economy and society.

3. Related studies

Chen's (2021) research entitled Entrepreneurial management and its after effects of the application of a WebQuest to technology education on students' critical thinking psychology and operational ability aimed to study and describe the correlation that exists between the teaching of entrepreneurial management and the application of technological tools for the benefit of students. The introduction of online-supported teaching-learning in training requires a better judgment of how students experience online support (many of whom encounter this technology for the first time in high school). Methodologically, the mixed approach was used; in addition, a qualitative component was incorporated that was based on the principles of phenomenology. From 156 students enrolled in a business management education module that is part of a Bachelor of Education study regimen, 15 participants were selected by random sampling. A sequential exploratory quantitative sequential research was then conducted to test the qualitative findings. Qualitative data sources included personal reflection journals, focus group discussions, and individual interviews. Quantitative data were generated from questionnaires administered to respondents. In the key findings participants indicated that the online discussion forum provided them with a context for learning through social interaction in qualitatively different ways, and this offers insights into how developing nations might address the need to engage with pedagogical practices in the online space.

Raza's (2019) research entitled Evaluating the Effectiveness of the Business Management Education Program aimed to assess the effectiveness of the Department of Business Management's Master of Business Education (MBE) program in terms of its approach to business education and the business management competencies of its graduates. For the methodology, a survey-questionnaire along with document analysis technique was employed to collect information from 80% of the final semester students (taken systematically) and 80% of the graduates from two batches of alumni and their immediate tutors as employers (taken purposively) for both entrepreneurship education and business management domains. Descriptive and inferential statistics were employed to estimate and compare the level of effectiveness of the MBE program as perceived by the respondents. The overall effectiveness level of the program stood at 82.2% as rated by final semester students, 86.4% as rated by alumni, 90.6% as rated by employers in the business management domain, and 90.4% as rated by employers in the business education domain.

In the research of Ruidías (2020) in his doctoral thesis entitled Educational Program of Innovation and entrepreneurship to raise leadership in students, the purpose was to raise the incidence of an Educational Program of Innovation and entrepreneurship develops leadership in the students of this educational institution. The type of research was basic and



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an existing propositional design was applied to the dominant model (DIAC). In addition, the sample applied was made to 206 students of which 103 were considered for the experimental group and 103 for the control group, giving the value of .05 of significance. The program applied to the institution was educational in the field of innovation and entrepreneurship where a great leadership was developed by the students, it could be evidenced that there were no alterations in the imagination of the first control group. The authors conclude by indicating that after the implementation of the educational program of innovation and entrepreneurship to develop leadership in students were very high with the following percentages 74%, 70%, 80% and 69%. In addition, the author suggests to the Ministry of Peru to carry out permanent trainings where integral instructions are used to improve innovation and entrepreneurship. On the other hand, a relationship is established in the objectives of this thesis, which represents an advantage to improve the development of students who focus on entrepreneurship to strengthen the disciplines in educational institutions.

4. Methodology

The research design was quasi-experimental with pre-test-post-test and intact groups with quantitative approach. The research hypothesis H_1 was considered: the application of the business management skills development program significantly increases sustainable entrepreneurship in teachers in Educational Units of Guayaquil-Ecuador 2021. The null hypothesis was: H_0 : the application of the business management skills development program will not significantly increase sustainable entrepreneurship in teachers of Educational Units of Guayaquil-Ecuador 2021.

It was an experimental type study, since new approaches were observed and described, simultaneously the hypothetical-deductive method was used, given that it contemplates doubts with theoretical approaches and debates them with other contributions of other authors. Meanwhile, for the Kolmogorov-Smirnov normality test, given that the sample is larger than 50 individuals, it was essential to determine the data distribution in order to know whether the frequency obtained is normal or non-normal, assuming that the asymptotic significance value (bilateral) is greater than 0.05, the values will be normal for the sustainable entrepreneurship construct, thus fulfilling the results through inferential statistics.

The selected population, which in this case was made up of high school teachers from Circuit 06 of Guayaquil, Ecuador, who teach the subject of entrepreneurship, totaled 114. The following table 1 summarizes the overall total population and classifies them by gender, establishing the number and percentage of male and female participants.

| | | Frequency | Percentage | Valid percentage | Acumulated Percentage |
|-------|-----------|-----------|------------|------------------|-----------------------|
| Valid | masculine | 35 | 58.4 | 58.4 | 58.4 |
| | feminine | 25 | 41.6 | 41.6 | 41.6 |
| | Total | 60 | 100.0 | 100.0 | |

Table 1. Populatio



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4.1 Instruments for information collection

The technique used for data collection was the survey, since it was used to measure the dependent variable, i.e., sustainable entrepreneurship. For Bracho et al. (2021). "This method of data collection consists of applying a closed questionnaire addressed to people related to the research topic" (p. 78).

In this same sense, to measure sustainable entrepreneurship as a dependent construct, the questionnaire was used as a research instrument, which according to Carrasco (2020) "is the most used, since it allows a direct response, through the sheet of questions given to each one of them" (p. 318). To measure the dependent variable, the sustainable entrepreneurship questionnaire was established, consisting of 20 items, which are located according to their dimensions and corresponding indicators.

The questionnaire was elaborated with evaluation items, whereby each response has a score equivalent to: 1 point = Never, 2 points = Almost Never, 3 = sometimes, 4 points = almost always, 5 points = always.

As a first step, the population to be worked with and the institutions where the teachers with the required profile will be selected were defined, after which the place where the survey was to be applied was defined. This instrument was executed in two instances, and to two different groups, the first one before the execution of the business management program, this research is defined as the independent variable; the instrument used was designed for teachers of the subject, understanding that they are the basis of the problem. At the end of the program, the instrument was applied again for a second time, in order to know the new level of sustainable entrepreneurship. On the other hand, there was a control group where the program was not applied.

As a second instance, the analysis, interpretation and study of the data obtained from the instruments was carried out by means of the IBM SPSS Statistics v.25 statistical software, through the tabulation of data in the Microsoft Excel software, descriptive statistics were applied and then exported to SPSS and the levels were counted and recategorized in tables, which allowed the interpretation of the following sustainable entrepreneurship variable. In addition, the Kolmogorov-Smirnov normality test was developed, given that the sample is larger than 50 individuals, it was essential to determine the data distribution in order to know whether the frequency obtained is normal or non-normal, assuming that the asymptotic significance value (bilateral) is greater than 0.05, the values will be normal for the sustainable entrepreneurship construct, thus fulfilling the results through inferential statistics.

