The development of scientific training in Peru

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Prologue

The metaphor of learning as acquisition, based on the vision of knowledge as substance and the media as a conduit, and the metaphor of learning as participation, based on socialization within communities of practice, are necessary but not sufficient. It is also necessary to introduce the metaphor of knowledge creation. The proposal presented in this paper is for all those who believe in education as the best antidote to social and economic marginalization, and that its absence is the disenchantment of lives that have passed them by for lack of opportunity. For those who firmly insist that only a broad conception of the pedagogical act can lead to human as well as educational achievements, achieving educational quality is not an exercise in the cult of efficiency or mass production. Ultimately, the better the conditions in which educational interaction takes place, the greater the individual differences that allow students and teachers to converge in a space and a moment of learning that will mark both for life. Thus, educational research and innovation are main pillars in the competitive development and socio-economic growth of a country, where educational institutions are protagonists promoting the updating of knowledge, development of talents, science, technology and research; as a consequence, this will achieve a country with qualified professionals. Scientific research is the intentional search for knowledge or solutions to scientific problems. The scientific method indicates the path to be followed in this inquiry, and the techniques specify the way to follow it. This method of systematic study includes observation techniques, rules for reasoning and prediction, ideas about planned experimentation and the most efficient mechanisms for

disseminating and communicating experimental and theoretical results. Research has a number of characteristics that help the researcher to be effective in research. It is fundamental for the student and for the professional. It is part of the professional path before, during and after achieving the profession, it accompanies us from the beginning of our studies and in life itself. For all types of research there is a process and precise objectives. Research helps us to improve the study because it allows us to establish contact with reality so that we know it better, the purpose of which is to formulate new theories or modify existing ones to increase knowledge. The research activity is conducted effectively through a series of elements that make it possible to obtain knowledge. The success of research will depend on the wise and correct application of the knowledge acquired.

In our country there is a limited development of research and technology with respect to Latin America, that is why the National Council of Science, Technology and Technological Innovation (Concytec) has been promoting the development of scientific publications such as research projects, experimental development or technological innovation, whether scientific articles, books or book chapters, also grants subsidies for applied research and technological development.

The objective of this book is to describe and analyze the situation of research and development in Peru, particularly in higher education and the response of this sector to the current pandemic whereby education became remote where information and communication technologies were key players in pedagogy as a component of research, knowledge, communication, cooperation, collaboration and simulation of

environments and different circumstances, however the digital divide became quite evident in our country. It also covers topics about leadership in human relations, organizational development, work environment in educational management, management skills and job satisfaction in basic education, videoconferencing as a means of strengthening learning in university students in Peru, leadership in public management and the reform of the electoral system and political representation in Peru and Latin America.

This paper also seeks to represent a significant excerpt of what Peru could become if there were a true conscious and innovative practice of education, which is flexible and allows rapid adaptation in difficult times, being all this a narrative mirror to the current national reality that seeks to contribute by generating new knowledge and promoting scientific reading as a strategy for global awareness.

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Introduction

In recent years, entry into the Peruvian labor market has multiplied exponentially, this fact reflects that the degree of qualification of the Peruvian labor supply has improved significantly (Yamada, 2009, p. 485). (Yamada, 2009, p. 485), therefore, qualified professionals are needed, hence the importance of the Peruvian University, which must adapt and innovate in the process of universalization of knowledge and production of knowledge. (Mejía-Navarrete, 2018, p. 56), a situation that denotes greater demand in higher education and the challenge it implies for the institutions responsible for it, in terms of both coverage and quality of service.

Thanks to university interaction, a fundamental development is produced in each country since they promote human and updated training in talent, knowledge, science, technology and research. This will ensure that each nation will have qualified human resources for its own benefit as a society, which does not happen in a traditional system. For this reason, research is of utmost importance. And as a result, the andragogic

competencies of Ecuadorians in the COVID-19 pandemic are presented. (Velazco et al, 2021, p.1348)

In Peru, organizations such as Minedu and Unesco train teachers from the faculties of Education, for which they held the Second Capacity Building Workshop between November 18 and 22, with the participation of approximately 600 teachers from all over the country, in order for teachers to improve their university competencies. The higher education organization is responsible for evaluating those ordinary teachers who are about to reach 70 years of age, in order to establish whether they should be promoted to the status of "extraordinary" or dismissed when they reach the aforementioned age limit.

University education in Peru in recent years is undergoing significant changes as it requires rethinking according to the requirements of SUNEDU, in the analysis made by this agency is found that in a total of 116 universities there are 84 774 teaching positions of which 10,In a total of 116 universities there are 84,774 teaching positions, of which 10.5% are occupied by teachers with a doctorate degree, 27.4% have a master's degree, 59.5% have only a bachelor's degree and 2.6% have no degree at all, a situation that shows that it is still necessary to continue optimizing continuous training to improve professional competencies; In this regard, the graduates' assessment of the teachers is as follows: more than 70% indicate that the quality of teachers, class planning, communication with teachers and knowledge updating is good, with a more favorable appreciation by graduates from private university institutions. In this sense, the professional competencies of university teachers in Lambayeque register a low level of

70% in the cognitive dimension (knowledge), 95% in the aptitudinal dimension (know-how), and 65% in the attitudinal dimension (know how to be and know how to live together).

Andragogic education

The andragogic education is a method used by society with the purpose of contributing to the growth of human beings in the community, with tasks that guarantee the improvement of new competences that allow greater access to social and professional environments. The definition of adult is the profile that represents it as an educational, sociological, emotional, psychological and biological mature person, who has finished adolescence and is emerging as more responsible, accepts his rights and duties as a citizen, with the ability to develop with responsibility and independence, his creative competence is more discreet, more optional and committed in his training, stricter in terms of intuition and understanding, with high initiative to some alternative of change.

Andragogy in North America, as an intellectual project, theoretically has not been a great success despite its pragmatic utility. It requires incorporating empirical investigation of assumptions and a new theoretical framework to gain distance from pre-established claims. The roots of the term andragogy date back to the 19th century and require revision, as well as homologation with European concepts. (St. Clair and Käpplinger, 2021, p.285).

On the other hand, andragogy, forges the way for the excellence of people's capabilities, i.e., the individual opens their cognitive abilities, manages to identify a

specific topic and exponentially expands their skills and abilities, generating a development in the personal, family, social and professional aspect, comfortably inserting it in society; that is, it raises its socio-cultural growth. (Azofeifa-Bolaños, 2017, p.8)

Andragogy, for more than 60 years, as a consequence of active experimentation in the educational training of adults, has been changing. It carries with it a great deal of controversy and discussion due to its foundations in pedagogical praxis. Its substantial changes are based on the adult's own individual responsibility for his or her formation and realization, which develops a psychological maturity to find the right path that results in problem solving. Many questions are opened around it. Therefore, since we are imperfect individuals, in continuous learning throughout our existence, the pedagogical methodology could not be applied to adults, the adult human being becomes infertile land, so that andragogy becomes a moderator and tutor but not a compulsory teaching. (Azofeifa-Bolaños, 2017, p.13).

Knowles' model, which is very widespread internationally, gave rise to one of the first discussions on adult education. The debate was initiated by the intention to coerce and parameterize the theoretical framework of adult pedagogy: andragogy. The discussion was based around its theoretical nature which resulted in the so-called andragogical perspectives. (Barros, 2018, p. 3). This theory introduces andragogy as the science and art of supporting adults to learn and that in their learning they should have an active participation, not just be recipients of knowledge. It proposes that the way children and adults learn is

different, and therefore the learning processes differ and must be applied correctly to facilitate learning.

