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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To disseminate multidisciplinary scientific unpublished articles, elaborated under the parameters of the research methodology, written with academic rigor and based on the teaching practice.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. Priority will be given to papers describing pedagogical experiences, didactics used, innovation processes, and their relationship with new educational technologies.

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

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Cátedra Journal, of the Universidad Central del Ecuador, Faculty of Philosophy, Letters and Educational Sciences, publishes scientific articles on various areas of knowledge related to Educational Sciences, based on the methodology of educational research and community service.

VISION
Vision
To be promoters in the publication of high quality scientific articles that, guided by research and from different areas of knowledge linked to the Educational Sciences, become the most prestigious reference in the understanding and improvement of the educational process.

FOCUS AND SCOPE: Revista Cátedra has as its theoretical basis the Educational Sciences in its different specialties and levels of the educational system. Priority will be given to papers describing pedagogical experiences, didactics used, innovation processes, and their relationship with new educational technologies.

It disseminates scientific-academic articles constructed under the parameters of research methodology. It is open to national and international writers interested in contributing significantly to the solution of current educational problems.

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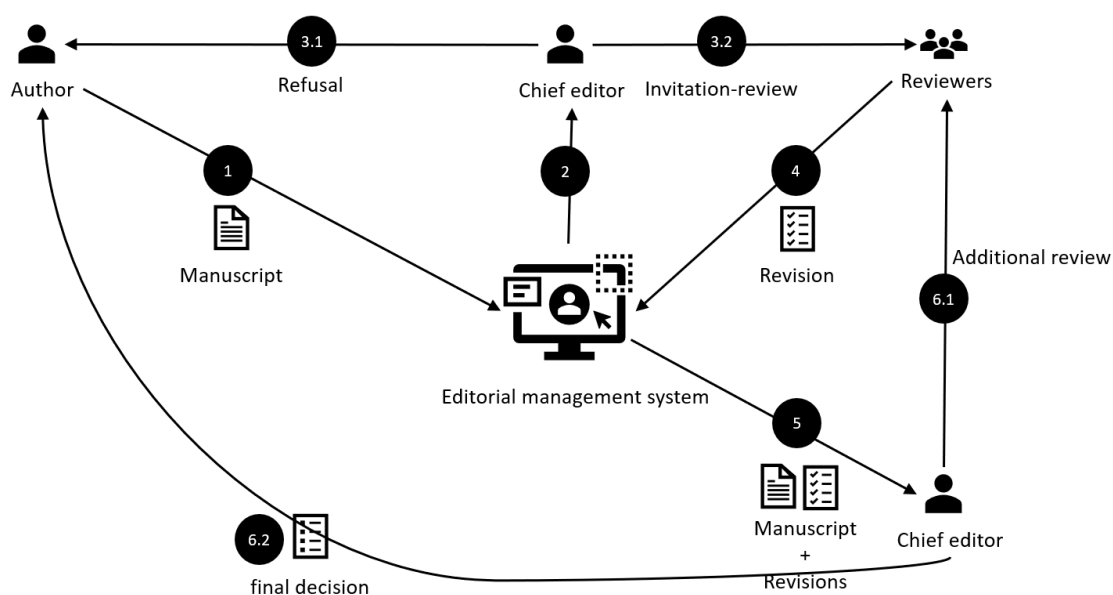
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EDITORIAL

It is a pleasure for Revista Cátedra to present volume eight, number one, in its digital version. The topics covered in this edition are based on the Educational Sciences, covering various specialties and educational levels. In this way, highlights of each academic work are presented, addressing areas such as educational innovation, educational resources, Philosophy of Education, and Educational Management.

The contents included in this issue stand out for being developed according to the standards of research methodology. In addition, they have been prepared with academic rigor, evaluated through a double-blind refereeing system and supported by both practice and teaching theorization.

This issue consists of seven approved articles:

The first article entitled *Development of research competencies through artificial intelligence. An innovative approach* by authors Cardenas-Velasco Kléver, Moreira-Benavides Jesenia, Amores-Pacheco Celia and Nunez-Santiana Mariela highlights the need to incorporate artificial intelligence in education to optimize active learning and solve the problem of lack of knowledge about artificial intelligence in teachers and students. The main objective is to improve the educational process by integrating artificial intelligence and fostering research skills, with a focus on the ethical dimension of its use. In addition, the study is supported by analytical-synthetic methods, documentary analysis and specialized literature review, concluding that it is crucial to progressively implement artificial intelligence in educational institutions. This requires adequate virtual support to facilitate the development of research skills and promote cooperative learning.

The second article *Study of emotional intelligence using the Bar-on IQ inventory in students of the Faculty of Philosophy* by authors Taramuel-Villacreces James, Pérez-Narváez Hamilton and Rosero-Celi Yessenia ad dresses the challenges of higher education in integrally training students in an environment that demands emotional intelligence to manage complex situations. Emotional intelligence is key to developing interpersonal skills, adaptability and stress management, which are fundamental for personal and professional success. The study uses Bar-On multifactorial model, which combines emotional and social skills, and employs the Emotional Quotient Inventory (EQ-i)-S to assess five dimensions of emotional intelligence. The results show varying levels of emotional intelligence, influencing the social, academic and professional spheres. As a conclusion, it is recommended to create spaces for reflection between teachers and students to work in areas such

as emotional self-awareness, self-regulation and interpersonal skills, promoting the integral development of university students.

The third article *"Voices of fear": Latin American terror podcasts for the development of oral expression in higher basic education students* by authors Cabrera-Quirola Emilia and Peñafiel-Peñafiel Viviana starts from the fact that the development of oral expression in higher basic education students in Ecuador is still a challenge, since most teachers use traditional methodologies that limit the active participation and creativity of students. These skills are essential for academic, professional and social success, but traditional methods such as expositions and reading aloud have not achieved significant results. Therefore, this study proposes the use of Latin American terror podcasts as an innovative teaching strategy that, supported by information and communication technologies, can enhance oral expression by connecting technological and cultural aspects. In conclusion, it is affirmed that the incorporation of Latin American horror podcasts could be an effective tool to improve students' oral expression skills, fostering a more dynamic and culturally enriched learning.

The fourth article, *Creative writing teaching techniques on the development of written expression*, by authors Chasi-Solórzano Byron, Nuñez-Zumba Crsitina and Araujo-Chalá María José, analyzes how the lack of creative writing teaching techniques affects the learning of written expression in students of General Basic Education (EGB) in Ecuador. For this purpose, a quantitative approach with a quasi-experimental pre-posttest design is used. The results show that these techniques significantly improved aspects such as spelling, sequence, calligraphy and narrative creativity. In addition, the students who participated in the study were able to express ideas more clearly, coherently and appropriately to the communicative context. In conclusion, the incorporation of innovative techniques in teaching enhances written expression and promotes divergent thinking, highlighting the importance of teacher commitment in improving educational practices.

The fifth article *Contributions of the philosophy of education to the development of critical thinking* by authors Cherres-Vargas Diana and Aguilar-Gordón Floralba addresses the crisis of critical thinking in students, caused by the constant exposure to immediate and unverified information, which affects their capacity for analysis and reflection. From a humanistic-critical perspective, the philosophy of education analyzes the state of the educational system and proposes a normative framework that evaluates and develops strategies to revitalize critical thinking in education.

The sixth article *The Concept of the Person in the Bantu-Fang Culture* by author Ncogo-Ndong analyzes the loss of cultural identity in the youth of Equatorial Guinea

in the face of globalization, highlighting the importance of reflecting on the concept of the person in order to rediscover their identity. The study focuses on Bantu-Fang culture and examines how this concept may have been affected by colonization, using an analytical-descriptive approach based on the analysis of the Fang language. The results show that the Fang concept of personhood did not undergo acculturation, as colonization mainly affected the tangible cultural heritage, leaving the intellectual and conceptual aspects intact. In conclusion, for the Fang culture, personhood implies both belonging to humanity and compliance with community values and norms, underlining the need to preserve cultural identity in a globalized context.

Finally, the seventh article *Leadership: analysis of professional management performance in educational institutions* by authors Quishpe-Mosquera Kleber and Cevallos-Benavides Diana analyzes the leadership style in four types of educational institutions (fiscal, fiscal-commissioned, municipal and private) and its relationship with educational quality standards in professional management performance, based on audits conducted by the Ministry of Education of Ecuador. Using a mixed approach, data were collected through surveys of teachers and managers, in addition to interviews with various experts. The results indicate that transformational, distributed, dialogic and sustainable leadership styles have a significant relationship with the dimensions of professional managerial performance. In addition, it is concluded that there is a high correlation between distributed and sustainable leadership styles and pedagogical management, highlighting the need to strengthen managerial competencies in these styles to improve compliance with educational quality standards.

The Cátedra journal extends its gratitude to all the authors and article reviewers who have contributed to the realization of this publication. It also invites the academic community, both nationally and internationally, to send their research papers related to Educational Sciences in their different specialties and educational levels for their evaluation and publication in a future issue.

Directors/Editors-in-Chief

Development of research competencies through artificial intelligence. An innovative approach

Desarrollo de competencias investigativas a través de la inteligencia artificial. Un enfoque innovador

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Abstract

The article presents the topic on the Development of research competencies through artificial intelligence. An innovative approach. It responds to the constructivist paradigm that focuses on active learning based on the context of experiences and cognetivism, proposes knowledge networks with technology management for the construction of learning. Ideas are described to help solve the current problem, since teachers and students do not have sufficient knowledge of Artificial Intelligence (AI) and its relationship with research competencies. The objective is to propose the optimization of the educational process with the incorporation of AI and the development of research skills in students. It is based on updated contents on the two main topics, with emphasis on their ethical dimension. The analytical-synthetic method was used; documentary analysis and bibliographic review with specialized scientific information that supports the work and projects its results to other possible studies. It is concluded that there is a need to incorporate AI progressively in educational institutions, in which the necessary virtual support should be installed so that research competences are applied in the learning process and can be efficiently managed by teachers and gradually by students. It is an indispensable requirement to achieve a qualitative improvement in the educational processes in order to leave aside verbalism and give way to the formation of cooperative groups in which students raise their concerns, seek alternative solutions and find their own answers.

Keywords

Learning, research skills, innovative approach, ethics, artificial intelligence.

Resumen

El artículo presenta el tema sobre el Desarrollo de competencias investigativas a través de la inteligencia artificial. Un enfoque innovador. Responde al paradigma constructivista que enfoca el aprendizaje activo fundamentado en el contexto de experiencias y el cognetivismo, plantea redes de conocimiento con manejo de tecnología para la construcción del aprendizaje. Se describen ideas que ayuden a resolver el problema actual, pues, los docentes y estudiantes no tienen el suficiente conocimiento de la Inteligencia Artificial (IA) y su relación con las competencias investigativas. El objetivo es proponer la optimización del proceso educativo con la incorporación de la IA y el desarrollo de competencias investigativas en los estudiantes. Se sustenta en contenidos actualizados sobre los dos temas principales, con énfasis en su dimensión ética. Se empleó el método analítico-sintético; el análisis documental y la revisión bibliográfica con información científica especializada que respalda el trabajo y proyecta sus resultados a otros posibles estudios. Se concluye que existe la necesidad de incorporar la IA de manera progresiva en las instituciones educativas, en las cuales se deberá instalar el soporte virtual necesario para que se apliquen las competencias investigativas en el proceso de aprendizaje y lo puedan manejar eficientemente los docentes y paulatinamente los estudiantes. Es un requisito indispensable para lograr un mejoramiento cualitativo en los procesos educativos con la finalidad de dejar a un lado el verbalismo y dar paso a la conformación de grupos cooperativos en los cuales los alumnos planteen sus inquietudes, busquen alternativas de solución y encuentren sus propias respuestas.

Palabras clave

Aprendizaje, competencias investigativas, enfoque innovador, ética, inteligencia artificial.

1. Introduction

This article discusses the issue of developing research competencies through Artificial Intelligence (AI). An innovative approach. In recent years, AI has made inroads in various fields, the problem is that education cannot remain on the sidelines of this benefit, both students and teachers must take on this innovative challenge to achieve new styles of learning and teaching.

The present study aims to propose the optimization of the educational process with the incorporation of AI and the development of research skills in students. Students will construct their own learning through the use of collaborative work, a strategy that gradually develops in them self-management skills and competencies. AI is the justification for carrying out this program. González states that AI itself is capable of providing feedback and acquiring new capabilities such as predicting behaviors and interests. This is achieved through "a computer program, based on artificial neural networks that seek to mimic the capabilities of human beings" (González, 2020, p. 6).

The process facilitates the application of didactic strategies so that teachers can plan in a more dynamic way, and become guides for students who must incorporate research skills through the management of new and interesting alternatives to problem situations. This way of acting prepares them so that in their future life they will be ready to find alternative solutions based not only on knowledge, but also on practical experiences developed in interrelated work. It can be affirmed that the article responds to the relevance of the study from some points of view: it facilitates the change of attitudes of teachers and students, it allows the incorporation of strategies, it opens spaces to incorporate computational tools, it looks at the development of a university career with new perspectives, the future graduates have at their disposal tools that will allow them to initiate and permanently improve their professional actions.

The article is structured as follows: section 1. Introduction, synthesizes the aspects contained in the article; section 2. Literature review, explains the theoretical and methodological elements of AI and the competency-based approach in education; section 3. Methods and Materials, focuses on the methodological processes and instruments used; section 4. Results, describes the authors' proposals; section 5.

2. Literature review

2.1 Artificial Intelligence

AI represents a breakthrough in the technological revolution, linking human dexterity with the power of machines to solve complex problems. It applies innovative solutions that transform the way technology and the surrounding world interact. Rouhiainen (2018) defines AI as "the ability of machines to use algorithms, learn from data, and use what they learn in decision making as a human would" (p. 17). Additionally, Morandín-Ahuerma (2023) explains that "artificial intelligence is based on the use of algorithms and machine learning technologies to give machines the ability to apply certain cognitive skills and perform tasks on their own autonomously or semi-autonomously" (p. 96). AI devices, unlike humans, do not need to rest and can analyze extensive information at once. In its constant evolution, it opens new frontiers in the understanding and application of intelligence, overcomes traditional limitations and rethinks the landscape of what is possible.

In the last decades worldwide, the application of AI in the development of learning processes in educational systems has been growing. This reality is also observed in Ecuador,

where the aspiration to generalize its practice in school classrooms is still scarce as explained by research conducted by (Ashford-Rowe, et al., 2019; Blundell and Ricardo, 2018; Ganascia, 2018; Luckin et al., 2016; OECD, 2018). The use of AI in education becomes a challenge for teachers and students who must acquire competencies at two levels: technical with specific tools in digital development, and methodological with innovative strategies for the didactic process. The application of AI at all levels of the education system will have the potential to revolutionize pedagogical practices. "In this context, renewed hopes are placed on what new AI technologies can bring to reduce access barriers, automate management, and optimize teaching and learning processes" (Jara and Ochoa, 2020, p. 3). In this sense, the implementation of AI requires specialized planning, monitoring, and ongoing evaluation to ensure that the objectives of each level of study are met. To ensure educational policies, programs and practices, it is essential that AI be applied and have a positive impact on the learning and development of students with investigative competencies, oriented to build scientific and technological thinking.

2.2 Artificial intelligence in education

The incorporation of AI in education is intended to promote the improvement of the quality of educational institutions with the improvement of learning outcomes through technologies and techniques planned by specialists in the organization of the curriculum of the educational system. As expressed by Arana (2021) in education, "artificial intelligence seeks that computers, machines and other artifacts emulate human intelligence, thus developing learning and adaptability skills that allow them to make autonomous decisions" (p. 1). This purpose is beginning to be felt as a need to be incorporated progressively by teachers, who are being demanded because some students are beginning to apply it for their school work only as a copy and paste.

> The application of AI in classrooms requires teachers and students to develop, in advance, a set of basic skills on machine learning algorithms, evaluation and questioning of query results, identification of biases and limitations, programming to customize research results, selecting and classifying data according to topics, management of platforms related to learning content, always in a responsible and ethical manner (Espinoza et al., 2023; Holmes et al., 2021).

The assessment of learning outcomes among teachers and students will increase its application in other educational institutions that wish to keep up with the latest trends and technological advances with AI management (Cruz et al., 2023; Pastora and Fuentes, 2021; Vivar and Peñalo, 2023). Its possibilities will increase with practice. As Obando (2018) puts it, "it is intuited that the complex relationship between learning, the digital revolution and artificial intelligence will demand educators to be able to respond to the needs, interests and emerging skills presented by the student body" (p. 157). It is also mentioned that "the university as responsible for linking the learning acquired at school with the requirements of the working world should integrate the subject of AI in its curricula" (Moreno-Gutiérrez et al., 2022, p. 1). It is the task of teachers to learn about AI so that it becomes a tool to support the improvement of the quality of education.

2.3 Optimization of learning with artificial intelligence

Based on "today, Artificial Intelligence (AI) is a reality that surpasses fiction in many aspects, because it is present in one way or another in all areas of modern social life" (Arbeláez and Rojas, 2021, p. 502). Its application as a technical tool that optimizes learning requires specialized planning and specific training of each pedagogical process for teachers and

students to apply this academic advance successfully. Its implementation will allow policies, programs, projects and educational practices to influence the learning and development of students with research competencies aimed at building scientific and technological thinking. The institutions that apply it socialize strategies with better learning results because "today it is difficult to imagine an educational environment, from the most initial ones, in which there is not some participation or interaction with a computer device that handles or processes digital information" (Arana, 2021, p. 15).

> These include: personalization of learning, personalized virtual assistants, virtual tutoring, data analytics, simulations and virtual labs, online collaboration, knowledge gap detection, adaptive gamification, formative assessment (Del Puerto and Esteban, 2022; Martínez-Comezaña et al., 2023).

The progress of AI, considered as a scientific discipline, is in a diffusion stage. This situation predicts that, in education, its influence will be greater due to the socialization among teachers who have applied it, who, among others, suggest the following platforms as supports that can be useful and optimize their educational practices, according to each level of studies and for an inclusive education.

General Basic Education: DreamBox interactive math lessons, Knewton real-time content and assessments based on student performance, IXL Learning practice activities in math, reading, writing, science and other subjects, Prodigy educational math game, Edmentum, SMART Learning Suite Online, ALEKS, DreamBox Learning, Quizbot, Skills Strand activities in different areas, Fishtree, Mindspark intelligent tutor focused on reading and math (García-Cosio, 2021; Lavanda-Jaramillo et al., 2019; Rivas, 2018). These tools are used by teachers according to the progress of curricular content as follow-up actions related to the progress of each student. They can be socialized to parents to work at home as support for their children.

General Unified Baccalaureate: Code.org with programming, AI4K12 for machine learning, Google AI Experiments with hands-on interactive projects, IBM Watson Education, for project-based learning creates simple chatbots or programs that make decisions based on data, digital competencies to search for information, evaluate sources and maintain privacy and online collaboration among students with secure platforms, visits to AI technology companies. These are platforms with valuable educational experience for students (Abeliuk, 2021; Coicaud, 2020; Lavanda-Jaramillo et al., 2019). Thus "Artificial Intelligence promises the improvement of education on a large scale, with the main feature of personalization according to the needs of each student" (Macias-Moles, 2021, p. 15).

Higher Education: Khan Academy adapts mathematics content and other subjects to the individual needs of students, Coursera offers online courses, Edmodo teaches social learning modalities, DreamBox with mathematical processes for primary and helps pre-professional practices, Adaptive Learning Systems has personalized adaptive learning systems, IBM Watson Education personalizes content and assessments, Blackboard Learn suggests content and activities, Google Classroom and Google Workspace for Education, personalize E-A, Symbaloo creates personalized resource dashboards (Moreira, et al., 2023; Ocaña-Fernández et al., 2019; Rosas, 2023). These platforms help both students and teachers in their interrelationship processes because "AI is impacting human relationships, through communication and ways of interacting" (Sanabria-Navarro et al., 2023, p. 10).

Inclusive education. At all levels of the education system, IA supports teachers with a set of strategies for educational inclusion, to achieve personalized learning and ensure that students with special educational needs work with the whole group without discrimination and with self-esteem. "In a society that tends towards diversity it is essential to introduce inclusion as an educational model. It is based on understanding to forge an interaction with difference understanding it as an opportunity for enrichment in a shared space" (Santalla, 2017, p. 13).

In inclusive education, educators use AI as a tool to incorporate the whole group into the work. It helps teachers to customize content and strategies according to the individual learning pace of each student, especially those with special educational needs. AI leads to increased student engagement with improved learning outcomes. The integration of cognitive, affective and social characteristics contributes progressively to improve academic performance (Fernandez, 2023; Jara and Ochoa, 2020; UNESCO, 2020).

In inclusive education, platforms offer interactive activities and exercises that are adapted according to the level of knowledge of each student because "to educate in respect for difference is to seek meeting points where diversity can collectively create" (Ponce and Riveros, 2021, p. 13). The pedagogical strategies that teachers can implement to take advantage of them as learning tools, among others are:

> Personalized tutorials. Simulations and virtual laboratories on science or historical recreations. Individual assessment of each student to identify learning strengths and weaknesses, in real time. Intelligent educational games that reinforce the concepts of the different subjects. Automated grading of essays, quizzes and homework assignments. Virtual classroom assistance that answers student questions. Computer vision management to analyze errors, give automated feedback with video tutorials, exercises and practice tests. Encouragement of discussion and writing to generate creative texts. Exploration of complex concepts to explain abstract topics (Tarrillo-Flores, 2022, p. 26).

To conclude, AI influences the transformation of education, offering opportunities to improve the quality and accessibility of learning. These systems can personalize educational approaches, adapting them to the individual needs of students. AI achieves more effective and efficient learning because it analyzes the performance and progress of each student with personalized feedback and content tailored to learning skills and preferences.

2.4 Ethics and artificial intelligence in education

The application of AI as a work tool facilitates the interrelation between students and teachers with various platforms, and constitutes a support for the pedagogical processes of different learning subjects; however, it is important to be cautious about its use, as explained by Flores-Vivar and García-Peñalvo (2023).:

> Information and communication technologies, represented through networks and social media, knowledge-based systems, interactive multimedia, big data and artificial intelligence, are an intrinsic part of the social fabric, (...) of the disciplines of knowledge, playing an increasingly important role that will even increase in the future. Its presence is omnipresent in education, so the development, evolution and expansion of these technologies in the educational context, (...) requires in-depth

> and comprehensive studies that show the advantages and disadvantages
> of their use (p. 1).

The use of AI in education is inevitable because of its ability to support academic advancement. It is imperative that teachers and students value its application from ethical and moral perspectives. It is essential to prevent students from mechanically copying content without reflection just to accomplish a task. This attitude will result in superficial learning without acquisition of new knowledge and will cause students to pass from one year to another without skill development, which not only contributes to educational inequality, but also threatens equity in access to education (Isusqui et al., 2023; Llovera-López et al., 2023; Naupay-Gusukuma, 2023; Rivas, 2018; Saltos et al., 2023).

Given this reality, teachers are encouraged to prioritize strategies that foster critical thinking and reflection in students when using AI as an educational tool. According to Cruz et al. also highlights the importance of incorporating ethical values in the educational process, ensuring that "students not only acquire knowledge, but also develop an ethical sense that guides their behavior in a world increasingly driven by technology" (Cruz et al., 2023).

3. Research Competencies

When starting a university career and at all levels of initial, basic general education and high school, the mastery of research skills is required, it cannot be expected that the teacher transmits everything, the student must take on the challenge of initiating the skills, then convert them into competencies in the research field. This step ensures a new vision in their training, turns them into a subject that is always looking for information to find the reasons for different problems and at the same time predisposes them to seek scientific information to support their initial assessments, incorporate knowledge, techniques and improve learning outcomes.

There are several research competencies that students should incorporate for an efficient development of their critical thinking. It can be said that the main competencies are:

> Search and selection of scientific information according to the problems they are developing. Use of technological tools that facilitate the systematization of issues of interest for their research processes. Knowledge of the scientific method to adapt their processes to this methodology. Application of techniques for the collection of information. Elaboration of research results. Formulation of pertinent and relevant conclusions. Teamwork to better ensure research results (Chávez-Vera et al., 2022, p. 253).

3.1 Research competencies related to artificial intelligence

The aforementioned competencies and others that will emerge in the development of student training should be supported with the use of AI, which in short is the use of information produced by man and that is uploaded to the "cloud", which when he needs can enter the stored information and ask questions about issues of interest, with the confidence that the answers will be accurate. Hence, this article insists that the use of AI in education is a challenge for both key actors, teachers and students, who have to acquire competencies related to digital development and innovative strategies for the didactic process. In this

context, the learning of research competencies is urgent and necessary because it satisfies the two mentioned requirements.

Cruz (2021) states that research competencies constitute "an integral action that allows identifying, interpreting, arguing, and solving problems of the context with suitability and ethics, integrating knowing how to be, knowing how to do, and knowing how to know" (p. 40). It refers to the fundamentals that a researcher should handle and that he/she should do so in an ethical environment. Research competencies will be developed from different approaches: conceptual, accompanying and delimiting, and socio-formative. In the conceptual approach, it refers to a process that facilitates the solution of problems of reality, for which teachers and students must articulate collaborative work to a life project with ethical values. In the accompaniment approach, emphasis should be placed on the formation of innovative responses to specific problem situations in the context in which they develop. In the delimitation approach, they are prepared to respond in the future to a job position. "Competencies are integral performances that have the purpose of forming people capable of facing diverse challenges of their context with creativity, good disposition, attitude of continuous improvement and ethics" (Cruz-Herrera, 2021, p.47). Thus, students "have to use different information and communication technologies through networks and social media. They must avoid using ambiguous, vague or misleading language, and develop communication skills based on intellectual honesty" (Naupay-Gusukuma, 2023, p. 17). It can be inferred that the obligation of students is to face real situations, before which they must bring out the competences acquired in the learning process, which in the particular case of research competences are still insufficient.

With reference to higher education Ceballos-Almerayaya expresses that,

> the future teacher as a researcher in training must develop research competencies that allow him/her to act in new situations, have the ability to identify, pose and solve problems, under a commitment with his/her sociocultural environment, increase skills to work in international contexts, search, process and analyze information (Ceballos-Almerayaya, 2021, p. 183).).

3.2 Evaluation of research competencies in research projects

Consequently, it is necessary to evaluate, among other aspects, the facility to determine empirical problems and their influence on future research projects, their causes and possible consequences, the questions that should serve as the basis for the development of the research, the formulation of general and specific objectives that give rise to the precision of methodological strategies, the design of instruments applicable to a sample of the population, precision in the results and in the discussion.

Pacora et al. (2021) state that in order to evaluate research competencies, it is necessary to,

> resort to the use of rubrics because competencies constitute the set of comprehensive actions that allow for solutions to real-world problems in a holistic manner, which impacts the adoption of multidisciplinary work and peer collaboration (p. 64).

Rubric-based assessment facilitates the establishment of criteria regarding the mastery of research competencies at upper, high, medium, or lower levels. Limits that can be determined more easily if the person shares their work with a group of peers. Moreover, it allows for reflection and the implementation of strategies to advance within the mentioned limits. Casillas et al. (2022) express:

> that digital competencies in the area of communication and collaboration are not dependent on the student's academic level or gender, but rather on the family's economic and cultural level, which facilitate or hinder access to digital devices for acquiring knowledge (p. 16).

In conclusion, the evaluation of competencies related to collaboration and communication requires that there are better opportunities and resources at home to engage with digital devices, gradually giving them the chance to incorporate these competencies into their personal repertoire. They will always be attentive to listening to other opinions and comparing them with their own, analyzing their content to assimilate them or continue in a deeper search. Acquiring new knowledge based on what others say is an intelligent way to grow intellectually and not just assimilate elaborated knowledge; they do not accept being simple receivers, they like to be more participative and creative. "It is not just about delivering information, but rather ensuring that students, through virtual learning environments, prepare for their professional future and take a leading role in the development of research projects" (Ramírez-Ramírez and Fernández de Castro, 2020, p. 10).

3.3   Research competencies in the educational curriculum

Traditionally, the different processes for developing research have been placed in the educational curriculum as isolated parts for students to mechanize the process, without presenting them with a problem situation, so that they can think of possible alternative solutions. Only in this way will they develop the necessary competencies to discover the causes of the problem, the implications of proposing alternative solutions, seek the state of the art, and develop a theoretical framework that supports their proposals, determine the problem, formulate the research objectives, accompany them with one or more hypotheses, if the case warrants, that allows them to advance, design the instruments and conduct field research, elaborate the results and conclusions, and formulate a proposal. In this regard, Carmona et al. (2021) state that, "a chair should be created that allows linking theory with practice so that students can get involved proactively." At the same time, teachers must become interpreters of the curriculum design and not just transmitters. (p. 820). It reaffirms the need to change the roles of teachers and students.

4. Methods and materials

The investigative approach of this article is qualitative. Paiz-Recinos et al. (2020) state that "in projective instruments, qualitative research focuses on describing the thoughts and feelings of a group or individual being evaluated." (p. 153). In addition to what these authors have expressed, it can be stated that scientific research of a projective type with a bibliographic design is a research approach based on the review and critical analysis of existing scientific literature to project or predict trends, future developments, or possible scenarios in a specific field of study.

The analytical-synthetic method was employed to process and evaluate various viewpoints on the proposed study. Various bibliographic sources were explored and different theories were evaluated. In this regard, Deroncele et al. (2021) state that "epistemic attitude is related to the critique of bibliographic sources and scientific literature in the analysis of the research object." (p. 174). The study of various bibliographic sources provides scientific support to the ongoing matter and is carried out through the collection and synthesis of information from relevant academic bibliographic sources, allowing the projection of its results to other possible studies. The bibliographic and documentary review of specialized scientific literature allowed for a heuristic balance, thus resorting to an exhaustive review of information found in books, journals, scientific articles, and interviews conducted by various authors. The bibliographic review allows for an initial and general understanding of a little-studied topic, laying the groundwork for more detailed and specific research in the future. Gough et al. (2012) state that their review incorporates three fundamental activities:

> 1_Identification and search for articles with the review of literature and previous research to highlight the key competencies to be developed, and design teaching and learning strategies for all levels of the educational system, based on the use of AI. 2_ Evaluation of the quality of evidence to accept, improve, or reject the authors' submissions, through the selection of the most suitable tools for the development of research competencies with the support of AI. 3_ Synthesis of the articles with the analysis of the results to identify patterns, trends, practice proposals, and conclusions that contribute to scientific knowledge in the field of development of the topic proposed in the article (p. 14).

5. Results

The results of the literature review and conducted research support the proposal of the researchers who advocate for the need to incorporate AI supported by research competencies into the Ecuadorian educational system. It is anticipated that its application will produce, among other things, the following changes in all curricular elements and in their implementation by the human talent of educational institutions.

5.1 In aspects related to the curriculum

The improvement of the quality of education through the application of AI requires the technological training of all actors in the educational system because its practice will impact educational curricula, which will be adapted to the context with the participation of the entire educational community in new teaching and learning models. The following are presented in two matrices the most relevant aspects of the results concerning the curriculum (table 1) and human talent (table 2).

Fluent communication in a foreign language	*Chabot* management	Educational problem solving skills	Increased cognitive skills
Use of virtual resources in which the mastery of basic foreign language skills, especially English, is required.	*Chabots* are software based on Artificial Intelligence, capable of maintaining a real-time	In the different subjects of the educational curriculum, the teacher can organize	With the help of artificial intelligence and the guidance of a participatory and purposeful work of

	conversation by text or voice. A great opportunity to see the importance of AI.	collaborative work groups for the students themselves to solve and find creative answers, with the help of artificial intelligence.	students, they can find the opportunity to develop cognitive skills that favor the development of essential competencies: critical thinking, cooperation and adaptability.

Cuadro 1. Resultados curriculares

Learning, mastering and fluent communication of a foreign language. In language teaching-learning processes, intelligent tutoring systems offer tools with instant and permanent feedback. The didactic interaction process will facilitate the execution of communicative actions according to the learning contents with the use of virtual assistants. Thus, in virtual learning training with the use of chatbots, AI provides personalized tutoring and access to learning resources at any time, in addition to providing a more interactive and accessible learning experience. These systems have shown to be effective in improving students' motivation and commitment to accomplish tasks in individual and collaborative group work. In improving educational problem-solving skills, AI tools are available in all subjects in different years of study and allow the analysis of large amounts of educational data to identify patterns and provide solutions to complex problems. Students in working groups through simulation and scenario modeling learn to make educational decisions in the face of study problems and explain with researched data each topic. In the increase of cognitive skills with the development of research competencies, the application of AI will contribute to link knowledge with research skills. These competencies will enable students to receive, process and elaborate information autonomously with the presentation of challenging tasks and the provision of instant feedback. AI facilitates the fulfillment of holistic learning that encompasses not only knowledge acquisition, but also essential competencies such as critical thinking, cooperation and adaptability. Studies show that AI technologies can support autonomous learning and the development of metacognition in students.

5.2   Aspects related to human talent

Its incorporation with the participation of trained teachers would prepare students from the beginning of their education with skills that respond with knowledge, tools and strategies appropriate to the digital transformation linked to the technological revolution that support the scientific development of students. Its incorporation would allow the improvement of some aspects related to:

Research and critical thinking	Optimization of digital competencies	Inclusion of students with SEN	Development of interdisciplinary projects
Development of complex investigations with the analysis of data corresponding to varied experiences	Gradual acquisition of digital tools and devices that allow students to find information, analyze their	With the support of artificial intelligence, teachers can incorporate their students with	Ejecución de proyectos en los que se pueda evidenciar: colaboración interdisciplinaria, integración

and students apply skills of comprehension, interpretation, analysis, synthesis, conclusion and evaluation of their learning.	results, elaborate new proposals and find their own learning, strengthening their successes and discarding their mistakes.	special educational needs to fulfill their learning with special strategies so that they do not feel rejected.	tecnológica e innovación, que incluyan manejo de hardware, software y redes de comunicación eficientes.