5. Results

In search of similarities or differences between the control and experimental groups, a comparison of the results by dimensions of sustainable entrepreneurship was carried out, showing the results of the PreTest

| Pretest Report | | | | | |
|----------------|--------------|-----|------------------|-----------------------|-------------------------------|
| Dimension | Groups | N | Average Range | U de Mann- Whitney | Sig. asintótica(bilateral) |
| Social | Experimental | 57 | 60.30 | 1465.000 | .346 |
| | Control | 57 | 54.70 | | |
| | Total | 114 | | | |



| | | | | | |
|-------------|--------------|-----|-------|----------|------|
| Proactivity | Experimental | 57 | 55.25 | 1496.000 | .452 |
| | Control | 57 | 59.25 | | |
| | Total | 114 | | | |
| Persistence | Experimental | 57 | 58.11 | 1589.500 | .837 |
| | Control | 57 | 56.89 | | |
| | Total | 114 | | | |
| Creativity | Experimental | 57 | 55.25 | 1543.000 | .639 |
| | Control | 57 | 59.25 | | |
| | Total | 114 | | | |

Table 2. Comparison of means between control and experimental groups in the Pretest

In the Mann-Whitney test, for the social dimension, a value of 1456.00 is obtained according to table N° 6, also a "p" value of .346 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the proactivity dimension, a value of 1496.00 is obtained according to table N° 6, also a "p" value of .452 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the Persistence dimension, a value of 1589.00 is obtained according to table N° 6, also a "p" value of .837 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

In the Mann-Whitney test, for the Creativity dimension a value of 1543.00 is obtained according to table N° 6, also a "p" value of .639 being this value greater than .05, it can be said that there are no significant differences in the results obtained between the experimental and control groups, therefore, the research hypothesis is accepted and the null hypothesis is rejected.

| Post test Report | | | | | |
|------------------|--------------|-----|------------------|-----------------------|-------------------------------|
| Dimensión | Groups | N | Average Range | U de Mann- Whitney | Sig. asintótica(bilateral) |
| Social | Experimental | 57 | 84.25 | 99500 | .000 |
| | Control | 57 | 30.75 | | |
| | Total | 114 | | | |



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| | | | | | |
|-------------|--------------|-----|-------|---------|------|
| Proactivity | Experimental | 57 | 76.06 | 53.500 | .000 |
| | Control | 57 | 25.61 | | |
| | Total | 114 | | | |
| Persistence | Experimental | 57 | 84.39 | 92.000 | .000 |
| | Control | 57 | 30.61 | | |
| | Total | 114 | | | |
| Creativity | Experimental | 57 | 81.83 | 237.500 | .000 |
| | Control | 57 | 33.17 | | |
| | Total | 114 | | | |

Table 3. Comparison of means between control and experimental groups in the Post-Test

Se observa que hay una diferencia significativa en la dimensión social del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 84.25 y para el control 30.75 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión social. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.

Se observó que hay una diferencia significativa en la dimensión proactividad del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 76.06 y para el control 25.61 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión proactividad. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación

Se observó que hay una diferencia significativa en la dimensión persistencia del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 84.39 y para el control 30.61 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos, demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión persistencia. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.

Se observó que hay una diferencia significativa en la dimensión creatividad, del emprendimiento sostenible, primero entre los rangos promedio para el grupo experimental 81.83 y para el control 33.17 y finalmente una Sig. asintótica (bilateral) de .000 siendo menor a .05 por lo tanto se evidencia una heterogeneidad de los grupos, demostrando la efectividad del programa de gestión empresarial sobre el grupo experimental en la dimensión creatividad. En definitiva, se rechaza la hipótesis nula y se acepta la hipótesis de investigación.



6. Discussion and conclusions

Table 2 shows the level of development of the social dimension of sustainable entrepreneurship in the teachers of the experimental group and the control group before the quasi-experiment, the scores obtained in reference to the social dimension in the pretest revealed 21.1% in the medium level and 78.9% in the high level, and for the control group 29.8% in the medium level and 70.2% in the high level. The application of the experimental group's program increased to 100% being a high level of all its participants (Table 2 and 3). According to these results it is confirmed that the average range obtained in the pretest of 60.30 and 54.70 respectively of the experimental and control groups, confirms the homogeneity of the groups, in the same way, in the posttest the inferential results when observing the average ranges for the experimental group 84.25 and for the control group 30.75 and the level of significance with an asymptotic (bilateral) sig. of .000 being less than .05 (Table 3) which makes evident a heterogeneity of the groups demonstrating the effectiveness of the business management program on the experimental group in the social dimension.

The results coincide with Raza's (2019) research titled Evaluation of the effectiveness of the Business Management education program where the overall effectiveness level of the program improved by 82.2% as rated by students in the last semester, 86.4% as rated by alumni, 90.6% as rated by employers in the field of business management and 90.4% as rated by employers in the field of business education. In turn, it coincides with the theoretical position of Briceño et al. (2017) for whom "sustainable entrepreneurship is a process that allows improving the process through the discovery, evaluation and exploration of opportunities in the commercial market" (p. 42).

It can be concluded that the business management program significantly influenced sustainable entrepreneurship specifically in the social dimension according to table three so the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, in that the social aspect is an important ingredient in the current entrepreneurial education environment and contributes significantly to the general welfare of society.

In the proactivity dimension according to table three the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, in that proactivity representing a behavior to be followed is future oriented that seeks opportunities and acts on future needs and trends before competitors. In the persistence dimension according to table three, the research hypothesis is accepted and the null hypothesis is rejected, confirming the effectiveness of the program, being the persistence an impulse of the entrepreneurial students that will serve to pursue their goals in order to have a better chance of success and achieve the much sought after entrepreneurial persistence.



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Revista Cátedra, 5(2), pp. 126-137, July-December 2022. e-ISSN:2631-2875

<https://doi.org/10.29166/catedra.v5i2.3553>

Authors

CECILIA SOLEDISPA-RODRÍGUEZ obtained her Master's degree in Education Administration from Universidad César Vallejo, Graduate School of Education in the city of Piura (Peru) in 2018. She obtained the degree of Licenciada de segunda enseñanza with mention in Foreign Trade at the State University of Guayaquil in 2009 at the Faculty of Philosophy, Letters and Education Sciences of the University of Guayaquil. She obtained the title of Professor of Secondary Education in 2003.

She currently teaches in the area of Entrepreneurship and Management in the Education District 09D06 of Guayaquil, and is also the rector in charge of the Prócer León de Febres Cordero Fiscal Educational Unit in the city of Guayaquil. In recent years she has been dedicated to the study of Administrative Management to improve teaching skills in sustainable entrepreneurship in high school students. She has conducted seminars on tax advice in the internal revenue service, superintendence of companies, curriculum updates dictated by the Ministry of Education of Ecuador. Seminars on "Propaedeutic training program", "Educational inclusion and sustainable learning", "Disability awareness", "Prevention of gender-based violence".