For adults, engaging with learning strategies has a very positive impact. Educators will be the ones who get their students to take their own paths in learning, moving away from traditional tutoring that establishes concepts and guides with already established parameters. Andragogy is based on ideas that flow spontaneously and after being analyzed are used by adult learners. These proposals provide us with clear answers as to what adult learning is like. (Aljohani and Alajlan, 2021, p.9)

In andragogy it is important to recognize the following elements: to constitute an appropriate context, of mutual respect and dialogue where people interrelate with security and confidence; to foresee the class session, the facilitator has to plan, according to the subject of study and the methodology to be used and expose the objective of each of the procedures (technique) used to obtain the discovery of new knowledge; analyze the study requirements, forge a new model based on the competencies (attitudes, skills and knowledge) that participate and mediate in the course of the learner's teaching-learning, determine objectives, it resides in developing the needs discovered in the previous element, to transform them into measurable and exclusive objectives; formulating a study program to execute a plan that has resources, objectives, and strategies to obtain those objectives; carrying out dynamic and interactive studies, encouraging personalized research, consulting, case analysis, role-playing, readings, panel discussions, interviews, dialogue, conferences, etc. And to qualify the

results of the study, using effective tools to diagnose the work of the andragogical model.

The andragogical model is different from the educational methods in which young people and children are involved, since there is not, strictly speaking, a teacher commissioned to apply the cultural indicators of the adult community to a younger one. Andragogy only manages to design, according to the particularities of the adult person, individualized techniques that consider the differences of each subject, appreciating the collaborative, mutual, group and collective work.

Competencies in university teaching

Competence is defined as a set of aptitudes, skills, abilities, capacities, necessary experiences and knowledge that allow a person to act in a capable and efficient manner when faced with a specific task. When performing a specific job, it is necessary to have the competence to perform it properly, and pedagogical and andragogical education are imperative to achieve this. They are also conceived as a mixture of experience, adequate skills, training and education, which can be demonstrated. It is not necessary for an adult to have all the qualities, but only those necessary to perform a specific job.

When a person is placed in a specific job, the skills required for its performance must be taken into account, and education is adopted as an alternative to achieve these skills. The skills, abilities and capacities necessary to perform the correct roles and tasks of management and administration in a practical manner, in order to successfully achieve the institution's objectives. An extensive explanation of the notion of competence can be

specified as the capabilities that every person requires to solve effectively and independently, the various situations of life. They are based on a deep knowledge, not only to know how and what, but to know how to be a good person in a complicated, versatile and competitive world.

Therefore, competence are the skills and abilities that constitute and qualitatively represent a character, these are achieved through life, and allow each person to develop in certain areas much better than in others, as in the professional competences, which are those required to perform a professional career, solving difficulties in an independent and ductile way, and with the ability to develop in a professional environment and a work assignment. Thus, professional competence implies a series of conditions related to knowing, knowing how to do, knowing how to live together and knowing how to be.

The following are competencies of university teachers: innovation and reflection; planning and strategy; teaching and evaluation and also integration for coordinated and cooperative work, evaluated by the students and tutors themselves. Didactic aspects considered very relevant in their formative path are also observed, assigning them roles of hinderer or facilitator. The evidence is associated with six characteristics of interest in the educational context and professional performance: motivation and personality, work environment, didactic proposals, logistics and positive results framed in the system. (Cobos and González, 2021, p.197). More studies are needed on the impact of formative assessment on the development of professional competencies in teacher education. It is necessary to assess how the guidelines involved in the evaluation process have an impact on each competency. It

is also necessary to know the limitations faced by the student when acquiring competencies in their initial training, which ones require attention and how this oversight could be remedied. (Cañadas et al, 2021, p.10).

Cuadra-Martínez et al. propose three theories in professional training for ideal performance: scientific, professional and subjective theories. The university is placing greater emphasis on the teaching of scientific and technical knowledge, where the protagonists are scientific theories. Despite this, the ideal link between theory and practice has not yet been achieved; professional and subjective theories encompass knowledge very close to professional life, it is of vital importance to adhere them to the training stage; and the integration of them can result in an intellectual, compact, structured and very practical theoretical development in professional training. (2018, pp. 27 - 28)

For this reason, university teachers should consider the following dimensions based on the education they provide:

In order to deepen and highlight learning in these 03 dimensions (attitudes, skills and knowledge) it is necessary to contemplate a 4th dimension, necessary for a completely total education for the 21st century: meta learning, usually known as learning to learn, which infers the internal methods through which we rethink our own learning and adapt it to 04 dimensions that are intertwined, and effective learning is the consequence of a valuable mixture of elements. By recognizing the 04 dimensions and their elements, we live cementing a simultaneous language related to how training should be innovated to be in

accordance with our spaces. Knowledge Dimension, an extensive diversity of new knowledge profiles are current potentials, employing methodologies such as cloud computing, visualization methods, artificial intelligence, and big data. The areas of knowledge schematization and the dynamic expansion of information live promoting extraordinary new perceptions, as well as this instantaneous perception that presents a simulacrum of efficient relationships between scientific areas, founded from the amount of clicks with narratives between scientific articles. Dimension of skills, psychological exploration has stated that dynamic involvement in learning customs commonly transports to excellent results. Rather than merely reading, listening, and producing traditional exercises, learners train their college-level thinking skills through observation, debate, research from diverse points of view, among others. Dimension of attitudes, the challenges of the 21st century demand a voluntary daring to forge intimate development and responsibility with community and social commitments as whole people. Dimension of meta-learning, at the same time of redelineating the attitudes, skills, and knowledge appreciable for the 21st century, we believe that it would be appropriate to demand a meta-teaching capacity, in which students work on meditation, experiment on their training and internalize an understanding of development that encourages them to be awake and to learn how to adapt their learning and behavior according to their objectives.

The research is framed within the quantitative approach, it is of the applied-explanatory type. Applied, due to its nature and explanatory due to its depth. The research was carried out through the application of a pre-experimental

design, where there was manipulation of the independent variable, with a group to generate changes in the dependent variable in this case the andragogic model was applied to strengthen the professional competences of university teachers. The population was determined by promotion 1 and 2 of teachers of the master's degree in university teaching of a University of Lambayeque. Data collection was carried out by means of a survey and direct observation. For the statistical analysis we will use the office program Excel V.19 and SPSS V.22. By means of which we can obtain specific results according to the objectives.

The implementation of the andragogical model optimizes the university teacher's competencies

In the objective of identifying the level of competencies of university teachers, about 50% of the teachers scored low in the pre-test, both in the competencies variable and in its dimensions; in the objective of analyzing the theoretical foundations that support the andragogic model to optimize the competencies of university teachers, humanistic theories, epistemological and political normative foundations were considered fundamentally. In the objective to design the andragogic model to optimize the competences of the university teacher, this was carried out based on the theories compiled and the results obtained in the pre-test, this model was validated by experts who agreed with it. In the objective to verify the level of the competences of the university teacher, according to the results of the post-test we observed that the teachers in their majority in more than 50% were located in a high level, it is vital to understand the importance of the verification of the competences; in the objective to compare the results of the pre-test and post-

test to determine the effectiveness of the andragogic model the normality test of Shapiro-Wilk was applied in the first place which showed a non-normal distribution for the variable Competences in the post-test, for being Sig. < than 0.05, therefore in second place the hypothesis test of comparison of results was applied, the non-parametric Wilcoxon's W., yielding a bilateral sig. less than 0.05, indicating with this the effectiveness of the model in the study group.

Conclusions

The level of professional competencies of university teachers according to the pretest, both in the competencies variable and in its dimensions, is mostly low; the andragogic model to optimize the competencies of university teachers is based on humanistic theories, epistemological and political normative foundations. The andragogic model was designed to optimize the competences of the university teacher, based on the theories compiled and the results obtained in the pre-test, being previously validated by experts who agreed on the construct and its applicability; the level of the competences of the university teacher, according to the results of the post-test, was mostly high, both in the Competence variable and in its dimensions. In the comparison of the results of the pre-test and post-test, the effectiveness of the andragogical model was determined, since in the Wilcoxon's W. Hypothesis Test, a Bilateral Sig. less than 0.05 was found.

It is recommended that public and private universities establish policies to permanently assess the professional competencies of teachers for timely decision making, review, adapt and institutionalize the andragogic model,

implement a monitoring and control system of the model for decision making and sustainable improvements, and progressively evaluate the results obtained with the application of the andragogic model, identifying the influential factors.