Table 2. Human talent

The following is a more detailed explanation of the aspects listed in the matrix, with the clarification that they are all supported by AI:

Personalization of learning. The teacher can modify traditional teaching schemes with content planning, teaching-learning methods, evaluation processes with AI tools. Learning would be personalized by adapting it to the individual needs of urban and rural students with results that would improve their performance and personal satisfaction. Teachers would provide guidance so that different students learn to identify and address their strengths and weaknesses in a more inclusive and effective way. It is worth noting its valuable support for teachers who simultaneously serve several grades, single- and multi-grade schools. **Fostering research and critical thinking**. AI tools can facilitate complex research with the analysis of large volumes of data that respond to a variety of experiences. The development of critical thinking and research skills could be objectified when teachers observe that their students learn to access databases and advanced analytical tools, apply skills of comprehension, interpretation, analysis, synthesis, conclusion and evaluation of their learning**. Improvement of digital competencies**. The integration of AI in education will prepare students for the application of devices, handling of computers, tablets, internet browsing, searching for information on the web, interpretation and analysis of data, graphics and statistics, management of tools to collect, clean and visualize data. These tools prepare you for a future career with the management of advanced technologies to meet the challenges of the 21st century.

In addition, the inclusion and accessibility of students with special educational needs with the support of AI, teachers will be able to design understandable and personalized learning tools for students with special needs that will allow them to automate learning. This inclusion process would facilitate their incorporation into regular classrooms through group work with collaborative learning strategies and would also prevent them from feeling left out of the group and, sometimes, from being bullied. **In the development of interdisciplinary projects with AI tools with the management of AI**, interdisciplinary collaboration, technological integration and innovation projects would be carried out to develop comprehensive and effective solutions that include the management of hardware, software and efficient communication networks. These projects would not only allow students to interact with advanced technologies, but would also help them develop critical skills that would impact educational curricula with community decision making.

With reference to the development of interdisciplinary projects, the Organization of Ibero-American States for Education, Science and Culture (OEI), in collaboration with the ProFuturo Foundation, presents the following graph on the present and future relevance of AI in terms of educational level (ProFuturo and OEI, 2023). Figure 1. shows the present and future relevance of AI at the initial, primary, secondary and university levels. It can be seen that, depending on the level, the students' skills management advances.
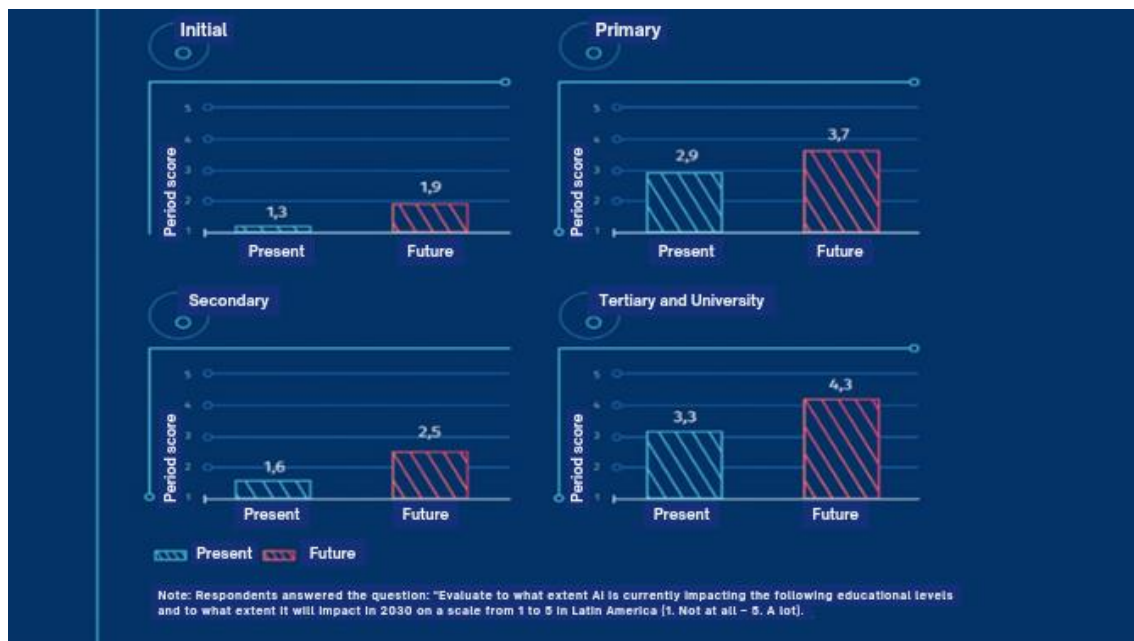
Figure 1. Present and future relevance of AI. Source: (ProFuturo and OEI 2023)

It is anticipated that the integration of AI into the curriculum and training of human talent can raise the quality of education by personalizing learning and providing adaptive resources that fit the needs of each student by increasing knowledge retention and academic performance.

6. Discussion and conclusions

The bibliographic and research study proves the possibility of including AI in the educational system at all levels and modalities, an opinion with which the researchers of the article agree, since this strategy could redefine the role of the teacher and prepare him/her to carry out an inclusive and equitable education with capacities to:

> predict student performance; create personalized lesson plans and assessments tailored to their strengths and weaknesses; motivate lifelong learning around the clock, through chatbot or virtual tutors, machine learning, and other personal assistance tools; develop research skills and prepare for the future professional to enter the workforce (Abreu et al., 2021; Auqui, 2021; Iglesias-Gorrón, 2018; Rochín and Anguiano, 2021; Zhang et al., 2019).

As a complement to the incorporation of AI in the educational system, it is necessary to develop research skills as the best resource to build new knowledge by students, with a new role of the teacher and themselves, so that through collaborative work they can locate the problem situation, seek the background and causes for its occurrence, venture into other research that face the problem, raise clear and precise ideas to find alternative solutions and if possible formulate an innovative proposal. The possible application of the article of research competences through artificial intelligence as an innovative approach, as in the analyzed research.,

it is necessary to consider in the educational system of all countries that the ethical and social challenges associated with its implementation address the digital divide, inequality of access to technology the need for an appropriate balance between automation and human interaction, because education is integral, it simultaneously develops simultaneously the formation of cognitive, procedural, social and emotional skills of students in their learning process (Aparicio-Gómez and Aparicio-Gómez, 2023; Hernández-Zuluaga, 2022; Rodríguez, 2022; Terrones-Rodríguez, 2018).

In conclusion, the promotion of research competencies not only makes possible, but also favors the effective integration of artificial intelligence in the educational environment.

It is a true educational revolution that will transform teaching and learning processes with intelligent educational resources that drive not only quality improvement but also accessibility to knowledge on a permanent basis. AI is a potential innovator with a variety of tools that empower students, stimulate their creativity and cultivate critical thinking. Fundamental elements for a transformative and progressive education (Bernal-Segura, 2020; Carmona, Camacho et al., 2021; Rochín and Anguiano, 2021; Rochín and Anguiano, 2021).

The research recognizes the need for teachers and students to continuously prepare themselves not only to use this technology but also to develop optimal alternatives to ensure educational quality and the preservation of human heritage through AI tools that consider the challenges and ethical considerations to minimize risks in their educational practice. It is the responsibility of the members of the educational community to create an ethical, inclusive and effective educational context for all students "research recognizes the need for teachers and students with the preservation of human heritage" (Jara and Ochoa, 2020; Martínez-Comezaña et al., 2023; Terrones-Rodríguez, 2018; UNESCO, 2021).

In sum, it can be affirmed that what was established in the general objective of the research work was fulfilled.

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Study of emotional intelligence using the Bar-on IQ inventory in students of the Faculty of Philosophy

Estudio de la inteligencia emocional, empleando el inventario de coeficiente intelectual Bar-on en estudiantes de la Facultad de Filosofía

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Abstract

Higher education faces challenges in the integral formation of students in an environment that demands emotional intelligence (EI) to manage complex situations. EI is essential for developing interpersonal skills, adaptability and stress management, which are fundamental for personal and professional success. Although research such as Thorndike's and Gardner's have explored social and emotional intelligence, they have not proposed specific methodologies to measure EI in the university context. This study adopts Bar-On's multifactorial model of EI, which combines emotional and social skills to cope with environmental pressures. Using a quantitative and descriptive approach, the Emotional Quotient Inventory (EQ-i)-S was used to assess five key dimensions of EI in 177 students in their last semesters at the Faculty of Philosophy of the Universidad Central del Ecuador, aged 17 to 65 years, of both genders. The Cronbach's alpha coefficient of 0.75 indicates acceptable reliability. The results showed variable levels of EI, with notable influence in the social, academic and professional spheres. It is recommended to create spaces for analysis between teachers and students to reflect on the results and work on problem areas. These initiatives should focus on developing emotional self-awareness, self-regulation and other interpersonal skills that strengthen the integral development of university students.

Keywords

Emotional intelligence, Bar-On model, emotional skills, EI measurement, holistic development, stress management.

Resumen

La educación superior enfrenta desafíos en la formación integral de los estudiantes en un entorno que exige inteligencia emocional (IE) para manejar situaciones complejas. La IE es esencial para desarrollar habilidades interpersonales, adaptabilidad y manejo del estrés, fundamentales para el éxito personal y profesional. Aunque investigaciones como las de Thorndike y Gardner han explorado la inteligencia social y emocional, no han planteado metodologías específicas para medir la IE en el contexto universitario. Este estudio adopta el modelo multifactorial de IE de Bar-On, que combina habilidades emocionales y sociales para enfrentar presiones ambientales. Con un enfoque cuantitativo y descriptivo, se utilizó el Inventario de Cociente Emocional (EQ-i)-S para evaluar cinco dimensiones clave de la IE en 177 estudiantes de últimos semestres de la Facultad de Filosofía de la Universidad Central del Ecuador, con edades entre 17 y 65 años, de ambos géneros. El coeficiente alfa de Cronbach de 0.75 indica una fiabilidad aceptable. Los resultados mostraron niveles variables de IE, con influencia notable en los ámbitos social, académico y profesional. Se recomienda crear espacios de análisis entre docentes y estudiantes para reflexionar sobre los resultados y trabajar en las áreas problemáticas. Estas iniciativas deben centrarse en desarrollar la autoconciencia emocional, la autorregulación y otras habilidades interpersonales que fortalezcan el desarrollo integral de los estudiantes universitarios.

Palabras clave

Inteligencia emocional, modelo Bar-On, habilidades emocionales, medición de IE, desarrollo integral, gestión del estrés.

1. Introduction

The formation of students in a complex and constantly changing world is a central concern for psychologists, sociologists, pedagogues and philosophers involved in the field of

education. In this context, emotional intelligence (EI) has become an essential tool for integral development. EI enables individuals to effectively manage the demands and pressures of the environment, facilitating their personal and professional adaptation.

According to Bar-On and Parker (2018) emotional intelligence is defined as the "set of emotional, personal, and interpersonal skills that influence the ability to cope with environmental demands and pressures" (p. 9). These skills are key to strengthening students' adaptability, stress management, and interpersonal competencies. Given the increasing complexity of the social and work environment, it is essential to study how emotional intelligence can be effectively integrated into educational processes. This will make it possible to design teaching strategies that respond to the comprehensive training needs of students, preparing them to face the challenges of today's world.

For this study, the elements of emotional intelligence linked to coexistence and the development of the self were considered as a common thread. These components facilitate the understanding of social and emotional skills in the context of higher education. In addition, they strengthen the integral formation of students by preparing them to face the interpersonal and professional challenges of today's world. The integral formation of students should encompass not only the cognitive and procedural sphere, but also the attitudinal sphere, in which emotions play a fundamental role. Gardner (1995) emphasizes that "emotions are essential in the educational process, since they influence how students learn and relate to their environment" (p. 29).

In this sense, Bisquerra (2011) defines emotional competencies as "the set of knowledge, abilities, skills and attitudes necessary to become aware of, understand, express and appropriately regulate emotional phenomena" (p. 11). These competencies enable students to effectively manage their emotional states and interactions with others, which is crucial in a higher education context. Therefore, fostering emotional awareness and self-regulation in students is essential to strengthen their integral development and prepare them to face both personal and professional challenges.

The recognition and study of EI has a long history. Its origins date back to the 19th century with the first studies on human emotions. Thorndike (1920) introduced the concept of social intelligence, defining it as the ability to act wisely in human relationships. Decades later, Gardner (1996), in his theory of multiple intelligences, distinguished between two other types of intelligence relevant to the understanding of EI: interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence refers to the ability to understand and relate to other human beings, while intrapersonal intelligence implies a deep understanding of one's own emotions and the ability to use that self-knowledge to function effectively. Extremera and Fernández (2006) consider that it "refers to the understanding of one's own emotional life, the ability to form an accurate and real model of oneself and to be able to use that model to function effectively in life" (p. 6).

These studies have driven the development of empirical research that deepens the understanding of emotional intelligence. Pérez (2005) emphasizes that these advances "generate interest and the basis for many researchers to begin studies using instruments designed for field research" (p. 79). The relevance of this work lies in its application to a society that seeks high levels of efficiency and professional productivity, while promoting emotional stability and personal well-being. Deepening the analysis of emotional intelligence is fundamental to foster commitment and self-regulation in university students. However, one of the challenges encountered was the scarcity of information at the national level, which limited a more exhaustive comparison of the results.

The article begins with a review of the literature that includes the fundamental authors as well as those who carried out important current work, then considers methodological aspects as well as the main findings that lead to conclusions about emotional intelligence at a higher level within the study population.

2. Lterature review

The purpose of this study is to analyze emotional intelligence (EI) in five fundamental dimensions: intrapersonal, interpersonal, adaptability, mood and stress management. These dimensions encompass physical, cognitive and verbal aspects essential for the integral development of individuals.

Understanding, controlling and transforming emotions is vital for daily performance. Emotions are not simply internal and subjective processes; on the contrary, they are expressed objectively and manifest themselves in social interactions. In particular, social intelligence-also known as interpersonal intelligence-plays a crucial role in the ability to establish empathy and effective relationships with others, especially in work environments. Gardner (1993) proposed the following definition "involves the ability to understand others: what motivates them, how they work, and how best to cooperate with them. Professionals such as salespeople, politicians, teachers, doctors and religious leaders usually possess a high degree of interpersonal intelligence (p. 43). In consideration of the above, it is necessary to strengthen these emotional skills, not only to improve individual well-being, but also to optimize performance in academic and professional contexts.

People who have developed this type of intelligence are characterized by their success in the social and collaborative environment. They are empathetic individuals, capable of understanding the behavior and emotions of others. This ability allows them to lead teams effectively and become role models for others to follow and support. In addition, they have the ability to regulate their emotional impulses and recognize the feelings of those around them, which facilitates conflict resolution and the achievement of common goals. Consequently, interpersonal intelligence promotes respectful and cordial treatment, allowing people to adapt effectively to different environments and social contexts. Bar-On's Emotional Intelligence model defines this intelligence as a set of non-cognitive capacities, competencies and skills that influence the ability to successfully cope with the pressures and demands of the environment. Within this model, components such as problem solving and reality testing are included, which are more linked to personal and social competencies than to purely emotional skills. Bar-On emphasizes that both his theoretical model and its measurement tools are indicators of emotional and social competencies, thus providing an estimate of social and emotional intelligence, rather than an exclusive definition of emotional intelligence. For their part, Fernández and Ruiz (2008) consider that

> The skills included in EI are a key factor in the appearance of disruptive behaviors underlying an emotional deficit. It is logical to expect that students with low levels of EI present higher levels of impulsivity and poorer interpersonal and social skills, which favors the development of various antisocial behaviors (p. 431).

These skills are crucial for individuals to adapt to different social environments. It is recognized that emotional intelligence is as important as traditional intelligence measured by IQ, as it incorporates aspects essential for self-awareness and understanding of one's own and others' actions. The instrument developed by Bar-On is a multifactorial model that measures five dimensions of emotional intelligence, created with the intention of

establishing the level of satisfaction with human relationships in five sub-dimensions: Intrapersonal, Interpersonal, Adaptability, Stress Management and Mood. Ugarriza and Pajares (2005) state that:

> In the intrapersonal area it is important to understand the emotional states that a person experiences, in several occasions the human being is not aware of his feelings, even if he is at a high level of maturity, that is to say that he is not aware of them due to unconscious dynamics (p. 15).

For the adaptability dimension, the need for the correct use of vocabulary and appropriate verbal expression that are common within the culture in which the individual develops is mentioned; this is linked to the ability to demonstrate a social role that is capable of resisting stress, that regulates avoidant behavior and above all that reduces the intensity or duration of emotions. The state of mind is generally responsible for achieving the emotional capacity for self-efficacy: the individual perceives him/herself in the way he/she truly wants to feel. This is called emotional self-efficacy, i.e. accepting unique and singular emotional experiences that are conventionally linked to the person's beliefs about what constitutes a desired emotional balance.

It is common to observe inadequate attitudes in people who are preparing to practice professionally, therefore, it is necessary that these individuals in the process of training generate the possibility of rationalizing and improving their emotional conditions. With this awareness and management of emotions they will achieve a better performance in the personal, social and professional spheres.

3. Methodology

The present study is framed within a quantitative approach, the objective of which is to identify in a measurable manner the dimensions proposed by the instrument used. A non-experimental design was used, since the aim was to observe and analyze the variables without intervening or manipulating them. This choice was appropriate because the study focused on describing the emotional conditions of university students in their natural environment (Field, 2013). The study population consisted of 177 university students in their seventh, eighth and ninth semesters of the Faculty of Philosophy at the Universidad Central del Ecuador. The sample comprised individuals aged between 17 and 65 years, of which 119 were women and 58 were men. The EQ-i-S instrument (Emotional Quotient Inventory - Short Form), a tool widely validated in the field of educational psychology (Bar-On, 1997), was used for data collection. This instrument assesses emotional competencies through several dimensions, such as emotional self-awareness, impulse control and interpersonal skills. The EQ-i-S consists of 51 items that are answered on a Likert-type scale, allowing an accurate measurement of participants' emotional intelligence (Bar-On & Parker, 2018).

The application of the instrument was conducted in an academic setting during previously scheduled sessions. Participants took the EQ-i-S face-to-face, lasting approximately 30 minutes per session. Prior to the application, a brief explanation of the purpose of the study was provided and instructions for completing the questionnaire were clarified. The ethical principles of research were strictly respected. Informed consent was requested from all participants, guaranteeing their voluntary participation and the right to withdraw at any time. Likewise, data confidentiality was ensured and measures were taken to protect students' privacy (American Psychological Association, 2017).

Data analysis was performed with SPSS (Statistical Package for the Social Sciences) software (Field, 2013). Descriptive techniques, such as measures of central tendency (mean, median and mode) and percentage analysis were applied to characterize the results obtained. In addition, the reliability of the instrument was evaluated using Cronbach's alpha coefficient, ensuring the internal consistency of the EQ-i-S (Cronbach, 1951). The results of the analysis made it possible to draw well-founded conclusions about the emotional state of the students.

3.1. Instrument

To establish the reliability of the instrument, it was first applied globally and then by specific dimensions. As for the calculation of Cronbach's alpha, an average value of 0.75 was obtained, indicating acceptable reliability. The reliability analysis was carried out both for the instrument as a whole and for each of its dimensions individually. The dimensions evaluated are subdivided as follows:

- intrapersonal dimension: includes the subscales of emotional self-awareness, assertiveness, self-concept, self-actualization and independence.
- Interpersonal dimension: includes the subscales of empathy, interpersonal relationships and social responsibility.
- Adaptability dimension: includes the subscales of problem solving, reality appraisal and flexibility.
- Stress management dimension: includes the subscales of stress tolerance and impulse control.
- General mood dimension: includes the happiness and optimism subscales (Bar-On, 2006, pp. 4-5).).

The instrument used, the Bar-On Emotional Quotient Inventory (Bar-On EQ-i), is composed of a scale with five response options: 1 = Never; 2 = Almost never; 3 = Sometimes; 4 = Almost always; 5 = Always. In addition, the instrument was applied in [face-to-face/virtual, individual/group] modality, and clear instructions were provided to the participants prior to administration, which ensured a correct understanding of the purpose and procedure.

4. Results

This section presents the interpretation of the results obtained from the instrument applied to university students. The results are presented in the form of frequency in each of the options of the instrument's own scale. Subsequently, the interpretations related to the data in the table were made. Table 1 presents the results of the grouped items of the Interpersonal Dimension. In summary, it is identified that most people are not able to control their anger; there is a significant number who show that they sometimes control their anger, i.e. there is little management of their emotions.

		Intrapersonal dimension				
		NEVER	ALMOST NEVER	SOME TIMES	ALMOST ALWAYS	ALWAYS
It's a problem controlling my anger.	NEVER	0	4	15	1	0
	ALMOST NEVER	2	1	51	1	0
	SOMETIMES	1	3	64	3	0

	ALMOST ALWAYS	1	1	14	1	0
	ALWAYS	0	0	9	5	0
It's a problem controlling my anger.	NEVER	0	1	3	0	0
	ALMOST NEVER	1	1	6	0	0
	SOMETIMES	0	4	47	1	0
	ALMOST ALWAYS	1	3	69	2	0
	ALWAYS	1	0	27	8	0
I don't do bad things in my life.	NEVER	0	2	12	0	0
	ALMOST NEVER	0	3	45	0	0
	SOMETIMES	2	4	47	6	0
	ALMOST ALWAYS	1	0	40	3	0
	ALWAYS	0	0	8	2	0
I am unable to understand how other people feel.	NEVER	1	2	19	4	0
	ALMOST NEVER	1	7	60	0	0
	SOMETIMES	1	0	44	0	0
	ALMOST ALWAYS	0	0	25	5	0
	ALWAYS	0	0	3	2	0
My friends can tell me intimate things about themselves.	NUNCA	0	0	0	0	0
	CASI NUNCA	0	0	4	0	0
	A VECES	1	4	16	0	0
	CASI SIEMPRE	0	2	46	4	0
	SIEMPRE	1	3	85	7	0
It's hard for me to enjoy life.	NUNCA	1	6	55	2	0
	CASI NUNCA	0	2	53	1	0
	A VECES	0	1	23	2	0
	CASI SIEMPRE	0	0	16	3	0
	SIEMPRE	1	0	4	3	0
When I face a problem, the first thing I do is stop and think..	NEVER	0	0	1	0	0
	ALMOST NEVER	0	2	15	0	0
	SOMETIMES	0	5	44	1	0
	ALMOST ALWAYS	1	1	57	4	0
	ALWAYS	1	1	34	6	0
	NEVER	0	4	11	0	0

Statement	Response					
I don't have bad days.	ALMOST NEVER	0	3	35	1	0
	SOMETIMES	1	2	81	6	0
	ALMOST ALWAYS	0	0	18	2	0
	ALWAYS	1	0	6	2	0
When I try to solve a problem, I analyze each possibility and then decide the best way out.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	0	8	0	0
	SOMETIMES	1	6	38	0	0
	ALMOST ALWAYS	1	1	69	5	0
	ALWAYS	0	2	36	6	0
I am able to respect others.	NEVER	0	0	3	0	0
	ALMOST NEVER	0	3	4	0	0
	SOMETIMES	0	2	11	0	0
	ALMOST ALWAYS	1	1	44	2	0
	ALWAYS	1	3	89	9	0
I am sensitive to the feelings of others.	NEVER	0	0	3	0	0
	ALMOST NEVER	1	4	11	0	0
	SOMETIMES	0	4	38	0	0
	ALMOST ALWAYS	0	0	59	0	0
	ALWAYS	0	1	39	11	0
I have good relationships with others.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	0	2	0	0
	SOMETIMES	0	2	22	0	0
	ALMOST ALWAYS	1	4	81	5	0
	ALWAYS	0	3	45	6	0
Before I start something new, I usually feel like I'm going to fail.	NEVER	0	5	47	2	0
	ALMOST NEVER	0	2	56	1	0
	SOMETIMES	1	2	34	3	0
	ALMOST ALWAYS	0	0	6	2	0
	ALWAYS	0	0	6	3	0

Table 1. Results of the intrapersonal dimension, block 1

The vast majority of people state that they face difficulties and problems step by step. One of the factors that intervene to act in this way is the security they have in them on how to solve such problem, while a low percentage mentions that it is difficult for them to face the problems they face. A large percentage of those surveyed say that they make good decisions in their lives, which means that they have formed criteria that allows them to be clear about what they want, while a small number do not know how to make decisions, or they make them at that moment without considering the consequences.

Regarding empathy, they show a scarce development between sometimes and almost never, which expresses a difficulty to consider the feelings and way of thinking of the rest of the people. Regarding the trust that their friends can have in them, the respondents say they consider themselves trustworthy in a high percentage and very few express the opposite. For the majority of respondents, it seems easy for them to enjoy life, understood as the ability to feel happy, only a minimum percentage responds that it is difficult for them to feel that way continuously.

With respect to thinking about a problem, there is a significant number who say that they always or almost always do so; this percentage is higher than those who say sometimes or almost never. When questioned about the way they act to solve a problem, most of the students say that they analyze and make decisions, while a low percentage do it sometimes or almost never. It can be considered that most of them use critical and reflective thinking when faced with a problem. When asked about respect for other people, most of them say that they do, while very few consider that they do it sometimes or never, so it can be considered that the practice of this value is present among the students. When asked about sensitivity to the feelings of others, the majority expressed that they always or almost always do so, and a minimum percentage stated that they sometimes, almost never or never pay attention to the feelings of others.

In reference to the relationships they have with others, the majority of those interviewed say that they have good relationships and a small percentage say that they do not. In a world where actions such as communication and collaboration are considered important factors in work and daily activities, personal relationships are highly valued in the workplace. The feeling of failure before starting an activity is not a feeling present in most of the interviewees; very few of them say that they usually feel frustrated. Table 2 shows the grouped results of the items related to the Interpersonal Dimension. Regarding decision making, the majority almost always feel confident in the decisions they make and a minority express feeling insecure.

		Interpersonal dimension				
		NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
I feel confident in my decisions.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	1	5	1	0
	SOMETIMES	0	0	21	7	0
	ALMOST ALWAYS	0	0	43	47	0
	ALWAYS	0	0	10	38	1
	NEVER	0	0	1	0	0

I think I can handle difficult situations.	ALMOST NEVER	0	0	5	0	0
	SOMETIMES	0	1	33	16	0
	ALMOST ALWAYS	0	0	40	55	0
	ALWAYS	0	0	0	22	1
When I'm faced with difficult situations, I like to gather as much information as I can about them.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	1	10	3	0
	SOMETIMES	0	0	32	18	0
	ALMOST ALWAYS	0	0	30	32	0
	ALWAYS	0	0	6	40	1
I am an optimist in most things I do..	NEVER	0	0	0	0	0
	ALMOST NEVER	0	1	2	0	0
	SOMETIMES	0	0	15	4	0
	ALMOST ALWAYS	0	0	52	36	0
	ALWAYS	0	0	10	53	1
I like to have an overview of problems before trying to solve them.	NEVER	0	0	2	1	0
	ALMOST NEVER	0	1	2	3	0
	SOMETIMES	0	0	28	5	0
	ALMOST ALWAYS	0	0	39	47	0
	ALWAYS	0	0	8	37	1
I have not broken any law of any kind.	NEVER	0	1	31	24	0
	ALMOST NEVER	0	0	22	24	0
	SOMETIMES	0	0	16	16	0
	ALMOST ALWAYS	0	0	4	18	0
	ALWAYS	0	0	4	11	1
I am satisfied with my life.	NEVER	0	0	3	1	0
	ALMOST NEVER	0	0	4	0	0
	SOMETIMES	0	1	17	7	0
	ALMOST ALWAYS	0	0	30	24	0
	ALWAYS	0	0	24	61	1
	NEVER	0	0	18	27	1

I'm depressed	ALMOST NEVER	0	0	28	35	0
	SOMETIMES	0	1	16	20	0
	ALMOST ALWAYS	0	0	10	5	0
	ALWAYS	0	0	4	5	0
I generally hope that things will turn out well, despite the setbacks that arise from time to time.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	0	1	1	0
	SOMETIMES	0	1	30	5	0
	ALMOST ALWAYS	0	0	32	41	0
	ALWAYS	0	0	13	46	1
I believe in my ability to handle the most difficult problems.	NEVER	0	0	1	0	0
	ALMOST NEVER	0	1	6	0	0
	SOMETIMES	0	0	27	9	0
	ALMOST ALWAYS	0	0	31	38	0
	ALWAYS	0	0	9	46	1
It is difficult for me to fight for my rights.	NEVER	0	0	18	26	0
	ALMOST NEVER	0	0	19	24	0
	SOMETIMES	0	1	24	18	0
	ALMOST ALWAYS	0	0	13	19	1
	ALWAYS	0	0	1	6	0

Table 2. Intrapersonal dimension results, Block 2

Regarding how they deal with difficult situations, there is no clear majority, however, it can be established that a significant number of students always or sometimes gather information before making a decision. A significant majority consider themselves to be optimistic about things they do almost always, followed by those who sometimes think so. There is a small number of students who say the opposite. The respondents report that they like to have an overview of the problem before solving it, mostly always or almost always, and a small number say that they never or almost never. The result expresses the importance given to knowing about an issue before looking for a solution, an element that expresses that they avoid acting without reflection.

Regarding the question about having broken the law, a minority say they have not done so, that is, a high number of students recognize having broken the rules in some way at some point. Regarding satisfaction with their life, a significant number of respondents are located between always and sometimes, which can be understood as high levels of satisfaction. While there is a small number of those who say they do not feel good about the life they

have. Respondents to the question whether they are depressed show diverse answers without reflecting a majority percentage, which would suggest that it is not a common feeling among students or they cannot recognize it. The positive view of the activities that students do is mainly distributed between almost always and sometimes, with those who say they do not have it corresponding to a small number.

When asked about the ability to handle the most difficult problems, the majority say that they almost always manage to do so and there are no students who say they cannot handle them. It is evident that for the majority of people surveyed, close relationships always mean a lot, this is demonstrated by the majority answers that are between almost always and sometimes, with minority answers being never and sometimes. When asked about it being difficult to fight for their rights, the answers are between sometimes, almost never and never. Accordingly, it can be considered that students are willing to a large extent to complain when they consider their rights affected.

Table 3 shows the grouped data of the adaptability dimension. When asked if their impulsiveness creates problems, the majority said sometimes, followed by almost never.

		Adaptability dimension				
		NEVER	ALMOST NEVER	SOME TIMES	ALMOST ALWAYS	ALWAYS
My impulsiveness creates problems for me.	NEVER	1	20	10	1	0
	ALMOST NEVER	0	17	27	2	0
	SOMETIMES	0	4	57	9	0
	ALMOST ALWAYS	0	0	6	7	0
	ALWAYS	0	0	1	11	2
I feel that it is difficult for me to control my anxiety.	NEVER	1	20	12	1	0
	ALMOST NEVER	0	16	32	2	0
	SOMETIMES	0	3	44	12	0
	ALMOST ALWAYS	0	0	11	9	2
	ALWAYS	0	2	0	6	0
I tend to explode with anger easily.	NEVER	1	19	7	0	0
	ALMOST NEVER	0	19	22	1	0
	SOMETIMES	0	3	46	5	0
	ALMOST ALWAYS	0	0	20	13	0
	ALWAYS	0	0	4	11	2
I have strong impulses that are difficult to control.	NEVER	1	22	12	0	0
	ALMOST NEVER	0	16	36	1	0
	SOMETIMES	0	2	45	14	0
	ALMOST ALWAYS	0	1	4	8	1
	ALWAYS	0	0	2	7	1
My close relationships	NEVER	0	1	2	1	0
	ALMOST NEVER	0	1	2	1	0

mean a lot to me and my friends.	SOMETIMES	0	8	16	3	0
	ALMOST ALWAYS	0	11	33	11	1
	ALWAYS	1	20	46	14	1
I am impulsive.	NEVER	1	23	5	0	0
	ALMOST NEVER	0	12	21	1	0
	SOMETIMES	0	5	55	5	0
	ALMOST ALWAYS	0	1	17	17	0
	ALWAYS	0	0	1	7	2
I have a bad temper.	NEVER	1	10	3	1	0
	ALMOST NEVER	0	20	26	0	0
	SOMETIMES	0	10	46	10	0
	ALMOST ALWAYS	0	0	18	11	0
	ALWAYS	0	1	6	8	2
I am impatient.	NEVER	1	10	3	0	0
	ALMOST NEVER	0	21	18	1	0
	SOMETIMES	0	7	53	9	0
	ALMOST ALWAYS	0	2	18	12	0
	ALWAYS	0	1	4	8	2
It is hard for me to describe my feelings.	NEVER	1	4	10	4	0
	ALMOST NEVER	0	18	16	1	0
	SOMETIMES	0	9	34	11	1
	ALMOST ALWAYS	0	10	33	9	1
	ALWAYS	0	0	3	5	0

Table 3. Adaptability dimension results

When asked about the difficulty in controlling anxiety, students mostly give answers that are sometimes, almost never, and never. According to what they say, a high percentage of them consider that they can control their anxiety adequately. When asked about anger management, the interviewees mainly say that they can control it sometimes, so according to their answers they say that they cannot always control themselves in moments when emotions can lead them to angry situations.

When asked how often they have impulses that are difficult to control, the interviewees say that they say sometimes and almost never in high percentages, while those who say they have them always or never are few. Considering the answers, it can be said that there is no trend that shows problems in this regard. Regarding personal relationships, the majority of those who answer always and almost always consider their friendships very important, followed by sometimes and in a minimum percentage those who indicate almost never or never. According to the answers, it is evident that they value friendships very much. They consider impulsiveness as part of their personality, the majority saying that they are sometimes, followed by those who say that they are almost never. A minority of informants say that they are always or almost always. In this sense, it is not possible to determine a predominant tendency among the students. The so-called bad temper that expresses a

mood that shows changes in state and resistance to supposed threats, according to the interviewees, the majority says that they are sometimes and almost never. Therefore, it could be determined that the majority considers that they do not have difficulties with their character.

Regarding impatience, the majority percentage indicates that they are sometimes, followed by almost always and almost never in the same amount, so it can be considered that it is not a present or constant element in the students. In reference to being able to describe their feelings, the informants are mostly located between almost always and sometimes, so it can be considered a somewhat common situation among the students, being able to express them, while there are few who consider that they cannot talk about them. Regarding the Mood Dimension, in Table 4 you can see the summary data of the items corresponding to the mentioned dimension.