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REVISTA

CÁTEDRA

School education for social and economic development in Equatorial Guinea

Educación escolar para el desarrollo social y económico en Guinea Ecuatorial

Ciriaco Esono Nguema-Nkié

Universidad Nacional de Guinea Ecuatorial, Bata, Guinea Ecuatorial

cngueman@uao.es

ciriacoesono@hotmail.com

<https://orcid.org/0000-0002-0038-4003>

(Received on: 30/11/2021; Accepted on: 15/12/2021; Final version received on: 15/06/2022)

Suggested citation: Nguema-Nkié, C. E. (2022). School education for social and economic development in Equatorial Guinea. *Revista Cátedra*, 5(2), 138-156.

Abstract

Education helps man to approach his culture, to understand himself, that is to say, what he is; to be aware of what he has and what he can; it makes him capable of understanding, dominating and transforming his 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 a study on 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, which 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, it was obtained as a general claim, the urgent need for the introduction of Equatoguinean values and socio-cultural elements in school education. And as the most significant conclusion, it can be affirmed that there is no social or economic development if school education is not adapted to the socio-



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Revista Cátedra, 5(2), pp. 138-156, July-December 2022. e-ISSN: 2631-2875

<https://doi.org/10.29166/catedra.v5i2.3394>

cultural reality of the people, if it does not offer them the adequate tools to be able to face the different challenges of their vital environment.

Keywords

Culture, education, school - man, socio-economic development, society.

Resumen

La educación ayuda al hombre al acercamiento de su cultura, a la comprensión de sí mismo, es decir, de lo que es; ser consciente de lo que tiene y de lo que puede; le hace capaz de poder comprender, dominar y transformar su entorno sociocultural para vivir mejor, por lo que una educación escolar adecuada a las necesidades sociales de un país, puede contribuir al desarrollo social y económico del mismo. El objetivo de esta investigación fue un estudio sobre la adaptación de la educación escolar en Guinea Ecuatorial, contribuir a la formulación de una nueva realidad educativa, adaptada a las necesidades económicas y sociales, que favorezca el desarrollo social y económico del país, relacionar la escuela con la cultura local y con el entorno social de los ecuatoguineanos. Metodológicamente, el estudio estuvo enmarcado bajo un enfoque cualitativo, no experimental, descriptivo; se usó la entrevista como método de recolección de información, apoyado en un diseño documental. Entre los resultados más relevantes se obtuvo como reclamo general, la necesidad urgente de la introducción de los valores y elementos socioculturales ecuatoguineanos en la educación escolar. Y como conclusión más significativa, se puede afirmar que no hay desarrollo social ni económico si la educación escolar no se adapta a la realidad sociocultural de las personas, si no le ofrece las herramientas adecuadas para poder hacer frente a los distintos desafíos de su entorno vital.

Palabras clave

Cultura, educación, escuela -hombre, desarrollo socioeconómico, sociedad.

1. Introduction

School education is a key element for the development of a society when it considers the reality and socio-cultural environment of the country. That is to say, it must adapt to the needs of man in his environment and allow him to be the main actor and promoter of social change. Relating the school to the local culture; many elements and factors of teaching and learning must be analyzed for this yearning; in this sense, Burbano et al. (2021) say: "the teaching and learning process is tinged by various factors that participate in the development of activities and the achievement of the purposes of education" (p. 1).

School education for social and economic development in Equatorial Guinea is a school educational proposal whose desire is to adapt school education to the social, cultural and economic reality of the country; that is, the school, in its pedagogical practices and teachings, must have approaches that promote and favor direct contact with the socio-cultural environment. It should not be an implanted foreign reality that is far removed from the real problems of society.

The issue is raised in the context of the social and economic underdevelopment that affects Equatorial Guinea; it is noted that, despite the country's great economic potential, the desired social and economic welfare has not been fully achieved. But the studies carried out so far in the country on the subject of social and economic underdevelopment affecting the society have focused mainly on a descriptive and quantitative perspective, in



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this sense Esono (2004) says: "the problem of Guinea's underdevelopment has been looked at so far in a descriptive and quantitative perspective: analyzing the gross national product (GNP), establishing relationships between imports and exports to determine the trade balance" (p. 9).

The issue of school education for social and economic development is important because it is justified within the framework of the promotion of man as the true axis of all development. The problem of social and economic development is investigated here from the school education field; in this same vein, Esono (2004) says the following: "school education is the key to social and economic development, since it enables man to be aware of his status, his responsibilities, his rights and his obligations" (p. 9); natural resources are important, but not sufficient for socioeconomic development. The current problem of school education in Equatorial Guinea is: the school does not take into consideration the values and socio-cultural reality of the Equatoguinean man, and this has created a kind of dichotomy between what is given in school and what is really lived in society. On the other hand, school education has as its obligation, "to help the person to the approach of his culture and to the understanding of himself, that is to say, to be aware of what he has and what he can" (Esono, 2019, p. 1); so as to improve his individual and social life.

The hypothesis here is the need to introduce sociocultural values and traditional pedagogical aspects suitable for the improvement of school education. It is noted that school education does not take into account the sociocultural reality of Equatorial Guinea. Instead, says Lobrot (2016) that education "plays a capital role in the knowledge of the culture and history of man; it is a transforming engine of sociocultural elements" (p. 18)

Education must give man access to his sociocultural reality by making him capable of discovering himself and his environment and what it contains. To educate is "to contribute to bring out the best in a person, to mobilize his resources, potentialities, to recognize and value the positive aspects of his being, his contributions and questions. It is about emphasizing positive resources rather than deficits" (Crespo-Balderrama and Tapiá-Figueroa, 2021, p. 40); that is to say, the person is accompanied to be sensitive to the issues of his sociocultural environment; to be honest, honest, responsible, humane, and intellectually, to contribute with his proactive, creative and critical participation to social change.

In view of the above, the objective of this research was a study on 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, which 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. In this sense, the introduction of certain traditional educational practices in school education is nowadays a necessity.

For reasons of order and scientific rigor, the article is structured as follows: an introduction, the state of the question, the defense of the thesis, the methodological framework, the conclusion and the bibliography.



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2. State of the art

A concern and a preoccupation motivate this work. Education, by its definition, helps the person to approach his culture, to understand himself, that is to say, what he is; to be aware of what he has, of what he can; it makes him capable of understanding, dominating and transforming his socio-cultural environment, in order to find truth, happiness, individual and collective well-being. Education is one of the sectors of human life that deserves special attention for the development of man and society.