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Neuroleadership, elevates management and paves the way to job satisfaction

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Introduction

Since the beginning of the history of mankind, man has had to form groups and this need resulted in the existence of a leader or leader within the group. Whatever the group is, it must have its own direction, through which the aims and objectives are determined, clarified and carried out. At present, this context requires an urgent review of the accompanying economic, labor, axiological, cultural and political factors, given the impact they all have on labor relations.

Today, in organizations, we observe significant leadership needs in different areas, both in quantity and quality. From a structural point of view, there are many managerial and managerial positions, but we must ask ourselves how many of the people who occupy these positions can truly be considered leaders and not just bosses. The great concern in organizations is to have these current and emerging leaderships in order to be able to direct the organization in a changing world. For Yagil, D. and Oren, R. (2021) Leaders anticipate the value of the needs and prosperity of employees over particular interests and the company, they are substantially favorable when employees are ineffective and have low commitment, this improves when the leader

accepts and supports them, regardless of their contributions accompanied by practices to optimize the commitment of employees (p.64).

In the last 20 years, as a result of globalization, Peru is facing substantial changes not only in the economic aspect, but also in the political, social and cultural aspects. The implementation of new technologies both in the company and in the domestic market, as well as an increase in foreign private investment has allowed this economic growth. For Waliño, Pardo, Esnaola, and San Martín (in Pardo and San Martin, 2020, p.162) technology has transformed educational organizations in the formal, structural and symbolic spheres; it has brought about a cultural change in the institution and provokes changes in all its dimensions.

Despite this, economic growth does not guarantee the success of organizations. They have become aware that neither technology nor money can guarantee success or effectiveness in the face of the demands of society as long as the main capital of the company is not revalued: human capital. For Ogundipe, Mobolaji and Ogundipe (2021) investment in human capital in a nation would develop economic growth, this is centralized in the education and health sector. The UN mandates at least 26% investment in education, and the WHO recommends a 5% investment in health. (p.27)

Currently, the terms work climate and job satisfaction are becoming more relevant, assuming that total quality can only be achieved by knowing the physical and emotional state with which the human capital interacts and the way in

which it is working to achieve the objectives of each institution.

Neuroleadership

Neuroleadership is a recent field of study, created by David Rock, that focuses on bringing neuroscientific knowledge into the area of leadership development, training, education, consulting and coaching. It is based on self-awareness of self-management, understanding and managing relationships with others. It is especially emphasized with respect to the latest brain research that there are two different circuits: the one of threat and pain and the one of pleasure or rewards. Traditional leaders act on the first, the threat circuit, even in performance management, and provoke demotivation and defense mechanisms. The leader as coach manages, through open questions, to promote reflection and activate the pleasure circuit, which generates endorphins and dopamine.

Kuhlmann and Kadgien (2018) mention that neuroleadership is intended to reveal selection instruments for great leaders, hone leadership skills, and determine unconscious components that influence behavior with the expectation of optimizing management and leadership. (p.103)

It is cognitive neuroscience that Rock claims can be useful to leaders. This means the processes involved in how we store information in our minds, how we process the social world, how emotions occur in the brain and the study of language. "Those areas, especially social cognitive and effective are particularly relevant. They study the art of persuasion, what is involved in the moment of creativity.

For Gocen (2021) Neuroleadership is a series of findings based on neuroscience in organizations with effective leadership. Studies on the subject have led to strategies to administer teaching and management methods with great effectiveness. Also, the examination of leadership behaviors evidences results on educational practice, methods such as EEG and neurofeedback, which can contribute to well-informed management practices. (p.76) For Zwaan, Viljoen and Aiken, (2019) is one of the most evolving areas of interest in modern science. The results of their study propose an integrated way of approaching work engagement employing current conceptions of neuroleadership. The results of the study focused on the view of the role of neuroleadership in work engagement. (p. 8)

New research on the brain and the great discoveries that have been made in recent years have an enormous implication on the social behaviors of a whole group of human beings. Today we know that our brain has an enormous potential to learn and does so even three minutes before we die.

Neuroleadership represents a revolutionary and novel perspective in terms of conceptualization; it is a new dimension that is related to the understanding of how the brain works, its anatomy and physiology. This discipline attempts to define the neural basis of leadership and management, and studies the brain processes that explain behavior (performance), decision making, motivation, emotional intelligence, and the way of relating to others.

Job satisfaction

Understood as the feeling that reflects a worker's pleasure in the fact of performing his work moved by vocation and personal and group interests to achieve institutional goals, in addition to being treated fairly, in a pleasant environment. This encompasses a set of feelings or positive reactions experienced by a person for doing a job that interests him/her, in an environment that allows him/her to feel at ease, within an organization that allows him/her to receive a series of compensations in accordance with his/her experiences. The main asset of a company is its employees, so particular attention should be paid to their motivation and satisfaction in relation to their performance. (Alarcón, Ganga-Contreras, Pedraja Rejas and Monteverde, 2020, p.1). Certain work scenarios can lead to a deterioration of health, a relationship between health and job satisfaction has been demonstrated. (Sanchez-Sellero, 2021, p.127) Job satisfaction has a direct relationship on job performance and job tenure. Job satisfaction can be expected to be commensurate with the growth of the company (Delgado-Bello, Veas-Gonzalez, Avalos-Tejeda and Gahona-Flores, 2021, p.175). A large corporation is benefited by an economy of scale, which allows better wages and stability for its workers (Charles-Leija, Jonathan Aguirre Peña and Rogelio Sánchez Rodríguez, 2020, p. 7).

Neuroleadership in management

The principles that mobilize the present model of human resources management based on neuroleadership in institutions are diverse, among which are observed: Management focused on learning, which has a direct relationship with learning processes, the raison d'être, hence the importance of managing through pedagogical

leadership. A management focused on all those activities that have to do with the improvement of teaching and learning processes. This implies going beyond the management of present realities to redesign them according to these goals. To this extent, pedagogical and situational leadership leads to a "transforming" work, since it is not limited to working in the existing conditions and with the given goals, but to altering them to improve education and teaching practices.

The term democratic also refers to the ability of members to make decisions and act accordingly. The individual can be influenced by people who have authority over him, but he will always decide to act in accordance with his criteria, which in operational terms can be reduced to three key mechanisms: teamwork, empowerment and counseling.

Management centered on distributed leadership is certainly the concept that is the most strongly promoted among researchers and experts and is seen as a sustainable leadership in a very promising future. It involves much more than a simple reshuffling of tasks, it means a change in culture. A culture that involves the commitment and involvement of all members of the community, the operation and management of any institution. Distributed leadership generates an increase in the capacity to solve problems.

In horizontal authority-centered management we see a management without middle management where cognitive processes are activated and day-to-day operational decisions are made. Authority is driven by objectives set by the mission and vision of the institution, thus empowering an intrinsic motivational force of

relevance, identifying and pushing towards a common organizational culture within a framework of legal reasons. Communication in horizontal management tends to be more organic and flows easily from one work group to the next.

For, Gocen (2021) The results of neuroscience get significant implications for educational leadership in general social terms, as it thus manifests the working system of the brain. Neuroleadership allows activating the brain's ability to develop compliance and efficiency in work and accomplishing goals (p.65).

Another challenge for the human management professional is the need to elaborate, design and implement a social systemic organization, therefore, in the management focused on systemic processes, first, the internal processes of the area are improved and, second, the creation of value of human management services is proposed. If these two challenges are adequately met, they will make leaders redesign their services and become systemic professionals who create efficient jobs, both in internal processes and in the institution itself.

Conclusions

It is concluded that job dissatisfaction is not only related to material and remuneration factors, but also to administrative policies, personal development and relationship with authority, as well as the limited possibilities for professional development. The results of the relationship with authority factor reflect an inadequate interaction of managers with teachers, probably due to authoritarian leadership styles and lack of integration, generating barriers in communication. Therefore, in order

to improve this condition and therefore achieve educational quality, it is necessary to implement, in a consensual and participative manner, a neuroleadership that allows managers to focus and improve their communication styles, developing self-control skills based on the reflection of the perceptions and responses emitted by their brains and those of others. It is also necessary to consider that in order to guarantee the effectiveness of the different intervention strategies that are part of the model, commitments and agreements with the local management units should be generated.