		Mood				
		NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
I am a very happy person.	NEVER	0	0	0	0	0
	ALMOST NEVER	0	0	2	1	0
	SOMETI-MES	0	2	20	8	0
	ALMOST ALWAYS	0	0	43	50	2
	ALWAYS	0	0	11	34	4
I am good at understanding how others feel.	NEVER	0	1	0	0	0
	ALMOST NEVER	0	0	7	1	0
	SOMETI-MES	0	1	31	26	0
	ALMOST ALWAYS	0	0	28	49	1
	ALWAYS	0	0	5	17	5
I have never told a lie in my life.	NEVER	0	0	21	10	0
	ALMOST NEVER	0	1	14	11	0
	SOMETI-MES	0	1	29	54	3
	ALMOST ALWAYS	0	0	7	11	2
	ALWAYS	0	0	0	7	1
I am concerned about what happens to other people.	NEVER	0	1	2	2	0
	NEVER	0	0	10	3	0
	ALMOST NEVER	0	1	27	13	0
	SOMETI MES	0	0	24	45	0
	ALMOST ALWAYS	0	0	8	30	6
I don't feel ashamed of	NEVER	0	1	12	6	0
	ALMOST NEVER	0	0	23	23	0
	SOMETI-	0	1	20	22	0

anything I've done.	MES				
	ALMOST ALWAYS	0	0	14	29	2
	ALWAYS	0	0	2	13	4
To handle the situations that come my way, I try to think of as many possibilities as I can.	NEVER	0	0	1	0	0
	ALMOST NEVER	0	1	4	1	0
	SOMETI-MES	0	1	30	13	0
	ALMOST ALWAYS	0	0	26	44	2
	ALWAYS	0	0	9	35	4

Table 4. Mood dimension results

On the question of whether they consider themselves to be commonly cheerful, most of the informants say that this is almost always the case, followed by a significant percentage who say that they are always cheerful. There are no opinions indicating that they do not show joy, so it can be considered that most of them have a positive perception of themselves. In reference to empathy with other people, most of the interviewees are located between almost always and sometimes, so it can be considered that most of them consider that they understand the feelings of others and there are few who say they cannot understand others.

Regarding lies and considering never having told them, the majority is located in sometimes followed by almost never and never, so it could be considered that the interviewees express to be trustworthy people who do not resort to lies. About being concerned about what happens to others, the majority of respondents answer almost always and always in significant percentages, so it can be considered that most of them are interested in what happens to the people around them. Regarding feeling ashamed for something they have done, there are different answers, the most important being: almost always, sometimes and almost never, so it can be said that there is no marked tendency in this regard. Regarding having a divergent way of thinking that allows them to find multiple answers to problems, the answers of almost always, always and sometimes show important percentages. This leads us to consider that most students do seek to use divergent thinking when faced with difficulties.

Table 5 shows the responses when asked about supporting other people. The answers of the interviewees are mostly between almost always and always, so it can be established that almost all the students are predisposed to help others.

		Stress management				
		NEVER	ALMOST NEVER	SOMEIMES	ALMOST ALWAYS	ALWAYS
I like to help people.	NEVER	0	0	1	0	0
	ALMOST NEVER	0	0	1	0	0
	SOMETIMES	0	4	14	0	0
	ALMOST ALWAYS	0	11	65	4	0
	ALWAYS	0	10	56	10	1
I prefer others to make decisions for me.	NEVER	0	22	65	3	0
	ALMOST NEVER	0	3	43	5	0

	SOMETIMES	0	0	22	5	0
	ALMOST ALWAYS	0	0	4	1	0
	ALWAYS	0	0	1	0	1
I try to see things as they really are, without fantasies or daydreams.	NEVER	0	2	1	0	0
	ALMOST NEVER	0	1	8	0	0
	SOMETIMES	0	7	34	2	0
	ALMOST ALWAYS	0	5	47	5	0
	ALWAYS	0	10	44	7	1
Nothing bothers me.	NEVER	0	3	4	0	0
	ALMOST NEVER	0	11	26	1	0
	SOMETIMES	0	7	74	4	0
	ALMOST ALWAYS	0	3	25	7	1
	ALWAYS	0	1	5	2	0
In recent years I have finished few things.	NEVER	0	5	4	0	0
	ALMOST NEVER	0	11	26	0	0
	SOMETIMES	0	5	60	3	0
	ALMOST ALWAYS	0	3	34	5	0
	ALWAYS	0	1	9	6	1
It's hard for me to make decisions for myself.	NEVER	0	19	43	0	0
	ALMOST NEVER	0	4	52	2	0
	SOMETIMES	0	1	26	5	0
	ALMOST ALWAYS	0	0	12	5	0
	ALWAYS	0	1	0	2	1
It is difficult for me to express my inner feelings.	NEVER	0	9	14	0	0
	ALMOST NEVER	0	6	25	0	0
	SOMETIMES	0	9	50	2	0
	ALMOST ALWAYS	0	1	33	5	1
	ALWAYS	0	0	11	7	0
I am more of a follower than a leader.	NEVER	0	14	10	0	0
	ALMOST NEVER	0	6	42	2	0
	SOMETIMES	0	4	53	4	1
	ALMOST ALWAYS	0	1	20	6	0
	ALWAYS	0	0	6	2	0
Others think I lack assertiveness.	NEVER	0	14	22	3	0
	ALMOST NEVER	0	9	47	4	0
	SOMETIMES	0	2	42	2	0

ALMOST ALWAYS	0	0	16	4	0
ALWAYS	0	0	3	1	1

Table 5. Stress management dimension results

In reference to allowing others to make decisions, the majority percentages are between almost never and never, while a small number say they allow it. Therefore, it can be said that students make their own decisions, which shows a trait of maturity in accordance with emotional intelligence. In relation to the attempt to appreciate the truth, the answers are mostly between always, almost always and sometimes. While very few do it never or almost never. This makes it possible to establish that many of the interviewees consider the facts as they appreciate them.

Regarding remaining unperturbed in the face of different situations, the majority indicate that it sometimes happens, followed by important percentages in almost always and almost never. This allows us to consider that the students are not located at extreme points of insensitivity or affectation in the face of external situations. Regarding the completion of programmed activities, the majority express that sometimes. Afterwards, they say almost always followed by sometimes; therefore, it can be said that it is not common for students to complete all the activities until they finish them. With regard to making decisions with difficulty, the majority of students state that it is almost never difficult, followed by those who say that they never have problems, so it can be said that most students do not consider decision making to be a problem.

On expressing the difficulty of expressing feelings, the interviewees indicate that sometimes, followed by almost always and almost never. The answers allow us to establish that there are no extreme positions in reference to communicating what they feel. Regarding considering themselves more of a follower than a leader, the majority of respondents said sometimes, followed by almost never. According to the responses, it can be considered that they do not consider themselves leaders on a continuous basis. When questioned about how they are considered by others in reference to their assertiveness, they mostly mention that they almost never appreciate it, followed by sometimes and never, which leads us to consider that the perception they have of themselves is that they are a person who expresses their ideas without the intention of bothering or hurting others.

5. Discussion

The inventory used for the assessment of the emotional state of university students aims to reach a technical and objective measurement on the recognition of the emotions of human beings in an educational context. Considering that self-motivation is important, to the extent that it helps us to achieve personal goals and objectives, so that people feel satisfied with their own achievements and life plan.

Recognizing one's own emotions, appreciation of defects and weaknesses, implies an awareness that leads to expressing them or not, depending on who is present at the time they occur. Observing the responses to the item: I am able to express my emotions to others, we can find high results corresponding to almost never, that is, people are concerned about showing emotions to others, an attitude that can be considered frequent among students. Self-motivation is an emotional tendency that facilitates the achievement of goals, such as achievement motivation, confidence in personal abilities, commitment, promptness, initiative and optimism. In the surveyed population, the item "I am satisfied with my life"

projects a positive result, as almost half of the participants claim to be always satisfied. This suggests that most people present a positive state of mind.

Also, interesting results are observed, such as that the majority of the population is able to perceive the emotions of others, considering it easier to understand other people than themselves. In addition, it was evidenced that most of the respondents affirm that they almost never feel depressed. This is relevant, since depression is a state of deep sadness, low self-esteem and decay that can lead to isolation and various problems, which is why, in many cases, professional support is required. In general, most of the participants maintain a positive outlook, despite the adverse circumstances they may face.

Regarding impulsivity, a high percentage of respondents indicate that their impulsivity has generated problematic situations that, at times, they are unable to cope with. However, a low percentage claims to be able to control their impulsivity and thus avoid problems. This suggests that there is a significant percentage of students who are able to control their impulses. Finally, it is observed that a high percentage of the participants state that they have mastered the difficult situations they face and face them with maturity, while a lower percentage assures that they are unable to handle such situations.

6. Conclusion

It is essential that students develop skills related to emotional intelligence, which will allow them to manage and transform their emotions and feelings effectively. These changes can be achieved through the implementation of contents and disciplines specialized in the study of emotions within the curricula of faculty careers. In this sense, Beteta et al. (2020) highlight that "there are 25 publications detailing the importance and benefits of emotional intelligence for both teachers and students at different educational levels" (p. 106), which supports the proposal to include it in the initial training of teachers.

Likewise, it is necessary for students and future education professionals to foster healthy social relationships, which will help them to identify their emotional state in relation to others and to generate positive affective bonds. These bonds can prevent misunderstandings, disclosure of private information, and conflicts within the educational community. Paz and Rosales (2023) agree with the findings when they conclude "we were able to prove that job performance and success have a deep-rooted relationship between them and emotional intelligence" (p. 10).

In terms of adaptability, it is crucial to develop practices that allow students to identify and address problematic situations. Critical and reflective reasoning are key tools in this process, they allow understanding the causes and consequences of emotions and negative feelings generated by stimuli in the social environment. In addition, it is important to specify how these emotional skills would be integrated in a practical way in the curricula, contributing to a comprehensive training of future teachers. In relation to the management of anxiety and stress, it has been observed that students in pre-professional practice experience high levels of anxiety, which can lead to conditions that are difficult to manage. However, these negative effects could be mitigated by raising awareness of the emotional factors that cause them. With a greater understanding of these emotions, students could lead a calmer and stress-free life, improving their quality of life.

Finally, decision making should be integrative, taking into account not only one's own behavior and state of mind, but also the attitudes and emotions of the people with whom one interacts. This would contribute to improve interpersonal relationships, promoting

dialogue, empathy and agreements. The results obtained indicate that students generally feel satisfied with the daily situations they face, and although depression is not part of their daily lives, they maintain a cheerful mood despite internal challenges. In summary, the development of emotional intelligence can improve both students' academic performance and their interactions with peers and teachers, so it is crucial to work on this aspect, as well as on the cognitive and procedural areas, during the training of future teachers.

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"Voices of fear": latin american horror podcasts for the development of oral expression in upper basic education students

"Voces del miedo": podcasts de terror latinoamericano para el desarrollo de la expresión oral de estudiantes de educación básica superior

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Abstract

The development of oral expression of students in Higher Basic Education continues to be a challenge, since most teachers still use traditional methodologies that do not promote the active participation of students or encourage their creativity. This is crucial because oral expression skills are fundamental to guarantee students' academic, professional and social success. Despite previous efforts using traditional methods such as lectures or reading aloud, it has not been possible to obtain relevant results. Therefore, this study proposes Latin American terror podcasts applied in the educational context as an innovative didactic

strategy that contributes to enhance the oral expression of students in Higher Basic Education through a methodology connected to ICTs that encourages their potential. The study was developed through the analysis of the descriptive sample of 1,072 teachers from different educational institutions in Ecuador who participated in the survey of Associated Factors of the evaluation Ser Estudiante 2022-2023 and 24 teachers surveyed by Loja et al. (2020) whose findings show that 62.5% of teachers surveyed do not implement the podcast as part of their strategies in the development of oral expression skills. Thus, it is proposed to implement the Latin American Horror Podcasts as part of the teaching work as a novel strategy, linked to the technological and cultural aspect.

Keywords

Oral expression, verbal fluency, educational innovation, podcast, horror literature.

Resumen

El desarrollo de la expresión oral de los estudiantes de Educación Básica Superior continua como un reto, debido a que la mayoría de los docentes sigue empleando metodologías tradicionales que no promueven la participación activa del estudiantado ni fomenta su creatividad. Esto resulta crucial debido a que las habilidades de expresión oral son fundamentales para garantizar el éxito académico, profesional y social del alumnado. Pese a los esfuerzos previos con la utilización de métodos tradicionales como las exposiciones o lecturas en voz alta no se ha logrado obtener resultados relevantes. Por lo cual, este estudio propone a los podcasts de terror latinoamericano aplicados en el contexto educativo como una estrategia didáctica innovadora que contribuye a potenciar la expresión oral de los estudiantes de Educación Básica Superior por medio de una metodología conectada a las TIC que incentive su potencial. El estudio se desarrolló a través del análisis de la muestra descriptiva a 1 072 docentes de diferentes instituciones educativas del Ecuador que participaron en la encuesta de Factores Asociados de la evaluación Ser Estudiante 2022-2023 y a 24 docentes encuestados por Loja et al. (2020) cuyos hallazgos demuestran que el 62. 5% de docentes encuestados no implementan el podcast como parte de sus estrategias en el desarrollo de habilidades de expresión oral. De tal manera, se propone implementar los Podcasts de Terror Latinoamericano como parte de la labor docente como una estrategia novedosa, vinculada al aspecto tecnológico y cultural.

Palabras clave

Expresión oral, fluidez verbal, innovación educativa, podcast, literatura de terror.

1. Introduction

The ability to express oneself orally in different situations is essential for human beings, as it allows social interaction and the exchange of thoughts or ideas to be transmitted. However, in the Latin American educational context, the development of oral expression continues to be a great challenge faced by teachers and students. In the area of Language and Literature, it is evident that the evaluation has focused purely on the written language, leaving aside the development of oral skills. This situation has generated anxiety and fear of public speaking on the part of the students, limiting their participation in different activities that involve expressing themselves orally in front of an audience.

Under this context, teachers try to make a sublime effort in order to solve the conflicts related to the oral expression of their students. According to Menéndez and Zambrano

(2022) "the reiterative strategies employed, such as expositions or reading aloud, are not enough to promote deep and creative learning in students" (p. 30). Teachers have focused on making the student only memorize and repeat dialogues, but they do not promote in them an attitude of taking on more complex communicative challenges in terms of oral expression and the various aspects that this skill encompasses.

In the Ecuadorian context, teachers have been framed in applying traditional strategies that generate inhibition in students when expressing themselves aloud, feeling embarrassed, insecure and fearful. In a study conducted by Menéndez and Zambrano (2022) it was determined that "59% of the students surveyed have not been able to develop oral communication processes with the social environment around them" (p. 19). In addition, they state that "among the activities that teachers apply, 10% are participatory reading, 15% declamation, 30% comprehensive reading and 45% exposition" (p. 30). Teachers persist in using traditional strategies not linked to technology, which leads students to present difficulties in their fluency, limited vocabulary and nervousness in transmitting information aloud.

On the other hand, Loja et al. through a descriptive non-experimental study, obtained that 41. 7% of 24 teachers surveyed do not apply strategies for the development of oral expression, while only 16. 7% seek to implement strategies not linked to ICT that contribute to the development of this competence (Loja et al., 2020, p. 181). In pre-professional practice, it has been observed that teachers develop activities so that students can express themselves orally in front of an audience, but these end up being repetitive strategies.

Therefore, the problem lies in the fact that oral expression skills are fundamental for the social, academic and professional development of students. However, the application of traditional methodologies based on repetition and memorization does not encourage the development of oral communication. Strategies such as open houses, exhibitions or civic minutes and the scarce implementation of didactic resources linked to ICT generate disinterest among students in improving their oral skills. It is essential to propose strategies focused on enhancing students' oral communication skills; in this sense, this research presents a useful tool to address this problem. The implementation of Latin American terror podcasts as a didactic strategy that contributes to the improvement of the oral expression of students in higher basic education. Podcasts offer a valuable opportunity in the educational experience of students, this strategy seeks to promote their cultural and literary appreciation, while enhancing skills such as creativity and orality.

The research questions guiding this study are: how can the implementation of Latin American terror podcasts improve students' oral expression? what would be the impact of ICTs in the teaching-learning process related to oral expression skills? how can these technological and cultural strategies generate a motivating environment for the development of oral expression skills in students in Higher Basic Education? Thus, the purpose of the research is to propose a didactic strategy that promotes the potential of oral expression in the students of higher basic education, this tool will enrich the educational experience through the appreciation of a genre of popular interest such as horror. In addition to including the cultural aspect in Latin American horror stories with the technological and educational aspect..

In terms of the structure of the article, section two details a theoretical review of various authors who have previously explored various innovative strategies that benefit the development of oral expression. The third section discusses the methodology, detailing the type, approach, technique and instruments, population and sample used for data collection.

The fourth section discusses the results obtained through statistical analysis, details the software used and the reliability of the instruments. The fifth section presents the conclusions obtained throughout the study, the bibliography and author's information..

2. Theoretical reference

2.1.   Oral expression

Oral expression is the ability of human beings to transmit their thoughts, ideas and feelings using the voice. This ability allows for effective communication in various everyday situations, such as in academic or social settings.

> Oral expression is the way of expressing oneself verbally, by means of a system of sound signs, which the members of a community have at their disposal to carry out speech acts by taking into account the level of content and the level of expression; it has a priority character because it constitutes the support on which the written language rests (Cevallos, 2022, p. 347).)

Being able to express oneself verbally involves the articulation of sounds, the construction of coherent sentences and the effective transmission of ideas. In addition to a series of components, such as pronunciation, fluency, tone, intonation, and the use of verbal and nonverbal language. Therefore, oral expression within the educational environment represents the student's ability to communicate and engage in social connection processes. Likewise, students need orality to participate actively in the different contexts they are presented with and to be able to clearly transmit their thoughts and ideas.

> The ability to express and understand orally is one of the fundamental premises used in human communication, since it allows students to generate social interaction that is essential for the development of the individual in society and guarantee a successful future (Leal et al. al., 2023, p.).

Students have the need to master oral expression in order to strengthen their learning and social ties with their community through spoken interaction, contributing to their participation in different activities.

2.1.1.   Importance of oral expression

Oral expression is essential in the educational field. Students who master this skill are able to effectively communicate their ideas, knowledge, and thoughts. In turn, they develop the ability to listen to others, in order to value and think critically about the opinions of other people in their environment. "The training of secondary school students in oral expression is a relevant factor for them to acquire the ability to communicate fluently and perform successfully in various areas of their personal and professional life" (Leal et al., 2023, p. 1255). This skill is crucial for students in order to promote social interaction, involving elements relevant to their academic and professional field, since the ability to express themselves clearly and confidently in public reflects leadership and confidence, key elements that will allow the student to perform successfully.

2.2.   Podcast as a teaching strategy

The teacher must consider teaching strategies that encourage student autonomy and self-directed learning, which is why podcasts have become an innovative teaching tool in the

educational process. The audio content of podcasts can be listened to anytime, anywhere, providing the student with personalized and flexible learning.:

- The use of podcasts provides confidence, innovation and is an easy-to-understand resource when capturing information, favoring the acquisition of new oral skills and competencies, with the implementation of different methodological strategies that offer new learning opportunities for communication development (Loja et al., 2020, p. 171).

The implementation of podcasts as a teaching tool provides confidence, innovation and ease of understanding for students, favoring the acquisition of new skills and oral competences. The podcast provides a platform to explore topics of interest in an attractive and accessible way, complementing traditional classes, offering additional explanations on relevant topics.

2.3. Horror podcast to boost intrinsic motivation

By implementing an exciting and captivating genre, it contributes to captivating the student's interest, which is why horror podcasts generate attraction and intrinsic motivation among students. Thus, they become more committed to the activities proposed to them to improve their verbal fluency, expand their vocabulary and perfect their ability to convey emotions.

> Oral communication and comprehension promotes the development of the individual's personality, but to achieve this it is important to feel motivated, that trainers propose innovative means and/or strategies that encourage the practice of this competence, since in this way students will show a positive attitude towards this practice (Leal et al., 2023, p. 1256).

The horror genre is effective at capturing student attention and keeping them engaged in any task at hand. Horror podcasts, with their immersive narratives and intense atmospheres, can generate a high level of intrinsic motivation among students. Using horror stories in this format can transform the learning experience into an exciting adventure, allowing students to actively participate and improve their listening and speaking skills.

2.3.1. Latin American horror podcast to promote the appreciation of culture

Latin American horror stories offer a diverse source of cultural and literary content that can be leveraged in the educational field. By exploring stories that reflect the traditions, myths, and legends of the region and its inhabitants, students can develop a greater appreciation for their cultural heritage. ''Promoting the development of cultural identity in schools is key to advancing the training of students who recognize and value the qualities, characteristics, and stories of the social group to which they belong'' (Cárdenas and Hernández, 2024, p.6104). This focus on Latin American literature enriches the process of valuing students' culture, strengthening their sense of belonging to their region. By integrating horror literature from the region into the development and production of educational podcasts, it will help students want to learn about their roots, while strengthening their oral expression.

2.4. Aplication of the Latin American horror podcast for the development of oral expression

> The teacher must be at the forefront of the new changes that are taking place today, looking for tools and strategies that attract the student's attention; in the management of the podcast, collaborative learning,

> autonomous learning and, above all, a constant review of the teaching and learning process of specific topics can also be worked on (Loja et al., 2020, p. 172).

As teachers, it is essential to update the methodologies used in the classroom and avoid the generational gap between strategies that are monotonous and unattractive. Therefore, proposing the Latin American horror podcast as a response to this problem contributes to thinking of solutions that fit the new needs that the student presents. The application of Latin American horror podcasts in the classroom can be an effective strategy to develop students' oral expression, since they practice narration, description and argumentation. This approach also encourages collaboration and teamwork, and the horror genre emotionally involves listeners, making the practice of oral expression more attractive and motivating.

3. Methodology

3.1. Type of research

A descriptive study was developed, "descriptive research is carried out when it is desired to describe, in all its main components, a reality" (Guevara et al., 2020, p.165). The purpose of the study was to obtain a detailed view of Latin American horror podcasts in the development of oral expression of Higher Basic Education students. In addition to the collection of specific data on the didactic strategies used by teachers for the development of oral expression skills and the difficulties that students present.

3.2. Research approach

Regarding the research approach, it was of a mixed nature. "It aims to provide a more complete view of the phenomena and involves the systematic integration of quantitative and qualitative methodologies in a single investigation" (Acosta, 2023, p.85). This approach made it possible to measure and analyze the responses obtained through the instruments used and the use of quantitative and qualitative statistical tools.

3.3. Technique and instruments

For data collection, a review of existing literature was carried out, focused on knowing the teaching strategies used by teachers for the development of oral expression and their perception in the use of the podcast as a teaching strategy. Likewise, the database of Factors Associated with Teachers of the Ser Estudiante Evaluation for the period 2022 - 2023 of the National Institute of Educational Evaluation (INEVAL) was used, where the questions related to ICT and strategies used in the classroom to generate motivation were selected. Therefore, logical connections will be established from existing theories and literature, through a systematic and objective analysis of the relationship between the Latin American horror podcast in the development of oral expression of Higher Basic Education students.

3.4. Population and sample

The study population consisted of 24 teachers from the Remigio Crespo Toral Educational Unit who participated in the survey prepared by researchers Loja et al. (2020) in their article "Podcast as a didactic strategy in the teaching of oral and written expression" (p. 24). The objective of this survey was to identify the didactic strategies used by teachers from Kindergarten to Baccalaureate and their relationship with the use of ICT for the development of oral and written expression skills. Likewise, teachers from 1,072 educational institutions in the country were considered, constituting a representative

sample of the 2022-2023 School System Teachers' Associated Factors survey prepared and taken by INEVAL.

3.5. Statistical software

As for the statistical software, SPSS (Statistical Package for the Social Sciences) was used. "It is a data manager that allows information to be processed dynamically and expressed in a personalized, efficient and simple way as the case may be, so the researcher can obtain a complete statistical analysis of the data" (Mayorga et al., 2021, p. 282). Which allowed a descriptive and correlational analysis of the data obtained with the survey and analysis of the database of the Ministry of Education.

4. Discussion and results

The results obtained in this study allow us to identify the significant contribution that Latin American horror podcasts have in the development of oral expression in students of Higher Basic Education. These findings coincide with previous research that highlights the usefulness of podcasts in general, as an effective technological tool in strengthening oral communication skills, strengthening creativity and cultural interest.:

- Implementing podcasts as part of the teaching strategy in the classroom has been shown to motivate students by providing them with innovative tools that enrich the learning experience, actively participating in oral communication activities. Loja et al. (2020) agree that "Podcasts as a strategy to improve oral and written expression will be a great tool that will allow the student to experience new ways of learning, leading to feedback, an exchange of ideas and providing new knowledge" (p. 183).

- The implementation of podcasts aims to promote student fluency when communicating out loud in front of an audience, avoiding the nervousness that comes from not knowing how to express oneself orally correctly. According to Gómez and Palma (2020), the implementation of this strategy positively influences oral expression and comprehension skills. By applying this technique according to the needs of the teacher, student and subject, they determined that:

  They liked both the activities they carried out (57.15%) and the idea of recording their voice to improve their pronunciation (85.71%). In addition, they stated that this type of activity is a good option to practice the language outside of class (85.71%) and that it helped them to be more independent in their learning (57.15%) (p. 245).).

- Considering the implementation of Latin American horror podcasts allows students to connect with their cultural context and enhance their interest in participating in communicative activities. Chai and Díaz (2023) highlight that students maintain an interest in revaluing cultural identity; in their study, they promote listening to radio soap operas, which led to the fact that "43% prefer to explore it, 35% consider it important to acquire knowledge about the format, and 22% are attracted to drama and suspense" (p. 65).

- Young students show a clear interest in literary genres that are attractive to them, and they lean towards the popular horror genre. Chai and Díaz (2023) mention that "All students show interest in radio soap operas due to the combination of sound effects, narration and character interpretation, making radio programs attractive, especially when they have educational and entertainment purposes" (p. 66).

Therefore, considering the implementation of podcasts based on this genre contributes to the student developing their oral communication skills and in turn, they can feel motivated by implementing various resources such as sound effects, the voice in the narration and the sound dramatization of characters that allow them to connect with the stories that are told, to strengthen their oral and creative skills..

- Students face great challenges that go hand in hand with technological progress, which requires that, in their daily training, teachers abandon traditional methodologies regarding the development of oral expression, and implement innovative tools that capture the attention of students, through modern resources such as the implementation of Latin American horror podcasts. This tool is not only aligned with emerging technologies, but also encourages the development of various skills, covering the aspect of oral expression in a creative way..

- Teachers must stay at the forefront of technology by implementing teaching strategies that make their work a meaningful educational process, so using the Latin American horror podcast will foster interest and motivation in students, "the podcast is useful for the teaching-learning process since its design is the mechanism that allows developing interdisciplinary skills and competencies in each of the users" (Romero et al., 2020, p. 372).

4.1. Instrument Reliability

To assess the reliability of the instrument, the Cronbach's Alpha coefficient analysis was carried out in SPSS. When the reliability coefficient is greater than 0.700, it indicates that the instrument is reliable and contributes to determining whether the questions on the instrument are related to each other.

Cronbach's Alpha	Number of elements
.914	5

Table 1. Instrument reliability: Cronbach's alpha. Prepared using SPSS software. Source: Loja et al. (2020)

The results in Table 1 reflect that, of the 5 elements analyzed, the Cronbach's alpha coefficient maintains a reliability of 0.914, which is positive for the study, since it shows that the instrument applied by researchers Loja et al. (2020) in their article "Podcast as a didactic strategy in the teaching of oral and written expression" (p. 21) maintains adequate reliability.

4.2. Measures of Central Tendency

As part of the analysis of the results obtained, the central tendency measures of the instrument were calculated: the mean represents the average obtained; the mode, the value that appears constantly; and the median, is the central value obtained in the results. This contributes to clearly understanding the responses of the respondents and understanding if there is a dispersion or variation in the responses issued. A detailed view is provided of the different aspects that were evaluated regarding the use of podcasts and the development of the students' oral expression:

		Frequency of podcast use	Using ICT in the classroom
N	Valid	24	24
	Missing	0	0
	Mean	2.33	3.92
	Median	1.50	4.00

Mode	1	1

Table 2. Analysis of central tendency measures of frequency of podcast use and use of ICT in the classroom. Prepared using SPSS software. Source: Loja et al. (2020)

Table 2 shows that most teachers do use podcasts as a strategy in the classroom in a low percentage, while, in comparison to teachers who use ICT, it is observed that the majority do incorporate these technological tools in their planning. The trend indicates that teachers prioritize the use of general technological tools over podcasts. The finding suggests the need to promote the integration of innovative resources such as the horror podcast due to the potential it offers to the teaching-learning process, encouraging professional growth in teachers and active participation in students.

N		Frequency of use of teaching strategies in Oral and Written Expression	Frequency of use of ICTs in improving oral and written expression	Develop learning skills in oral and written expression
	Valid	24	24	0
	Missing	0	0	0
	Mean	2.46	3.92	4.00
	Median	2.00	4.00	4.00
	Mode	1	4	4

Cuadro 1. Medidas de tendencia central de los Podcast de terror para el desarrollo de la expresión oral. Elaborado a través del Software SPSS. Fuente: Loja et al. (2020)

The results in Table 3 reflect that, although the use of traditional strategies in teaching oral and written expression is low, the use of ICT to improve these skills is significantly higher. This suggests that teachers are taking advantage of technological tools more than conventional pedagogical strategies. In addition, there is a positive perception about the development of skills in oral and written expression, which could be linked to the frequent use of ICT in the classroom.

In this way, the implementation of the Latin American horror podcast can be suggested as an effective tool to enhance students' oral expression and improve students' communication skills. The importance and relevance of the application of the Latin American horror podcast as an educational tool to increase student motivation, interest and commitment is highlighted.

4.3.   Frequency Distribution Tables
El análisis de las tablas y gráficas de distribución son una herramienta estadística esencial para organizar y resumir la información de manera clara.

		Frequency of podcast use		
		Frequency	Percentage	Cumulative percentage
Valid	Never	12	50.0	50.0
	Seldom	3	12.5	62.5
	Sometimes	3	12.5	75.0
	Almost alway	1	4.2	79.2
	Alwyas	5	20.8	100.0
	Total	24	100.0	

In Table 4, it has been found that 50% of teachers do not use podcasts as part of their methodological strategies in the classroom. While 12.5% rarely and sometimes use and integrate this resource as part of their pedagogical practice. In turn, a low percentage of 20.8% and 4.20% seek to implement podcasts as a strategy since they have seen that it turns out to be a useful resource in the teaching-learning process.

Therefore, it is evident that the majority of teachers have not implemented podcasts as an innovative resource, because they are unaware of the use and advantages of this tool within the context of the development of oral expression skills. Thus, the need arises to promote its use and integration in pedagogical practice, due to its wide potential to improve students' communication skills, together with motivation and participation.

		Frequency	Percentage	Cumulative percentage
	Frequency of use of teaching strategies in Oral and Written Expression through the use of ICT			
Valid	Never	10	41.7	41.7
	Seldom	4	16.7	58.3
	Sometimes	3	12.5	70.8
	Almostalways	3	12.5	83.3
	Always	4	16.7	100.0
	Total	24	100.0	

Table 5. Use of teaching strategies for oral and written expression. Prepared using SPSS software. Source: Loja et al. (2020)

Table 5 shows that 41.7% of teachers do not use teaching strategies linked to ICT for oral and written expression skills, while 16.7%, 12.5% occasionally implement these strategies in their teaching practice. Only 16.7% do constantly use resources linked to ICT that promote oral and written expression in students. The analysis highlights the importance of encouraging teachers to use strategies connected to ICT within the teaching-learning process to ensure the student's communicative development through techniques that motivate them and adapt to their reality.

		Frequency	Percentage	Cumulative percentage
	Develop learning skills in Oral and Written Expression			
Valid	Seldom	1	4.2	4.2
	Sometimes	4	16.7	20.8
	Almostalways	13	54.2	75.0
	Always	6	25.0	100.0
	Total	24	100.0	

Table 6. Development of learning skills in oral and written expression. Prepared using SPSS software. Source: Loja et al. (2020)

Table 6 shows that 54.2% and 25% of teachers believe that implementing different strategies linked to ICTs such as podcasts favors the development of learning skills in both oral and written expression. This reflects a positive view on the implementation of ICT tools such as podcasts because it favors increased student participation. Integrating tools that break the generation gap gives students an incentive to become interested in developing

new knowledge and improving communication skills, which is essential for their academic, professional and social life in a world that is constantly changing.
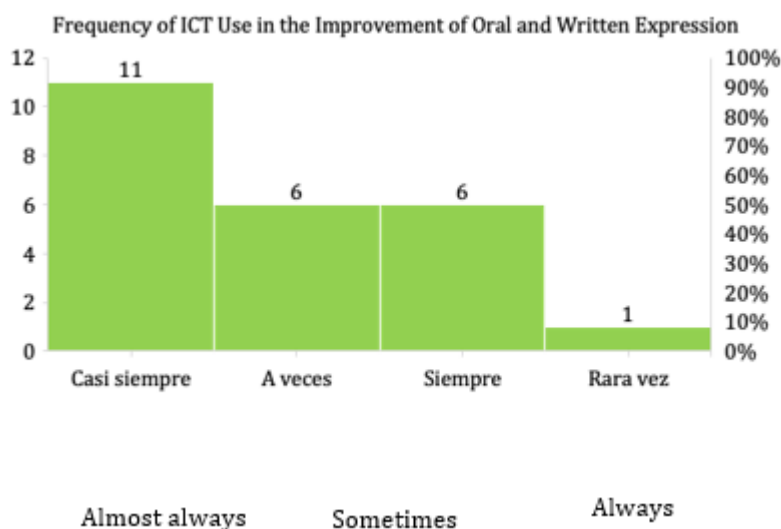
Figure 1. Histogram of the frequency of ICT use in improving Oral and Written Expression. Source: Loja et al. (2020))

It has been observed in Figure 1 that the majority of the teachers surveyed constantly use ICTs to improve Oral and Written Expression, due to their great utility and benefit for the new generations of the digital age. As teachers, it is important to stay at the forefront of innovative strategies that strengthen the development of skills in students. The ICTs implemented to improve Oral Expression allow the inclusion of diverse strategies such as Podcasts. The implementation of podcasts increases the interest and commitment of students to participate in oral expression activities. Being a novel strategy linked to technology, it captures the attention of the student and motivates them to effectively carry out the activities that are proposed to them in terms of working better on their oral skills. If students create podcasts of an attractive genre, it will contribute to perfecting their ability to express themselves out loud, having as benefits the expansion of their vocabulary, improvement in verbal fluency and being able to transmit emotions through their voice. Therefore, considering the implementation of the horror podcast will generate commitment in the student to participate in the oral activities that are proposed to him. In addition, he will be able to improve this skill by telling stories that he finds attractive and using sound resources that contribute to the oral narration of horror stories.