In this order of ideas, Granados and Granados (2010) say: "education brings the person to life, it is a new birth, no longer simply to life, but to personal life, assuming what it means to lead to its fullness" (p. 22). In other words, education imposes two dimensions on man's life: one is dynamic, and the other is relational. Dynamic, because man is called to something greater, to create something new in his life; relational, because the person is called to relate to others and to his environment. In this context, to educate someone "is not to educate an imitator, but a creator; it is not to inform about some contents, nor about some values, but to shape the subject from a truth" (Granados and Granados, 2010, pp. 22-23).

In other words: "the importance of education as a basis for the future of people and of our society deserves every effort" (Tébar, 2003, p. XIII). Education for social and economic development implies an activity in constant search of educational solutions; in this same sense, says Tebar: "The search for didactic answers is a constant challenge of renewal and creativity, if we want to find educational answers, in which children and young people must be trained" (Tebar, 2003, p.1). It is precisely children and young people whom education must involve in the task of social and economic development of society from the school, so that all socio-cultural values, economic reality and the social environment are not foreign or separated from school activity. Pedagogy, didactics and learning methods should help the learner to know and master his or her social reality.

But this is not the case in Equatorial Guinea; the fact is clear; the education offered today in the Guinean-Ecuadorian school, the one inherited from the colonial educational system, does not fulfill this function; and the most striking thing is that it continues to be the most important instrument, considered adequate to form, educate and humanize the Guinean Ecuadorian. In the same vein, Durkheim, quoted by Aretio (1989), says that "the mission of education is to develop in the learner the physical, intellectual and mental states required of him by the political society and the social environment to which he is destined" (p. 15). All social, cultural and economic development is based on the conscious, responsible man, capable of recognizing what he has, what he can and what he must. For this reason:

We proclaim that, for us, when we speak of development, our thoughts and our efforts are directed towards the human person we want to transform so that he/she becomes responsible and an actor in the construction of his/her personal, individual and community well-being (Rafenoarisoa, 1979, p. 3).

However, we realize that the education given to the man or woman of our society has so far not been effective in determining the required socio-economic development, nor has it been entirely conducive to ethical-moral well-being. The socio-cultural environment and all that it contains is not being offered from the school as it should be. The Equatorial Guinean man or woman is still unable to activate the mechanisms that lead the country to a harmonious social development.



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The school is not connected to the socio-cultural reality; on the other hand, the school is "everything that is apt to educate, form, instruct; example: school of life..." (Foulquié, 1991, p. 147). One finds in this definition that the objective of the school is the acquisition of life; the obligation of the school is to make the man or woman capable of realizing his or her vocation as a man; that man comes to discover his or her nature, to put it in the words of the philosopher Aristotle in some of his reflections on education, to develop in all its dimensions (moral, intellectual, spiritual and material).

The mission of the school is to affirm, identify and defend the originality of each society, each culture and each individual. And it can be affirmed in this logic that the school "is both the product of a society and one of the factors of social evolution, and it would not be at all pleasant if, under the pretext of modernization and internationalization, it were uprooted, if it were to lose its vital lifeblood" (Mialaret, 1990, pp. 29-30). The school is "the place of human promotion and an important factor for individual and collective development" (Rafenosrisoa, 1979, pp. 3-4); according to Topieu, cited by (Esono, 2004), the school "is a factor of social promotion" (p. 15) and "favors learning and the insertion of individuals in active life and develops the acquisition of autonomy in individuals" (Tedga, 1994, p. 19).

The school has a function of socialization of individuals. In this sense, Cortés, quoted by (Esono, 2004) says: "socialization is one of the fundamental functions of the school. And if adequate socialization does not occur, one can rightly speak of a failure, at least a partial one, of the school..." (p. 15). That makes us see that the school is an engine of change, it is "the place where sociocultural values are transmitted to young generations and allows their transformation for proper social integration" (Esono, 2019, p. 9). But many of these functions attributed to the school in an official and mandatory manner are registered with much deficiency in the Guinean-Ecuadorian school. One could even underline here the fact that some traditional socio-cultural values are increasingly losing their importance, they disappear fraternity, hospitality, "healthy" solidarity, priority to the person before the material, community spirit... Moral principles such as responsibility, dignity, honor, respect for persons and social laws tend to disappear and, are, more and more, left to the detriment of a strange behavior that denaturalizes and depersonalizes our youth.

In the cultural field, there has not been much success in our society, since "the indigenous person, by his racial condition, is a being lacking in conscience and intellectual lucidity to interpret the origin of the facts..." (Edjó, 2019, p. 3), that is to say, a null being in a null environment. Spain, the colonizing country of Equatorial Guinea, did not value the indigenous cultures, the colonization belittled the vital traditional customs. Traditional languages, despite their importance in the environment and in communication, do not count in the educational system, they are not taught in school. The ecological environment and all that composes it are ignored by school education. All this shows the extent of the formation of the Guinean-Ecuadorian man in his society, a man artificially made of a structure alien to him, a man who hardly appreciates, loves, values, transforms what is within his reach, what is his. This reality makes us think and reflect on what kind of education should be applied today in the Guinean-Ecuadorian school; an education that gives man the ability to "know how to do", "know how to be" and "know how to live" in society.



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In this sense, and for the purposes of this scientific research, we concentrate our attention on one society or one of the many cultures that make up Equatorial Guinea, the Fang¹ society, where we have conducted a study on the two educational realities that have been, so far, experienced in Equatorial Guinea: the modern school education system, inherited from colonization, on the one hand, and the traditional Fang educational practices of Equatorial Guinea, on the other, with the intention of bringing to light the positive and valid aspects of the two educational realities that could help in the formulation of a new educational reality as a proposal.

It is not intended to idealize traditional Fang education as such, it is true that it has its negative aspects; but what is also true, that its pedagogy attracts us for being rather "practical", it is important to imitate it in the current educational field; it is believed that education should not be fundamentally theoretical, but rather practical: "education is not basically a theory, but rather practical. Like any practical fact, education is as much an art as it is a science. It is knowing and knowing how to do" (Lena 1981, p. 79).

In the same line, education is the means that should bring together the theoretical and practical elements or instruments that help man to walk and advance in the discovery of his immediate and universal sociocultural environment, and in this way it can be confirmed that education is:

A process through which the cultural, moral and behavioral aspects necessary to offer adequate responses to the vital situations encountered by the individual are instilled, so as to ensure individual, group and collective survival (Mariti Castro, 2003, p. 147).