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Change management for transforming public administration in educational institutions

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Introduction

During the last decades, the changes that have occurred worldwide have increased uncertainty, these drastic and constant changes, related to globalization and technological updates, require organizations and public institutions to move away from rigidity and adapt to the environment in search of their survival. Education is one of the most important factors for the good development of a society, guaranteeing a sustainable future, therefore, an adequate provision of services related to the educational sector in public institutions is essential to achieve a good perception of public administration by the population.

Public educational institutions have been strongly criticized under certain premises, such as their inefficiency, lack of quality and even high level of corruption (Baleriola et al., 2021, p. 2). In view of the challenges and transformations faced by educational institutions as a result of globalizing processes, there is a concern for the evaluation of their management processes related to public administration in order to guarantee their quality.

Oseda et al. (2020) argue that most public educational institutions receive almost all of their public resources from the State, which is why they must submit to the rules of the

State, which leads to bureaucratic formalities in order to achieve the ultimate goal, which is the provision of services to the public (p. 76). Therefore, far from advancing towards the framework of continuous improvement and greater competitiveness, the public entity is lagging behind, which directly affects its prestige (Oseda et al., 2020, p. 76). However, there is hope, each public educational organization is an organization with its own and interdependent characteristics that give it identity, therefore, it has the ability to modify and adapt to change and innovate its position in the face of current challenges, including managers and collaborators (Chen-Quesada et al., 2019, p.4). Guevara et al. (2021) argue that organizational change is fundamental for institutions to maintain their relevance, for this, it is necessary to have the human talent, competencies and the real willingness of collaborators to accept and implement change (p. 182).

The processes of change in the public administration of educational organizations can enable the sustainability of certain processes in some communities (Guevara et al., 2021, p. 179). The adoption of new work methods and procedures by collaborators is complicated, due to the resistance that change can cause when immediate results are not presented. For this reason, a series of models have been developed that allow change management to be carried out in a planned and organized manner. (Guevara et al., 2021, p. 180).

Change management

One of the most effective ways to promote human and organizational behavioral change is to focus on favorable and positive conditions, then it is necessary to build on them a model of change that allows exploiting the real

capacity of individuals within the organization. The power of positive thinking and language in the face of change is a source of stimulation for the maximum achievable potential of the human being and, in organizations, it must be one of the main topics and of utmost importance to achieve the objectives of the same.

Before defining change management in organizations, it is necessary to know the definition of management. According to Guevara et al. (2021), management is a discipline that studies the management models of organizations, and also develops and deepens the methodologies of management and organizational leadership (p. 108). An organizational change implies a change in management, i.e., it introduces new ways of operating in an organization, reorganizing it and incorporating new resources (Guevara et al., 2021, p. 180). Change is a typical dynamic of organizations, in other words, a stage that every organization must go through in order to progressively change from a situation of chaos to a stable one.

Changes can be introduced by different collaborators, regardless of the level of hierarchy within the organization, since they are the ones who directly visualize the vicissitudes in the management model and recognize when it is necessary to modify a process or part of it. There are several theories that try to explain the processes of organizational change, some analyze change from the perspective of organizations as individual entities and others from the perspective of interactions between organizations.

According to Pineda-Escobar and Cortés (2018), change management presents important factors that could apply to different organizations, depending on the type of organization and that will allow the change to be successful, through an adequate adaptation. (p.5)

Motivational and psychological aspects are considered as the first factor. Education and communication are relevant within a change process, however, additionally, importance should be given to the recognition of achievements and identification of opportunities for improvement by workers (Rueda et al.,2018, p. 21), which translates into the implementation of an incentive system, this with the objective that employees strive to achieve the goal, likewise, achieve the corporate objective. In addition to monetary variables, there are other factors that are more in line with the adaptation of organizational change such as friendship groups (social networks), support (companionship, work stress) and information (business information, changes) (Pineda-Escobar and Cortés, 2018, p. 15).

As a second factor, it considers flexibility and rapid response, which is synonymous with competitive advantage for any organization (Pineda-Escobar and Cortés, 2018, p. 18). Furthermore, he argues that ensuring the competitiveness of an organization that faces risk and avoids seeing failure as something negative will depend on its ability to effectively manage its resources and the speed with which it adapts to changes, through modification in its processes.

As a third factor, Pineda-Escobar and Cortés (2018) mention dynamic capabilities, which are the capabilities

that every organization must have to adapt to change with ease, these are: detect, take advantage and transform. Detection refers to the ability to identify threats and opportunities; on the other hand, taking advantage consists of developing action alternatives in the face of the changes presented; finally, transforming consists of the ability to adjust internally to change (organizational redesign) or even shape the external environment (p.18). Learning and experience are considered as the fourth factor. Companies with a high level of learning absorption, due to their vast experience in the market, and transnational companies, where a cross-border exchange of knowledge is identified analyze their environment better, i.e. they generate conceptual and contextual capabilities that produce a better adaptation to change (Pineda-Escobar and Cortés, 2018, p.18).

Teamwork is the fifth factor with the objective of accelerating adaptation to change, organizational sub-units must be formed in which the contribution of the total team must be superior to the individual contribution (Pineda-Escobar and Cortés, 2018, p.19). Each collaborator has different skills and in different level of development than the others, if they all work together they can exchange knowledge and make their organization more competitive and effective. Organizations have collaborators and they all relate through communication, if communication is focused on positive forces, such as pleasant experiences or success stories within the organization, then hopes for a better future within the organization are maintained or revived (Espinel, et al., 2019, p.15).

Finally, leadership is considered as a relevant factor, since the leader with experience, thirst for learning and good

management of emotions is the one who initiates the process of adapting to change using motivational behaviors that encourage learning by employees, all this, because the success of a change is defined by the ability to proactively use the sources of information and knowledge to achieve the objectives of the organization (Pineda-Escobar and Cortés, 2018, p.7). A true leader must have the ability to reorganize the roles and responsibilities of collaborators, define goals, improve coordination, cope with problem solving, and commit to change (Rueda et al., 2018, p.22).

Public administration in educational institutions

Public administration comprises the management of public organizations or institutions dedicated to the provision of services to citizens who are beneficiaries of public services, these organizations are mainly characterized by the union of coordinated efforts to achieve a common goal: to provide quality care, avoiding emotional distance with people and maintaining an environment of neutrality (Castillo and Matheis, 2019, p. 3-5).

> Pérez (2021) argues that human beings are holders of fundamental rights that should not be ignored by the public administration, which should deploy human qualities such as humility, respect and satisfaction of the citizens who are creditors of the service provision, avoiding the usual bureaucratization, depersonalization and massification (p. 3).

In the public administration of organizations, the ingenious bureaucracy, usually exerts its resistance based on totalistic interpretations of rules, processes and procedures, in this

way, innovations and those responsible for driving change are affected The reform includes a great challenge, since on the one hand it is necessary to revitalize principles proper to public administration such as meritocracy or adherence to rules, guarantors of ensuring equal access of the population to the benefits of technological and economic progress and, on the other hand, the incorporations of innovations such as digitization. (Moreno, 2019, p.209).

Exchanges of information and communication are relevant in the era of globalization, which has led to the intensification of the use of the media in all areas where human beings develop. The public administration system is no stranger, since the renewal of technology, resources and outdated systems still represent a challenge for educational institutions (Guevara et al., 2021, p. 185).

When referring specifically to educational organizations, the objective acquires greater importance, since the action of training people is carried out, the teaching-learning process, known as education, which also seeks to promote the integral development of societies, as well as to bridge the existing inequality gaps (Guevara et al., 2021, p. 183).

Over the years, education as a teaching-learning process has been adapted to new times and paradigms, i.e., it has been affected by multiple transformations that shape its training, research and social projection processes, while educational management, which is the process of organization and administration of resources to achieve organizational objectives, must assume a leadership role, directing its teams of collaborators towards the goals of the organization (Guevara et al., 2021, p. 184).