4.4. Chi Square Correlation

As for the correlation analysis, Chi-square was used to evaluate the relationship between different categories and variables, both from the survey applied to the 24 teachers and to the teachers of the 1,078 educational institutions that participated in the Ser Estudiante evaluation in the period 2022 - 2023, in order to determine if there is a significant association between the following variables.

4.4.1. Frequency of Podcast Use - Development of Oral Expression Skills

Frequency of the use of teaching strategies in Oral and Written Expression.	Tot al

		Never	Seldom	Sometimes	Almost always	Always	
Frequency of podcast use.	Never	10	2	0	0	0	12
	Seldom	0	2	1	0	0	3
	Sometimes	0	0	2	1	0	3
	Almost always	0	0	0	1	0	1
	Always	0	0	0	1	4	5
Total		10	4	3	3	4	24

Table 7. Frequency of the use of teaching strategies for oral and written expression compared to the use of podcasts. Prepared using SPSS software. Source: Loja et al. (2020)

Chi-square tests			
	Value	df	Asymptotic significance (bilateral)
Pearson's Chi-square	50.800[a]	16	.000
Likelihood ratio	47.675	16	.000
Linear by linear association	21.267	1	.000
N of valid cases	24		
a. 24 boxes (96.0%) have expected counts less than 5. The minimum expected count is .13.			

Table 8. Chi-Square Correlation: Use of podcast - Speaking skills strategies. Elaborated through SPSS Software. Source: Loja et al. (2020)

When analyzing the data obtained in Table 8 of the Chi-square correlation, it is evident that the percentage generated is 0.00, lower than the commonly expected 0.05 (5%). Therefore, it is evident that there is a significant relationship between the use of the podcast and the teaching strategies in oral and written expression that the teacher has implemented in class. That is, teachers who tend to implement the use of podcasts in the classroom are also interested in implementing teaching strategies that contribute to the improvement of students' oral and literacy skills. This is positive for suggesting the horror podcast as an enriching didactic instrument for the development of oral communicative skills, since the teacher will consider its implementation in order to improve oral and even written expression in students.

4.4.1. Teacher Associated Factors Survey - Tests Ser

After analyzing the Chi-square correlation data obtained in Table 9, a value of 0.017 lower than the expected 0.05 (5%) is visualized. There is a relationship in terms of the teacher's perception of the need to manage ICT applied in his teaching process with the training process for the improvement of his methodology. Consequently, the importance of the teacher's correct handling of ICTs will significantly influence the student's interest and motivation. Therefore, he/she needs to keep updated and participate in workshops or courses that promote the integration of technological tools in the teaching-learning process and encourage the updating of methodologies.

	Value	df	Significación asintótica (bilateral)
Pearson's Chi-square	10.200a	3	.017
Likelihood ratio	10.290	3	.016
Linear by linear association	8.444	1	.004
N of valid cases	1072		
a. 24 boxes (96.0%) have expected counts less than 5. The minimum expected count is .13.			

Table 9. Chi-Square Correlation: ICT Management - Student Motivation. Elaborated using SPSS software.

When analyzing the Chi-square correlation data in Table 10, we obtained results of 0.002, lower than the expected 0.05 (5%). Consequently, there is a significant relationship between the teacher's professional development to update his or her methodology to multilingual and multicultural teaching environments. If the teacher is trained to create inclusive environments, it is necessary to implement modern strategies, which will be beneficial when proposing novel activities in the teaching-learning process, in addition to linking modern processes, it will be possible to create environments that encourage respect and cultural appreciation.

	Valor	df	Significación asintótica (bilateral)
Pearson's Chi-square	20.159a	6	.002
Likelihood ratio	20.159	6	.002
Linear by linear association	9.426	1	.002
N of valid cases	1072		
a. 18 boxes (72.0%) have expected a count of less than 5. The minimum expected count is .00.			

Chi-Square Correlation: Multilingual and Multicultural Teaching - Teacher Didactics. Elaborated using SPSS software.

For the qualitative analysis, Oral Expression has been taken as the central axis, being essential for the teaching-learning process. This is connected to the strategy of the Horror Podcast and the benefits that this methodology provides to both teachers and students. Latin American horror podcasts offer a dynamic platform that allows students to strengthen oral expression in a creative way. The teacher must be at the forefront in the application of strategies that contribute to the motivation and participation of students. In a globalized world, the integration of podcasts is essential; through this tool, the teacher can use a more motivating methodology, strengthen the students' oral communication through practice, allowing the student to take ownership of this process in order to have positive results. To build and develop radio material (podcasts) should focus on the student's interest, taking into account an attractive genre such as Horror Literature.

This will allow linking to the process, the Folklore of Latin American peoples, as an essential part of the valorization of the student's own culture. The integration of Latin American Horror Podcasts in the development of Oral Expression is presented as an innovative idea. It contributes to the improvement of the quality of learning and oral communication, and at the same time, teachers can grow professionally by linking new technologies to their work.

Therefore, the use of podcasts allows students to participate in the production of oral content to improve their verbal fluency, expand their vocabulary and improve their ability to convey emotions through their voice. The construction of these radio resources will foster meaningful learning, where students take control of their own oral development.

Latin American terror podcasts in the development of oral expression are configured as an innovative strategy that not only improves communication skills, but also strengthens the link between students and their cultural heritage.

5. Conclusions

Based on the review and analysis of literature, statistical data and quantitative and qualitative analysis, it has been possible to conclude that there is a positive correlation between the implementation of the Latin American Horror Podcast and the development of Oral Expression of students in Higher Basic Education. The integration of modern technological tools turns out to be enriching for the teaching-learning process, since it motivates students and increases their interest in participating in the activities proposed by the teacher. Thus, it is imperative to consider the implementation of Latin American horror podcasts as a strategy for the development of students' oral expression, in order to promote confidence and motivation in students, so that they can improve and acquire significant oral skills not only for their academic life, but also for other aspects of their lives, such as work or social life.

In addition, by integrating Latin American horror literature, we contribute to promote and value cultural identity in order to keep alive the stories that are part of the folklore of the people and that have been transmitted through time thanks to orality. Therefore, integrating this aspect will strengthen the cultural bond that the student has with the customs of the region in which he/she lives, integrating strategies that link this cultural aspect is essential to preserve and conserve these traditions and stories that have been gradually lost and left aside.

In conclusion, teachers are invited to reflect on their work, it is necessary to integrate into their methodology new strategies according to the current needs of students, linked to the technological vanguard and that awaken the interest of students to participate in activities with enthusiasm and motivated to constantly improve. Likewise, the development of oral expression should be encouraged through a novel approach such as the podcast. Considering the implementation of the Latin American Horror Podcast as a novel strategy to develop the Oral Expression of Elementary Education students, it is important to connect the student's digital world with a latent need for improvement, allowing them to work on their creativity, locution and improve their vocabulary.

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Creative writing teaching techniques on the development of written expression

Técnicas de enseñanza de la escritura creativa en el desarrollo de la expresión escrita

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Abstract

The scarce application of creative writing teaching techniques due to multiple factors contributes to a weak learning of written expression. Therefore, it is essential to investigate various techniques that promote the development of written expression. The objective of this research was to evaluate the effects of creative writing teaching techniques on the development of written expression in General Basic Education (EGB) students. The application of innovative teaching techniques requires that teachers commit themselves to improve and innovate their practices. For this purpose, a quantitative approach was used, with a quasi-experimental pre-post test design at a correlational level. The sample consisted of 20 intentionally selected 8th grade EGB students. Classes were designed in which creative writing teaching techniques were applied and the development of written expression was measured using an observation sheet with 5 dimensions and 20 indicators. The main finding is that creative writing techniques significantly improve students' written expression. It is concluded that the intervention favored aspects such as spelling, sequence and order, calligraphy, and stimulated narrative creativity allowing students to present innovative ideas that promoted divergent thinking. In addition, students were able to communicate ideas with greater clarity and coherence, using a linguistic register appropriate to the communicative situation. The implication of these results is that the incorporation of innovative teaching techniques contributes to a substantial improvement in written expression.

Keywords

Creative writing, written expression, language teaching, educational innovation.

Resumen

La escasa aplicación de técnicas de enseñanza de la escritura creativa debido a múltiples factores contribuye a un débil aprendizaje de la expresión escrita. Por ello, es fundamental investigar diversas técnicas que favorezcan el desarrollo de la expresión escrita. El objetivo de esta investigación fue evaluar los efectos de técnicas de enseñanza de la escritura creativa en el desarrollo de la expresión escrita de estudiantes de Educación General Básica (EGB). La aplicación de técnicas innovadoras en la enseñanza requiere que los docentes se comprometan a mejorar e innovar sus prácticas. Para ello, se empleó un enfoque cuantitativo, con diseño cuasiexperimental pre-post test de nivel correlacional. La muestra consistió en 20 estudiantes de 8º de EGB, seleccionados de manera intencional. Se diseñaron clases en las que se aplicaron técnicas de enseñanza de la escritura creativa y se midió el desarrollo de la expresión escrita utilizando una ficha de observación con 5 dimensiones y 20 indicadores. El principal hallazgo es que las técnicas de escritura creativa mejoran significativamente la expresión escrita de los estudiantes. Se concluye que la intervención favoreció aspectos como la ortografía, la secuencia y el orden, la caligrafía, y estimuló la creatividad narrativa permitiendo a los estudiantes presentar ideas innovadoras que promovieron el pensamiento divergente. Además, los estudiantes lograron comunicar ideas con mayor claridad y coherencia, utilizando un registro lingüístico adecuado a la situación comunicativa. La implicación de estos resultados consiente que la incorporación de técnicas de enseñanza innovadoras contribuye a mejorar sustancialmente la expresión escrita.

Palabras clave

Escritura creativa, expresión escrita, enseñanza de Lengua, Innovación Educativa.

1. Introduction

Writing is a skill required to satisfy multiple needs in which communication, education, work and other activities that demand the expression of ideas are involved; it also allows to keep a record and memory of individual and collective thought. Grammatical, discursive, communicative and cultural elements intervene in writing, and authors from different perspectives have made an effort to explain the aspects that contribute to the execution of this skill. Creative writing involves the human being's inventiveness to express ideas in ways and forms that persuade the receiver of the message. However, despite the relevance of teaching creative writing, numerous studies have identified deficiencies in students' performance in this skill.

In such a circumstance arises the need to investigate creative writing teaching techniques that make possible improvements in written expression; at the educational level, biological, psychological, social, cultural and curricular factors intervene and lead to language as the nature of the study. Eighth grade students of General Basic Education (EGB) were chosen for this study, with whom the teaching of creative writing was applied and by means of evaluation instruments data were collected that allowed observing the changes through statistical analysis in written expression.

One of the main difficulties for the execution of the research was the coordination of class times and topics of the group that participated in the quasi-experiment, coinciding with the reading block that was considered in the Annual Curricular Plan (PCA) and the Skills Unit Plan (PUD). The fundamental challenge was to modify the PUD so that the intervention would produce the expected effects on students' written expression, especially breaking with the traditional model practices exercised in the teaching of creative writing. The traditional approach adopted in the teaching of writing in the practice of teachers, as stated by Supisiche (2014) predominates "normative and prescriptive aspects concerned with establishing norms and rules that determine the correct forms in use" (p. 22), as a consequence, students perceive writing as a mechanical task devoid of meaning, which limits their motivation and commitment to the learning process.

Numerous studies have supported the benefits of creative writing in the educational environment, thus Orozco (2023) highlights that "in recent decades, creative writing occupies a relevant place. [...] Writing with correctness and originality is undoubtedly an attractive and ambitious goal" (p. 1). However, despite the growing evidence supporting the benefits of creative writing, there is still a significant gap in the understanding of the specific mechanisms through which it influences the development of written expression, as Calle and Aguilera (2022) mention that "it allows students to express their emotions, construct ideas about reality, and compose other spatial and temporal representations that will contribute to their academic and social communicative practices" (p. 19). Furthermore, many of the results point out that by systematically exploring the effectiveness of specific methods, strategies, and techniques for teaching creative writing in real educational contexts

> is a way of imagining other modes of expression, set apart from its instrumental use, through the introduction of literary reading that evidences the use of metaphor to signify reality and abounds in rhetorical figures that apart from endowing a text with grace, contribute to the construction of subjectivity (Guzmán and Bermúdez, 2018, p. 14).

The importance of the problem lies in the fact that creative writing is based on the premise that creativity is an inherent ability in all human beings and that it can be cultivated and developed through specific practices and exercises. Therefore, Calle and Aguilera (2022) state that "creative writing implies the spontaneous expression of the way the student conceives the world around him/her, with a personal component that gives originality to what is written" (p. 4). Incorporating elements of imagination, play, and experimentation into the writing process has the potential to awaken students' interest and motivation, thus facilitating learning and the development of communicative skills.

According to Foucault the interrelation between language, knowledge and culture, through words (language) and things (reality), in a given historical context and culture through language as an instrument of understanding the world, through writing a register of ideas is created that are usually not neutral and are subject to power structures that perpetuate or question dominant discourses, creative writers construct and deconstruct meanings, reinterpret reality, the narratives created use language in innovative ways and at the same time seek to build new realities and meanings. One speaks from a writing that is part of the world; one speaks to infinity of it and each of its signs becomes in turn writing for new discourses; but each discourse is directed to this primordial writing whose return promises and displaces at the same time (Foucault, 1966, p. 49).

The main idea of the research is to respond to this problematic, creative writing has emerged as a potential way to revitalize the teaching of written expression. This process based on the stimulation of imagination and the exploration of new forms of expression offers an alternative way to foster the development of writing skills in a more attractive and meaningful way for students. Ráez (2022) states that:

> The classroom becomes a space where participants are interested in learning to write as they write. The consequences for both teacher and students are significant; it involves respecting, commenting, debating, correcting, valuing, and enjoying both one's own writing and that of others (p. 22).

The main objective of the study is to evaluate the effects of creative writing teaching techniques on the development of written expression in GBS students. For this purpose, an intervention program based on creative writing techniques and exercises was designed and implemented to measure the development of the participants' written expression. The findings of this study contribute to a better understanding of the effects of creative writing on the development of written expression, while providing empirical evidence on the effectiveness of the teaching techniques. In addition, the results obtained offer practical implications for the design of innovative and enriching pedagogical strategies in the field of writing instruction.

This research addresses a relevant issue in the field of education and seeks to provide valuable insights for improving writing teaching practices. By exploring the effects of creative writing on the development of written expression, it is hoped to contribute to the design of more engaging and meaningful pedagogical approaches for students, thus fostering the development of communicative skills essential for their academic and personal success. Among the main research questions to be answered are: how do creative writing teaching techniques enhance structural components such as spelling, sequence and order, vocabulary, calligraphy, literary resources, how do creative writing teaching techniques favor the development of creative types and approaches to writing, how do the process of writing development, planning, textualization, revision contribute to the

development of creative writing, how are the textual properties of cohesion, coherence, adequacy benefited when creative writing teaching processes are executed, and how are the textual properties of cohesion, coherence, adequacy benefited when creative writing teaching processes are executed? The limits of the research are associated to the complexity of the communicative act and especially to the development of language through the different macro-skills, as well as to the control of other variables that intervene in the teaching and learning process that allow to prove that the techniques were the ones that made possible the development of written expression.

The purpose of this article is to disseminate to the academic community, specifically to Language and Literature teachers, the results of the intervention carried out with creative writing teaching techniques that enhance the written expression of GBS students. This article is structured with an introduction that illustrates to the reader the phenomenon investigated, followed by a review of the literature on creative writing, written expression and specific teaching techniques, methods and materials, results, discussion of results, conclusions and bibliographical references used to support the information in the article.

2. Literature review

2.1 Creative writing

Many authors address creative writing, among them Harper (2010) points out that:

> When approaching creative writing, it is sometimes the case that we talk about two things. That is, the creative writing activities and the finished works that emerge from creative writing activities. However, most of the time the term creative writing is used to refer to the activities that are performed. Alternatively, the results of these activities are more often referred to by their text-specific names, e.g., the poem, screenplay, story, or novel that emerges from the acts and actions of creative writing (p. 2).

Creative writing acts as a means of expressing ideas in an original and stylistic way. In other words, it is a process by which words are used to express thoughts, emotions, stories or concepts in a unique and personal imaginative way. In this sense, and unlike technical or academic writing, which focuses on conveying information in a clear and objective manner, creative writing seeks to inspire, entertain or provoke feelings in the reader, its purpose is the development and materialization of own and authentic thoughts. Harper (2015) states that:

> Creative writing is the action of writing creatively, informed by the imagination of the human being and the creative and critical understanding of the creative writer, influenced by personal history and culture, guided by forms and types of knowledge that very often do not remain within the disciplinary boundaries of colleges, universities, or schools as they have been defined in the late modern period (p. 1).

Guilford (1968) suggests that "creative thinking encompasses a range of intellectual abilities, including the ability to generate numerous ideas (fluency), to produce ideas of various kinds (flexibility), to build on existing ideas (elaboration), and to produce original ideas (originality)" (p. 62). Brokes and Marshall (2004) emphasize that "imagination and originality are valued over standardized thinking and truthfulness as they characterize creative writing" (p. 17). To this effect, the curriculum of the Ecuadorian educational system addresses writing within Language and Literature. Additionally, there is an optional subject,

which highlights that creative writing "seeks to encourage curiosity and apply experience to inquire investigate investigate and write through interactive participation" (Ministry of Education of Ecuador, 2016, p. 2). That is, prior knowledge and experiences are extremely useful for the approach to creative writing and through the didactic process it generates knowledge and creative ideas in students, in order to not only capture original ideas, but to involve the reader and use curiosity as a fundamental strategy in the writing process.

Creative writing can explore a wide range of genres, including narrative (short stories, novels), poetry, theater, film or television scripts, creative essays, among others. This type of writing encourages freedom of expression and experimentation with language, allowing the author to explore his or her imagination and unleash his or her creativity. Moreover, from a pedagogical point of view, literature is intimately linked to creative writing, since it is seen as an important element that enables the development of the imagination. This allows students to develop "the capacity for analysis around situations that are raised in the slogans and for which the example of how others did it is required" (Guzmán & Bermúdez, 2019, p. 93). In other words, this type of writing skill fosters the ability to reflect on different situations.

Given this, it is necessary to highlight that creative writers usually employ literary techniques such as metaphor, detailed description, dialogue, and characterization to create fictional worlds or bring compelling characters to life. In addition, creative writing can be a form of self-expression, therapy, or personal exploration; it allows the writer to connect with his or her own emotions and experiences in a deep and meaningful way. Thus Escartín (2014) addresses that therapeutic writing "is a technique that combines writing and therapy to promote people's emotional and mental well-being" (p. 33). Therefore, it is a powerful means of communicating ideas and feelings in an artistic and original way, and can be enjoyed by both the writer and the reader as a way of exploring the world and the human imagination. There are many characteristics of creative writing, among the most relevant are: a) originality and creativity, b) use of figurative language, c) exploration of emotions and feelings, d) narrative and unconventional structures, e) use of the imaginary and fantasy, f) personal voice and style, g) ambiguity and multiple interpretations, h) experimentation and literary risk, i) aesthetic awareness, j) exploration of universal and personal themes..

2.1.1 Writing (spelling, sequence and order, vocabulary, calligraphy, literary resources)

Orthography are norms, conventions, rules that are followed in the writing of a language, aspects such as accentuation, punctuation, spelling, concordance are part of this, its function is to ensure clarity and understanding in written communication. Thus, the Royal Spanish Academy (RAE), when addressing the term orthography, designates it as the linguistic discipline of an applied nature that deals with describing and explaining the constituent elements of the writing of a language and the normative conventions of its use in each case, as well as the principles and criteria that guide both the establishment of the rules and their modifications (RAE, 2010, p. 36).

Calligraphy allows the student to write in an aesthetic and stylized way, combining aspects of design, precision and creativity, so calligraphy is the art or technique that seeks to achieve a beautiful and well-formed handwriting, according to different styles. RAE (2010) states that:

> In teaching, its purpose is to teach students to write by hand, properly tracing the letters according to their distinctive formal features. Spelling and calligraphy are also differentiated by their purposes: the former

> imposes rules in the representation of the spoken language, without making considerations on the beauty, clarity and correctness in the stroke of graphic signs, aspects that are precisely the object of calligraphy (p. 36-37).

The sequence and order is the way ideas and events are organized and structured within a narrative, it depends on a sequence, structure, connectors, characters, and the environment. Vocabulary allows a more precise and effective communication, enriches written and oral expression, includes nouns, verbs, adjectives, adverbs, among others, usually if the order and sequence are adequate, they help to write creatively, keep the reader's attention, interest and communicate what is intended. Thus Culebra (2004) states that:

> It is quite common that the vocabulary one possesses when speaking is reduced when writing, either because one does not know the spelling or, more commonly, because one has doubts about its meaning. In order to expand and even to master one's own verbal vocabulary, semantic dictionaries are useful, i.e., those in which words are listed and their different meanings are enumerated (p. 70).

Literary resources allow giving greater expressiveness and depth, allow evoking emotions, creating images when doing creative writing, some of the most used are: metaphor, simile, alliteration, anaphora, hyperbole, personification, irony. The Ministry of Education of Ecuador (2016) states that:

> It is also about young people and adults composing literary texts, adapting or combining in a free and creative way diverse literary resources present in the texts studied. The space for creative writing should be assumed and developed as a workshop exercise, in which they are continuously stimulated, offering writing activities that take into account their interests and their socio-cultural environment. It is also necessary to start writing small texts (in poetry or prose) in which he/she can express that which corresponds to the world of his/her affections, feelings and dreams. The writing exercises will take as a reference the daily interests of the learner (music, cinema, etc.) (p. 72).

2.1.2 Creativity and types

Creativity allows human beings to develop their imagination and problem-solving, it enables the generation of new ideas from different perspectives, with specific qualities such as effectiveness, attractiveness and usefulness. In this sense, being creative goes beyond just thinking, since it includes the involvement of several cognitive processes such as attention, language, perception and memory. This being said:

> To "create" is to intentionally produce valuable novelties. It is not enough that they are original, but they must have some appreciable quality: effectiveness, beauty, grace, usefulness. What gives value to creativity is the value of the project that is to be creatively resolved (Marina, 2013, p. 140).

The value of creativity is determined by the relevance and impact of the task being performed. In this context, creative writing facilitates the production of texts that are not only interesting and useful, but also convey a clear message. The way in which the content is organized, the choice of words, the narrative structure, and the text's ability to positively

influence, inspire, or educate are key elements in the evaluation of creativity. Therefore, creativity not only enriches a text, but also amplifies its impact and favors deeper and more effective communication.

Therefore, creativity, specifically in writing, originates, in addition to the author's ability to innovate and generate valuable novelties, in the impact that these may have on the person who reads the writing. It is important to consider that the creative writer must focus on two indispensable elements: the first, in terms of style and structure; and second, on how his work can be capable of generating a favorable emotional and cognitive response in his audience. The ability to create original narratives, build characters with deep thoughts, and create imaginative scenarios enables readers to delve into the work presented. Thus, creativity is capable of transforming reading experiences, as the audience faces challenges that defy their expectations and invites them to reflect on the writings read.

In relation to the above, creativity also implies inventiveness, as well as the ability to see and generate ideas in a different way. In this regard, Valqui (2009) points out that being creative implies "questioning assumptions, breaking boundaries, recognizing patterns, seeing in a different way, making new connections, taking risks, and trying one's luck when tackling a problem. In other words, what is done is creative if it is new, different, and useful" (p. 3). From this perspective, the author suggests that creativity, as mentioned above, does not represent only an innate ability, but a practice that can be developed through constant effort and continuous reflection. This is because creativity can be developed as the individual engages in cognitive processes that allow the generation of original and useful thoughts. That is why the ability to shape language and employ different forms of expression promotes literary innovation. In this way, creativity is a catalyst for the emergence of new thoughts and evolutions in narrative. For this reason, creativity in writing is not limited to the creation of authentic ideas, since it also includes the ability to transmit these ideas in a way that promotes reflection and lasting emotional connection. Regarding the types of creativity, Psychology has sought to order it from different perspectives, thus Maslow (1971) classified it into primary and secondary creativity, Guilford (1967) presented his theory on creativity and its approach, he focused on the structure of intelligence, thus organizing them into phylogenetic, potential, kinetic and factual, for this research the classification of DeGraff (2019) was taken, whose starting point is that not all minds work the same when faced with a conflict, additionally, as organizations can foster creativity and innovation, thus he proposed initial, implementation and adaptation creativity. He based his classification on previous works on mimetic creativity (MacKinnon, 1962, 1965). Bisociative creativity (Koestler, 1964), analogical creativity (Gardner, 1996; Sternberg, 1999), narrative creativity (Bakhtin, 1991; Bruner, 1986), and intuitive creativity (Gladwell, 2005; Jung, 1964).

A first type of creativity is that proposed by Girad (1961) in his work Desire and Imitation, which addresses the theory of imitation (mimesis) and its influence on human desire, literature, and culture in general. Mimetic creativity allows the development of originality and the representation of ideas, in which the transformation, imitation, or adaptation of texts occurs. It usually takes an idea that already exists and reformulates it to adapt it to other specific needs. This position of thought shows that a large part of innovation arises from the reinterpretation of previous ideas. Imitation is the basis, cultural adaptation to new styles, intertextuality to enrich the meaning, interpretation and mixing to generate original ideas and forms of expression.

In this type of creativity, observation plays a preponderant role, because, from this, the individual adapts concepts, styles or techniques to write innovative stories. Similarly, it is essential to point out that it is not only about copying and imitating texts, but also about interpreting, restructuring and improving ideas so that they are more effective, attractive and useful in new scenarios. In relation to this, mimetic creativity is based on admiration and inspiration from work carried out by others, using these examples as a basis for one's own creations.

The second type of creativity is bisociative creativity, which lies in the ability to link and combine two different ideas, thoughts, fields or contexts. This enables the generation of new representations that would not have arisen within a single communicative situation. Koesther (1964) stated that creativity arises from the combination of two or more concepts, ideas or systems of thought, which, at first, do not seem to be related, and it is also about freeing up a large number of thoughts, even if they do not make sense or may seem crazy. De Bono (1970) emphasized the need to break traditional logical thinking in order to generate innovative ideas.

Bisociative creativity allows humans to achieve the ability to organize different thoughts that are not necessarily related or that are apparently totally different. These thoughts can originate deliberately, even if the ideas initially seem absurd or meaningless. Beyond that, the important thing is to organize and classify these ideas to finally consolidate an attractive, original and authentic representation. However, for this to be possible, it is essential to generate ideas (fluency), adapt and change perspective (flexibility) and have a mental state in which creativity arises naturally (flow).

A third type of creativity is analogical creativity, which is intrinsically related to the ability to identify and relate two elements in an innovative way. It is based on finding similarities to generate new ideas. In other words, analogical creativity allows connections to be created between two specific ideas. This involves finding similarities between different premises and using these similarities to create new and authentic ideas. For this reason, it is considered a key element in decision-making, problem-solving, and innovation. In addition, it encourages the development of divergent thinking, an aspect that is essential in a world that is constantly changing. Von Oech (1983) explored that analogies and lateral thinking unlock creativity. Additionally, Gardner (1996) mentioned that this type of creativity improves learning, as well as the innovation of thinking that allows the development of creative skills. A fourth type of creativity is narrative, which is related to the ability to imagine and relate plots in a unique and attractive way. Bruner (1986) argues that narrative is a fundamental way of constructing and understanding reality. In addition, it focuses on the construction of stories, including elements such as the creation of characters, the development of stories, and the use of appropriate vocabulary. Barthes (1974) suggested that narrative creativity is not only about telling a story, but also about how that experience feels for both the author and the reader. In other words, developing this type of creativity allows us to take narratives, break them down, and reorganize them in different ways in order to offer new interpretations.

Finally, intuitive creativity is linked to the ability to produce ideas and solutions spontaneously and/or naturally. This without the need for a self-conscious analysis or a deliberate process. That is, it necessarily requires the subject to consciously disconnect his mind so that ideas begin to emerge instinctively and effortlessly. Gladwell (2005) stated that "quick and intuitive decisions, based on experience and prior knowledge, can be surprisingly accurate" (p. 14), and Jung (1964) also stated that:

> Symbols and archetypes play a crucial role in creativity, allowing individuals to explore and express deep ideas and emotions through images and narratives that emerge intuitively from the unconscious, providing the medium through which the contents of the unconscious can enter the conscious mind (p. 151).

2.1.3 Creative writing techniques

Existen múltiples técnicas de escritura que pueden ser aplicadas: error creativo, viejos juegos, lo que pasa después, entre otras, para su aplicación se depende del conocimiento de los docentes sobre las técnicas, los recursos disponibles, las características del grupo de estudiantes, entre otras, para esta investigación se utilizaron las técnicas ¿qué pasaría si…? y vamos a confundir los cuentos, a continuación, se detallan.

2.1.3.1 What if?

The technique allows the individual to explore and create different hypothetical stories by formulating speculative questions about various situations. This enables the person who creates or innovates to introduce modifications to the story being created, thus stimulating creativity and promoting imagination by taking into account various qualities or variables, which could transform the development of the narrative. In this regard, Rodari (1983) presents an example in which he points out the fact that "what would happen if a man woke up transformed into a filthy beetle? Franz Kafka answered this question in his Metamorphosis" (p. 6). In this illustration, Rodari expresses how a seemingly simple premise can open the door to deep reflections and complex narratives. In this example, the transformation that a man underwent when he became a beetle, in addition to dealing with supernatural physical changes, invites us to examine more complex issues such as identity, alienation and the human condition. This type of speculative question acts as a catalyst for the creation of literary writing, allowing writers to explore the consequences of unusual situations and develop plots that challenge reader expectations.

2.1.3.2 Let's confuse the stories

The technique is related to the fact of combining and interweaving elements of various traditional tales, stories or tales. In this case, for example, "the story will be presented to them from a completely new point of view. The children will no longer be playing with Little Red Riding Hood, but with themselves, feeling the challenge of facing freedom, without fear, assuming risky responsibilities" (Rodari, 1983, p. 16). By doing this, children stop interacting only as readers of traditional tales and begin to see themselves within the story. This experience teaches them to face challenges such as the freedom to make decisions within the story, as well as to assume risks and responsibilities, promoting autonomy and confidence in their own narrative abilities.

In this sense, the subject who writes could unite elements of Little Red Riding Hood with The Three Little Pigs, in order to create a story where, in this case, Little Red Riding Hood is the one who defends the pigs from the big bad wolf and stays to live with them. This technique not only encourages the creation of innovative and original narratives, but also enables young writers to explore their communication skills with the structure of stories, helping to understand the malleability of stories and imagination in the process of literary creation.

2.1.4 Approaches to writing

The teaching of writing has traditionally been approached from different perspectives, each with particular objectives and methods. According to Insa, these approaches not only differ

in terms of the strategies applied, but also in how the writing process is conceived and the role of the learner within it. Therefore, the methodology and its application have many possibilities and means by which writing focuses on different topics. Traditional writing aims to improve the formal quality of the written text through the use and correct application of spelling, grammar (morpho-syntactical) and vocabulary expansion rules (Insa, 2002, p. 1). The main objective is for students to acquire normative linguistic competence that allows them to write accurately and correctly. Therefore, in this approach, writing is seen as a linear process, where it is first planned, then drafted and, finally, corrected. It should be noted that with the passage of time and advances in contemporary educational models, writing approaches have become more systematic and complex, allowing for a deep analysis of the topics to be exemplified and the development of the individual creativity of each writer.

The procedural approach to writing according to Acurio considers this act as a dynamic process that involves several essential stages: planning, writing, revising and editing. Unlike the traditional approach, where the immediate correction of the final product is prioritized, the procedural approach emphasizes continuous reflection throughout the writing process (Acurio, 2020). In fact, in this approach, the final product is not the only objective, the entire textual production process is valued. This approach according to Vine-Jara allows students to discover their own mistakes and work on them autonomously, thus developing greater awareness of their own performance. Furthermore, the procedural approach not only improves writing skills from a normative point of view, but also has a significant impact on the organization and coherence of the discourse, resulting in a clearer and more structured text (Vine-Jara, 2020, p. 477). Therefore, encouraging conscious and reflective writing becomes a crucial element to improve the quality of the text and facilitate students' self-regulation in the writing process.

Regarding the creative approach, the same author indicates that its main objective is to stimulate imagination and originality in the production of texts. Unlike more normative approaches, this approach considers writing as a means of self-expression and experimentation. That is, it seeks to have students explore new forms of expression, allowing innovation and the breaking of pre-established conventions (Vine-Jara, 2020, p. 480). In this sense, Acurio points out that various pedagogical techniques are used, such as the use of images, free writing, or the development of metaphors, which function as triggers for the creation of original ideas. As a consequence, creative writing goes far beyond traditional disciplinary norms (Acurio, 2020, p. 43). It not only focuses on the correct application of grammatical rules, but also draws on the writer's personal experience, allowing students to develop their own authentic voice in their texts. In this way, the creative approach not only contributes to improving the quality of writing, but also strengthens the student's ability to express themselves in a unique and meaningful way.

The Vine-Jara sociocultural approach recognizes that writing is not an isolated act, but is deeply influenced by the social and cultural context in which the student develops. From this perspective, writing is not only an individual skill, but a social act that is nourished by interaction with others. Students learn to write not only from their own experiences, but also through collaboration with their peers and teachers. In this context, the sociocultural approach underlines the importance of the educational environment and shared experiences in the classroom for the development of writing skills (Vine-Jara, 2020, p. 483). In addition, this approach, according to Sucerquia, allows students to better understand the reader's expectations, as it teaches them to adjust their writing to respond to the demands of different social and cultural contexts. The advantage will be that the student will be able

to carry out the activities from places other than the classroom and will be able to repeat the activities as many times as he deems necessary, thus allowing him to be autonomous at his own pace of learning and to learn from his own mistakes (Sucerquia, 2016, pp. 86-87).).