In this order of ideas, education is also presented as "an action that will have the purpose of systematically presenting a reality" (Renés and Martínez, 2016, p. 227), that is, it is a transmission of social reality and of the cultural and scientific knowledge of the environment to the youth. Education, as teaching, "surpasses even the merely technical application in the classroom of a set of strategies designed by others" (Fortoul, 2008, p. 79), it includes the intention, attitudes and characteristics proper to the personality of the teacher, the dicent and the real environment, "one cannot speak with singularity of teaching if the act of teaching does not entail intentionality and reflective perception" (Chiang, 2013, p. 63); the intentionality of the one who teaches, from a sociocultural context, must create a reflective perception of the one who learns, thus creating a cultural, social, scientific debate in the classroom.

The pedagogy of traditional Fang education is taken here as a model for its practical aspect that allows the individual to live what is learned. It is a pedagogy that allows us to take seriously and carry out the real application of the vital values of our culture, the universal human values. Understanding here by culture all that we are and have within our reach, what allows us to go out of ourselves to go towards others, what identifies and characterizes us, what we can incorporate in our habits if it helps us to grow as humans, what can be transformed according to the needs of man.

The pedagogy of traditional Fang education could revive the good habits of culture in our youth, insisting on living certain values and attitudes that transmit life to others: solidarity, welcoming, fraternity, respect, sense of responsibility, etc.; in this way we will

¹ Society, culture, ethnic group, language of Equatorial Guinea, occupies 82.9% of the population.



be able to form a responsible, honest, truth-seeking, happy man or woman who will bring happiness to his or her environment. Happiness in this context is life, social and economic development, good relationships between people.

3. Defense of the thesis

The thesis defended here is the following: school education must consider the sociocultural reality of Equatorial Guinea for there to be cultural, economic and social development; that is to say, certain sociocultural values and certain traditional pedagogical elements must be introduced in the proposed school education. Socio-economic and cultural underdevelopment in Equatorial Guinean society is registered because school education does not play its full role. The mission and objective of school education is to teach the person to: "know", "know", "do", "be", "live with others"; and to put the individual always in direct contact with his socio-cultural environment.

Cultural alternatives are currently relevant in our school because they offer possibilities of dynamization of our educational system; the introduction of cultural elements of Equatorial Guinea in the modern educational system is an urgent task. Valuing, utilizing, using, considering many cultural elements of the Fang society in the school, would help our school teaching to have a new philosophy and policy.

Some pedagogical aspects of the traditional Fang educational practices: methods, programs, educational agents..., are necessary, today, in the modern educational system to allow the social insertion of the graduates, since the traditional education does not value only the intellectual aspect (abstract intelligence), but also considers all the abilities and capacities that the individual has to be able to situate and fend for himself in the society.

The socio-cultural or economic development, apart from the knowledge of the socio-cultural environment and the mastery of the resources of the subsoil of a country, requires the man intellectually and morally formed; it is not enough to have a scientific knowledge, other facets are needed, other components that allow man to lead his intellectual, scientific, professional life towards the good, towards personal and community happiness. Therefore, the importance of basing everything on human values, so that all the actions of the intellectual man, his administrative life in society, his social relations and everything he does revolves around the good.

The intellectual, scientific, intelligent man, without human feelings, without living values, becomes a danger to society; he becomes manipulative, swindler, oppressor, demagogue, "super-powerful", selfish, ambitious, and eclipses the whole collective to perceive the light of truth, fosters ignorance in society to perpetuate and eternalize his dominance, because his feelings and desires are closer to any wild animal and very far from humanity..

All of this follows from the hypotheses discussed in this work. There are two hypotheses that guide our thinking and allow us to better achieve the desired objective. The first hypothesis is formulated from an observed reality, it is the "know-how" is not valued today in our society because school education gives more importance to the aspect "abstract intelligence", there is no direct contact between the school and the socio-cultural environment; the second hypothesis is deduced from another observation, the deterioration of good customs and habits, corruption in the administrative life that affects the Guinean-Ecuadorian society, is explained by the mere fact that school education does not take into account the moral dimension of the Guinean-Ecuadorian man.

The Equatoguinean education system must stop producing "homo-infantis" (Edjó, 2019, p. 1); that is, people who always depend on others, they do not learn or teach them to be



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able to master, to really know what they have nor what they are, they remain eternal children, they do not reach adulthood in their reflections, thoughts and deeds. They are people who, because of hidden interests or hidden policies, the educational system does not allow them to be themselves, they do not know how to fend for themselves.

The Equatoguinean education system today has to place the Equatoguineans in their social and cultural context, always taking into account their psychosocial, anthropological and religious dimensions and characteristics; in other words, "the education system is as an organized set of services and educational actions according to the psychosocial characteristics of the subject/educatee" (Edjó, 2019, p.2). School education, in Equatorial Guinea, must take into account the sociocultural reality of the Guinean Ecuatorians; the anthropological and psychological dimension of the learner must be a concern of the school in order to place man in his context.

In this vein, we find a reflection on education, research, and culture in Africa, which deals with the same reality of the school system in Africa.:

The African education system has been very expensive in order to achieve an uncertain, insecure basic education. Its negative results have done nothing more than to produce results that have not lasted long; the school has been a copy of the foreign school model. The fascination exerted by the educational systems of the North (the West) on African elites fixed the content of the programs, imposed a pedagogy and marginalized all cultural elements. In this sense, the colonial influence has caused Africa to turn its back on the principles of development it had already embarked upon. The post-colonial school followed the same process as the colonial one, it was a relay of the former (Pisani, 1988, p. 184).

4. Methodological table

4.1 Delimitation of the field of study

The field of study of this research was delimited in the Primary Cycle; starting from the historical steps, passing through the geographical area, bringing to light the anthropological and psychological dimensions of the subject - learner; thus, to study the problem of the maladaptation of school education in the Guinean-Ecuadorian society..

4.1.1 Field of study

This is the field of study that is considered important to study and analyze the historical dimension of school education in Equatorial Guinea. The analysis of the educational problematic takes into account the colonial and post-colonial period in the educational model that was carried out in the country in those periods; we need to know the objectives that the colonizer and the new authorities of our society set or proposed for the men and women of Equatorial Guinea.

It would be difficult to understand, in a context of research on the reality of school education in Equatorial Guinea, the current programs and contents of our educational system by separating the period of colonial education from the period of post-colonial education; the two are very closely related.

4.1.2 Geographic scope

The study focuses on one country, Equatorial Guinea. A country composed of six different ethnic groups. Our study retained the Fang ethnic group, its culture, and its educational



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practice, because it is the majority in the country; in fact, the other ethnic groups have many similar traits.