A strong organizational culture, as most organizations or public educational institutions have, provides them with great stability; however, it must be recognized that a strong organizational culture should have a positive connotation, in some cases, it can become a serious obstacle to change initiatives. (Oseda et al., 2020, p. 77).

Educational institutions require a restructuring whose main objective is to articulate both objectives in line with the new technological, digital and change era and the processes that are part of the strong organizational culture they have, involving as many collaborators as possible to achieve the powerful feedback necessary to achieve the desired innovation. Everything must be accompanied by planning and a large sum of initiatives, as well as the support of the entire educational system in general, to overcome possible differences, related to the lack of coordination of purposes and methodologies to be implemented (Guevara et al., 2021, p. 186).

Elements of change management aimed at the administration of public educational institutions.

Next, we will detail the elements that are part of change management in organizations or public educational institutions and explain how each of these can impact it in a positive way.

In the first place, we have the "innovative leadership", every collaborator of the educational sector that provides a public service experience must be trained to manage uncertainties and conflicts, in addition to high ethical values, human skills and an academic and satisfactory training that allows him/her to understand the requirements of the other collaborators and the public in

general. As an added value to the above, an innovative leader is characterized by responding with transforming and adaptable proposals, focused on the development and viability of opportunities (Guevara et al., 2021. p. 87). In addition, it must have as a medium-term objective, to transform the bureaucratic apparatus of public administration that characterizes them, for which they will need to look to the future and understand that there is no other option but to get on this high-speed technological train to remove its organizational model and redesign the profiles of public servants, face its challenges and maximize its benefits to facilitate and improve the quality of life of all citizens in this digital era. (Janes-Font et al., 2020, p. 89). A leader who manages subordinates must apply incentive systems, whose main motivation is personal satisfaction and emotional and professional growth.

Secondly, the "innovative organization" must have the capacity to constantly update itself, which ensures its legitimacy and competitive positioning in the face of new global and technological scenarios (Guevara et al., 2021. p. 87). An educational organization that reinvents itself without neglecting the quality of its services to the public should not forget the implementation of preventive internal controls, which should consist of organizational plans, measures and coordinated methods, in order to avoid any action outside the law, related to corruption or any violation or lack of human rights of both employees and beneficiaries (Oseda et al., 2020, p. 77).

Thirdly, "educational quality and relevance", which refers to the fact that every public educational organization must have academic plans and programs that allow the production of high quality knowledge, capable of

responding to the demands of the changing environment (Guevara et al., 2021, p. 87). (Guevara et al., 2021. p. 87). According to Álvarez-López and Matarranz (2020), quality is a complex term, which can be perceived as excellence, perfection, fitness for purpose and constant transformation or adequacy. In educational organizations, interest in quality has been growing exponentially, due to the increasing pressure of the economy on education, the renewed emphasis placed on education as a factor of development, the reconsideration of the role of the State as a service provider, tension between the search for excellence and equity, and the disillusionment caused by the multiple processes of educational reform (Álvarez-López and Matarranz, 2020, p. 84). Furthermore, they argue that the improvement in the quality of public educational organizations must consist of reforms that involve relevant economic efforts accompanied by a need for constant evaluation of the system.

In fourth place, we have the "cooperation networks" which consists of the work of sharing knowledge and experiences among organizations in other places, from the country itself to international organizations, because each organization responds from its complexity and needs to the different challenges it faces according to its environment, which means that with its experience it can make the right contributions (Guevara et al., 2021. p. 87). Successful cases of public educational institutions in other countries can be taken as an example, copying their model or adapting it to one's own reality.

Finally, the "incorporation of new technologies" will serve to optimize the usual practices that are becoming obsolete within educational organizations; at the beginning,

resistance to change on the part of some collaborators or beneficiaries will be inevitable, which will result in its incorporation not being instantaneous; however, it should be planned and should prepare responses to unforeseen contingencies in the development of its implementation (Guevara et al., 2021. p. 88). The application of new technologies should have as its main objective to simplify the processes within the educational institution by directly attacking the processes of greatest impact within the provision of the service.

Conclusions

According to the current context of constant change and globalization present in most aspects of society in which the human being is involved, a need for significant and radical changes is evident in educational organizations. Educational management, collaborators and beneficiaries have the challenge of eliminating inequalities and advancing in the development of social programs to achieve the mission and vision of these organizations. Before implementing change management in the public administration of educational organizations, it is necessary to take into account the essential elements that will help us to plan more effectively the change plan in terms of processes, organizational culture and internal control. On the other hand, the incorporation of new information and communication technologies integrated with the experience of external organizations can maintain or increase the levels of quality, efficiency and competitiveness in the provision of services, which will build intelligent public institutions aligned to the changes of context and that will contribute to an improvement in one of the main pillars of society, education.

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The impact of results-based management on the quality of service in a UGEL in Lima.

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Introduction

In education, public administration has undergone major changes and transformations as a response to the deficiencies and the obsolescence of public administration. Public administration in general was recognized, for the most part, as bureaucratic and inoperative and it was considered that it did not take into account at all the provision of a good service to the citizen or public user. In this regard, Win and Lim (2019) point out that the quality of the services provided by the public administration is not necessarily good, in addition to the distribution of services; since they see efficiency in the reduction of resources and inputs.

In the Local Educational Management Unit (UGEL N° 02), the public users are the teachers, administrative personnel, parents, and directors of institutions, who, upon seeing their demands and needs underestimated, postponed or denied, form a whole framework of affectation and crisis that transcends from the bad opinion and image of the institution, to the low educational quality for not being attended to in a timely manner in the institutional and personal demands of the educational actors.

Most Latin American countries have implemented the new public administration under the principles and schemes of the Organization for Economic Cooperation and Development (OECD). Since the alleged problems of state administration have not only occurred in our country, but also in Mexico, Ecuador, Bolivia, Chile, Brazil, Colombia and other countries that have been developing new policies of modernization in the administration.

The new public management (NPM), is a model that was born in European countries from a problem of a financial nature , this model focuses on an administration of management by results , but it should be noted that it has referential framework of the private sector and its main purpose is to provide quality of service with the good use of resources in order to achieve citizen or customer satisfaction (Jussupova and Zhussip, 2019; Gonzalez, 2015). This new philosophy suggests the passage from a bureaucratic management to a managerial type . Finally, it implies savings in the cost structure of public services, risk sharing, speed in responses.

In accordance with national policy guidelines, UGEL N° 02, with Law N° 27658 enacted in 2002, the Framework Law for the Modernization of State Management was enacted. This law establishes principles and legal basis for application to state agencies. Subsequently, the national policy of modernization of public management was approved with Supreme Decree No. 004-2013, then the resolution of the Secretariat of Public Management No. 006-2019 PCM/SGPapproving the technical standard for quality management in the public sector.

The new reform of the state apparatus, based on the Modernization Framework Law, has been gradually implemented in order to reverse the position of the unreliable state in the eyes of society and public users. According to the Latin barometer 1995-2014, it showed low levels of satisfaction and low confidence in the performance of the public administration, with Peru at 31% below Latin American countries, which are at 39%. (D.S. N° 004-2013).

In the UGEL N°2, based on the norms of state policies, the NGP has been working, based on a management by results oriented to the citizen in the efficient, effective and transparent attention of the administrative procedures. Therefore, this research seeks to analyze how this policy of modernity in the administration of education has impacted the population, whether the performance of collaborators and officials has managed to generate trust and satisfaction, since one of the most salient problems of the present and previous management are the treatment of staff, time in the attention, accessibility, management results and others that generate distrust (Aguirre, 2015; Fernandez, 2018). For this reason, the personnel working as appointed or contracted should have a good training in competencies and perform satisfactorily in favor of society (Davletshi, et al, 2019).

Likewise with respect to the quality of service there are different theories and positions that explain its conception, purposes and others; but its final marrow is directed in providing satisfaction confidence to the user that in this case are the directors, teachers, parents or students, which should be the beneficiaries so that in some way they add to the advancement of the improvement of education,

since it is well known that a state with good education develops in all areas, whether political, economic and social (Cavero, et al, 2017).