2.1.5 Writing process

Arroyo (2021) mentions that "reading and writing strategies in the creative writing process are essential to guide the development of students' skills, and thus overcome learning problems." (p. 4-5). Far from being a mechanical act, this process requires meticulous planning, creativity, and constant review, which transforms writing into an exercise in critical reflection. Understanding and mastering each of these stages not only optimizes the final result, but also improves the writer's ability to communicate clearly and effectively. Planning is the fundamental pillar of the writing process, as it establishes the foundations on which the text will be built. In this initial stage, the writer must carefully select the topic to be addressed. In addition, the topic must be broad enough to allow for thorough development, but also specific enough to avoid the dispersion of ideas.

Once the topic has been selected, the next step in planning is to define the communicative intention of the text. Here, the writer must determine whether his or her goal is to inform, persuade, explain, describe, narrate, or entertain. Alvarado and Galbán (2012) define that "getting students to use oral and written expression as a means to transmit their thoughts with simplicity, clarity and accuracy, as well as actively developing their participation in readings, narrations and interpretations of graphic signs" (p. 12).

The next step is the execution of the first draft. This phase is crucial, it is where abstract ideas, which have been previously organized, begin to take shape in a concrete text. The execution of the first draft is characterized by creative freedom; the writer expresses his thoughts in a fluid manner, without stopping to correct errors or worry about formal perfection. The main objective of this stage is simply to put the ideas on paper, "the first process that will be used will be the textual interpretation of the draft to create a mental representation of it" (Cassany, 1999, p.3). The first draft is, by nature, imperfect and will be riddled with errors, inconsistencies and areas that will require improvement. This is where creativity explores different approaches and perspectives without the constraints of editing.

The revision step is where the writer stops to evaluate the content generated in the first draft. This stage is critical, as it allows the text to be fine-tuned, improving both its clarity and cohesion. Here work begins on argumentative consistency, ensuring that the text flows logically and that each of the ideas is properly connected to the others. The second draft is the result of this revision and represents a more refined version of the initial text. A conscious effort is made to correct syntactical, spelling and stylistic errors that may have gone unnoticed in the first draft. The revision also includes a reflection on the target audience and communicative intention, ensuring that the tone and style of the text are aligned with the reader's expectations and needs. The second draft, while more polished than the first, is still a work in progress, as it will likely still require further adjustments before reaching its final version.

Once the second draft is completed, a thorough correction of syntactical, spelling, and stylistic errors is carried out. This phase is essential to guarantee the clarity and professionalism of the text, since a document full of grammatical errors or stylistic inconsistencies can lose credibility with the reader (Arroyo, 2021, p. 9). Syntactical errors involve the structure of sentences, ensuring that they are grammatically correct and

unambiguous. Spelling is an equally important aspect, since spelling errors not only affect the presentation of the text, but can also change the meaning of a sentence, "a grammatical error is considered to be any violation of the principles and restrictions that govern the four levels of linguistic analysis: word level, morphological level, syntactical level, semantic level" (Villena et al., 2002, p. 7). In this phase, the aim is to eliminate unnecessary repetitions, improve word choice, and ensure that the text maintains a consistent tone throughout the entire work.

The final version of the text is the result of multiple revisions and corrections. At this point, the writer has refined the content, eliminating errors and ensuring that the text meets all the objectives proposed in the planning phase. Sánchez (2009) on corrections says that "the results show that response times and errors were greater when they had to identify words that were inconsistent with the qualities of the fonts used in those words" (p. 157). Castedo (2003) adds that "certain corrections, whose material indications allow them to be considered immediate, must be treated as corrections on the fly, to the extent that they are an integral part of the writing process that advances the text" (p. 17). At this stage, the text is expected to meet the highest standards of formal correctness and suitability for the audience, and to be able to transmit the message effectively and creatively, thus fulfilling the writer's communicative and academic purposes.

2.1.6 Textual properties

When the writer needs to get the reader to interpret the meaning and structure of the text, he/she must comply with certain textual properties, including: cohesion, coherence, adequacy, clarity, intertextuality. In the case of this research, the first three were addressed. Casado (1993) specifies that "Coherence is understood as the connection of the parts into a whole. This property implies that unity and cohesion consists of the set of all those linguistic functions that indicate relationships between the elements of a text" (p. 17).

According to Níkleva (2012), "adequacy is one of the textual properties and refers to the adaptation of the text to the discursive context, to the communicative situation" (p. 324). Compliance with the rules related to the receiver, the topic and the situation, Coseriu (1992) distinguishes three types of adequacy: with respect to the represented object (topic), with respect to the recipient and with respect to the situation (p. 203-204). Within the methodological guidelines when planning the purpose, the reason and the writing topic, according to the Ministry of Education of Ecuador (2016)

> These ideas will go through a rereading, selection, ordering, hierarchization, fusion, correction, structuring, restructuring and linking, during the writing and revision of the texts. In these two sub-processes, the teacher and the student will make use of all the linguistic knowledge they possess to express with coherence, cohesion and adequacy what they want to say (p. 95).).

That is to say, the educational system at the curricular level prescribes that these textual properties must be developed in students of the Ecuadorian educational system.

2.1.7 Assessment of writing and creative expression

Assessing learning is a complex process, and it is not surprising that many creative writing teachers find assessment practices problematic. They view creative writing assessment from two different perspectives: one is suspicious of assessment practices that do not value or characterize the distinctive ways in which creative writers learn, think, write, read, and

respond; the other is very aware that creative writing "lives on the border between art and academics" (Kerridge in Harper and Kerridge, 2004, p. 4).

Assessing written expression should consider the student's ability to communicate ideas clearly and effectively. In response to this need, different types of techniques and instruments can be created, such as checklists, rubrics, and observation lists. The latter has the quality of recording and analyzing the process while the activity is being carried out, and therefore, the student's performance, skills, and attitudes when expressing ideas in writing. There is no single way to assess written language. Rodríguez and Álvarez (2021) concluded about their assessment of written expression that "the development of this test to assess writing, applicable and valid in such a heterogeneous context, is a task that requires continuous review in which unique answers cannot be expected" (p. 15).

In the field of Language and Literature, when assessing creative expression, the following can be used: analytical essays, critical comments, oral presentations, rubrics, checklists, rating scales, among others. These activities are carried out in multiple and varied ways, but the important thing is that all of them allow writing to be used as a learning and assessment tool (Castelló, Monereo, & Gómez, 2009, p. 44).

Regarding the techniques and instruments to be used to carry out the assessment of written language, "existing scales or some developed by the assessing teacher, observation of mutilated texts, discovery of errors, free writing, analysis of materials produced by students, etc." can be used (Castillo and Cabrerizo, 2010, p. 268). This analysis of the materials produced by students through creative writing teaching techniques allows us to visualize how learners are developing each of the aspects proposed in the research.

2.2 Written expression

Through written expression, human beings can express ideas in a materialized form. However, it is important to note that this ability, unlike oral language, requires a high intellectual capacity to express thoughts in a clear, coherent and cohesive manner. This is because writing absolutely requires the ability to organize ideas to put them on paper, since it is generally easier to express concepts in oral language. In light of this, Cassany (2009) points out that it is "linked to the ability to develop abstract, objective, logical and rational thinking" (p. 33). This statement corroborates the fact that written expression goes beyond the concrete and tangible, since it involves the cognitive understanding of complex concepts in order to, finally, materialize them in an appropriate manner.

Writing is a tool for mediating information, but also for organizing and creating thought. In the words of Sánchez and Flores (2021), "rewriting a story through the use of synonyms allows children to develop skills in written expression in a creative and dynamic way" (p. 11). It points out two specific skills, the analysis and synthesis of data, and the ability to organize the idea in its sequence and relationship. Being a conscious process, writing requires complete reflection on what you want to convey, so it is an activity that transcends the mere reproduction of thoughts, in which metacognitive control comes into play for the effective selection and structuring of content. This ability to transform abstract ideas into coherent text requires mental flexibility that can only be achieved through continuous practice. Unlike oral language, where visual and non-verbal elements can support the message, writing requires that words alone be able to convey all the complexity of the author's thought, which makes it a constant challenge of expression and understanding. Through writing, human beings not only transmit information, but also materialize ideas, allowing them to acquire a tangible and lasting form over time, "generating writings from internal representations, developed through reflection" (Cassany, 1999, p. 2). In this sense,

the ability to express ideas in a clear, coherent and cohesive manner represents a significant intellectual challenge. Despite sharing the same origin in language, written expression differs considerably from oral language. While verbal communication tends to be spontaneous and sometimes assisted by the non-verbal context (such as gestures and facial expressions), writing requires a conscious effort to structure thought in a logical and orderly manner (Moreno et al., 2022, pp. 1-2). This implies that the writer must anticipate the possible interpretations of his reader, ensuring that the message is understandable even without the support of contextual elements. According to Cassany (2009), "this skill is closely linked to the ability to develop abstract, objective, logical and rational thinking" (p. 33). This approach underlines the fact that writing not only serves to communicate concrete ideas, but also allows the expression of abstract, complex and multidimensional concepts.

In terms of cognitive processes, writing involves a set of skills that go beyond the simple production of words. That is, writing does not only consist of transferring thoughts to paper, but in organizing those thoughts in a structured way so that they are understandable and effective. This organization is achieved through textual coherence and cohesion, two fundamental principles to ensure that the text maintains a logical sequence and that ideas flow smoothly between paragraphs and sections (Moreno et al., 2022, p. 5). Coherence implies that the parts of the text are logically related to each other, while cohesion refers to the linguistic mechanisms that connect those parts, such as the appropriate use of conjunctions, pronouns, and references. In primary educational contexts, the potential of writing is often underestimated "in various educational spaces, the absence of cognitive and metacognitive processes is confirmed, writing as a means of communication continues to be unknown" (Alvarado, 2024, p. 26). Creative writing, for example, offers greater freedom to experiment with language and explore ideas in a more personal and artistic way.

One of the central elements of written expression is its intrinsic relationship with critical thinking. Through the act of writing, the individual is forced to organize and evaluate his or her ideas in a systematic way, "planning implies generating prior schemes, establishing the goals of the text and its organization" (Moreno et al., 2022, p. 1). Writing is a planning tool and a learning mechanism that promotes critical reflection and the development of new ideas. Therefore, creative writing is a challenge because, above all, it demands originality, imagination, and emotional charge. The texts that belong to creative writing demand from their authors "the talent to tell a story" through words whose brushstrokes evoke sensations, images, and feelings in the reader (Sánchez and Flores, 2021, p. 20). This type of writing not only seeks clarity in the narrative, but also emotional connection; Hence, the writer must be able to transport his audience to new worlds while raising dangerous internal questions and offering thought-provoking interpretations.

Among the factors that influence the quality of written expression, several cognitive and contextual aspects stand out. Mastery of language is a key factor. A writer must have a wide vocabulary, as well as a deep knowledge of grammatical and syntactical rules in order to construct sentences that are grammatically correct and stylistically appropriate. "It involves organizing ideas, constructing texts with logical coherence, adapting the style according to the recipient, the subject matter and the type of writing" (Pizzo, 2013, p. 30).

On the other hand, the social and cultural context also has a considerable influence on the way in which written expression develops. Writers not only reflect their own ideas, but also the expectations, norms and conventions of the environment in which they are immersed. Thus, writing becomes a space where both individual and collective influences converge, enriching the process and the final product.

3. 3. Methods and materials.

This study is framed in the quantitative approach, with a quasi-experimental correlational design, a single-group design with a Pretest (O1) to measure the creative expression variable, application of the intervention with six hours of classes (X) manipulating the creative writing variable, and finally, application of a Posttest (O2) to measure the dependent variable again, that is, O1 X O2 The sample was non-probabilistic of an intentional type, in which 20 students from the 8th grade of EGB from the "Pensionado Universitario" Educational Unit of the city of Quito participated, for the 2022-2023 school year. An intervention was designed in which four classes were prepared in which the creative writing variable was manipulated, activities and resources were generated, a diagnostic evaluation (Pretest) was applied consisting of three questions, 1) an image is shown and you are asked to write the emotions it conveys and why?, 2) a short legend is described and you are asked what would happen if?, imagine the situation and write it, 3) read a text fragment with words in bold that are requested to be replaced with a contrary meaning and build a new ending to the story, a summative evaluation (Postest) four representative images of the story are shown, you were asked to choose the one you like the most and answer the four questions in writing 1) What feelings do you think the character(s) felt? Why? 2) If you chose image number one, explain why Naoko stole her father's Kimono? 3) If you chose image two, three or four, write: What is the relationship between the characters and explain where they know each other? 4) Imagine that you are one of the characters. How would you feel if you were going through the situation of The Butterfly Lovers? To evaluate the activities, an observation sheet was designed with which the Pretest and Posttest were evaluated. In it, 5 dimensions and 20 indicators were considered: Structural components of writing (5 indicators), types of creativity (5 indicators), writing approaches (4 indicators), writing process (3 indicators), textual properties (3 indicators). The indicators were scored from zero to one point, in total a maximum of 20 points could be obtained, which were transformed to the scale of 10 in force in the EGB evaluation system of Ecuador. The instrument was validated by an expert in the area of Language and Literature and a research methodologist.

The changes in the variable were measured through the average of grades. The results obtained were subjected to both descriptive and inferential statistical analysis, through which the statistical significance of the observed changes was determined.

4. Results

	N	Rang	Mínimum	Máximum	Mean	Deviation	Variance
Pretest	20	6.05	2.63	8.63	5.65	1.44	2.08
Postest	20	3.91	5.80	9.80	8.42	.98	.96

Table 1. Pretest and Posttest Descriptive Statistics

The mean of the pretest $\bar{x}Pre=5.64$ and the mean of the posttest $\bar{x}Post=8.42$ were obtained.

According to the qualitative scale provided by the MinEduc of Ecuador we have:

	Pretest		Postest	
Qualitative scale of grades	Frecuencia	Porcentaje	Frecuencia	Porcentaje
Does not achieve the required learning	1	5%	0	0%
Is close to achieving the required learning	15	75%	3	15%
Achieves the required learning	4	20%	11	55%

Masters the required learning	0	0%	6	30%
Total	20	100	20	100

Table 2. Pretest and Posttest Frequency and Percentages

Descriptively, it can be observed that in the case of the Pretest, a majority of 75% begin the intervention with grades on the qualitative scale of being close to achieving the required learning, and that subsequently 55% Achieve the required learning and 30% Master the required learning. This is illustrated below in Figure 1.
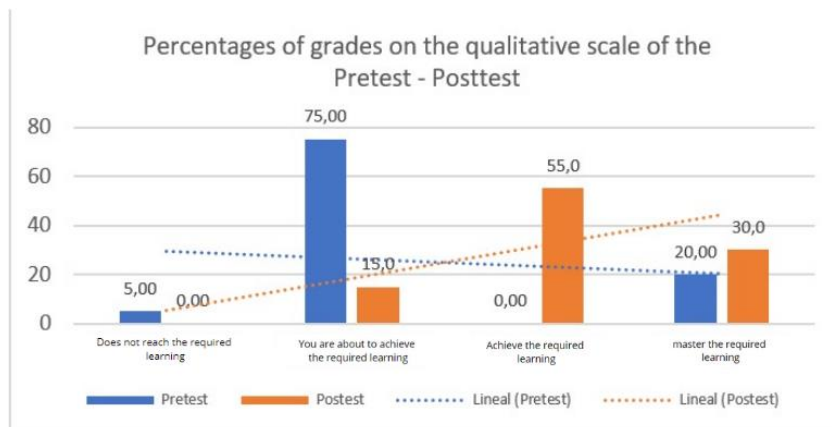
Figure 1. Percentage of ratings on qualitative scale

The blue bars show the results of the Pretest on the lower scales and with a negative slope, on the other hand the tomato-colored bars represent the results of the Posttest as a result of the intervention, clearly the students moved to the two higher qualitative scales, even though there are no students on the lower scale, there is a positive slope that implies improvements in the average grades. Figure 2 details the measurements in the dimensions used in the application of creative writing teaching techniques:

Figure 2. Application of creative writing techniques

According to the results obtained, there are improvements in all components, except the functions indicator, which shows that the intervention had a positive effect on the development of written expression. Table 3 presents the descriptive data of the dimensions and indicators investigated below.

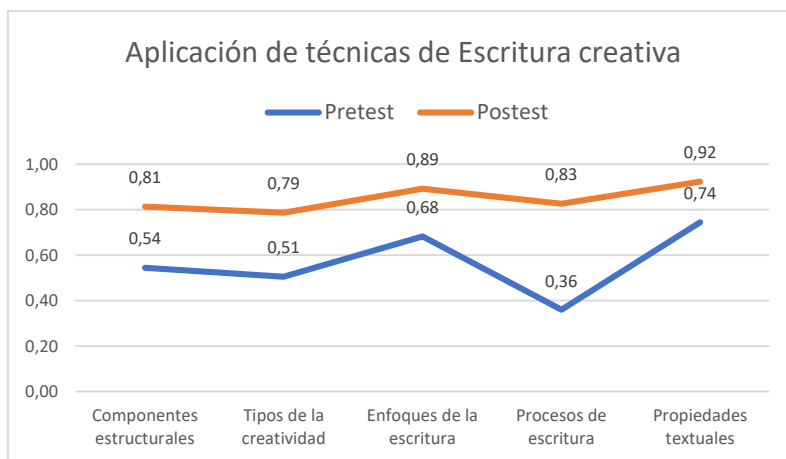| Dimension	Indicator	Pretest	Postest
1) Structural components of writing	1) Spelling	0.33	0.74
	2) Sequence and order	0.76	0.97
	3) Vocabulary	0.93	0.98
	4) Calligraphy	0.71	0.91
	5) Literary resources	0.00	0.47
2) Types of creativity	6) Mimetic	0.85	0.94
	7) Bisociative	0.45	0.74
	8) Analogical	0.18	0.53
	9) Narrative	0.60	0.95
	10) Intuitive	0.45	0.78
3) Writing approach	11) Grammatical	0.61	0.85
	12) Functional	1.00	0.98
	13) Procedural	0.19	0.78
	14) Content	0.94	0.96
4) Writing process	15) Planning	0.90	0.96
	16) Textualization	0.01	0.79
	17) Revision	0.17	0.73
5) Textual properties	18) Cohesion	0.63	0.90
	19) Coherence	0.71	0.90
	20) Adequacy	0.90	0.98

Table 3. Descriptive statistics Pretest and Posttest Dimensions and Indicators

It can be seen that at the level of indicators, most of these have improved, however, some have similar levels, such as: vocabulary, mimetic creativity, writing function approach, planning process and cohesion. On the other hand, those that received the most benefit were the inclusion of literary resources, narrative creativity, the procedural writing approach and the textual properties of coherence and adequacy. This allows us to affirm that the application of creative writing teaching techniques contributes to the written expression of the students who participated in the research.

It is therefore necessary to check if the differences between the means of the Pretest and Posttest are statistically significant, and then proceed to verify if the data are normal or not normal.

	Normality test		
	Shapiro-Wilk		
Pretest	.981	20	.941
Postest	.908	20	.058

Cuadro 1. Prueba de normalidad de Pretest y Postest

According to the results obtained, the significance of the Pretest variable ppre=0.941 and Posttest ppost=0.058 are greater than alpha 0.05, which allows us to affirm that it is a normal distribution. With this behavior of the data, the Pearson correlation coefficient can be calculated:

Correlations		Pretest	Postest
Pretest	Pearson´s correlation	1	.491*

	Sig. (bilateral)		.028
	N	20	20
Postest	Pearson´s correlation	.491*	1
	Sig. (bilateral)	.028	
	N	20	20

*. The correlation is significant at the 0.05 level. (bilateral).

Table 5. Pretest and Posttest Correlation

A statistically significant moderate and directly proportional linear association (rPre Post=0.491, p<0.05) was found between the Pretest score and the Posttest. According to Cohen (1988) to interpret Pearson's coefficient.

It has the range 0.30 ≤ | | rPre Post |< 0.50, so according to Table 5 we have:

0.30 ≤ | .491|< 0.50 so it is interpreted as a moderate correlation.

Next, the research hypotheses are:

H0: There are no statistically significant differences between Pretest and Posttest.

H1: There are statistically significant differences between Pretest and Posttest.

To test the hypotheses the t-test for related samples is used and as a decision criterion we have:

If p<0.05 to reject H0 and accept H1.

If p>0.05 we reject H1 and accept H0.

Paired samples test

		Matched differences					t	Gl	Sig. (bilateral)
		Media	Desv. Deviation	Avg. error	95% confidence interval of the difference				
					Inferior	Superior			
Par 1	Pretest - Postest	- 2.76700	1.28565	.28748	-3.36870	-2.16530	-9.625	19	.000

Table 6. T-test for related samples Pretest and Posttest

The p=.000 < 0.05 was obtained, so the Null Hypothesis H0 is rejected and the alternative Hypothesis H1 is accepted, that is, the measures between Pretest and Posttest are statistically significant, so it is concluded that the intervention with creative writing significantly improves the written expression of 8th grade students of the Pensionado Universitario "Nelson León Vizcarra" Educational Unit.".

5. Discussion

The application of creative writing teaching techniques contributes to the development of written expression, improving all the components; the substantial improvement of literary resources, narrative creativity, the processual writing approach, textualization and revision, and coherence and adequacy within the textual properties are noteworthy.

These results support the idea that the adoption of authentic strategies to symbolically recreate subjective reality, as was done in the present research, can enhance the development of skills that foster the precise and metaphorical use of language. In the same line, Cassany's (2009) approaches to writing as a cognitive skill are highly relevant, as they

argue that writing is closely linked to the ability to exercise abstract, logical and rational thinking. The findings of the study support this perspective by demonstrating that the writing process requires a cognitive ability that allows the formulation of correct, logical, legible, creative and expressive sentences. In fact, everything indicates that the informants of the intervention enhanced cognitive ability, since an improvement in the adequate application of the scriptural components: spelling, sequence and order, vocabulary, calligraphy and literary resources is observed.

What is mentioned by Bruner (1986) on narrative creativity, and Degraff (2019) on how to deconstruct and reformulate stories in different ways is ratified. Thus in the intervention initially, participants were shown to employ mimetic creativity. However, as the intervention progressed, a noticeable shift toward narrative creativity was evident. This change suggests an advance in the creative thinking of the informants, moving from imitating to creating in an original and narrative way. Thus, it strengthens the notion that fostering creativity is not an isolated event, but a continuous process that can be guided by pedagogical approaches that include creative writing teaching techniques.

In relation to the approaches to writing, the decrease in the function approach is striking, but the process approach improves, in line with what is prescribed by the Ecuadorian Ministry of Education, in its 2016 Language and Literature curriculum, established a definition that fits perfectly, since it considers writing as an intellectual, deep and metacognitive act that transcends the application of grammatical rules. In this context, writing becomes an essential tool for communication, driven by the intention to share ideas, knowledge of the recipient, and the ability to structure content effectively. That said, it is enriching to note how despite the traditional preeminence of standards and prescriptions in the teaching of writing, the student body is still largely driven by the need to express and communicate ideas. Thus, a shift in perspective in the understanding of writing is evident, away from a purely normative approach to a more communicative and expressive appreciation. This transformation fits with the educational definition that recognizes writing as an intellectual act. Taken together, the above findings call for a reevaluation of the teaching of writing, highlighting the importance of cultivating strong communicative skills for adequate written communication.

The results obtained also converge with the ideas put forward by Cassany (1998), who maintains that writing a text implies a meticulous and sometimes exhaustive process. Cassany emphasizes that writing is not simply putting words on paper, but an intellectual ability that demands knowledge and skills to achieve effective communication. In this sense, the operations of contextualization, planning, textualization, revision and rereading emerge as fundamental components to ensure that a text fulfills its communicative purpose adequately.

The textual properties of coherence and adequacy improved significantly, which leads us to think that these experiences are essential to transform creative writing into a functional strategy that contributes to the development of writing skills. The improvement in the application of textual properties implies that writers are able to structure their texts in a more logical and fluid manner. In relation to the above, Cassany (1999) points out that textual properties are specific criteria that a text must meet in order to be considered optimal in its communicative process. This implies that, in addition to creativity and individual expression, writing must be coherent in its structure, cohesive in its fluency, and appropriate for the intended audience.

Among the theoretical and practical implications of this research are the need to investigate more teaching techniques for creative writing, and with the positive results, to disseminate them and provide teachers in the area of Language and Literature with the skills to apply and contribute to the improvement of students' learning of written expression, as well as to understand that in language didactics it is essential to propose proposals that respond to the challenge of educational innovation and that adapt naturally to new pedagogical concepts in the classrooms of the future. In this perspective, it becomes indispensable to explore new practices that help to change the reality of the results in the area of Language and Literature (Ortiz, 2022, p. 60).).

6. Conclusions

These data indicate that the application of creative writing teaching techniques improves students' written expression, as well as structural components such as: types of creativity, especially narrative, the process and grammatical writing approach, writing processes and textual properties. In relation to the structural components, spelling and literary resources improved, very favorable advances were recorded in sequence and order, as well as in calligraphy. Vocabulary improvement was minimal.

In the writing processes, planning is the phase that students master the most when applying the teaching techniques: Let's confuse the stories, and What if? the phases of textualization and revision were improved when expressing ideas in writing. The textual properties that improved significantly were coherence and adequacy, while cohesion had the same level before and after the intervention, i.e., writing skills improved.

It is necessary to propose new research projects in which interdisciplinarity is reflected in aspects of the use of artificial intelligence, writing to support mental health, the contribution of other subjects to the development of creative writing skills for written expression.

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Contributions of the philosophy of education to the development of critical thinking

Contribuciones de la filosofía de la educación para el desarrollo del pensamiento crítico

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Abstract

The critical thinking of learners is in crisis, mainly because they are continuously exposed to immediate and unverified information, which weakens the processes of analysis and reflection. In this context, philosophy of education, from its humanistic-critical basis, analyzes the state of the educational fact and builds a conceptual normative framework. This framework evaluates and proposes philosophical methodologies and strategies for the development of critical thinking. The following philosophical methodologies were identified in this work: the Socratic method, the pragmatic approach, the critique of existing conditions, the pedagogy of liberation, philosophy for children, the competency approach from the humanities, and the approach based on the natural capacities of the learner. The article is divided into six parts: the first establishes the relationship between philosophy of education and educational transformation; the second reflects on the contribution of philosophy of education to meaningful learning; the third describes the methodology of this research; the fourth presents the analysis of the data collected; the fifth develops the

discussion of the results obtained through interviews with professionals in education and philosophy; and finally, the sixth part presents the conclusions of this research.

Keywords

Education, philosophy, critical thinking, philosophical principles, reflection.

Resumen

El pensamiento crítico de los educandos está en crisis, principalmente porque están expuestos de manera continua a información inmediata y no verificada, lo que debilita los procesos de análisis y reflexión. En este contexto, la filosofía de la educación, desde su base humanista-crítica, analiza el estado del hecho educativo y construye un marco normativo conceptual. Este marco evalúa y propone metodologías y estrategias filosóficas para el desarrollo del pensamiento crítico. En este trabajo se identificaron las siguientes metodologías filosóficas: el método socrático, el enfoque pragmático, la crítica a las condiciones existentes, la pedagogía de la liberación, la filosofía para niños, el enfoque de competencias desde las humanidades y el enfoque basado en las capacidades naturales del educando. El artículo se divide en seis partes: la primera establece la relación entre la filosofía de la educación y la transformación educativa; la segunda reflexiona sobre el aporte de la filosofía de la educación al aprendizaje significativo; la tercera describe la metodología de esta investigación; la cuarta presenta el análisis de los datos recolectados; la quinta desarrolla la discusión de los resultados obtenidos a través de entrevistas dirigidas a profesionales de la educación y la filosofía; y, finalmente, en la sexta parte se presentan las conclusiones de esta investigación.

Palabras clave

Educación, filosofía, pensamiento, pensamiento crítico, principios filosóficos, reflexión.

1. Introduction

This article deals with the contributions of humanistic philosophy of education to the development of critical thinking. The philosophy of education from a humanistic perspective focuses its attention on the integral development of students, which leads to reflect on the quality of the teaching-learning processes and the need to enhance critical thinking so that human beings can perform adequately personally and socially. Analyzing the contemporary context of education, authors such as Paulo Freire, Martha Nussbaum and José Carlos Ruíz identify a crisis in the educational system, which responds to market profitability objectives, resulting in learners who do not think but merely reproduce knowledge, which has repercussions in the formation of manipulable subjects who lack the tools to analyze information, turning them into disposable products in the long term.

To solve this crisis, it is considered that the philosophy of education provides a reflective framework on the current state of the educational fact, rethinking and problematizing education. This reflective framework makes it possible to evaluate the educational practices that hinder the development of critical thinking and to propose methodologies that form reflective subjects. According to Eyzaguirre, critical thinking is necessary for decision making in all scenarios:

> because the human being with the ability to objectively analyze and evaluate arguments, phenomena or diverse situations is the one who can achieve aims, goals and objectives, can optimize resources and seek

> mechanisms to achieve social justice by questioning systems of oppression (Eyzaguirre, 2018).

In this sense, philosophical reflection is consolidated as a necessity to achieve integral learning, since it analyzes the theoretical and practical assumptions of the educational fact. Currently, learners are immersed in a digital era, characterized by the rapid circulation of information that is not subjected to verification processes and is legitimized by mercantilist hegemonies. Faced with this reality, philosophy in the educational field must propose updated methodologies and tools that promote the formation of critical learners. This article is based on qualitative research with a descriptive methodology. The techniques used were interviews and documentary analysis. The instruments used to collect the information were the interview script, the reading cards and the analysis matrix.

The structure of the article is as follows: section one analyzes the contribution of the philosophy of education to educational transformation. Section two deals with the reflection on the philosophy of education in relation to meaningful learning. Section three presents the methodology used in this article. Section four analyzes the data collected. Section five develops a discussion of the results obtained through interviews applied to experts in philosophy and education. Finally, section six presents the results of the research.

2. The philosophy of education as a mechanism of educational transformation

Turning to the history of philosophy, in ancient Greece we find some connotations about education. For example, Plato (370 B.C.) mentions three types of education: that of nature, which refers to the development of the subject's own faculties; human education, which encompasses the management of innate abilities through experience; and that of things, which refers to the restructuring of ideas according to experience. Therefore, according to Platonic thought, education is inherent to the subject, being an integral process that involves the development of natural abilities, the acquisition of external knowledge and reflection on experiences.

Throughout time, it has been recognized that education is a process of training the individual for life in its social, intellectual and emotional dimensions, besides being a guide to acquire knowledge and prepare subjects to face life. In modernity, we find Rousseau (1762), who describes education as a process by stating that "plants are obtained by cultivation, and men by education" (p. 9). According to Rousseau, the subject is born in a state of autonomy and defenselessness, so he needs to acquire skills to face life, which are obtained through the educational process. In this sense, any human being who has not been immersed in an adequate educational process could find himself in a situation of helplessness in the face of the challenges presented by the material world.

In contemporary times, according to Dewey (1920) education is "a process of renewing the meanings of experience by a process of transmission...and in part deliberately instituted to effect social continuity" (p. 270). Through the educational process, the individual assimilates new knowledge in order to confront the areas of reality that he has to face. Philosophy in educational matters, according to Dewey, is an attempt to understand the details of the diverse phenomena to be studied in a set of guidelines that establish ultimate principles in the educational field and guidelines to reach valid and verifiable criteria, in such a way that it allows the analysis of the situation of the phenomenon (Dewey, 1920). For Aguirre et. al. examining from philosophy dynamizes and directs educational practices

that develop critical, creative and innovative thinking, which allows analyzing educational practice in order to improve and transform processes, from a rational, critical and integral condition (Aguirre et. al., 2021). According to Morales et al. the philosophy of education starts from a deep analysis of the educational fact, focusing on evaluating the purpose of education. This is how it contributes to comprehensive and reflective learning to the extent that it rethinks the educational fact and improves teaching-learning processes and methods (Morales et al., 2019).

In the Report of the International Commission on the Futures of Education published by UNESCO in 2021, a crisis is identified in the field of education, highlighting significant gaps that prevent the achievement of states of well-being, sustainability, justice and peace for humanity, objectives that together constitute the ultimate purpose of education. In line with such crisis, Essomba (2019) points out that, in order to overcome it, a profound transformation of the educational system is necessary, in order to achieve both individual and collective emancipation of the subjects of education. In this context, the philosophy of education stands as a key mechanism to develop reflection and analysis of the educational phenomenon, contributing significantly to its transformation by offering a conceptual framework that supports improvements in the educational process and combats the identified shortcomings. In addition to the role of philosophical reflection in education, Lipman (1992) emphasizes the need to respond to the needs of all learners, regardless of their cultural or socioeconomic conditions.

3. Contributions of the philosophy of education to achieve meaningful learning.

According to Baque and Portilla (2021), meaningful learning constitutes a process in which new information is integrated into the learner's cognitive structure through an assimilation operation mediated by verification criteria. Ausubel et. al (1998) refer to meaningful learning as the process in which pre-existing ideas are related to new information, giving meaning to the new learning. Furthermore, according to Ausubel et. al. (1998), there are "two main characteristics for understanding it: its substantiality and its lack of arbitrariness" (p. 17). They also argue that meaningful learning refers to a harmonious consolidation of solid knowledge, in which concepts and new information are structured in a coherent way, thus forming a lasting learning.

Ausubel et al. (1998) propose the following types of learning: representational, conceptual and propositional. The first refers to obtaining meanings from symbols that represent a concept or image. Learning by means of concepts refers to learning a structured and composite idea, which consolidates a new concept with meaning and significance for the individual. Finally, propositional learning is produced by the association of the new meaning from the relationship between concepts and ideas relevant to the cognitive structure. In addition, learning starts from two dimensions: a connotative dimension, which refers to the emotional and subjective meaning, and a denotative dimension, which refers to a literal and objective representation. The philosophy of education has a direct bearing on meaningful learning. In accordance with this, Barcena (2013) argues that philosophical reflection, starting from its critical assumptions, analyzes its theoretical and practical dimensions. Thus, one of the contributions of philosophical reflection to education is to provide it with a normative framework and to exercise a contextualized critique of the educational fact. Therefore, the philosophy of education, through reflection, curiosity and the establishment of inferences, consolidates a direct relationship between learning and its cognitive system.