The educational practices of the Fang ethnic group stimulate us to review the multiple cultural elements (values) that can contribute positively to the elaboration of a new educational reality adapted to the objectives or needs of an endogenous socio-economic development.

The Fang ethnic group occupies an area of 25,983.46km² of the Continental Region of the country and extends over the entire insular part of Equatorial Guinea. It is located in a territory bordered to the north by Cameroon, to the south by Gabon, to the east by Gabon and to the west by the Atlantic Ocean.

4.1.3 Anthropological field

The educational theme affects the human being and all his environment. In this sense, we have oriented, in the Fang society of Equatorial Guinea, the study towards the person as a being, a being surrounded by an environment, full of history, full of lights and shadows, with a will to live.

The objective here was to discover which were the socio-cultural values that made the traditional Fang man a "worthy, honorable, respected, responsible" being; we believe that these values that served in the past in our society can perfectly well be introduced nowadays in school teaching, they can contribute to the improvement of modern education. Along the same lines, we find that:

The balance and evolution of traditional education is one more aspect in the pedagogical search that can be carried out. Cultural anthropology can clarify, explain the various problems that our educational system has been causing today, and can even contribute elements of solution to these problems. But its contribution would need the help of the confrontation of other human sciences such as demography, sociology, psychology, and economics (Erny, 1987, p. 13).)

Therefore, we have to turn to psycho-sociology, since education is a multidimensional social phenomenon.

4.1.4 Psychosociological field

The need for a study in the psychosociological field of our subject is considered very important, since education is a social phenomenon, a fact that directly affects individuals.

If the anthropological field discovers important aspects of our traditional cultures, necessary for a good progress of school education, which deserve to be integrated into the educational system, the psychosociological field allows to know the groups of individuals, people, who affect the development of education, including students. The psychosociological field also makes it possible to grasp the impact that the cultural encounter (Western culture + traditional Guinean Ecuadorian "Fang" culture) has on the young person in school education. It is detected that the student, in the school education system, faces a problem of acculturation, he is involved in a constant struggle between two cultures where the school is often opposed to certain cultural principles or vice versa, there is no consensus or agreement between the school and the surrounding culture, there is no dialogue or exchange of impressions; in short, this whole situation leaves the student in a confused situation, in an intellectual immaturity..., the person ends up without assuming anything or committing himself to anything.



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This phenomenon of acculturation, experienced by the student, between his family or his cultural environment and the school, creates another problem in him: the non-acceptance of his reality, of his personal and cultural identity, which later generates an inferiority complex that takes away all his personality and leaves him totally unadapted in society, he is left like a plucked bird in the middle of the desert without any possibility of movement to be able to fly.

In this same sense, Marc Richelle, quoted by Zinzindohoue, (1989), in one of the books he wrote during a study he made in 1960 on the phenomenon of acculturation in Black Africa; and in that study, it is found that:

On the one hand, the two educational environments imposed on the African child are dissociated, separated; modern education does not reach agreement with certain cultural principles; on the other hand, there is a discontinuity or lack of connection in school education: what is learned at school is not easily confirmed in real life, it has no application in the real life of the child or the pupil, he cannot verify it in his family environment..., it is thus limited to a theoretical level, pure abstraction; childhood does not prepare the entry to school, nor does school have a relationship with the socio-cultural reality, it does not prepare for adult life, which systematically results in a phase of maladaptation, instead of continuity, there is rupture, dislocation; education results heterogeneous and dualistic (pg. 22).

There is, therefore, an interaction between the individual and society from the educational point of view. This makes it necessary to find alternatives and means that help to reach a consensus between individual aspirations and the knowledge of modern science in order to achieve the objectives of endogenous development.

5. Methods of analysis

This is a qualitative, non-experimental, descriptive research. The interview was used as a method of data collection, supported by a documentary design which uses non-living sources, but documents to obtain the information, with a purposive probability sampling based on primary documentary sources consisting of scientific articles, books, official sources, technical reports, among others.

The historical-descriptive method allowed us to describe the details of the educational problem in Equatorial Guinea, after having interrogated, by a documentary analysis, the past to see, firstly, what was the evolution of the colonial educational system in our society; secondly, what was the responsibility of colonization in the problem of educational maladjustment today, in Equatorial Guinea. Without ruling out the responsibility of the Guinean authorities in the educational field after the country's transition to independence.

The comparative method helped us to study, on the one hand, the traditional "Fang" education in its general approaches in the traditional society; on the other hand, the school education, its general approaches, in the country.

The interviews, which were addressed to teachers, parents of students and students, aimed to know the philosophy and policy of the traditional "Fang" educational reality and the purposes of the school education system. The interviewed population is as follows: 8 teachers with a professional experience of 30 or 40 years and with a chronological age of 60 and 65 years (people who know the two educational realities practiced in Equatorial



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Guinea, the traditional and the modern one; 8 parents of students, with the intention of knowing two things; the first was to know what motivations encourage them to send their children to school, the second consists in knowing the point of view of each of them on the behavior of the students who finished the studies of the primary cycle in the school; Finally, an interview with 20 students between 13 and 18 years of age was conducted to find out what they think about social development and their aspirations for the future and about school education. The interviews were conducted in primary schools: group, individual and informal interviews.

6. Results

The instruments used in the research methodology reveal, after several reflections, readings, surveys and dialogues with teaching and non-teaching staff, the following results on the topic of education and social development. The question here is to know which aspects of school education cause problems to the social development of Equatorial Guinea, and which aspects of traditional Fang educational practices can contribute today in the elaboration of a current educational reality that favors the social and economic development of the country.

6.1 Teachers and professors have the following to say about the two educational realities:

Traditional Fang education. Its philosophy and its policy favored the social integration of individuals. It is an education with a collective character, involving the whole community, leading the generations of young people to the same destiny, to success; all students felt solidarity and had every obligation to fulfill their social duties. It is an education that left the students ready to face any activity of practical life. It always connected theory to practice, an apprenticeship for life. This version of teachers and professors on traditional education fang contrasted in Esono (2019), when he says that "the purpose of traditional education was the transmission of knowledge, knowledge-being, knowledge-doing and knowledge-living to the child, to cope with life and to be able to take care of his family and society" (pp. 14-15).

Modern school education. Its philosophy and its policy have been since colonial times a means to prepare the subalterns, the administrative collaborators in colonial times. The mission of the school was to eliminate the customs and ways of life of the native, to annihilate traditional cultures, to promote acculturation², to adapt to the Spanish culture: the language, the way of doing and living in a socio-cultural context that does not correspond to the vital needs of the individual. It opens up to other cultures and favors individual freedom. In the same vein, Edjó (2019) says: "the structure, teaching grades and contents of the colonial school are aimed at a child who does not become an adult" (p. 3), since the educational system does not allow it.