In Peru, Law No. 27658, the framework law for the modernization of state management, enacted in 2002, declares that the modernization process has begun at all levels of the public administration of the state, this change is mainly focused on improving the administration in a democratic state and at the service of the citizen in order to reverse an old bureaucratic position. This first norm would mark the milestone for the following ones in the process of implementing the new public management that implies the development of a public administration based on results.

Likewise, the Executive Branch, through the Presidency of the Council of Ministers, approved the National Policy for the Modernization of Public Management with Supreme Decree No. 004-2013, whose main objective is to encourage all public entities in the process of modernization in a results-based management whose impact favors the citizens and therefore the development of the country.

Management by results

Management by results as the action and performance of public servants or officials in the development of a management focused on the creation of public value through the use of management tools (Ramón, 2016). It indicates that the set of actions and activities of civil servants will be oriented to the efficiency and effectiveness of functions and therefore user satisfaction (Sacristán, 2016). Public value is called to public actions and

interventions that show effective results to the user's needs. It follows that it is important to clearly establish the chain of results of efficiency (input, activity and product) and effectiveness (effect and impact) with their respective monitoring in the performance of functions of the collaborators to distinguish whether or not the goals are being achieved(Oyarzún and Cornejo, 2020).

In results-based management, it is important to analyze the chain of results that implies the efficiency and effectiveness of management (Ramón, 2016). The indicators of efficiency are: Input, activity and output. Input refers to physical, technological and human resources. The activity is the actions proposed as goals or objectives. The product refers to the good or service obtained by the user. There are two indicators of effectiveness: effect, which is the result, and impact, which shows the favorable or unfavorable outcome of a management.

In this context and according to Santana, Almeida and Campana, efficiency is the ability to use resources and inputs optimally to achieve set objectives, taking into account quality (2021). Scaff et al, points out that the new Public Management focuses on management systems of substantive decision-making processes related to the expenditure cycle in order to contribute to the improvement of efficiency, effectiveness and efficiency of public spending (2018). Which means that according to the approaches of the new public management in the administration efficiency is to use the allocated inputs for the programmed activities and achieve a proposed goal in the shortest possible time and cost.

Effectiveness is the degree of compliance with the objectives set, without necessarily considering the resources allocated to it (Pliscoff-Varas, 2017). For De la Garza, Yllán and Barredo, they find that the assessment of effectiveness is focused on the result of the goals and objectives set by an organization (2018), which implies that if it has been favorably covered then it will have been effective. In public administration, the aim is no longer only to be efficient, but also effective.

Pliscoff-Varas, considers that effectiveness is the impulse that allows you to act, to achieve something using strategies, even if you do not have the necessary resources to fulfill them (2017). This is a very common practice in education to carry out some activities or academic events using strategies and the resources of strategic alliances such as, for example, the municipality, the medical post, the church and others.

According to Grande (2016), public management for its implementation focuses on actions and decisions of a system. The system involves human resources, regulations and organization. However, the presidency of the Council of Ministers, in its eagerness to modernize, is organizing educational management on the basis of five basic pillars, which are described below. Three transversal axes are determined, which are Open Government, Electronic Government and inter-institutional articulation, having as 5 pillars the following axes: (a) public policies, strategic and operational plans, (b) budgeting for results, (c) management by process, administrative simplification. (d) administrative simplification, meritocratic service and (e) information and follow-up system (transparency).

For Ramón, he indicates that results-based management is a demanding and balanced style of administration, whose main characteristic is the flexible adaptation of resources, management systems and structure of responsibilities, to a set of strategic results in particular, defined and made known in advance and that can be achieved in a certain period (2016). In other words, one of the important purposes of results-based management is to measure the product obtained through management, in order to know the effects and impacts actually generated in the service provided.

Today we live in a society that demands quality in all its manifestations, and education is no exception. In developed countries are giving high priority and boom to the valuation of quality. Its achievement becomes a necessity for organizations, since there is a direct relationship between what is provided as a service or manufactured product and the satisfaction in the quality received from the users. In education it is also a challenge to provide a quality service, since education is a "complex" system because it contains multiple systems that are connected to each other.

Over time, organizations have focused their attention on customer satisfaction and, therefore, their service strategies are focused on it in order to become a stronger and more sustainable entity. Customer satisfaction is important for the entire organization, therefore, the quality of service provided to the customer goes through different analyses that are evaluated through various methodologies. A large number of companies that are successful in their different areas use them in order to improve their response capacity. In addition, they are used

to know the customer and satisfy their needs in an effective way.

In relation to the above, the present work aims to analyze the impact of results-based management on the quality of service, i.e. if there is really tangible and observable progress in educational quality by the users or stakeholders of education, so our General Problem will be What is the impact of results-based management on the quality of service of the UGEL N° 02-Rimac, 2019, as Specific Problem 1 we have: What is the impact of results-based management on the efficiency UGEL N° 02-Rimac, 2019? As Specific Problem 2 we have: What is the impact of management by results on the efficiency of UGEL N° 02? As Specific Problem 3 we have: What is the impact of management by results on the satisfaction of the quality of service of UGEL N° 02-Rimac, 2019? As Specific Problem 4 we have: What is the impact of management by results on the expectation of the quality of service of the UGEL N° 02-Rimac, 2019?

On the other hand, this research work has a practical justification since it analyzes the impact of a results-based management on the quality of service and will allow making improvements in the entity for the welfare of users and the educational community. This is a relevant topic since it is involved in the guidelines of the implementation of the new public management of the current state administration. Its results will allow new contributions and knowledge that favor public administration and the improvement of the quality of education. Likewise, this research has social transcendence, since this study allows us to analyze if the public administration of local education favors or fulfills its main purpose, which is oriented to the

improvement of the quality of life of the citizen. Finally, based on the present study, it will be possible to open new investigations that favor science and administration.

By virtue of the above, the general objective of this research is to analyze the impact of results-based management on the quality of service of the UGEL N° 02-Rimac, 2019; having as Specific Objective 1.To analyze the impact of results-based management on the effectiveness of the UGEL N° 02-Rimac, 2019; likewise the Specific Objective N° 3 is to analyze the impact of results-based management on the satisfaction of the quality of service of the UGEL N° 02-Rimac, 2019; finally the Specific Objective N° 4 is to analyze the results-based management on the expectation of the quality of service of the UGEL N° 02-Rimac, 2019.

In this research, qualitative method has been used, focusing on the study of a social context of people who interact or develop according to reality under a holistic perspective that includes the subject or object of analysis from the scope of an educational management (Cervio, 2015). An inductive, flexible analysis, people, groups and scenarios are not reduced to variables. It also implies obtaining a deep understanding of the meanings and definitions of the situation as presented to us by the people (Fuster, 2019).

The present investigation is of qualitative, descriptive and phenomenological design, of descriptive type, inasmuch as it has described in detail the facts occurred in the matter of study, in the context and time developed. The study scenario of this research was carried out in the facilities of the headquarters of UGEL N° 02, located at Av. Caquetá

N° 805 - San Martín de Porres (corner with Av. Túpac Amaru, Colegio San Martín). The following were interviewed: Office of the Planning and Budget Management of UGEL N° 02 - Rímac, Area Management, Office of the Planning and Budget Management of UGEL N° 02 - Rímac. Area Management, Planning and Budget Management Office of UGEL N° 02 - Rímac. Administrative or technical personnel, educational institutions (interview with the directors), educational institutions (interview with the social worker).

The participants in this research are focused on a theoretical and social representation of the object of study; therefore, a selection of characters with peculiar characteristics has been made with respect to their context, condition or particular situation of user or official, with direct relation to the variable of management by results and quality of service. The participants in the present research work are: 1 senior management official, an official of the Area of Management of Regular and Special Basic Education (AGEBRE), 2 directors of II.EE, belonging to the UGEL N° 02, a social worker of the I.E.N° 3087, Carlos Cueto Fernandini, with a total conformation of 5 characters.