Another contribution of the philosophy of education is related to learning by discovery. To detail this contribution, it is necessary to understand that this type of learning is consolidated from the learner's own construction. According to Ramos (2015), philosophical analysis, being reflective, contributes to learning by discovery due to its critical basis, proper of philosophical analysis insofar as it interprets, analyzes and understands education as a practical end of reality and the development of society.

According to Garcés et al. (2018), in order to achieve meaningful learning, the types of learning of learners must be taken into account, developing strategies so that they are able to structure their own knowledge. The conceptual framework that is consolidated from philosophical reflection allows the development of strategies for meaningful learning, since it examines and evaluates the processes being developed in the educational fact, proposing methodologies to achieve solid learning that prepares learners for life. This framework cannot be satisfactorily developed without the foundations of philosophy and, in particular, of educational philosophy.

4. Methodology

The qualitative approach is the one that methodologically guided the structuring of this document, which was aided by the collection of bibliographic data from different authors specialized in the subject. The research followed an inductive process that required the collection of data through field research that contributed to the collection of information through experts in the field of education and philosophy.

According to Hernández-Sampieri et al. (2015), in their typology of research for the Social Sciences, they group 4 types of research: exploratory, descriptive, correlational and explanatory. In the present work, a descriptive research was developed because it focuses its analysis on the understanding and justification of fundamental concepts and categories.

The research is aided by the hermeneutic method, since according to Hernández-Sampieri et al. this methodology allows to interpret the experience of the phenomenon through texts and to contrast the information with the experience (Hernández-Sampieri et al., 2015). To collect the information, interview and documentary analysis techniques were used, using instruments such as the interview script, reading sheets and the analysis matrix. The interview was directed to philosophy and education professionals; the interview script consisted of 6 questions and was applied to 5 people whose profiles are university and higher basic education teachers. The profile of the interviewees is detailed in Table 1.

Interviewee	Títle	Workplace	Position held
E1	M.A in Philosophy	Salesian Polytechnic University	Research teacher
E2	PhD in Philosophy	Salesian Polytechnic University	Research teacher
E3	PhD in Philosophy	Salesian Polytechnic University	Research teacher
E4	Bachelor of Sciences in Education with a Philosophy Track	Borja 3 Cavanis	Teacher
E5	M.A in Applied Philosophy	Santo Domingo de Guzmán Educational Unit	Docente

Table 1. Informant data

5. Data analysis

In this section, the information obtained through an interview consisting of six questions is analyzed. Subsequently, a bibliographical contrast is made between the answers of the experts and the criteria of the specialized authors.

Regarding question one: what is the Philosophy of Education and what is its importance in the context of the development of critical thinking? E1 (20%) maintains that it is a "process of content, principles, actions that help or give us tools to think critically," adding that it must be analyzed from three concepts: history, how it has been developed in different cultures; development through criticism; validity, that is, the current situation and presence in the educational field; E2 (20%) understands it as: reflective philosophy, criticism of thought around the educational fact, mainly focusing on the objective and teleology of it. E3 (20%) mentions that it is the philosophical reflection around the educational act; E4 (20%) argues that "it is the branch of philosophy that deals with reflecting on the principles, values, theories that underpin and at the same time give meaning to the educational fact"; for E5 (20%) it is: "a branch of philosophy that is dedicated to research, reflection and criticism on what education is" and also refers to "a study on problems of an ethical order" and an ontological dimension.

Regarding the importance of the philosophy of education in the current context for the development of critical thinking: E1 (20%) maintains that the importance lies in a critical exercise about the contents that are taught in the curriculum; E2 (20%) argues that philosophy, by having a reflective nature about the components of education, is a critical exercise par excellence and also directs the curriculum to form critical citizens; according to E3 (20%) he considers that it is a critical exercise and adds that its function is to counteract the alienating dimension of education; E4 (20%) mentions that philosophical reflection favors the integral development of subjects and therefore encompasses the dimension of critical thinking; in agreement with E5 (20%) he points out that philosophy is a critical exercise based on valid arguments, and to promote the development of critical thinking, an "exhaustive examination of our statements about the world" must be carried out.

Regarding question 2: What are some of the fundamental philosophical principles that can be applied in Education to promote critical thinking in students? E1 (20%) maintains that the anthropological vision is fundamental, because it "articulates the human being in reality", if this principle does not exist, subjects become manipulable and meaningless; E2 (20%) maintains that it is based on a "neurological, physiological basis of pragmatic, positivist philosophies, which see knowledge as a product of the anatomical structures of the brain, the central nervous system, the peripheral nervous system", and this is configured so that the teacher understands "how these structures work" and directs the knowledge processes; E3 (20%) maintains that the fundamental principles are: the principle of suspicion, interpretation and hermeneutics, because they allow improving educational approaches; E4 (20%) identified "the ability to identify, argue, make deductions, make differences, decide, evaluate, take critical positions regarding an idea" as philosophical principles, because they form thinkers for the world, who have the ability to respond to challenges. Finally, E5 (20%) states that it responds to a liberal, anti-authoritarian and normative principle. These principles allow questioning through questions "plausible arguments that receive rational acceptance about a state of things that may be better".

Regarding question three: What strategies of the philosophy of education have you used in class to enhance the skills inherent to critical thinking? E1 (20%) maintains that it is self-criticism and a historical and theoretical review of philosophy; E2 (20%) points to the Socratic method, constructivist, phenomenological and hermeneutic strategies; E3 (20%) identifies maieutics, proper to the Socratic method and interpretation; E4 (20%) identifies collaborative learning and sensitivity to the world as strategies; according to E5 (20%) the main strategy used is the Socratic method, with an emphasis on formulating questions.

Regarding question four: What methodological strategies contribute to the development of critical thinking? E1 (20%) maintains that reading based on authors that are easy to understand and contextualized to each group of students; E2 (20%) places case analysis, note-taking, and exposition as key methodological strategies; E3 (20%) as essential methodologies for: collaborative construction of knowledge, critical pedagogy and the interpretation of phenomena; E4 (20%) places practical philosophy, philosophy for children and teacher-educator training as methodological strategies; E5 (20%) points out cinema, appeal to the arts and recognition of emotions as strategies for the development of critical thinking.

In relation to question five: what challenges arise when implementing strategies for the development of critical thinking in the classroom? E1, E2 and E4 (60%) interviewed agree with challenges that arise from current technology which involves the use of artificial intelligence, manipulation through social networks, bubble filters, interpretation of the human being through platforms, this impacts on subjects who do not seek to reflect, on the contrary, they seek to saturate their senses. E3 (20%) points out technology as a challenge and also adds globalization; E5 (20%) categorizes bureaucratic challenges as: planning time, time dedicated by teachers to monitoring students, number of students, reduction of subjects that encourage critical thinking such as philosophy, and also points out as challenges the social economy of the world, mediated by processes of internationalization of relations and preponderance of efficiency.

Regarding question six: what alternative solutions can be proposed from the philosophy of education for the development of critical thinking? E1 (20%) argues that dialogue with students is important; according to E2 (20%) philosophical and aesthetic contemplation, together with critical reading of social, economic and political contexts are consolidated as a proposal; E3 (20%) comments that the work of teachers together with enriching subjects such as philosophy that are critical is a solution; in agreement with E4 (20%) all subjects of education must be trained and think critically in the face of the phenomena that arise; Finally, E5 (20%) maintains that the essence of education and its teleology must be rethought.

6. Discussion

From the information collected through question one, it is inferred that the philosophy of education is understood as the application of philosophy that, according to Ramos (2015), revolves around the reflection of the educational fact, both in its theoretical and practical framework, in order to form critical subjects who consolidate society and transform it. By virtue of the fact that it starts from philosophy and focuses its reflection on the development of the student, according to Eyzaguirre (2018) he maintains that,

> Three fundamental dimensions are analyzed: truth and knowledge in education, ethics when analyzing principles of justice and good, and

finally they understand the existence of the subject in the educational fact, which consolidates an ontological dimension (p. 32).

In addition to this, education is in fact normative by directing the process in order to intentionally achieve an objective. Maris (2012) maintains that, "one of the central characteristics is the normative connotation, since this concept implies the criterion that something valuable must be achieved" (p. 25). From this arises the analysis of the elements of education which according to Morales (2019) are "principles, ends, criteria, premises, values, concepts and contexts" (p. 118) to form a certain subject for society.

Philosophical reflection, when derived from the analysis of education, from the relationship with an environment and the transmission of knowledge over time, is properly a critical exercise because it analyzes and questions the pre-established components. By virtue of this, its importance today lies in rethinking the educational fact in order to evaluate and improve it. Barcena (2013) points out that "it is about wanting to know, not to confirm what we already know, but to think differently" (p. 711). That is, rethinking one's own thinking is consolidated as a critical exercise, and is translated into the educational field by problematizing it, which corroborates the statements made by the interviewees. Indeed, an analysis of content, curriculum, purposes, contexts, challenges and in general of all the components of education is necessary, because it is based on the premise of rethinking the entire educational spectrum.

In accordance with question two, the importance of the same understandings is highlighted as the philosophical theoretical basis in understanding the educational fact. According to Morales et al (2019) they refer to the conceptual basis on which the elements of education previously mentioned are based. In the interviews conducted, the following philosophical principles identified according to Aparicio (2020) stand out: anthropological principle because the educational fact starts from a reflection about the subject who is educated, in a certain context and reality; pragmatism, understood as the reflection of the understanding, interpretation and meaning around the educational practice; a positivist principle, in the context of education it refers.

According to Maris (2012) to "state causes and laws of educational action, as it actually develops, and that must be reviewed and corrected based on what empirical research shows" (p. 49), therefore the statement of categorizing it as a principle is correct in relation to not losing focus on the biological consistency of the students within the acquisition of knowledge; a hermeneutical foundation based on understanding the educational fact from its context to understand and interpret the phenomenon. Morales et al. (2019) suggest adding three principles to what has been analyzed: the principle of autonomy in which each student must reason, think and act for themselves and the anti-authoritarian dimension is included due to the ability to rethink preconceived arguments from autonomy, the principle of democracy by virtue of the fact that education consolidates citizens and the principle of freedom, by which the power of decision-making is established.

Regarding question three, the Socratic method is essential for the development of critical thinking, since it is based on a critical self-examination understood as a process of internal and external reflection. For Nussbaum (2010), this self-examination allows the construction of solid arguments that are not accepted only by authority. The Socratic method responds to the following process: the teacher questions the interlocutor on a topic; the interlocutor issues his or her response, and then the teacher issues a counterargument. According to Ruíz (2018), this process necessarily involves an in-depth reflective exercise by the interlocutor. The Socratic method is necessary for the development of critical thinking as it

stimulates reflection through questions. Two additional strategies identified are hermeneutics and phenomenology. According to Maris (2012), regarding the first, its relevance lies in the consolidation of a basis for historical understanding and interpretation, contextualizing the educational fact according to the characteristics of each group. As for phenomenology, based on educational reality, it understands how the educational phenomenon develops. It should be noted that it has two approaches: an inductive empirical description that starts from external experience, and an a priori phenomenology based on internal experience and an intentional sense.

A final philosophical strategy identified is the one derived from constructivism, which consists of the student being the protagonist of the learning process, and the teacher becoming a facilitator of knowledge. For Sáez, this strategy allows each new knowledge to adapt and relate to pre-existing mental structures (Sáez, 2019). However, for the operationalization of this purpose, in terms of Aguilar-Gordón (2024), the predominance of,

> Active learning where students are actively involved in seeking and constructing knowledge; promotes the ability to adapt to different learning environments and situations; fosters students' intrinsic motivation by allowing them to choose and direct their own learning (p. 38).

Regarding the fourth question, the interviewees identify the student as the central agent of pedagogical strategies. In this sense, a contextualized reading is proposed that suggests adapting the strategies based on the needs of each student. The strategies mentioned, such as case analysis, note-taking and presentation, promote learning and understanding, since they represent active learning in the construction of knowledge. In addition, the collaborative construction of knowledge is emphasized, accompanied by the student's own interpretation, as the main strategy for the development of critical thinking. This methodology allows students to take ownership of knowledge instead of simply repeating information. Another relevant strategy is philosophy for children, through which students, from an early age, become familiar with philosophical practices such as Socratic dialogue and stories with philosophical content. The aforementioned strategies have one thing in common: reflection and analysis of phenomena, key elements for the development of critical thinking as they exercise the student's intellect, allowing him to be an active part of the teaching process.

In relation to question five, it is clear that the use of technology is currently the most worrying challenge for the development of critical thinking. As Ruíz (2019) states, concern arises about the takeover of the virtual plane over the real world. In this sense, technology configures an "emotional drug addiction" in which subjects accustomed to immediate satisfactory stimuli produced by digital media, are focused on continuing to feed that dependency, transporting their presence in a virtual construction of being, which impacts on all the identified challenges: the manipulation of the subject due to the substitution of knowledge by the oversaturation of information, the validation of a performance society legitimized by the immediacy of the format of social networks, the bubble filters which refer to the fact that digital media patterns show users topics of interest, interpreting the needs and interests of the subject at the expense of consumerism, and finally, the development of artificial intelligences which, when poorly managed, eliminate the need for reflection because they provide answers obeying again the immediacy. According to Paul and Elder (2003), critical thinking allows the subject to formulate theoretical assumptions with clarity and precision, analyze important information through abstract ideas that he understands,

develop conclusions, have an open mind, establish solutions from standards of excellence, this constitutes a danger for a system of immediacy, since said system seeks to eliminate reflection and analysis, which is reflected in the changing trends of the digital plane.

For the analysis of question six, it is important to specify the three components of the didactics of philosophy, which according to Aguilar (2019) are the teacher, student and the curriculum.

> The first of them is in charge of guiding the teaching-learning process; while the second is the subject of education and it is expected to achieve modifications in it both at a cognitive and attitudinal level; the third component refers to the theoretical and methodological guidelines, which are taught in classes (p. 136).

The solution strategies for the identified educational challenges must involve the three components, with the teacher and the curriculum being the main solution agents. For the strategies that the teacher can propose, his or her training is key when it comes to generating lasting solution proposals. From this perspective, developing systems of dialogue, philosophical contemplation, critical reading of the world, and correct use of technology become part of the strategies for the teacher to enhance critical thinking in students. These skills could not be taught without the teacher having adequate training in methodological strategies.

Regarding the curriculum, the current relevance of philosophy must be discussed. According to Ruíz (2019), philosophy is based par excellence on curiosity and encourages perplexity and wonder, the need to know, question and ask, thus allowing the exercise of critical thinking. In addition, the purpose of education and what citizens are intended to be formed through it can be examined in order to evaluate the contents of the subjects.

7. Presentation of results

The bibliographic analysis of various authors cited so far allows us to affirm that there is a contribution from the philosophy of education for the development of critical thinking, since there are methodologies that arise from philosophy and tend to energize it. This, added to the criteria of experts interviewed, allows us to establish two key results: the philosophy of education directly affects the development of critical thinking, and it is evident that this has a fundamental role in current education.

The authors referenced are Socrates, Rabindranath Tagore, Paulo Freire, John Dewey, Matthew Lipman, Martha Nussbaum and José Carlos Ruiz. Each of them proposes methodologies based on different approaches: maieutics, contextualized education based on art, liberation pedagogy, pragmatism, philosophy for children, the approach to capabilities from the humanities and the development of critical thinking.

Socrates, a Greek philosopher who lived in Athens in the 5th century BC, consolidated the Socratic discussion as a catalyst for critical thinking. Through this method, argumentation is consolidated as an agent of development of critical thinking, since students play a main role in the process. Socratic argumentation, according to Nussbaum (2010), allows to question and analyze discourses, develop a self-examination, and also favors processes of innovation and peaceful coexistence, but above all contributes to the development of critical thinking. This method responds to three moments: the first refers to the conflict, in which there is a problematizing situation that invites the interlocutors to establish a theoretical and reflective position regarding the situation. After this, a reconstruction arises from the

collective, when all the subjects express their opinions, exercises of rethinking the theories previously discussed are achieved. And the most important step, according to Eyzaguirre (2018), is to examine the arguments of each individual, in this way critical thinking is exercised through analysis and reflection. Likewise, Betancourth et al. (2012) point out that

> The Socratic method allowed for the enhancement of interpretation, understood as a deep understanding of knowledge, in addition to clarifying meanings. Additionally, it managed to improve the argumentation processes of the students, which allowed them to significantly improve their inference processes (p. 38).

In this same line of research, Dewey (1920) highlights the importance of critical thinking for students to reflect on their experiences and seek solutions to social problems. According to this author, critical thinking or reflective thinking is an arrangement of terms, which respond to each other and have a conclusion as their objective. In this way, the close relationship between the philosophy of education and critical thinking is reinforced, by analyzing and reflecting on educational processes and establishing both theoretical and practical foundations for their pragmatic development.

In Dewey's methodology, according to Wayne and Gautreaux (2018), it starts from the conception of the student as a future citizen, who will participate in democratic life from the community. Dewey argues that critical thinking is based on understanding reality from interconnections, processes of analysis of facts that are not evident at first glance, which is dialectical thinking as it is a complete consolidation of the phenomena of study. In short, Dewey's method is based on the whole, breaking it down into parts.

Rabindranath Tagore proposed an educational reform for India that arose from his criticism of the British colonialism of the time, which limited education to a training based on English imperialism, offering individuals an impoverishing education. Tagore's educational paradigm is based on a humanistic approach that seeks to promote well-being and self-sufficiency, especially in those from more vulnerable groups, also highlighting a capacity-oriented approach.

For Tagore, the goal of education was to develop the intellect through practices that fostered connection and harmony, thus contributing to the development of critical thinking. This ideal was materialized in his school, Shantiniketan, founded in 1901. According to Meléndez (2019), Tagore's educational practices focused on prioritizing students' freedom of choice and action. In addition, it promoted active learning through outdoor activities and with resources such as art, nature and sports. In these activities, students participate as protagonists, structuring their own learning through experience, autonomy and the exchange of ideas with their peers. Students are encouraged to imagine an ideal school and society, based on the analysis of their reality and that of their peers; this reflection invites them to question pre-established ideas and to demonstrate the validity of their own ideas.

Paulo Freire (1970) through the philosophy of liberation cemented a beneficial system for the development of critical thinking, through criticism of the traditional education system, which in his view, strips students of humanity since it perpetuates a social order in favor of dominant classes. He points out that there is a close relationship between education and the liberation of the historically oppressed. In this way, education must be a process of historical dialogue and critical reflection that allows students to question their environment from a contextualized perspective. Freire (1970) advocates an emancipatory education that enables students to understand and transform cultural, historical, political and economic

processes; he defends the active participation of students as an essential element in education, since it is not enough to analyze the educational system, but it is necessary to transform it. This establishes a clear relationship between the philosophy of education and the ability to analyze and change society through knowledge-based empowerment. This transformation is born from critical and reflective thinking; students must be aware of it in order to overcome their state of oppression.

For Lipman (1997), the traditional educational system responds to a serious problem: it does not train to think, but to repeat. In this sense, students immersed in the school system, instead of developing critical thinking skills, tend to lose reflexivity, invention and creativity. Lipman (1992) considers that to develop critical thinking it is necessary to implement the teaching of philosophy from an early age, for the construction of democratic societies and the formation of autonomous and informed individuals. Thus, according to De Puig (2018), a philosophy program for children is proposed, in which students must learn to think for themselves, enhancing 4 skills: reading, writing, listening and speaking. According to this author, the role of critical thinking is the analysis of information preconceived as true, to achieve a reflective, logical and rational analysis.

Nussbaum (2010) highlights the humanization of education, therefore he proposes an approach to capabilities from humanism. The author criticizes education based on international standards, which seeks to homogenize students, focusing its efforts on turning it into a commercial process. According to the author, this would produce subjects valued as merely productive mass. This goal would be achieved with a system that preponderates and limits the curriculum to the study of subjects related to exact sciences, displacing the humanities from the stage. To overcome this state, the philosopher proposes revaluing the humanities as catalysts for critical thinking and pillars of the construction of democracy. Nussbaum (2010) regarding critical thinking maintains: "it allows one to investigate, evaluate evidence, write one's own works with well-structured arguments and analyze arguments that are presented in other texts" (p. 84). Nussbaum starts from a Socratic method in which the teacher must encourage active participation of students, and cultivate curiosity.

Ruiz (2019) details how to develop critical thinking in students from philosophy. His methodology for the development of critical thinking is born from natural attitudes in individuals. He maintains that children are philosophers par excellence due to their capacity for wonder. He proposes to exercise critical thinking from the circumstances of children, analyzing and generating debates on problems of daily life, encouraging students to organize their ideas; this exercise must be incorporated from home. In addition, he proposes to cultivate wonder, curiosity and questioning, elements that enhance the development of critical thinking.

In the previously cited cases, there are efforts to implement methodologies that develop critical thinking, putting students in the main role. Through the authors studied, it is evident that the philosophy of education contributes to the development of critical thinking, as it questions existing educational systems at first, evaluates them, and proposes methodologies that develop critical thinking from a contextualized dimension. Additionally, one of the main challenges for the philosophy of education and its contributions to the development of critical thinking is that, as Aguilar (2020) maintains, "... it rethinks the dynamics of today's society in its complexity and the subject that intervenes in it, which encourages the rational use of technological tools for the benefit of the individual and the world" (p. 109). On the other hand, because mental operations are part of critical thinking,

it is necessary to analyze them since they are linked to the subjects' processes of assimilation and information management.

In today's education, it is essential to strengthen critical thinking to overcome the various problems caused by various factors inherent to the immediate society, in which education must provide the necessary tools for adaptation to the social, vital and intellectual processes of reality, which are achieved through a reflective process that demands depth.

Nietzschean criticism, according to Arteaga (2020), denounces a Western educational system, in which the only thing that is sought is to form docile subjects suitable for a mercantilist system. This system is mainly focused on economic development and tends to neglect the human growth of individuals. In the same sense, Nussbaum (1998) maintains that there is a worldwide crisis in education, since it obeys the interests of capital, in which profitability prevails. The result of this perspective is a serious crisis in critical thinking, which poses a great problem for the ultimate goal of education, which is to prepare subjects for life. As a possible solution to the problem identified by Nussbaum, we could take up the thought proposed by Freire (1970), which is based on an emancipatory education that ensures the prolongation of the subject and therefore questions the dominant structures.

According to Ruíz (2018), society is currently digital and hypertemporal, in which information is immediate and lacking in rigor and analysis. These characteristics cause students to accept preconceived ideas without analyzing them, which represents a serious obstacle in their educational process. This is evidenced in the formats of social networks, compressed into 3-second capsules, which cause the brain of students to fail to retain information for a long time. As a consequence of this current paradigm of information, two problems are consolidated: knowledge is in crisis and is imposed by hegemonies, which triggers a form of education that continues to legitimize processes of knowledge reproduction and not analyzing information.

Critical thinking is related to intellectual capacities that allow strengthening the educational process to achieve meaningful learning, and encourages the comprehensive analysis of reality, since it is born from curiosity, allowing to generate reflective questions about the topics that are raised. Curiosity is strictly related to the generation of questions, an aspect that enriches the educational process, since through the questions that are raised, dialogues and debates are generated, which allow growth in knowledge and understanding of a whole.

Additionally, Bauman (2007) analyzes several current problems, all of which have something in common: hypertemporality. Individuals do not want something lasting, but something immediate and disposable. This is not exclusive to education, but to the totality of reality. As a consequence of this, an impatience syndrome arises, which does not allow critical thinking processes and memory to develop. Another of the challenges for current education is linked to knowledge, which understands it as a mere commodity, and results in manipulable students. In this changing and increasingly complex scenario, critical thinking is necessary to elucidate information and develop cognitive skills that allow us to face the current accelerated changes.

Paul and Elder (2003) point out the importance of critical thinking today under 4 main factors: a world that presents dizzying, accelerated and complex changes, a reality mediated by fear and divided into factions that increase violence, information manipulated towards power groups, and finally an excess of information without prior evaluation. In this sense, critical thinking allows us to discriminate information and subject it to analysis, which

necessarily leads to overcoming states of misinformation, and taking control over our thoughts that in turn shape our decision-making.

Ruiz (2018) defends the idea that critical thinking allows us to analyze knowledge from a comprehensive perspective, relating ideas to our own thought structures, which in turn are configured in their context, understanding not only individual conditions, but also social ones. To validate knowledge, it can be verified whether it meets the following characteristics, proposed by Bunge (1960): being factual, not limited to facts, but raising new discussions, being analytical and responding to complex approaches, being communicable, verifiable, explanatory, open and useful, and responding to problems for the benefit of society.

Critical thinking is a means provided by the philosophy of education to obtain knowledge that complies with the guidelines of the scientific method. It is therefore essential for the educational process that "...students are able to identify problems, propose creative solutions and apply strategies to solve them" (Aguilar-Gordón, 2024, p. 33). In this sense, it is essential that the teacher proposes alternatives for the student to develop their critical-reflective capacity.

Authors such as Bertrand Russell (1950) emphasize the importance of critical thinking to avoid the influence of emotions or propaganda and reason about phenomena in an objective manner. This ability implies adopting a position of doubt and skepticism before accepting truths without questioning them and understanding them through reflective thinking.

International standards are increasingly placing less interest in the humanities, reflecting a system that seeks to train individuals who are primarily productive in economic terms. This is evidenced through the imbalance of time loads between purely technical subjects and humanities subjects. However, it is essential to reflect on the role that the humanities play in the formation of emancipated subjects and the promotion of democracy, which would be carried out satisfactorily as long as the humanities subjects have a more significant relevance in education, thanks to their capacity to transform reality through knowledge, questioning and philosophical debate.

The humanities play an essential role in the development of critical and reflective thinking, as Nussbaum (1998) points out that "the study of philosophy teaches us to question our own beliefs and to analyze the arguments of others in a critical and rigorous manner" (p. 38). In addition, questioning, analysis, criticism, evaluation, inferences, are characteristics of critical thinking also present in the humanities subjects, and are relevant to forming critical and reflective subjects, who are not prone to manipulation by means of mass information.

Critical thinking, according to Fisher (2011), is a skill that can be taught and learned, and is essential in education, work, and everyday life. Therefore, it is essential that educational systems include the teaching of critical thinking as an integral part of education. To achieve this purpose, Aguilar (2020) establishes the following as necessary aspects: "...to foster in the student freedom, creativity, self-discipline, the practice of values, a moral order;" (pp. 104-105). In short, critical thinking is consolidated as a response to the dehumanization of subjects, because it allows contextualizing learning, and recognizing the other as an end in itself. It is consolidated as a break between the media and the face-to-face.

7. Conclusions

The philosophy of education is relevant in the teaching-learning process since it is consolidated as a reflective basis of the educational fact, playing a fundamental role in understanding it and promoting critical thinking, in order to achieve the comprehensive education of students.

Currently, there is a crisis in the development of critical thinking and the formation of participative and reflective citizens due to the imposition of traditional models of education, the predominance of a markedly mercantilist approach and the immediacy of training. In this scenario, it is critical thinking that allows the analysis, evaluation and inference of information, as well as reflection on circumstances and context.

The philosophy of education contributes to critical thinking with a series of categories that allow: to establish a rigorous conceptual framework to implement methodological strategies, to critically reflect on the educational fact, to propose methodologies that encourage reflective thinking and promote the emancipation of students through access to information, construction and consolidation of knowledge. In the face of an education based on economic production, critical thinking allows us to reflect on all the knowledge that is built around a market economy, returning analytically and critically to the roots of the humanities. To deepen and contextualize the strategies that contribute to critical thinking, it is necessary to apply instruments that allow us to measure the degree of impact of the execution of the strategies identified in the medium and long term on students.

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The Concept of the Person in the Bantu-Fang Culture

El concepto de la persona en la cultura Bantú-Fang

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Abstract

Entering globalization without an identity, or leaving its own identity aside, is taking its toll on Equatorial Guinea. Most of its young people are unaware of their cultural identity. Therefore, reflecting on the concept of personhood is crucial to help them rediscover their identity. This paper aims to define the concept of personhood in the Bantu-Fang culture and to analyze the influence that this concept may have suffered during colonization. The method used in this research has been analytical-descriptive. Through an analysis of the Fang language, the concept of person was explored. The results indicate that the concept of Fang persona has not undergone acculturation. This is because the colonizing action focused on the destruction of the tangible cultural heritage, leaving the intellectual and conceptual aspects relatively intact. In addition, the analysis of the term mot (man) revealed a double meaning: ontological and moral. In the ontological aspect, the person is called muan mot (one who belongs to the human race). In the moral dimension, the term mot reflects the socio-cultural acceptance of the person within the community. In conclusion, being a person, according to the Fang perspective, implies both belonging to the human race and acting in accordance with the values and norms expected of human beings. This holistic view highlights the importance of keeping cultural identity alive in a globalized world.

Keywords

Bantu-fang, African Communities, Culture, Dignity, Personhood.

Resumen

Entrar en la globalización sin identidad, o dejando de lado la propia, está pasando factura a Guinea Ecuatorial. La mayoría de sus jóvenes desconocen su identidad cultural. Por ello, reflexionar sobre el concepto de persona resulta crucial para ayudarles a redescubrir su identidad. Este trabajo tiene como objetivo definir el concepto de persona en la cultura bantú-fang y analizar la influencia que este concepto pudo haber sufrido durante la colonización. El método empleado en esta investigación ha sido analítico-descriptivo. A través de un análisis de la lengua fang, se exploró el concepto de persona. Los resultados indican que el concepto de persona fang no ha sufrido aculturación. Esto se debe a que la acción colonizadora se focalizó en la destrucción del patrimonio cultural tangible, dejando relativamente intactos los aspectos intelectuales y conceptuales. Además, el análisis del término mot (hombre) reveló una doble acepción: ontológica y moral. En el aspecto ontológico, la persona se denomina muan mot (aquel que pertenece a la raza humana). En la dimensión moral, el término mot refleja la aceptación sociocultural de la persona dentro de la comunidad. En conclusión, ser persona, según la perspectiva fang, implica tanto pertenecer a la raza humana como actuar conforme a los valores y normas que se esperan del ser humano. Esta visión integral resalta la importancia de mantener viva la identidad cultural en un mundo globalizado.

Palabras clave

Bantú-fang, Comunidades africanas, Cultura, Dignidad, Persona.

1. Introducción

A close observation of today's Bantu youth shows that they are experiencing an identity complex. The manifestations of this phenomenon are multiple: to make up the skin, to spend enormous amounts of money in the purchase of western straight hair, to put on earrings of the boys, etc. all this leads to the rejection of himself. But he does not realize, the young Guineo-Ecuadorian, that he will never be able to be the other. Eboussi Boulaga denounced this phenomenon in his work le bantou problématique (the problematic Bantu). "The Cameroonian philosopher believes that Africa has embarked, with the rejection of itself, on an asymptotic march that will make it remain in underdevelopment" (Eboussi, 1968, p. 34).

In effect, the phenomenon that is now being verified in African and Bantu youth would be the result of colonial learning and teaching. The colonist has instilled in the heads of the natives that everything about the black man was synonymous with ugliness, devil and sin. It can then be deduced that what is found is the result of a collective learning. It is thought that research on the person from the Bantu-Fang tradition can stop the rejection of their identity that the young people here experience.

In the present work, the concept of mot (person) was studied from this double dimension: Fang cultural and colonial. The aim of this study is to offer, with this study, a vision of the word "person" that allows the young Bantu-Fang to identify himself culturally in the midst of others. The questions that drive the research can be formulated in the following terms: what is mot (person) in Bantu-Fang culture? What influence has the term mot undergone during the colonial period? Put another way: has the word mot suffered acculturation effects from colonization?

From this perspective, it is understood that the objectives to be achieved in the research are: to define the concept of person from the Bantu-Fang perspective; to find cultural elements that support the same definition; to study the influence that the word "mot" has suffered from colonization; and to compare it with the classical definitions of person. This set of objectives will provide a clear notion of mot that will help the young Bantu to define himself as such.

In the theoretical framework, two types of theories on the person can be evoked, the individualistic one of Tylor and the collective one of Mbiti or Tempels. Tylor's theory can be perceived as Western because it defines the person as a being centered on himself, on his time and dignity. The African collective conception of the person, however, says that "being is force" (Tempels, 1949). The word "force" in African philosophy denotes not only the unity of the entity, but also its essential bond with other entities. All beings give themselves the force to exist. One is a person because one receives strength from other persons and vice versa.

Mbiti, after Tempels, gathers in the definition of the person, "the western singularity and the African plurality" (Mbiti 1991, p.13). To conceive of the person as an individual being with no link to the collectivity, or vice versa, can only be ideological. The person, because of his corporeality, is an individual being who defines himself through the relationships he weaves in the social scenario. The position is that, in spite of all the vexations suffered throughout history, the Bantu African has maintained his conception of the person that encompasses the collectivist and individual vision of the human being.

From the methodological point of view, the research followed the analytical-descriptive process because the concept of person in the Bantu-Fang language was studied from texts that use it. In this way, the technique of content analysis was used. This means that the books and manuals of the authors mentioned in the previous paragraphs were used as a source of data. In addition, interviews conducted on the conception of the person in older adults will also be used. In addition to the introduction and conclusion, the article consists of five (5) parts: 1) General considerations on the person, the different reflections on the concept of person from philosophical, sociological and cultural traditions are approached. 2) On African communities, emphasis is placed on the different cultural manifestations of African communities, in this sense, they can be considered as culturally authentic. 3) The person according to the Western conception. It is a question of analyzing the conception of the person of Boethius and Tylor among the many that the West has produced. 4) The concept of the person of the Bantu-Fang culture. Here we analyze the terms and expressions that contain mot in order to deduce the meaning it has with the person. And in the last point, 5) An approach to the concept of person in African communities: the case of the Bantu-Fang, the aim of this section is to find a proximity to the concept of person in order to know what is the conception that the Bantu-Fang have of the concept of person.

2. General considerations about the person

Before evoking the classical philosophical definition of the person and the traditional one that will be extracted from the traditional Bantu-Fang culture, it is appropriate to clear the ground by exposing the concept of the person as a being with multiple factors. Geertz (1973) makes no distinction between the terms man and person when he states that:

> Attempts to situate man in terms of his habits took various directions and adopted various tactics; but all of them, or virtually all of them,

> conformed to a single general intellectual strategy, what I will call the "stratigraphic" conception of the relations among the biological, psychological, social, and cultural factors of human life (p. 45).