6.2 Parents of students give their opinion on the school and on a New Educational Reality as an Alternative:

School. They all agree that they send their children to school so that they can live tomorrow like the Spanish, French, English...; that they can be airplane pilots, doctors,

² It is the adaptation, forced or free, to a new culture, to new beliefs, to new behaviors. It is a process by which a group of people or a person, in direct and continuous contact with another group of people, ends up in a good or bad way entering the foreign culture.



engineers, economists..., etc. But it turns out that at the end of their studies many of their children cannot find a job in society, they cannot go to Spain or France, they cannot do field work, they do not know the names of the cultural elements of their society, they die of hunger because they do not know how to find a livelihood, in short, they are "useless" after so many years in school. For this reason, many parents think that it is necessary for the school to teach the children what is within their reach, to open their eyes to the Guinean-Ecuadorian socio-cultural environment, that the cultural elements of Equatorial Guinea are introduced in the school.

The new educational reality. Parents do not agree that the school should continue to function as it is now; it does not respond to personal and social priorities, needs and concerns. In this sense, they think and wish that the school knows how to combine and combine the positive aspects of traditional Fang education and the modern school education system; they insist that the desired new educational reality takes into account very much the valuation of cultural elements, for example, the introduction of mother tongues in school, moral and religious education, and that it also values the socio-economic reality of the country. The same vision is presented by Edjó (2019), speaking about School-Community integration:

It is a fundamental purpose of the Curriculum to take into account the strategic selection, planning and organization, as well as the activities that are oriented to promote the school-community integration, which entails the idea that the educational process must respond to the needs of the subjects within the society to which they belong. (p. 45).

6.3 The students provide information on two fundamental and related issues:

Perception of school education and social and economic development. Many affirm that they go to school to live like Europeans; all wish to occupy the high positions of the State administration (ministers, governors, president of the republic, chiefs of the army...); none speak of agriculture, cattle raising or craftsmanship. They consider farm work as a punishment, something old-fashioned and of unfit people. No student wants to work in agriculture, handicrafts, fishing or livestock; they all want to be administrative executives; these are the desires and hopes that the school gives them; and that is what Esono (2004) emphasizes when he mentions that "the purposes of modern education are: acculturation, the formation of administrative cadres..." (p.41).

Perception of traditional Fang education and socio-economic development. The students believe that the tasks performed by their parents and grandparents thanks to traditional education require much effort and sacrifice; they affirm that ministers, governors, technical secretaries and other state officials do not suffer so much to earn money and live well; and they would all like to go to Europe after their studies because they are better off there than in their Guinean-Ecuadorian lands. And all this perception of traditional Fang education and social and economic development is contrasted in Esono (2019) when he talks about the objectives of school education, its know-how, creativity and the promotion of manual labor, saying that "the spirit of creativity is not developed; manual labor is considered as a punishment, it is not considered in the sight of society. The school favors memorization and mimicry" (pp. 65-66).



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7. Discussion of results

It is retained here, after all the data collected, from the opinions of teachers and professors, parents of students and students, that the Guinean-Ecuadorian man could not carry out his model of socioeconomic development that, traditionally, he had undertaken for the simple reason of the brutal encounter between traditional education and modern school education; an encounter that had more divergent than convergent points for the formation of the Guinean-Ecuadorian person worthy, honorable, responsible and apt to promote the development and welfare of his society.

Points of Convergence. The reflections made and the results obtained from the surveys reveal that the philosophy and policy of modern school education have some positive points and aspects that could perfectly enrich the model or the traditional educational practices of Equatorial Guinea; that is, they are points that converge in substance with the broad lines of the Fang educational philosophy and policy. It is recognized that the school inculcates courtesy and hygiene; values work well done; opens to the outside world; favors individual freedom; initiates scientific research; breaks the mythological life... On the other hand, it is also recognized that there are aspects and divergent points existing between traditional education and modern school education that point to the discontinuity of socioeconomic development in Equatorial Guinea. These points are the following: there is a clear rupture, in many aspects, between school education and traditional education at the level of objectives, aims, pedagogical organization, pedagogical methods and educational agents:

At the level of objectives: traditional education transmitted to the learner "knowledge, know-how, know-how to do, know-how to live, know-how to be and know-how to be" by attending to his or her sociocultural environment. On the other hand, school education transmits fundamentally the Western, European cultural heritage, rejecting the sociocultural values of the environment.

At the level of purposes: traditional education aimed to make the child the adult of tomorrow, integrated into society according to his qualities or skills, he will never be unemployed, he will always find an occupation in social life, because the education received was an adequate and necessary means that society offered him for his social integration; in the same vein says Comoe-krou (1982)

Education is the set of means that society offers to children and young people for their human and spiritual fulfillment, for their social integration; it is a matter of transmitting to the child the knowledge, practices and appropriate values that help to ensure their active and effective participation in social life (p. 31).

On the other hand, school education aims to make the child a European living in Africa, outside his or her socio-cultural context, deprived of possibilities and means to start social and economic development from what he or she has learned at school.

In the pedagogical organization. Traditional education did not have a specific place to educate, it is life in its globality, in all its dimensions. But school education has its sacred sites for the development of education, the school establishment is the dedicated site.

In pedagogical methods. Traditional education is closely linked to nature, the socio-cultural environment, it is the practical life that is at stake, education and instruction go together. In modern school education, more emphasis is placed on the theoretical aspect, teaching is limited to verbal exchanges, the educational dimension sometimes seems to be



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absent, it is content to instruct children without worrying so much about their characters, nor sensitizing their consciences to the care of the common good. It is a pedagogy "of a culture of individual and personal success" (Freire quoted in Sikounmo, 1992, p.12).

In the educational agents. Traditional education, being of a collective³ nature, those responsible for the education of the students tried to behave in an exemplary manner, to be coherent and models in their daily actions and actions; it is free, the educational agents do not charge, they are satisfied with the success of the young people. But modern school education requires people specialized in education: teachers, professors, many of them with a moral conscience perverted by social injustices and economic ambitions, corrupt acts and lack of work ethics; it costs a lot of money, the poorest do not have access.

All these results analyzed in a summarized form, allow us to make an interpretation of data to formulate a new educational reality in Equatorial Guinea for social and economic development. In fact, teachers, professors, and parents of students think and wish that the new educational alternative must consider the local culture, the technological and scientific elements of the Fang culture, that is to say, there must be the introduction of socio-cultural elements in the current educational system: programs, methods, pedagogical instruments, educational agents...