The techniques used in this research are the following: The logbook or field diary, the interview, and data analysis. For the present study, a semi-structured interview was conducted using a 22-question questionnaire previously elaborated and in accordance with the topic of study, its categories and sub-categories, taken in a favorable environment, avoiding interferences and with a predisposed, respectful and prudent attitude. The documentary analysis was based on the analysis of the

results of the suggestion box prepared annually by UGEL N° 02, and also with collateral information from the complaints notebook. Since this is a qualitative methodology research, the data collection will be analyzed in parallel, that is to say, according to the progress of the interview and the research itself. Data triangulation was carried out, which consists of investigating the sources of data for the analysis of the research, it should be taken into account that apart from the interview of the selected sample, it can be verified through collateral information or relevant documentation.

In this research, all the methodology that leads to a qualitative type of research has been carried out, in which all the answers offered by the informants, who were 5, are highlighted. And for a better understanding, they have been coded as follows: official 1, who is the key informant belonging to the processing team with code F1, official 2, administrative personnel of the processing team with code F2, director of an educational institution with code D1, director of an educational institution with code D2 and the social worker of an educational institution with code A1, who provided the required information that I present below:

With respect to the general objective of this research, whose main purpose was to analyze the impact of results-based management on the quality of service at UGEL N° 02, according to informants F1, F2, D1 and D2, they agreed that since the former president enacted Law N° 27658 and DS N°004-2013-PCM for the implementation of public management modernization in the educational management unit, D1 and D2 agreed in pointing out that since the former president enacted Law No. 27658 and DS

N°004-2013-PCM for the implementation of the modernization of public management in the educational management unit (UGEL N° 02) has been developing management by results that have not transcended or impacted management by results in the quality of attention to the user public, but that improvements and progress have been made since 2019.

In this regard, the interviewed users and officials F1, F2, D1 and D2 agreed that there has been a considerable streamlining of procedures for customer service, creation of customer service windows and service protocols, adaptation, adaptation and setting of the offices and greater commitment and performance of officials. In this regard, user D1 pointed out: the difference is noticeable in several aspects, the wait, the security did not treat you well and if you arrived 5 minutes before the time the attention was already closed, it was more disorderly, the staff did not treat you well.

Likewise, user informants D1 and D2 coincided in pointing out that despite the progress made, there is a deficit in the speed of attention to the user public and in the accessibility of the procedure because deadlines are not met. Similarly, one of the informants, a social worker user coded for this research as A1, stated that there is discomfort due to delays and the crowding of users at special times such as the end of the month when retirees are paid, teachers are hired, and others.

On the other hand, the discrepancy arises when interviewee F1 points out that there is a public predisposition to distrust and skepticism in the professional work of the staff working at the UGEL.

Continuing with the results of the present investigation, with respect to the analysis of the first specific objective on the impact of results-based management on the efficiency of UGEL N° 02-Rimac, 2019. it was found that there is no impact on efficiency but that there are considerable improvements in the current management, interviewees F1 and F2 agreed on the answers to the compliance with institutional instruments and institutional objectives and goals that are reprogrammed and reformulated according to the needs of the user and the existing reality.

Interviewee F1 reaffirmed that we are working with the institutional instruments with monthly and quarterly evaluation to rethink and make decisions, as well as the quality process map, we have aspirations to stand out and obtain an image in the environment, to which interviewee F2 also stressed that we know that we cannot focus on what we do not have, we work with what we have, we apply strategies and also the strategic alliances that many times solve us in the fulfillment of functions.

Likewise, interviewees D1 and D2 agreed in stating that they recognize the changes and improvements, but there are still delays and non-compliance with the delivery schedule of resolutions and other documents of importance for the user and for the educational entity, as well as a deficit in the access to the follow-up of procedures.

There were also coincidences regarding the number of personnel, which F1 added that in the processing area there are only fifteen workers between officials and administrative personnel to attend to the 4 districts that correspond to it by competence, the interviewee F2

pointed out that on busy days up to a thousand files or procedures are received.

And continuing in the same area of efficiency, informants F1 and F2 in the organizational structure have been strategically adapted and adapted to the reality and needs of the user public to provide functionality to the management and performance of the document processing area because it is in charge of serving the public and it is in the interest of promoting a good image that transcends in the quality of education.

Therefore, interviewees F1 and F2 indicated that they usually perform their work function by applying teamwork, which is monitored by the management from a lateral and joint approach to achieve the proposed goals, fostering commitment and integration.

The discrepancy has arisen with informant F2 who adds that there is a public with a culture of distrust of the management and that by habit they are reluctant to use the platform; this is the case of teachers or retired personnel who prefer to carry out their management in person rather than using computerized means that could facilitate their procedures or management.

With respect to the appointment of personnel for public attention, interviewees F1 and F2 point out that the personnel assigned to the public attention function must have certain characteristics relevant to good performance, but above all, they must have an attitude. The evaluation and selection of personnel is open and eliminatory, if they do not meet the requirements and/or profile, the position is declared vacant until a new call is issued.

On the other hand, interviewees D1 and D2 agreed that the assigned personnel should have the knowledge and profile, but above all the attitude, to perform their job and demonstrate efficiency in accordance with the main purpose of providing good customer service.

The discrepancy arose when the interviewed employee F2, said that working in customer service is a complex process, very tiring, because they are immersed in complaints and dissatisfaction, which requires oxygenation or changes of areas, in order to perform better.

On the other hand, interviewees F1 and F2 stated that in the labor situation of the workers, there are several different regimes, due to the many different types of salaries for the same functions, which leads to disagreement due to the economic difference.

Likewise, key informant F1 stated that the most frequent cases of termination or non-renewal of labor contracts is due to ethical issues; the working personnel should not use their position, they should demonstrate transparency and moral solvency in the performance of their duties, as well as the interviewee A1 stated that the best worker does not necessarily receive the best pay, given that there are young and committed personnel with lower salaries.

With respect to the second specific objective of analyzing the impact of results-based management on effectiveness, interviewees F1, F2 and D2 agreed on the main purpose of providing a good service to the user, that the result of the management has had positive and conclusive effects, to which interviewee F1 added that the compliance and efficient and effective performance of the employee has

been favorable. Interviewee F2 pointed out that only the user can attest to the good service received.

In this regard, interviewee D1 explained that today in all entities it is commonplace to talk about public value and quality of service because it is regulated by current regulations and it is an imperative priority that the staff demonstrates these elements in practice, the idea is to serve society and not to take advantage of the position, to act ethically and transparently.

Informant F1 stated that currently the areas that have worked and excelled in terms of results receive economic stimulation, since the state recognizes the effort and professional work that points to the tangible and observable as a result, which the interviewees were unaware of and did not touch the subject.

Continuing with the analysis of management by results in efficiency, in the item that responds to the low confidence of the user public in the administrative management, they coincide in affirming that the greatest complaints and discomfort of the user is due to the delay in the conclusion of the initiated procedure, especially those that have to do with subsidies, maternity, bereavement, termination, leaves of absence and others.

Interviewees D1, and A1, pointed out that the areas with the longest delays are the payroll area, which must be followed up continuously, otherwise there is a risk of not being attended in time, they also stated that a user "x" submitted paperwork in June and in November is just attended, which shows the waiting time and non-compliance with delivery dates, which generally occur in the payroll area, which in turn is the area with the longest

delays. It should be noted that there is a predisposition to revert this situation, according to F1 and F2 employees themselves.

The difference of opinion found is that one of the D1 users explained that there is currently a lawyer hired by MINEDU, who intercedes to assist the user to carry out their management. This also demonstrates that public policies with respect to improving care or providing quality service emanates from the guidelines and state policy that this obtains the attention it requires.

With respect to the specific objective of developing the institutional Operational Plan, the interviewees agree that the Operational Plan is important and favors the achievement of planned objectives in order to optimize the work and that it is a very important tool that directs the work and performance of officials, workers and members of the area in order to achieve goals. With respect to the transparency law, the informants pointed out that it is the regulation that currently favors administrative simplification through accessibility to information to reduce bureaucracy and facilitate the management of the user.

Discrepancies were found regarding the development of the POI and its importance in the performance of functions, given that the key official F1 stated that it was no longer relevant but on the contrary gave priority to the activities emanating from the ministry motivated by the current context of the COVID 19 pandemic.