To speak of man, all his dimensions are taken into account, that is, biological, psychological, social and cultural. Since man does not develop outside of a society, he is not comparable to another species. In the African context, man is measured through all his dimensions. To be considered a person, it is understood that he has to meet the conditions to which the author Geertz has referred in his text fragment. It is understood that the consideration of the person is not reduced to a single aspect. For Geertz (1973), the person is made up of several layers, and each layer has its determined function. Hence:

> When you analyze man you peel away layer after layer, and each layer as such is complete and irreducible in itself; peeling it away reveals another layer of a different kind beneath. Peel away the motley forms of culture and you find the functional and structural regularities of social organization. Peel away these and you find the underlying psychological factors—"basic needs" or whatever—that support them and make them possible. Peel away the psychological factors and you find the biological foundations—anatomical, physiological, neurological—of the whole edifice of human life (p. 45).

The person is a very complex being; he is as dynamic as he is changeable. But the judgment that is made is objective. What is expressed with this idea is that man is not static in his behavior. Although education, especially in human values, which he has received while growing up, we cannot rule out situations that induce him to act in the opposite way, such as ignorance. The philosophical considerations on the person present the person insistently underline that he is a being that is constantly recreating himself, that is, he is not made once and for all, because he is pure mobility, what Ortega y Gasset calls "pure naked existence, pure project, mere eagerness to be" (Ortega y Gasset, 1964, pp. 34-35).

In view of what is said in this quotation, three essences are presented that characterize man or the person in all his dimensions.

> 1. Essence or nature is something common to many; but man, every man, is an unrepeatable personality.
> 2. Essence or nature is something fixed; but man is essentially mutable.
> 3. Essence or nature is something determined, delimited; but man is free, he is constitutively open, loose (García-López, 1976, p. 169)).

In the philosophical tradition there are thoughts that estimate that the corporeal part of the person cannot be discarded because it is a sine qua non condition of his essence. The person is a free rational subject, capable of realizing the identity of his being,

> Human substance is also essentially corporeal, that is, it consists of duly organized material elements, and consequently it possesses the general properties of all bodies, that is, it is extensive, it occupies a place in space, it is changeable with all kinds of change (of place, qualitative, quantitative and even substantial) and it possesses sensible qualities. Any conception of man that excludes corporeality from his essence is false, such as the Platonic or Cartesian conception, or that of those others who understand man as pure history or mere freedom. The body is not something that

> man only has or to which he is accidentally united; the body is something
> that man is: a constitutive part of his essence (García-López, 1976, p. 17).

Expanding our argument from sociological and cultural perspectives, the concept of person is closely linked to the question of dignity and values. Dignity is understood as "the person is presented as an innate and essential characteristic of the human being that makes him worthy of treatment in accordance with his substratum" (Domínguez Guillén, 2019, p. 81). The human person is the great protagonist of all expressions of social life, therefore, he has a dignity. And, that dignity makes him superior to all other existing living beings. Through values, allusion is obviously made to actions as correct that lead the person to grow in his dignity. These values are related to virtues.

Roughly speaking, the concepts of person and man in the Bantu-Fang context refer rather to ranges of value. The realization of the world of values means that the individual is elevated to the category of person, but without renouncing his intrinsic essence.

3. On African communities

To understand the complexity of the social structure of Africans, it is necessary to take into account the importance that they give to society, in relation to the life of the individual and of this one with the community, and different groups or social units that compose it. "They present us with a broad vision of forms of interpersonal relationships, which, although they are not sufficient to configure the being of the community, they provide the necessary experiential basis" (Von Hildebrand, 1998, p.57).

Talking about Africa is very complex, due to its diversity. It is a continent "geographically enormous, with a great diversity in cultures, political situations, historical (post)colonial heritages, populations, or ecosystems" (Spanish Commission for Refugee Aid, 2018, p. 5). For a long time, African history has been hidden. African societies were considered as those without history, despite different research, many anthropologists argued that African communities could not be the subject of scientific study, primarily because of the lack of written sources and documents.

In Africa, African traditional communities consist of several ethnicities and peoples, "each with its religion, worship and artistic style, whose animistic practices have in common that they all show a deep spirituality" (Galán Moreno, 2015, p. 9). Then, African communities constitute a "plurality of peoples, and [...] groups, with specific social, cultural and political configurations that present specific cultural traits, social institutions, worldviews, linguistic forms and political organizations" (Vargas-Hernández, 2008, p. 9).

African communities have marked identities, and, "the identities of these peoples are organized and centered much more strongly on a collective identity, rather than on an individual identity; that is why they are recognized as having collective rights along with individual rights" (Vargas-Hernández, 2008, p. 9). It should also be noted that Africa presents a double cultural profile; on the one hand, the Maghrebi culture is related to Arab cultures, located in North Africa.

Africans are notoriously animistic, that is, they believe in the force of nature, and their religious beliefs, "a study of the peoples who hold these beliefs, with all the complexities of traditional and modern life... there are approximately three thousand African peoples (tribes), and each has its own system" (Mbiti, 1991, p. 1). Cultural diversity leads to different problems. According to Mbiti (1991), he believes that "ignoring these traditional beliefs, attitudes and practices can only lead to a lack of understanding of the problems and

behaviors of Africans" (p. 1). On the basis of the above, to say that people are culturally rooted in their languages, customs and traditions, which are publicly asserted, is the consequence of the cultural diversity of African peoples or communities. The cultural symbols, incorporated into personal life from the beginning, are exercised in community life.

It should be added that the first and most important community for Africans is the family. In the words of Ferrer (2000) he affirms that:

> The family is a community of objective belonging, which transcends the interpersonal experiences that are at its core. Even the conjugal society itself is consolidated from unifying goods and values that surpass reciprocity in experiences: while love between spouses is a response of value that endures as an act amidst its diverse expressions, the feeling of community union extends to the goods that are possessed in common (the home, acquisitions, patrimony...). In being a community of belonging, it resembles other communities, such as the nation, the lineage or Humanity, in which people are rooted beyond their voluntary acts (p. 124).

Along the same lines, it is highlighted that:

> The family community acts as the personal condition of entry into other communities, to the extent that one belongs to them through the family, which is what provides the private and public identity to each of its members (Alvarez Munárriz and Guerrero, 1999, pp. 169-181).

The family is a community where people are valued for their unique and unrepeatable character. Belonging to a family is an inherent fact, that is, one does not enter it through a conventional contract. The identity of a man comes first from his family, so identification is made public through the name and surnames coming from it (family). Family ties turn out to be inherent to the person, who takes them with him wherever he goes.

In the words of Mba-Nnegue (1985), he estimates that:

> In general terms, this is the meaning of the African family. The meaning of the family in the traditions of African peoples has been, and is, universally recognized as one of the great values of African culture and religiosity. The entire social organization rests on the family. It is the foundation of society, its nucleus and what configures it as a community of brothers (p. 43).

For Africans, one cannot speak of a community without excluding the family. For this is the natural environment in which every person is born and works, finds the necessary protection and security, and has, in short, its continuity beyond earthly life through the union with the ancestors.

> The sense of family is also an element inherent to African tradition. In this regard, we must emphasize the moral and even religious value of affection for the family, also demonstrated by the bond with ancestors, which finds expression in so many and such widespread manifestations of worship (Mba-Nnegue, 1985, p. 42).

Community practices and life are intended to strengthen individual or personal life, social life; it also ensures one's personality, which is needed in life, in society, and which is the greatest vital force. The vital force of the community is obviously concentrated in essential points of the person. Considering the community in this way, in the African conception as essential for the full realization of every human person, it is logical and necessary to appreciate it in all its context. For the African, the community is the means of participation in life, where the founding ancestor, associated with his descendants, survives and is prolonged. Mallart (1971) says:

> Man lives in society with all the forces of creation. According to the Bantu system, man is the centre of the universe, but not alone, but in relation to all other creatures. His universe is like an immense spider's web in which all beings are interdependent. By the principle of interaction of forces, according to which the forces of the universe act on each other, man enters into communion with all creation (p. 79).

Primarily, blood groups determine the requirements of a social life. These are adjusted on a broad and true cooperation in everything. This particularity is what gives the group its cohesive character. Because the group or community is the center of communal or collective life and individual life, where all its individuals come together.

> Because all the activity that occurs outside the social context and commentary ceases to have its own meaning, sense, effectiveness, energy and vitality. It is society that preserves all the richness of the tradition received from the elders. If one moves away from it, one cannot enjoy it; only in social life is tradition and the legacy of the ancestors updated, contributing new personal elements and those provided by the environment in which one lives. In this way, society envelops everything (Mba-Nnegue, 1985, p. 40).

In short, it should be emphasized that African societies formed by men and women are based on the family as the first element; then come several family groups known as clans, an extension of families; in a broader sense, the unification of several clans gives rise to tribes; the group of several tribes having the same linguistic roots forms an ethnic group; finally, the ethnic groups gathered in a large territory give birth to a group or a community. Each community is linked to each other, it is the great pyramid that constitutes the African society. It is considered as the true pillar of individual, social and community existence. For a better understanding of the cultural aspects of African peoples, it is important to take a look at their cultural, economic, political, religious and social structure, that is to say, to have a deep knowledge of their organization. In fact, African communities have their own socio-anthropological units that are distinct from each other.

4. The person according to the Western conception

Much has been written about the person in the Western world. It is not possible to be exhaustive in the analysis of everything that has been said about the person in this context. Two points of view will be evoked that could reflect the general conception of the person in the West, these are the point of view of Boethius and Charles Tylor mainly.

Boethius' definition of the person has been the fundamental basis for many other definitions and was taken into consideration despite other formulations, but this being the starting point, in this sense, the book "Liber de persona et duabus naturis, defines the person as

rationalis naturae individua substantia, individual substance of rational nature, which exists by its own right (sui iuris) and is perfectly incommunicable" (Diaz, 2008). Saint Thomas, for his part, perfected the definition of Boethius, emphasizing, as transcribed by Martinez (2013), that the person is "the distinct subsistent in an intellectual nature" (p. 319). This definition is characterized by giving each human being his individuality and considering that; regardless of the fact that human beings are equal in human nature, but there is an individuality of each one of these that is the person, a classification such as distinguishing a certain number within the numeration, is of the set, but represents itself its value, independence, essence or its identification as something equal in the group and separated from these in itself. On the other hand, taking into account other ideas from other philosophers and great thinkers, they could also serve us in terms of a better reflection on the conception of these concepts of person and dignity, thus also incorporating the point of view of the philosopher Kant who understands the person as "freedom of a rational being under moral laws", establishing the human person as "an end in itself" (Diaz, 2008). In the 1980s, before the appreciations of Carlos Díaz, Tylor, a Canadian philosopher and pedagogue, already conceived the human person as a "being that has a sense of self" (Taylor, 1985, p. 67).

García Cuadrado (2010), referring to Max Scheler's conception of the person, says that:

> Unlike what happens with the rest of natural beings, man is not an "object" but a "subject". Considered as an "object" he carries with him the loss of his specificity. Man is not a "thing" in the world (a what) but a "person" (a who) (p. 27).

The human person is not a simple subject, but a special creature within nature by voluntary choice of the creator, God, so that the person is the only being of rational nature, this choice does not lead to his disregard for this special being to be considered as something, thing, but rather to be of pure conception and order of the Lord, someone, person.

5. The concept of person in Bantu-Fang culture

In this section, an approach to the term community is made. "The community is a form of society characterized by the predominance of affective ties or the continuous and stable coexistence of certain human beings united by common feelings" (Armenta López and Gamboa, 2017, p. 22). The community propitiates cultural resources for the individual to develop socially in his adult life, and thus give a cultural identity to that one. Before situating ourselves in the person, we will give as a first laso to know the person from humanity in the Bantu-Fang culture.

The person, mot, mutu, muntu or ntu, nti, etc. These are some of the denominations of the person that are most considered among the African Bantu languages. The concept of person or man, in the context of African cultures, especially Bantu cultures, can be deduced not only from the philosophical-anthropological studies of authors such as Placide Templs, Eboussi Boulaga, Alexis Kagame, etc., but also from the linguistic richness of the indigenous languages: Swahili, Lingala, Fang, to name a few.

The aim of this research article is not to highlight or find the linguistic differences between the different African areas, languages and ethnic groups in terms of the term. It is to define man, that is, to exhume from the linguistic and anthropological richness of the Fang peoples a definition that would give us a concrete idea of the Fang person or man. It can be noticed that, however, there is no clear anthropological or philosophical definition in Tempels,

Kagame, Eboussi or Ela, although they do not give a unique and clear definition of the African person, they leave in their studies a quite clear concept of what is the African "Bantu" man (plural of ntu formed from ba desinence indicating the plural, and ntu meaning man or person). We use these conceptions to construct the concept of "Bantu" man.

A first approach to being can be found in the work Philosophie bantoue written by the Belgian Placide Tempels in 1945. He affirms that "being is force". African Bantu cultures would not contemplate a being outside existence, that is to say, detached from materiality and concreteness. Being is situated in time and space and, what is more, there can be more or less being depending on whether it has more or less "vital" force. It should be noted that African Bantu man is stuck and does not seem to have the means to help him get unstuck. The pillars of a culture such as religion, language and technology have always suffered strong shocks that in their essence lack real substance. One of the cultural elements that usually help man to know himself and position himself in the world is religion. In African communities such as the Bantu, the person corresponds to "identity and full humanization that is the result of self-knowledge" (Zavala Olalde, 2010, p. 305). In fact, the elements that constitute a person in the African communities are:

> In addition to the body, characteristics that manifest themselves in the body itself and through it in the unity of the person. I refer to: pixan (the soul), ik` (the spirit), ki`nam (the energy of the living), ool (the will), tucul (the thought) (Zavala Olalde, 2010, p. 212).

In this way, the person is not only an individual of flesh and blood. "This variety of elements means that there is a broad reflection on the idea of a person" (Zavala Olalde, 2010, p. 212). It is difficult to understand what a person is without referring to their culture, and it is difficult to find a culture that is not made up of men, of people.

> In traditional life, the individual cannot exist alone, but corporately. He owes his existence to other people, including those of past generations. He is part of a whole. The community makes, creates, or produces the individual, who is dependent on the whole group. Physical birth is not enough: the child must go through certain rites of incorporation to become fully integrated into his society. These rites extend throughout the person's physical life, as he passes from one state of corporate existence to another. The final stage is reached with death, when the person is ritually incorporated into the great family of the living and the dead (Mbiti, 1991, p. 144).

The Bantu conception of man is much closer to the Platonic and Aristotelian conception because:

> It has a body and a soul. The soul lives in a body of which it is a prisoner. It can escape from the body momentarily, for example during sleep, and travel: sleep, trance, witchcraft and reposition, without the body dying; it does not leave the body permanently until death. Death, in fact, is the dissociation of vital elements. After death, the soul begins to haunt the places of its earthly existence and can then be reincarnated in a child, join God or even go to the forest (Biyogue, 2018, p. 113).

At the time when the Bantu-Fang considers himself to be special for having intelligence and reason. There are two approaches to the conception of man: the dynamism in being (the Fang changes with time and the things and people he has or surrounds him); and the reciprocal influence in the relationships of being that makes everyone depend on everyone and everything. Being alone is poverty, misery and lack of identity. Man is what he is and what contributes to his being, that is, people and things.

5.1   Muan mot (human beings)

In Fang culture, the human being is considered as muan mot, which forms the block of man in the collective as an appreciation and qualification in a non-individual or different way of rational nature. It is known and recognized in Bantu-Fang culture, muan mot (human being), which is broken down or qualified in three dimensions: individual, social and moral.

5.2   Mot (person)

The term "person" is used to refer to two very specific meanings: a human being endowed with intelligence, feelings and dignity. Therefore, one cannot speak coherently about man (person) without taking into consideration the two aspects mentioned above that encompass the understanding of man as an individual. (*mot).*

5.3   El ane mot (It is worthy)

In the Fang mentality and language, being a person is not the same as being a person (Mot and "ane mot"). The two phrases are not opposed, they complement each other, or rather, the second enriches the first more. As we said in the preceding paragraphs, mot finds its understanding within the Boethian definition of individual substance of rational nature. This basis is common to all men of all species. The other meaning, that is, ane mot, cannot be attributed to anyone, but to a few people. Thus, when the Fang says of the other that ane mot, he sees in him not only a being possessed of intelligence and reason (ken ya fak), natural and individual properties, but something more that places him as deserving of a position in society. ane mot is to achieve the status of being truly a man. Thus, when the Fang says ane mot he affirms that his interlocutor is worthy, that is, there is coherence between what he is and what he should be, he seeks good and not evil and does what is expected of him. And from this consideration, that is, from the ane mot, it finds its dignity; this phrase, usually stated in the third person, is a recognition that is uttered for the other man or the other person, it is a testimony of possession of legality and goodness, it is finding improvement and human greatness in the interlocutor.

It is convenient to establish a true relationship between mot and ane mot, in the Bantu and Fang mentality, mot differs from other beings of nature: tshid, eleh, osuygn, etc., that is, we are born different from animals, trees or rivers, but it is not enough for men that I am different from other beings, I have to compare myself to other men, this is where the expression ane-mot comes in, that is, he is not just a man mot, he is a true man, because he has been compared to other men. He has been measured in the community of bot. The proper thing for a person is not to be bad or to seek evil. This goes against the evolution and development of humanity and is in contrast with the social coexistence that defines man, as Aristotle recognizes when he conceives of man as a "political animal," understanding the word "political" in its original meaning of polis, society, city.

Aristotle recognizes that man cannot live without the other man, he always has to coexist, that is, live with others. Nature forces him to do so: he was born from others and cannot develop without others. Even his rationality finds meaning and foundation in others.

5.4   El ase mot (it is worthy)

El ase mot or is unworthy, indicates that dignity in the fang understanding celebrates this recognition of otherness (ane mot). Whereas, to act badly is synonymous with unworthiness (ase mot). It is an insult, because it not only expresses acting unaccepted by others, but also recognizes in him the seeds of evil that will possibly cause him to perpetuate his nefarious behavior in the future. Both ane mot and ase mot are characteristics that tend to be defined with the person in the worthy by ane mot, and in the unworthy that ase mot.

The fang seems to develop a concept of man that cannot easily be understood outside of the community, of the other man. The other is the one who recognizes in me being a man (ane mot). It is not correct for me to identify myself as a man (mene mot), this would be to boast, to be proud. The normal thing is for the brother to say ane mot (he is a true and good man). The person himself does not affirm his personality, but it is the others who must know and confirm that the other is worthy (ane mot).

In this sense, it is not proper to man to insult, steal or despise for any reason; he who acts in this way is a person, but he has not yet become a man, therefore, he cannot yet place himself in the upper echelon, that of humanity. It is not proper for a person to be evil or to seek evil. This paddles against the evolution and development of humanity and is opposed to the social coexistence that defines man as recognized by Aristotle when he conceives man as a "political animal", understanding the word "political" in its original meaning of polis, society, city.

Based on the above, in African communities, man is man before being reinforced or diminished in being. The physical aspect, rationality, morality and religiosity are aspects that are registered only in man's being. In this sense, if "human cultures are as old as the different human groups, ethnicities, and peoples that make up humanity" (Krotz, 2004, p.13). Human values are based on the different forms of interpersonal relationships that constitute the sustaining pillar for communities.

6.   Methodology

The research is placed within the sociocritical or interpretative paradigm because it is about deeply understanding a concept, that of the person. It is not intended to generate laws, so neither hypotheses nor research variables are used. The research sample is double, because two texts are analyzed in order to have the different meanings of the term person from the Bantu vision. It also "uses the ethnographic method with the interview technique carried out on 5 elders who detail what they understand as person or 'mot' in the Fang tradition" (Cotán Fernández, 2020).

The content analysis is done with the MAXQDA software on texts by Placide Tempels (la philosophie bantoue) and John Mbiti (The Encounter of Christian Faith and African Religion). The questionnaire used for the individual interview was unstructured with the intention that the participants draw out everything they know about the person. The meetings with the participants lasted less than 15 minutes per interview. They all spoke in Fang and were transcribed into English using the transcription application that comes with Android phones. The questionnaire for the collection of data from the texts and interviews has one main question: What is the person (mot)? But, in the coding there will be several subcategories that will be related to the subquestions that derive from the main one, see the following table:

Categories	Questions
Person in Bantu-Fang culture	What is the definition of the person in Bantu-Fang culture?
Influence of colonization	Has the Fang concept of the person been influenced by colonization?
Ontological dimension	Does the definition have an ontological or moral dimension?

Cuadro 1: Guion de preguntas para los textos y entrevistas

7. Data analysis presentation

As announced above, this work follows the analytical-descriptive process with the ethnographic method. The data collected from the categorization of the two types of documents (texts and interviews) are analyzed).

7.1 From the texts of Mbiti and Tempels

The result of the analysis of the texts read by the two authors is shown in Table 2. It should be noted that it is not the result of the entire works, but of the pages of these..

Categories	Codes	Segments
Definition of the person	Being collective and individual	2
		5
Colonial influence	Being a force	1
Dimension	Little or nothing	5
	Moral	2

Table 2: Data from the Mbiti and Tempels texts

7.2 From the interviews

Five interviews were conducted as stated in the methodology section. The results of all of them are presented following the same scheme as in the two previous texts: categories, codes and segments..

Categories	Codes	Segments
Definition of the person	*Mot*	5
	Muan mot	7
Colonial influence	little or nothing	1
Dimension	Moral	10
		1

Table 3: Data from the 5 interviews

7.3 Concept of person between Westerners and African-Bantus

Conception	Boethius	Saint Thomas Aquinas	Tylor	Tempels	Mbiti

Individual person Community person	Individual substance rational nature	Subsistent distinct from rational nature	Sense of self Life plans	Being is strength Of other beings	Corporate existence Beyond life.

Table 4: Conception of the person between Westerners and Bantus

Table 1 shows two dimensions of the conception of the person according to 5 thinkers (4 Westerners and 1 Bantu African). Placide Tempels, although he claims to be an African philosopher, was a Belgian missionary who invites his brothers to conceive of Africans as people with their own culture and conception of the world.

As far as the data are concerned, it is clear that each of the definitions of the person that we have evoked has an individual and communitarian dimension. The Westerners, however, emphasize the individual tendency of the person (individual substance, subsistent, distinct, sense of self), while the African thinkers, among whom we include Tempels, emphasize the communitarian dimension (corporate existence, being a force). No definition excludes absolutely one of the dimensions, all of them integrate them, but not in the same proportions.

7.4 Concept of person in the Fang language

The Fang of Equatorial Guinea belong to the trunk of languages that make up the Bantu culture or cultures. They name man, like many languages of the same trunk. Their meaning of man has common connotations, but we want to highlight the specificities of this language in the particular context of Equatorial Guinea.

It must be recognized from the start that the Fang defines the person not so much in the anthropological-philosophical context, but in the axiological-moral aspect.

Definition	Moral dimensions	Ontological dimension
Man	*Mot*	*Muan mot*
Being a man	*Ane mot*	*Ane muan Mot*
Not being a man	*Ase mot*	*Ase muan mot*

Table 5: Conception of the person in Fang culture

Table 2, in addition to presenting the two dimensions, moral and anthropological, presents two definitions: man and being a man (human being). To this last definition we have introduced the negative meaning (not being a man or human). It can be observed that when the Fang introduces the particles ase or ane joining them to the noun mot, he places himself in the moral dimension, valuing the person in his aspect of dignity, while, in the ontological dimension, the same particles are joined to the noun mot by inserting the common noun muan (of the genus de).

The Fang knows perfectly well how to distinguish the two dimensions of the person as a rational being (muan mot) and as a moral being (ane mot). Consequently, his definition of a person is not a consequence of the Western one, but rather preserved from his African Bantu culture and tradition.

8. Results

This research work has been designed on four (4) objectives:

1. Define the concept of person from the Bantu-Fang perspective;
2. Find cultural elements that support the same definition;
3. Study the influence that the word mot has suffered in colonization; and
4. Compare it with the classic definitions of the person.

The results of the research carried out will be presented, especially in relation to the first three objectives. The content analysis carried out on the texts and the interviews has the same categories and codes. The same information was sought in the two types of documents. The categories are: the Fang concept of the person and the colonial influence on the Fang concept of the person. Each of the categories includes codes that allow the information to be grouped and classified. For the first category (the Fang concept of the person) we have: moral dimension and ontological dimension. As for the second category (colonial influence on the Fang concept of the person) we have positive and negative influence as codes.

8.1   Definition of the person

En atención a los resultados expuestos en los cuadros, se puede deducir que la persona en la lengua fang se expresa con el término *muan mot* que traducido literalmente sería el que ha nacido como persona o el que tiene la forma de la persona. Esto expresa el aspecto físico y biológico de la persona. El término *mot*, tiene una connotación moral, significa la persona cuyo comportamiento es aceptable o es modelo para los demás. Así, el término *mot*, además de significar el valor que los demás dan al comportamiento de su conciudadano, sitúa al hombre entre el pasado y el futuro. Decir a una persona que *ane mot*, es también afirmar que él es aceptado por los ancianos y ancestros y puede servir de paradigma para las siguientes generaciones.

8.2   Colonial influence on the concept of the person

The number of coded segments in the two analysis groups shows that there has been little colonial influence on the concept of person, and this may be due to the fact that the settlers did not speak Fang and therefore could not change or modify terminology whose meaning they did not know. However, although colonization did not have much influence on the conception of the person directly, it should be noted that the fact of eliminating many cultural signs, of prohibiting students from expressing themselves in their native languages, could have an indirect and negative connotation on the concept of person.

8.3   Prevalent dimension in the concept of Bantu-Fang person

The two terms: muan mot and mot express the term person according to the ontological and moral dimension respectively. With muan mot the fang understands the spatio-temporal placement of the person. It is the being located in a town and in a precise period. With mot, we have the attitudinal expression of the individual's actions. It is the aspect that confers dignity on the individual and also the part that makes the subject a collective being because he is born from the community, lives from the community and must behave according to the schemes of this.

9. Discussion

The main objectives of this research were twofold: to define the concept of person and to determine whether this concept has been influenced by western acculturation, given the invasion and changes that African traditions and cultures underwent during the process of

colonization. Taking into account this twofold concern and, based on the data obtained, we can affirm that:

Fang Bantu Africans of Equatorial Guinea and neighboring countries of the same language, define the person as a human being (muan mot) from the ontological aspect and as a worthy human being (ane mot), from the moral dimension. In short, although the moral aspect stands out in the Fang conception of personhood, its ontological dimension is not excluded from the traditional Fang definition. Also, it can be recognized, after the affirmation of the preceding paragraph, that the Fang have preserved their definition of man. The missionaries who brought Western culture and taught it to the natives were neither philosophers nor linguists; many did not learn the local languages, which means that they could not have had much influence in changing the concepts that the natives had about reality. The destruction of the culture was more at the level of objects and rites, but not at the level of concepts and expressions.

10. Conclusion

This research has been built on two concerns: to define the concept of person from the Bantu-Fang culture and to determine the originality of this definition. Based on these objectives and reviewing the set of ideas that have emerged from the handling of the data, it has been shown that the Bantu-Fang have a specific conception and definition of the person from the ontological dimension as a human being (muan mot) and from the moral dimension (ane mot). The first meaning celebrates the fact that every man comes from other men, while the second evokes the sense of dignity contained in the expression (ane mot). It is not enough to be a man, but one must deserve to be one. He who does wrong is not worthy of being called a man in the Fang conception. There is the feeling that man is not called to evil, but to good. He who does wrong is therefore usually given the expression ase mot (not worthy of being called a man) in definition.

The values and dignity of the person cannot be separated. Man, in any culture or people, wherever he is or whatever his social conditions, is worthy; in other words, dignity is inherent to the nature of the person. This is also reflected in this study that has been done on the notion of the person of the Fang man. In the thoughts and experiences of the person and of African communities such as the Bantu, "being is strength". Thus, the African Bantu cultures would not contemplate a being outside of existence, that is, detached from materiality and concreteness. Being is situated in time and space and, what is more, there can be more or less being depending on whether it has more or less "vital" strength.

Strength is not only the set of material goods, but also spiritual goods of this world and the hereafter. The community within which the person is defined is not limited to the living, but also extends to the ancestors who live with the living in an invisible dimension. The Bantu-Fang culture, like many others on the African continent, has suffered the phenomenon of acculturation through colonization, which has destroyed its religious and cultural symbols, rites and manifestations. The missionaries who came to these lands treated all these cultural manifestations as diabolical, but it seems that they have attacked not so much the invisible part of the traditions: concepts, expressions, but the visible and material part. For this reason, the Fang would have preserved the concept of person that they still have today.

The community is the result of the union of several individuals; the community would not exist if individuals did not exist. To build or reconstruct the concept of dignity in African communities, it is necessary to focus a lot on the ontological dimension of the term. A

collective dignity that crushes individual dignity would not be conceived in its correct understanding.

Addressing this issue has not been an easy task; it has constituted a deeper analysis to understand the concept of person in complex communities such as those in Africa. However, some information has been collected from bibliographic sources that have allowed us to understand how Africans, especially those from black African communities, function. It is hoped that this research will open the door to other possible investigations, since this research article does not exhaust the subject addressed, but rather opens a theoretical framework on this subject.

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Leadership: analysis of professional management performance in educational institutions

Liderazgo: análisis del desempeño profesional directivo en instituciones educativas

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Abstract

This research work is based on the study of the leadership style of four educational institutions: fiscal, fiscal-commissioned, municipal and private, in which the auditing processes by the Ministry of Education (MINEDUC) showed ineffective results in terms of professional managerial performance. The objective of this study is to analyze the relationship between educational leadership and the achievement of educational quality standards of professional managerial performance. A mixed documentary and field approach was used. For the collection of information, surveys addressed to managers and teachers were used, validated by means of Cronbach's Alpha coefficient, and expert

interviews were conducted. We worked with a probabilistic sample of 152 teachers from the referred institutions, 12 managers and 2 experts in professional managerial performance, officials of the Educational District 17D08-Los Chillos-Quito. It is highlighted that managerial leadership styles: transformational, distributed, dialogic and sustainable, present a very high significant relationship with the dimensions of managerial professional performance, in the opinion of the experts, managers should strengthen their management of the pedagogical leadership style. As the main conclusion, there is a high correlation between the distributed and sustainable leadership styles and the pedagogical management dimension, which allows identifying that it is necessary to strengthen managerial competencies in these two leadership styles due to their importance in meeting educational quality standards.

Keywords

Professional managerial performance, educational quality standards, educational leadership.

Resumen

El presente trabajo de investigación se basa en el estudio del estilo de liderazgo de cuatro instituciones educativas: fiscal, fiscomisional, municipal y particular, en las cuales los procesos de auditoría por parte del Ministerio de Educación (MINEDUC) mostraron resultados poco efectivos en cuanto al desempeño profesional directivo. Tiene como objetivo analizar la relación del liderazgo educativo con la consecución de estándares de calidad educativa de desempeño profesional directivo. Se utilizó un enfoque mixto, documental y de campo. Para la recolección de la información se utilizaron encuestas dirigidas a directivos y docentes, validado por medio de coeficiente de Alfa de Cronbach, y se desarrollaron entrevistas a expertos. Se trabajó con una muestra probabilística de 152 docentes de las instituciones referidas, 12 directivos y 2 expertos en desempeño profesional directivo, funcionarios del Distrito Educativo 17D08-Los Chillos-Quito. Se destaca que los estilos de liderazgo directivo: transformacional, distribuido, dialógico y sostenible, presentan una relación significativa muy alta con las dimensiones de desempeño profesional directivo, en opinión de los expertos, los directivos deben fortalecer su gestión del estilo de liderazgo pedagógico. Como principal conclusión se evidencia una alta correlación entre los estilos de liderazgo distribuido y sostenible, con la dimensión de gestión pedagógica, esto permite identificar que es necesario fortalecer las competencias directivas en estos dos estilos de liderazgo por su importancia en el cumplimiento de estándares de calidad educativa.

Palabras clave

Desempeño profesional directivo, estándares de calidad educativa, liderazgo educativo.

1. Introduction

The search for solutions to solve problems concerning strategic management and achieve quality results of governments, companies, businesses, and institutions is very important to diagnose and describe reality in an objective and impartial manner. Governments usually turn to the external observation of specialized research institutions. McKinsey and Company is considered one of the most recognized consulting firms, and its prestige in the validity of its reports is supported by the human talent of its researchers, since it is known for hiring the most brilliant individuals in the world. In 2007, this international consulting

firm published a report on the research they conducted in the field of education, specifically in the countries with the best educational excellence indexes. Subsequently, for the second report they focused on the analysis of twenty educational systems with the highest scores in their performance results. It is important to point out that this report presents eight conclusions, among which the second one stands out, which refers to the fact that "improving the performance of a system requires optimizing the way in which principals lead and teachers teach" (Crisol, 2010, p. 178). In addition, the seventh and eighth conclusions speak of leadership within the educational system, and address them from the perspective of leadership change; and, of the continuity of leadership as an essential element for the improvement of educational systems

The State executes the steering role of the national education system through the Ministry of Education (MINEDUC); an institution through which citizens' rights are protected in application of the Organic Law of Intercultural Education (LOEI, 2021) regarding the competencies of the National Education Authority, Art. 22, literal a states that:

> define standards and indicators of educational quality that will be used for evaluations conducted by the National Institute for Educational Evaluation. The standards will be of at least two types: curricular, referring to student academic performance and aligned with the mandatory national curriculum; professional, referring to the performance of teachers and school management personnel (p. 31).

The General Regulations of the LOEI (R-LOEI, 2023) in Article 13 specifically establishes the components that will be evaluated by the National Institute of Educational Evaluation (INEVAL) whose assessment is "focused on the expected achievement descriptors, measurable objectives and that in the case of the performance of education professionals: they refer to the descriptions of what a competent educational professional should do" (p. 8) referring to the management of rectors, vice rectors, principals, assistant principals, inspectors, sub-inspectors and teaching staff.

School leadership has become a priority topic of study and analysis for organizations that generate educational policy worldwide, an example of which is the Organization for Economic Co-operation and Development (OECD), 2009, an institution that provides a documentary contribution of research developed in 22 educational systems whose reports and case studies serve as support for this academic compilation. The OECD's work addresses issues such as the concept of school leadership, its political priority in changing environments and its reality. Autonomy, the distribution of functions, and the development of skills for effective school leadership are topics that are developed from the perspective of the education systems investigated (OECD, 2009, pp. 9-13). It concludes by stating that "a recent body of literature on the effects of leadership provides additional evidence that school leadership influences student learning" (p. 34).