The new educational reality will have as its point of reference the love and truth that spring from ethical and human values; with which many intellectuals, scientists and scholars have worked for the development and salvation of humanity. Love, charity and truth are presented here as fundamental pillars or components in any educational action oriented towards socio-economic development, since the intellectual, scientific or professional man devoid of these values and virtues can do nothing to satisfy a society in search of well-being. In this sense, it is shown that:

The truth, in education, is to bet on defending man's capacity to reach the discovery of his reality, of his socio-cultural environment; it allows rigor, discipline in the sciences to reach the knowledge of man's personal and social reality. There have been no wise men without work and effort. Giving the necessary value to the social and cultural reality allows us to place the sciences and knowledge in the right framework of harmony with the rest of sciences, knowledge and experiences. Love is an extraordinary force that moves people to commit themselves with courage and generosity in the field of justice and peace. Education must propose areas of belonging and of life. The person needs to be educated and formed from the vital experience, from his life context, not from the cold and distant asepsis (Agejas, 2013, p. 195).

The sense and orientation of the new educational reality, after the study carried out, pursues three fundamental objectives: first, it goes in search of a solution to the first hypothesis of the work that accuses serious shortcomings in modern school education, the lack of emphasis on socio-cultural "know-how", and which in turn engenders vagrancy,

³ It must be said that the child, in traditional Fang society, belongs to all members of the village, the clan, the tribe. In this sense, all members of society are obliged to educate him, it is not only the task of the biological family.



unemployment, massive rural exodus; second, it promotes the introduction of local languages, e.g. Fang, in primary school curricula, since the development of a person, of a society, depends very much on the level of understanding of language, because "if socio-economic development depends on knowledge and know-how, it is likely that languages are a key element in everything, they play an important role, because all knowledge and all know-how pass through language; from the oldest tool such as the axe to the most modernized instrument such as the computer, they are all managed thanks to language" (Donneux, 1990, p. 46). 46); third, the last aspect that gives meaning to the new educational reality, to promote social and economic development in Equatorial Guinea, is the consideration of the moral and ethical dimension of students in school.

Thus, "knowledge", "know-how", "know-how to do", "know-how to live", "know-how to be" will revolve around the good and the truth as a model and reference, because no matter how intellectual, scientific and professional man may be, if his conduct and actions are not based on ethical values, he becomes a ferocious animal to crush and eliminate others. Ethical values are necessary in the new educational reality, because they help to seek the individual and collective good, they guide towards personal and community development. In this sense, to educate is "to build a different relational ethics and a profound dignity, to open oneself totally, in a transforming dialogue, to the "truth" of the other, of his reality...; ethics is present in the actions of people, in their conduct and in their relationships with others and with themselves" (Crespo-Balderrama and Tapia-Figueroa, 2021, p. 41).

8. Conclusion

What kind of education should be given to men and women in Equatorial Guinea today for social and economic development?

To this question we have tried throughout the work to give an answer. The education provided today in the Equatorial Guinean society cannot promote the desired positive social change, there are several reasons that justify this statement as has been demonstrated throughout the work. Therefore, the recourse to traditional Fang education is necessary and urgent to contribute to the adaptation of a new educational reality in the Guinean-Ecuadorian society.

An attempt has been made to highlight the philosophy and policy of each of the educational models (school and traditional) to bring out the valid elements for an adequate and adapted education. In this sense, mother tongues, for example Fang, could very well appear in the school education system as a means of knowledge transmission.

In the analysis of the two educational models, it has been noted, first of all, that school education seems to be limited to an abstract, theoretical teaching, it categorically ignores the socio-cultural environment of the person with all its values; while on the other hand, in traditional Fang education, there was no separation between education and instruction, that is to say, theory goes hand in hand with practice, there is no separation between one thing and the other: the two aspects of human formation are constantly and intimately related.

From this traditional Fang conception of education, we wanted to know to what extent a new educational reality can be inspired by the traditional Fang education, to restore and integrate the Guinean-Ecuadorians, who receive their education at school, in their true personality, since school education should be the appropriate means offered by society to children and young people for their human, intellectual and spiritual realization, so that



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they can be integrated into society and be the authors and actors of social and economic development.

The desire for social development required today in Equatorial Guinea would not be realized or true if education were limited to the intellectual and scientific training of man, it is also essential to train his ethical, moral and human dimension; the characteristic of the new educational reality is the ethical dimension, human values where love, truth, justice and know-how guide the conduct and actions in family life, in administration and in international relations; respect for the common good and for other citizens must be the common denominator that education inculcates in students; intellectual or scientific life must be based on the socio-cultural context of man and open to the universal context, because we believe that the best social and economic development of a society must start from within the same society. It is necessary to train students with a pedagogy, didactic methods, educational agents and to use all the appropriate instruments and means that allow the adaptation of school education in Equatorial Guinea for social and economic development.

Acknowledgments

I deeply express my gratitude to Revista Cátedra, and especially to Verónica Simbaña-Gallardo, for allowing and facilitating, despite many difficulties, the publication of this article. I also extend my gratitude to the educational community of Equatorial Guinea, teachers, professors, students and parents of students, for the information they have offered us for the elaboration of this work.



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Author

CIRIACO ESONO NGUEMA-NKIÉ, obtained a university degree in Pedagogical and Religious Sciences at the Catholic University of West Africa, Faculty of Pedagogical and Religious Sciences (CELAF), Abidjan, Ivory Coast in (1996); obtained a Licentiate degree in Pedagogical and Religious Sciences at the University of West Africa, Abidjan, Ivory Coast in (1997); obtained a Licentiate Degree in Theology, specializing in Catechetics, from the Pontifical University of Salamanca, Spain, in (2005); holds DELF, DALF and MAÎTRISE Diplomas in French language, obtained from Alliance Française de Madrid, Spain, in (2004); obtained a Master's Degree in Humanistic and Social Studies, from the University Abad Oliba CEU, Barcelona, Spain, in (2019). He holds several diplomas in Physical Education and Sports; Pedagogical, Didactic and Methodological Orientation.

He currently works as a professor of Philosophy in the Faculty of Humanities and Religious Sciences, at the National University of Equatorial Guinea (UNGE); in High Schools: Carlos Lwanga and Bisila College in the city of Bata. He has held managerial positions in private schools such as La Salle, Our Lady of Bisila, all in the city of Bata, Equatorial Guinea. He is the director of the University Residence of the Afro-American University of Central Africa (AAUCA), in the city of La Paz (Djibloho), Equatorial Guinea.



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Revista Cátedra, 5(2), pp. 138-156, July-December 2022. e-ISSN:2631-2875

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