The Center for the Study of Policies and Practices in Education (CEPPE), an educational research center in Santiago, Chile, makes a reflection in which it describes school leadership in the following terms: "The impact of this leadership is such that it has been suggested that the principal is the second most influential internal school variable in student results, after the teachers themselves" (CEPPE, 2009, p. 20). From this background it can be concluded that the ability of management personnel to achieve a quality service is surpassed only by classroom management, an activity that is closer to the teaching-learning process, and in this sense, it is of utmost importance to analyze and study the intrinsic elements of the management activities of educational centers, the application of the educational leadership

style best suited to their context to reach the criterion of outstanding management indicators in the professional performance of managers.

Thus, in the research, which is the result of a thesis, the research questions are: how do the educational leadership styles influence the professional managerial performance; what educational leadership styles are applied in the educational institutions investigated; what are the results of professional managerial performance in the audits of the educational institutions under study; what is the relationship between leadership style and professional managerial performance; how can the results of professional managerial performance be improved in terms of effective leadership styles; and how can the results of professional managerial performance be improved in terms of effective leadership styles? The main objective is to analyze the incidence of educational leadership on professional managerial performance in four institutions of different types of support: fiscal, fiscal-commissioned, private and municipal. And as specific objectives it has been proposed to determine the leadership style applied by the managers of the educational institutions investigated and the results of the educational audit in the professional managerial performance and to identify the relationship of the leadership style with respect to the professional managerial performance. Thus, it is understood the importance of promoting the application of effective leadership styles that allow educational institutions to reach the educational quality standards set by MINEDUC.

2. Literature review

2.1 Educational leadership

We define leadership as "the process of guiding the activities of the organization's personnel in the appropriate directions that lead to the achievement of the objectives of the administrative system" (Balda, 2015, p. 304). As can be seen, an attempt is made to direct the conduct or behavior of other people towards the achievement of some objective or goal, it is worth analyzing this influence should be towards appropriate directions, understanding as such the positive influence, because as is known, within an organization negative influence can also be exerted.

Another definition made by Fabara (2015) regarding leadership states that it is "the process of directing the behavior of others towards the achievement of some goal. To direct in this sense, means to make individuals act in a certain way or follow a particular course" (p. 26), which is why the role of the manager as a factor of influence is important for the achievement of educational goals, since his role as a leader has a direct effect on the goals of the community.

2.1.1 Transformational leadership

The transformational leadership style is based on relationship theories, in which the predominance of the authority-work team relationship is important. For Bolívar (2014)

> is a leadership style that is developed by people who have a strong vision and personality; for this reason they are able to convince the members of the institution from within, with the inclusion of expectations and values, maintaining constant and fluid communication with the members, in order to achieve the objectives (p. 94).

For Barba et al. (2021) "transformational leadership comprises a management process in which the transformation of the environment represents a fundamental aspect, which is

possible through the action of the leader who inspires and motivates his followers" (p. 286). The charismatic power of the leader is evidenced by the active participation of the team members through continuous improvement. For Velásquez (2006):

> transformational leadership is a style defined as a process of positive change focused on the leader's followers, which focuses on transforming and improving the competencies of employees by increasing the motivation, morale and performance of their followers (p. 4).

2.1.2 Distributed leadership

Distributed leadership is associated with other concepts, such as "shared" leadership, "collaborative" leadership, or "democratic" leadership, changing from an individualistic and personal leadership approach to a collaborative and team approach. The leadership exercised by the director and his work team seeks to change centralized management to shared management, which is why the institutional goals beyond the execution of a leader with messianic characteristics imply involving all members of the management and teaching team.

A perspective that is not far from reality if one considers that, in effect, the director's function is distributed among several people who perform specialized leadership functions, such as deputy director, vice-principal, pedagogical coordinators, sub-level coordinators, project and program coordinators, area head, the latter referred to in this way, by the hierarchical tradition itself that has not completely disappeared from the Ecuadorian educational system. As Ahumada et al. points out, (2018) "Distributed leadership does not focus on the personal characteristics of the leader, but on the actions that are based on: knowledge, skills and habits, which can be taught and learned by the members of the organization" (p. 7).

2.1.3 Dialogic leadership

Dialogic leadership is defined as the process through which the leadership practice of all members of the educational community is stimulated and opened: teachers, students, parents, volunteers, and other members of the educational community, in harmony with external actors from civil society, private companies, the state, the family, and academia. This interrelation is called learning communities (LC), which is an innovative educational model that shows the interactions between people through dialogue, as the key element that makes it possible for learning to occur for all those involved (MINEDUC, 2019, p. 10).

This style bases its design on communication as the axis of agreements, clarifying that when communication exists, it can be raised from the pretensions of power, of authoritarianism, that is, through the imposition of ideas, in the words of Choque (2015)

> From the perspective of those who communicate from the presumption of "their" power, whether based on knowledge, social status, seniority, place of work, or hierarchical position held, the dialogic method, as the basis of its operation, can be used with claims of validity (p. 22).

This means validating the best argument to reach consensus as a result of equal opportunities in environments of trust. Horizontal, lateral communication that can occur between managers, colleagues in the same department or workers at different hierarchical levels.

2.1.4 Sustainable Leadership

When we talk about the term sustainable leadership, we can also refer to sustainable leadership, which within the educational aspect refers to academic approaches that allow us to promote more globalized ways of dealing with current problems. Currently, there is little research on this type of leadership in the educational field. Sustainability for Catón-Mayo et al (2021)

> It is handled in different environments, particularly in ecology and economics, and defines it as something that can be maintained for a long time without exhausting resources or causing serious damage to the environment. Sustainability has also been understood as the action of satisfying the needs of present generations without compromising the possibilities of future generations to meet their own needs (p. 80).

A sustainable leadership approach refers to "the balanced integration of the economic, environmental and social spheres; that is, a direct relationship must be established between the productive aspects, the environmental impact of management, framed in the social context in which they operate" (De Mello, 2015, p. 210). This concept first arises in productive organizations, some of which develop negative environmental impacts during the management of their activities, as they focused their interests on the productive aspect, ignoring other equally important aspects.

2.2   Professional management performance standards

In constitutional application, the State exercises the leadership of the national education system, through the formulation of policies that regulate and control educational activities, as well as the operation of the entities of the system. Through Ministerial Agreement 0482-12 of November 28, 2012, educational standards are issued. The educational quality standards "are parameters of expected achievements, their objective is to guide, support and monitor the action of the groups of actors that make up the National Education System for its continuous improvement. They are distributed in: learning standards, school management, professional performance" (MINEDUC, 2017, p. 13).

According to the MINEDUC, two types of general professional performance standards have been created to date: for teachers and for managers. The management performance standards are descriptions of what a competent director or principal should do; that is, the activities that are developed during their management and application of leadership that are positively correlated with the good performance of teachers, the good management of the school, and the learning achievements of students (MINEDUC, 2011, p. 6). The main purpose of the standards is to guide, support and monitor the action of the actors of the educational system towards its continuous improvement, for this purpose the traffic light system is used to evaluate the fulfillment of the quality indicators. The administrative management standards refer to the administrative activities that are implemented in the educational institution to organize and coordinate in a systematic way the activities directed to the institutional organization, professional development, information, communication, administration of complementary services and infrastructure, equipment and teaching resources.

Regarding the institutional organization, it contemplates the elements that dynamize the functioning of the educational institution from the normative, procedural, administrative and academic aspects, strategic planning and professional development. Professional development "includes activities aimed at updating knowledge and improving the

processes of professionals in the educational institution and recognizing their merits in favor of the institution" (MINEDUC, 2017, p. 14).

Regarding the pedagogical management standards, it refers to the specific leadership function towards the activity of the educational center and whose application exerts a greater influence on teaching and learning. They are standards with a pedagogical focus and "refer to the aspects necessary for the planning and execution of actions that allow carrying out pedagogical practices, their execution, evaluation and reinforcement, as well as ensuring and attending to the biopsychosocial development of the student body" (MINEDUC, 2017, p. 14). The standards of coexistence and school participation refer to the aspects that guide the relationship of the people who make up the educational institution: directors, teachers, students, and parents. "It is based on principles and values that foster an adequate organizational climate through the collaborative work of its members and the connection with the community in the development of mutually beneficial projects" (MINEDUC, 2017, p. 14).

In addition, they group the activities that allow the organization and coexistence between the different people who make up the educational community in order to promote and achieve the exercise of their citizenship and the peaceful resolution of conflicts. It also refers to strategic alliances for cooperation for development, which integrates the educational establishment with public and private institutions in the sector; as well as the development of community outreach programs (MINEDUC, 2017, p. 15).

The last of the professional performance standards for managers refers to school safety, which indicates the aspects necessary to prevent and mitigate the risks of people who make up the educational community in the face of natural and anthropogenic events. Through risk management and protection, daily practices aimed at ensuring the comprehensive safety of people who make up the educational community are analyzed. In addition, attention and referral of cases of rights violations within the educational space is contemplated (MINEDUC, 2017, p. 14).

3. Methods and materials

For the development of this research, a mixed approach was used, grouping the qualitative and quantitative approach, in the words of Hernández-Sampieri et al. (2014) this type of research "involves a set of processes of collection, analysis and linking of quantitative and qualitative data in the same study" (p. 565). It presents a quantitative approach, since pertinent instruments were used for the collection of numerical data that allowed the management of these and their analysis through statistics; it also has a qualitative approach because the data collection was carried out through interviews, which were subjected to a critical analysis.

As described in the mixed approach "the researcher uses (…) instruments such as interviews, surveys to find out everyone's opinions on the topic under discussion, facts and others are reconstructed, in addition, these surveys can be valued through measurable scales and numerical evaluations are made of them" (Cabezas et al., 2018, p. 67). It should be noted that mixed methods are developed through systematic, empirical and critical research processes, and that after data collection and analysis, integration and joint discussion are sought to make inferences (Hernández et al., 2014, p. 567). For the research, two surveys were applied, the first directed to institutional authorities and the second, as a contrast, to teachers at educational establishments. The surveys were designed with closed questions and a Likert scale with three weights was used: agree, partially agree; and

disagree; in this regard, it can be indicated that it is a method developed by Rensis Likert, and consists of "a set of items presented in the form of statements, to which the reaction of the participants is requested" (Hernández et al., 2014, p. 238) in this case managers and teachers. To determine reliability, Cronbach's Alpha was applied. This procedure was developed by J. L. Cronbach and measures the consistency or internal reliability of the test-type data collection instrument, which produces values ranging between zero and one. Its advantage lies in the fact that it is not necessary to divide the items of the instrument into two halves; the measurement is simply applied and the coefficient is calculated (Hernández et al., 2014, p. 295). The validation of the surveys for managers obtained a coefficient of 0.885 and for the instrument for teachers of 0.931. The surveys were designed in Google forms, and the links were shared with the study population, from which a database of responses was obtained, which would later be analyzed using the SPSS (Statistical Package for the Social Sciences) computer tool, allowing the following reliability results to be obtained.

3.1 Description of the sample and the context of the research

The data were obtained from four Educational Units with different levels of support: fiscal, fiscomisional, private and municipal, with the participation of principals, vice-principals, general inspectors and teachers, who served as primary source. To determine the 152 teachers, "a probabilistic sampling was applied, which refers to the taking of a part of the population using random selection, allowing each member of the population to have the same opportunities to be selected" (Hernández et al., 2014, pp. 298). Regarding the directors, the instruments were applied to 3 authorities per type of institution and the interview was applied to 2 District experts. The participating educational institutions were: "Comandante César Endara Peñaherrera" Armed Forces Educational Unit, as a Fiscomisional campus, "Las Américas del Valle" Educational Unit, a privately supported campus, "Julio Moreno" Educational Unit as a municipally supported institution, and "Atahualpa" Educational Unit as a fiscal institution, all institutions belong to the Educational District D08-Los Chillos.

4. Results

4.1 Research conducted on managers

The survey assessed the perception of managers on the independent variable which is: leadership styles of the manager and includes the four dimensions; 3 questions for the transformational dimension; 3 questions for the distributed dimension; 3 questions for the dialogical dimension and 3 questions for the sustainable dimension. The first three questions are common to all leadership styles. For each question there are three response options with a weight of two points if you agree, one point if you partially agree and zero points if you disagree.
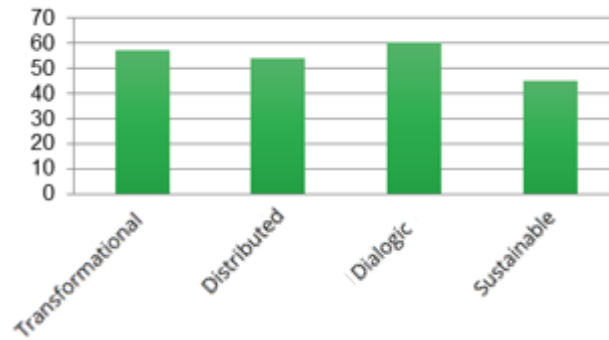
Figure 1. Leadership styles applied according to managers

Regression statistics	
Correlation coefficient	0.748
Bilateral significance	0.005
Observations	12

Table 1. Pearson correlation results of the instrument for managers.

On the other hand, the survey assessed the perception of teachers on the independent variable which is: leadership styles of the manager and includes the four dimensions; 3 questions for the transformational dimension; 3 questions for the distributed dimension; 3 questions for the dialogical dimension and 3 questions for the sustainable dimension.
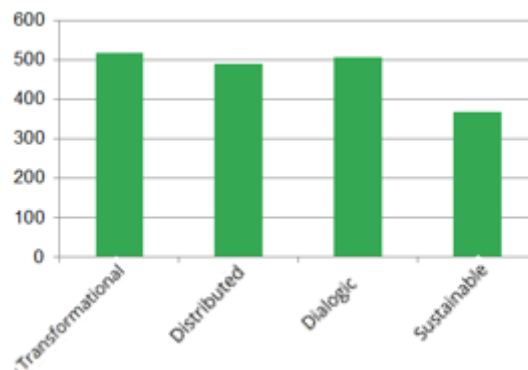

Figure 2. Applied leadership styles according to teachers

Regression statistics	
Correlation coefficient	0.794
Bilateral significance	<0.001
Observations	152

Table 2. Pearson correlation results of the instrument to teachers

Finally, correlations were obtained between leadership and professional management performance standards, which showed the perception of the leadership style from the perspective of the teacher and the manager.
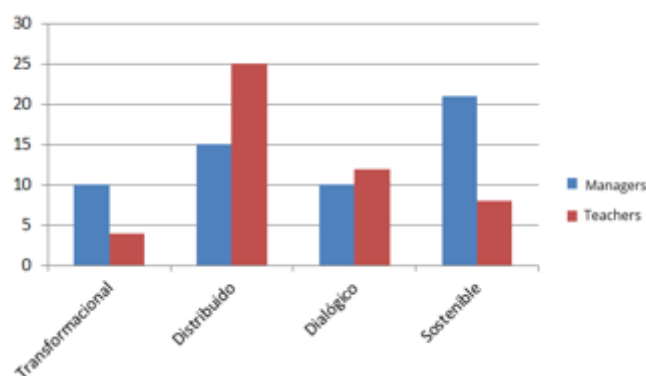
Figura 3. Estilos de liderazgo aplicado. Perspectiva del directivo y del docente

Regarding the results of the interviews, the following triangulation shows the position of the experts, as well as their analysis. Important results include the relationship between the educational institutions that have better audit results and their environment, which is shown below:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
"We have to be clear about the auditing process. The quality standards established by the Ministry of Education, obviously, the institutions that manage to reach those standards have met the educational quality and based on that, they see if the institution complies: this is what it has, this is what it doesn't have, this is what it does have; then, according to that, they issue the conformities or non-conformities. With respect to those compliances of their standards, but obviously the audit is personal, that is, each institution complies or does not comply and what it lacks to reach compliance with those standards. There are no institutions that group together, that consolidate as institutions to generate strategic relationships, I refer to the fiscal issue because in the	"Currently, all institutions are at their level, fulfilling their objectives, fulfilling their mission, their vision. If we see that there are institutions that are better, we as managers should try to help each other to be able to solve the difference. The difference, I think, is the person at the top: the leader. The person at the top is the one who has to guide the educational institution. If an educational institution has a good manager, a good leader, the institution will be able to move forward and, on the contrary, if the educational institution has a negative leader, an arrogant leader, a leader who does not talk to its teachers, this institution	Nowadays, it can be seen that there are institutions that group together and strategically relate to each other in the fiscal system. As for private institutions, some networks of private educational institutions have been formed where this exchange of observations exists. For this relationship to exist, the leader or the person who is in charge must guide the educational institution. If an educational institution has a good manager, it is easier for it to get involved with other educational establishments to seek improvements in its audit processes and results. Although collaborative networks allow the exchange of learning experiences, the first audit must be individual, that is, each institution must do it internally.

particular issue, some networks of private educational institutions are formed where there is that exchange of observations.".	will not meet the quality standards and will continue to improve its quality."

Table 3. Expert interviews. How do the schools with the best audit results relate to public or private institutions in the area?

It is important to highlight that the leadership style is directly related to the dimensions of professional managerial performance. With this background, the question arises as to what type of educational leader Ecuador needs:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
A leader who does not just stay in the basics, who is not "reactive", but proactive. That he proposes. Reactive, that is to say, to say, such and such a thing happened, now I have just reacted to look for the solution; I was audited so I am going to see what I can do to overcome that audit, no; it has to be clearly 'proactive' to propose actions that allow me to go beyond the fulfillment of those standards curricular knowledge, as I said before, if I as a leader do not know what is a prescriptive curriculum established by the Ministry of Education, what is the orientation that the Ministry of Education wants to achieve and what else I have to collaborate, if I only remain reactive that leader is condemned to organizational failure."	"Well, you need a leader who promotes work, who promotes collaboration among the entire work team of an institution, a leader who transmits his ideas with clarity, who is receptive to what other people ask him, to what other people want to support. A leader who is concerned about the human factor, who has the capacity to interact with his people. A leader who is not a leader at the top and who is the one who commands and punishes, but a leader who is constantly motivating his community, fulfilling or listening to their objectives, listening to their ideas, who knows how to discern what is best for the institution to move forward, that is, a leader who is a human being rather than a person who is only dedicated to work."	Ecuador needs educational leaders who do not stay only in the basics, who are not reactive, but who are proactive, who propose solutions before the problems become bigger or even develop their management before the problems appear. It needs leaders who promote collaborative work among the entire team of the institution, a leader who transmits his ideas clearly, who are receptive to what other people can contribute. Leaders who efficiently manage the educational legal framework, who comply and enforce the regulations, who manage the pedagogical aspects with fluency so that they can perform the necessary accompaniments. A leader who is concerned about the human factor, who has the capacity to interact with his collaborators.

Table 4. Expert interviews. What kind of "educational leader" does Ecuador need?

Finally, and linked to the previous question, it is suggested that the implementation of certain characteristics of the most effective leadership styles is essential to achieve the best audit results. In this regard, the experts stated the following:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
"He would be characterized by being a human being, a human being with an awareness of where he is, with an awareness of knowing his country, and wanting to contribute to that country. To leave his Ecuador in better conditions than it is currently in. In addition to that, he must have a broad knowledge of legal regulations, in the legislative field. Because a leader who does not know the legal issue will obviously get tangled up or make some mistakes. Currently, legal regulations have evolved so much and educational institutions are falling behind. That is the result of many teachers committing acts because it is due to ignorance and the same directors commit acts due to ignorance of the legal norm. He must know the pedagogical field, obviously, because if he does not know the pedagogical field, how can he perform, how can he	"The director must be characterized by having an agility in making decisions, must be versatile in order to change, to not close himself off in what he says, but to be able to listen to others, he must be receptive, so I think that one of the main problems that the director faces is that many times the teachers are against the decisions of the director, they do not want the school to grow or they do not want to help the school to get ahead, Another of the biggest problems also in the institutions is often the lack of support from senior managers, so many times we as middle managers, let's say we request something or propose something but we do not have the support of the higher authorities, finally another of the problems that as directors we also face in many cases are the parents, which is another part of the educational community".	Rather than specifying what currently characterizes managers, it would be more efficient to focus on what should characterize educational leaders. Among the characteristics that the Ecuadorian manager should have is his human value, with an awareness of knowing about his context, with an awareness of knowing, of knowing his country, and of wanting to contribute to that country. He must be agile in making decisions, be versatile in order to be able to change, be receptive. He must know the pedagogical field, obviously, because if he does not know the pedagogical field, how can he perform, how can he guide his fellow teachers. And above all, he must have the desire to leave our Ecuador in better conditions than it is currently in..

guide his fellow teachers?".

Table 5. Interviews with experts. What characterizes a quality manager/authority in the Ecuadorian educational system?

5. Discussion of the results

Ítems	Pearson correlation	Generation of accountability spaces	Optimal use of infrastructure in relation to learning objectives	Evaluation of the provision of complementary services	PCA, PCI and PUD Feedback	Institutional assessment and learning achievement?	Feedback with organizations and institutions
Management focused on institutional vision, objectives or goals	Correlation	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000
Professional attitudes as a motivational example	Correlation	.577*	-.577*	-.577*	.577*	.577*	0,000
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
Encouraging teacher performance	Correlación	.577*	-.577*	-.577*	.577*	.577*	0,000
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
How to cope with institutional problems	Correlation	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Managerial support and charisma	Correlation	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000
Intellect as a strength for institutional management	Correlation	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000
Generation of new leaders	Correlation	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Development of professionalization activities	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Delegation of responsibilities	Correlation	0.333	-1.000**	-1.000**	0.333	0.333	,577*
	Sig. (bilateral)	0.290	0.000	0.000	0.290	0.290	0,049
Agreements with internal agents	Correlation	.577*	.577*	.577*	.577*	.577*	0,000
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
Agreements with external agents	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Parental involvement	Correlation	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000

Table 6. Matrix of correlations of managerial results

MANAGER					TEACHER				
FISCAL	GA	GP	CPC	SE	**FISCAL**	GA	GP	CPC	SE
Transformational	1	2	1	0	Transformational	1	0	0	0
Distributed	1	3	1	1	Distributed	2	2	2	0
Dialogic	1	2	1	0	Dialogic	1	1	1	0
Sustainable	2	5	2	1	Sustainable	0	2	0	0
	5	**12**	**5**	**2**		**4**	**5**	**3**	**0**
FISCOMISIONAL	GA	GP	CPC	SE	**FISCOMISIONAL**	GA	GP	CPC	SE
Transformational	0	0	0	0	Transformational	1	1	0	0
Distributed	1	1	0	1	Distributed	4	7	2	0
Dialogic	0	0	0	0	Dialogic	2	3	2	0
Sustainable	2	2	1	1	Sustainable	1	3	1	1
	3	**3**	**1**	**2**		**8**	**14**	**5**	**1**
MUNICIPAL	GA	GP	CPC	SE	**MUNICIPAL**	GA	GP	CPC	SE
Transformational	1	3	1	1	Transformational	1	0	0	0
Distributed	1	3	1	1	Distributed	3	2	1	0
Dialogic	1	3	1	1	Dialogic	0	1	1	0
Sustainable	1	2	1	1	Sustainable	0	0	0	0
	4	**11**	**4**	**4**		**4**	**3**	**2**	**0**
PRIVATE	GA	GP	CPC	SE	**PRIVATE**	GA	GP	CPC	SE
Transformational	0	0	0	0	Transformational	0	0	0	0
Distributed	0	0	0	0	Distributed	0	0	0	0
Dialogic	0	0	0	0	Dialogic	0	0	0	0
Sustainable	0	0	0	0	Sustainable	0	0	0	0
	0	**0**	**0**	**0**		**0**	**0**	**0**	**0**

Table 7. Comparative table of the number of correlations per respondent and type of support of the educational institution.

From the instruments applied to the fiscal institution, the distributed leadership style (The authority treats the members of the educational institution as potential leaders, develops professionalization activities for the generation of new leaders, and delegates responsibilities to the members of the team in order to effectively achieve the objectives; and delegates responsibilities to team members to effectively achieve objectives) with the dimensions of Administrative Management (The authority periodically evaluates the Institutional Educational Project (PEI) to detect options for improvement, maintains a system for monitoring the achievements of the institution's personnel), Pedagogical Management (Readjusts the pedagogical support and accompaniment plan based on the results of its follow-up, Readjusts the pedagogical support and accompaniment plan based on the results of its follow-up) and the dimension of Coexistence, Participation and Cooperation (The manager generates feedback spaces with actors of the educational community based on the accountability of authorities and institutional bodies). The highest number of correlations are shown, with a total of five, between the different leadership styles with the dimension of Pedagogical Management.

As a reflexive analysis, it can be assured that the data from the institution of fiscal support present a greater number of correlations in comparison with the other institutions of different support. The dimension that shows the highest correlation is Pedagogical Management, which is consistent with what is described in the McKinsey Report (2007),

which states that "to improve the performance of an educational system, it is necessary to improve the learning experience of students, thus emphasizing the pedagogical approach that educational institutions must comply with" (p. 18). This approach is ratified when the study refers to one of the interventions common to all levels of improvement performance, indicating that the best results depend on the teaching capacity of teachers and the management of schools by school administrators.

It is important to mention that the leadership style that shows the least correlation with the dimensions of professional managerial performance is transformational leadership, despite being the leadership style promoted by MINEDUC, a possible reason for this is the great individual contribution of the leader in the management of the center, since the so-called transformation is almost exclusively the responsibility of the leader. It can be seen that the sustainable leadership style presents the highest number of correlations, which is due to the fact that the Sustainable Development Goals are being taken into consideration by the leaders, perhaps not to the extent that they should be, nor with the required effectiveness, mainly in terms of linking them to the local economy.
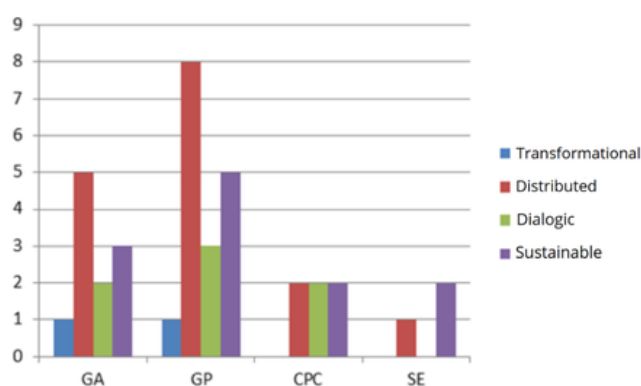

Figure 4. Predominance of correlations Fiscal-Commission Institution

FISCAL	GA	GP	CPC	SE	FISCOMISIONAL	GA	GP	CPC	SE
Transformational	2	2	1	0	Transformational	1	1	0	0
Distributed	3	5	3	1	Distributed	5	8	2	1
Dialogic	2	3	2	0	Dialogic	2	3	2	0
Sustainable	2	7	2	1	Sustainable	3	5	2	2
	9	**17**	**8**	**2**		**11**	**17**	**6**	**3**

Table 8. Summary of correlation between fiscal and fiscal-commissioning institutions

In the data from the fiscal institution contrasted with the data from the fiscal institution, it can be seen that the dimensions of Administrative Management and Pedagogical Management have the same number of correlations, which indicates that, from the leader's perspective, administrative activities have the same importance as pedagogical activities. This contrasts with the results of the teachers, since the results show a higher correlation with the Pedagogical Management dimension. It should be noted that the Fiscomisonal educational institution has a military orientation, which, in addition to the guidelines of the National Educational Authority, must comply with the guidelines of the Directorate of Education and Doctrine, which regulates many of the administrative, economic and pedagogical issues; and whose approach is reflected in this equity of importance in these two dimensions.

It can be seen that the transformational leadership style and the dialogic leadership style do not present correlations, this as a result of the military philosophy, in which the educational leaders of the army carry out instructions in a vertical manner leaving little space for deliberation and dialogue. The leadership style with the highest correlations is sustainable leadership, which directly involves community factors; this is also the result of the social and communicative support approach that the Armed Forces integrate into their principles of inclusion and participation.
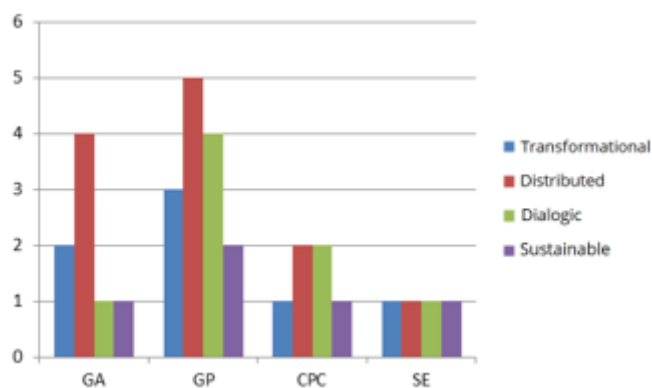

Figure 5. Predominance of correlations Municipal Institution

MUNICIPAL	GA	GP	CPC	SE	FISCAL	GA	GP	CPC	SE
Transformational	2	3	1	1	Transformational	2	2	1	0
Distributed	4	5	2	1	Distributed	3	5	3	1
Dialogic	1	4	2	1	Dialogic	2	3	2	0
Sustainable	1	2	1	1	Sustainable	2	7	2	1
	8	14	6	4		9	17	8	2

Table 9. Summary of correlation between municipal and fiscal institutions

The correlation results of the Municipal Institution are almost similar to the results of the fiscal institution, where a high number of correlations can be observed, mainly in the dimension of Pedagogical Management. It is worth mentioning that since years ago, Municipal educational institutions have distanced themselves in several administrative and pedagogical aspects from the proposals proposed by MINEDUC. This has allowed municipal institutions to have a high level of acceptance by the public, which is not reflected in the audit results, since their evaluations are not so favorable. The high level of correlation is evident when depending on the Municipal educational bodies in administrative and pedagogical issues.

There is no defined leadership style that presents higher correlations, the Dialogic and Sustainable styles are presented without being numerically very high, as similar. The participatory approach that is sought in this type of establishments can be seen here, especially in aspects such as feedback to teachers on planning issues and the relationship with the National Curriculum, as well as the processes of improvement of the institutional evaluation process, based on the participation of educational agents.

Finally, regarding the analysis of correlations in the particular institution, there are no significant correlations, as shown in Table 7 regarding the comparative table of the number

of correlations per respondent and type of support of the educational institution, this may be due to the monopolization of activities generated by the leaders, to the disconnection between leadership styles and the dimensions of professional managerial performance, or to the lack of definition of a particular leadership style within the institutional management..

6. Conclusions

The leadership applied in the institutions from the perception of the managers themselves is very positive, since they rate themselves with high scores in the items related to the leadership style, an appreciation that is not shared from the teacher's perspective in indicators of: local economic impact, promotion of activities for local economic development, professionalization activities for the generation of new leaders; and, stimulus to the performance of the team members to increase their performance. The Transformational and Distributed leadership style prevails over the Dialogic and Sustainable styles. The application of characteristics of the Transformational leadership style with strong elements of Distributed leadership is evidenced in two of the Fiscal and Municipal institutions investigated, mainly in administrative elements such as motivation to achieve institutional objectives through the mission and vision. As for the Fiscomisional institution, there is a strong correlation with the Distributed leadership style in the administrative and pedagogical management dimensions. As for the leadership style of the particular institution, the presence of the transformational leadership style is exclusively appreciated together with the presence of common elements of all the leadership styles, due to the strong dependence on the presence of the leader for educational management. The sustainable leadership style is the least used.

It was possible to identify a very strong significant relationship between the Leadership Styles Variable (transformational, distributed, dialogic, sustainable), and the Professional managerial performance Variable (dimensions of administrative management, pedagogical management, coexistence, participation and cooperation; and, school safety) this through Pearson's r correlation analysis that presented a value of 0.794, with a 99% of confidence being a "considerable positive correlation". The directive management is based on the ministerial guidelines for the fulfillment of educational quality standards of the directive professional performance, however, they do not favor in their totality to reach the levels of optimal, nor outstanding, in the semaforización of the audits, since the majority of directors centralize their activities in administrative aspects, of fulfillment of documentation such as: operating agreements, institutional educational project, coexistence code, and risk management plans; and, relegates to the background the pedagogical aspects of accompaniment, feedback, planning and evaluation of learning achievements, which are more directly related to students and teachers, and which have a higher weighting in the audit processes.

There is a high correlation between the Distributed and Sustainable leadership styles and the Pedagogical Management dimension, which allows identifying that it is necessary to strengthen managerial competencies in these two leadership styles due to their importance in the compliance with educational quality standards. Another aspect to take into consideration is the contribution of the experts who point out the pedagogical aspect as a strong component of the managerial management, in this sense the manager requires solid competencies in these styles and areas, for this purpose it is important to design a workshop of theoretical and practical improvement for managers with the theme: Effective educational leadership styles to raise the results of the standards of professional managerial

performance in which the managers of the investigated establishments participate in an active way.

The Distributed and Sustainable leadership styles are the ones with the highest correlation results and it is important that they should be incorporated into the praxis of the institutional authorities, on the one hand, the impulse to potential leaders to allow them to assume proactive positions for the benefit of the school, while the Sustainable Development Goals should be mainstreamed in the institutional activities, in the mission, vision and objectives of their pedagogical proposals. In order to generate an efficient educational leadership on the part of the directors, it is necessary that those who assume this guiding task know the characteristics of the different leadership styles, their advantages and limitations; that they develop naturally in the application of them, under the circumstances of the management exercise. The transformational and distributed styles, which are the most used, must be enriched by a strong component of dialogic leadership, which is evidenced in the relationship of the educational establishment with its community context.

In order to obtain efficient results in the standards of professional managerial performance, as well as in the rest of the standards, it is necessary for managers to plan a structured schedule of activities in which all the standards are addressed, prioritizing those in which the educational institutions investigated have obtained low scores. The dimensions of Administrative Management, Pedagogical Management, School Coexistence, Participation and Cooperation, and School Safety, together with the components of institutional organization, professional development, communication, infrastructure, teaching-learning, academic reinforcement, student counseling, coexistence, and risk management, should be managed by the authorities on a regular basis and evaluated periodically by an internal audit team.

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