With respect to the discrepancy on the part of the informants to facilitate administrative simplification, F2 considers that there is currently a reluctance to use virtual

mechanisms as long as they do not have the management and proximity to the computer processes.

Finally, in the subcategory of effectiveness, the informants agree that in the local educational management unit some achievements have been reached, such as greater speed in the services, adaptation and work commitment of the personnel of the area sensitized in providing good treatment and good service within the framework of the current public policies of the state, likewise and according to the context of the COVID 19 pandemic, the platform of the institution has been implemented, opening virtual service windows strategically designed for the user, creation of flowchart or guide of procedures and others.

With respect to the third specific objective, whose main purpose is to analyze the impact of results-based management on service quality expectations, interviewees D1, D2 and A1 agreed that expectations are not met by all the institution's personnel, that there are improvements in the processing area, but that the work requires unity.

Therefore, there are discrepancies with interviewees F1 and F2, who maintain their position that the staff of the area provides good treatment and performance, transparency and access to information on the procedures carried out, clear and accurate information and guidance, speed and solution in a management.

With respect to the expectation of what personal characteristics they expect to find in a public servant, interviewees D1, D2, A1 agreed that a public servant should be kind and empathetic, have control of their emotions and avoid harshness and intolerance due to the

nature of their work, know how to provide real guidance and show interest in serving.

Likewise, the interviewed A1 users agreed that the application of the administrative simplification law is often not complied with, because the guidelines of the law are followed.

The discrepancy that arose was that Key Informant F1 considered that in the public administration, in order to enter a file or process, the protocols and requirements demanded by the administration must be complied with, since there are unavoidable requirements that must be presented, such as ID cards, birth certificates, marriage certificates and others. There is no discrepancy in the profile of the public administrator.

Likewise, interviewees F1, F2 and A1 agreed that to date the suggestion box and complaints book continue to be used as methods and means to learn about users' expectations and needs, which is relevant to design better customer service strategies.

In this regard, F1 affirms that these means and mechanisms of knowledge are systematized to take stock and identify the points of greatest need of the users. On the other hand, the interviewees agree in pointing out that other means and mechanisms of knowledge such as interviews, virtual questionnaires and others should be carried out in order to know the user's most important appreciations.

Interviewees F, F2, D1 and D2 agreed that it is important for senior management to show leadership and commitment to the quality of service for users by meeting their expectations, since they will perceive institutional

support that will lead to a good opinion of the management performed by senior management.

Likewise, interviewees D1, D2 and A1 agreed that they are currently working on the issue, participating in activities and training, in compliance with the new service quality directives.

With respect to the expectations regarding the service culture of UGEL officials and staff, interviewees F1, D2, and A1 agreed that to date it has not yet been recognized as an institution that provides a culture of service, there is no impact, progress is recognized, but not all the institution's workers show empathetic attention, good treatment, efficiency and commitment.

Interviewee F2 considers that there should be more user awareness and training, and interviewees D1 and D2 maintain that they are on the right track because in reality it is a whole process that takes time.

Finally, in the fourth specific objective of the study, which was to analyze the management by results in the satisfaction of the quality of service of the UGEL N° 02-Rimac, 2019, the informants agreed that the quality of attention in the service provided by the staff working in the institution as well as the officials has not had an impact on the satisfaction, A1, agreed in recognizing the efforts and the improvement in the attention to the public in the good treatment, waiting time, accessibility to the follow-up of the procedure unlike previous years but that this improvement is slight, is in process and is not impacting, likewise, not all workers and officials of the institution show good treatment, speed, access to information and efficiency.

In this regard, interviewees D2 and a1 pointed out that in the area of payroll there are many delays and non-compliance of the palazos in the delivery time of resolutions.

Interviewees F1 and F2 pointed out that the current director of the institution has been developing a series of training activities, awareness and knowledge, delivery of directives and other relevant topics on quality of service, good treatment, educational quality and other relevant issues in order to optimize the work and ensure good performance to the satisfaction of the user public.

Conclusions

It is concluded with respect to the objective raised on the impact of management by results in the quality of service of the local educational management unit N° 02 (UGEL) that has been developing the management by results has not transcended or impacted on the quality of service of the user public, however, the improvements and advances that have been made since 2019 have been achieved, where the procedures of attention to the public user have been considerably streamlined, creating windows and protocols of attention, adequacy, adaptation and ambience of the document processing office, strategic organization of human resources, commitment of the authority and good treatment.

With respect to the analysis of the impact of results-based management on the quality of service in the efficiency subcategory, it was found that the document processing staff has been efficiently carrying out its work in accordance with compliance with institutional instruments such as the MOF, POI and in accordance with the new regulations,

prioritizing the quality process map, as well as the strategic use of human and material resources to achieve the goals set.

With respect to the second specific objective set out in the analysis of management by results and the subcategory of effectiveness, it has been found that the staff is not effective because there are procedures and formalities of the user that have not had positive effects or concluded due to the fact that there is still no synergy teamwork with the other areas.

Continuing with the conclusions we have that the impact of results-based management in the category of service quality expectations does not meet the user's expectations in terms of efficiency, tolerance, compliance with deadlines, but we recognize the progress made in improving the speed of service, good performance of the area and orientation strategies of the document processing area.

According to the analysis of the impact of results-based management on satisfaction with the quality of service, users are not satisfied with the quality of service, due to non-compliance with deadlines, cumbersome processing of document follow-up, indifference and poor performance of some officials in the area and in other areas as well.

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Alternative basic education centers: a second chance for a change in employment status

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Introduction

Basic education for young people and adults is one of the major issues that the Peruvian education system must urgently address. If we wish to have a population trained for competitive work and to face the new demands of the 21st century, such as achieving greater economic growth, it is essential that human development indicators improve. "School dropout, failure and grade repetition are indicators that denote problems related to exclusion from schools and educational systems" (De la Cruz and Ortega, 2019, p. 9). These facts or indicators are part of the main concerns of institutions and organizations, national and international, in terms of educational policy (Sánchez and Pedreño, 2018, p. 265).

Focusing on school dropout, De la Cruz and Ortega (2019), argues that it is a problem that encompasses multiple factors: economic, social, the ability of educational institutions to retain students in schools and subjective elements that are related to the young people themselves (p. 10). Diaz et al. (2018) who cites Parro and Reyes (2017) in their research mentions that school education impacts on the increase of labor development and the reduction of inequality, because if a worker is qualified and fails to

perform in his field of specialization, he will have other opportunities to migrate to other sectors, probably, with a lower salary, but he will still maintain his core basic competencies to perform in any work situation and, in the future, he will have the opportunity to specialize in the field that provides the greatest benefits (p. 18).

In relation to students whose school trajectories were not ideal, but "non-linear" or "real", that is, who completed their studies with temporary interruptions and finally decided to return, they were mainly motivated by achieving a change in their work situation and improving their quality of life together with that of their families. The schools that allow people a second chance to finish their school education, even after having abandoned it for many years, are the second chance schools, better known in Peru as "Centros de Educación Básica Alternativa" or CEBA.

In Alternative Basic Education Centers, radical changes are identified in the design and development of educational work nested in student profiles and the promotion of inclusive educational environments, based on participation, recognition and attention to diversity (De la Cruz, 2019, p. 12). In addition, it argues that there are strong components for employability, i.e., supporting students to improve their current work realities and the development of skills for lifelong learning.

Alternative basic education center

Early school leaving influences the process of acquisition and development of basic labor competencies of many young people and adults, key competencies to achieve their insertion in social, educational and labor contexts (Olmos and Mas, 2018, p. 50). Olmos and Mas (2018), refer

to the basic competences of communication, mathematics, digitalization, socialization, citizenship, interaction with the environment, sense of initiative, learning to learn, that is, competences for life that, will allow students to give a satisfactory response to the demands required by society and labor markets in constant evolution.

From the field of educational policies and programs aimed at guaranteeing the right to basic education, different actions have emerged aimed at ensuring the continuity of the educational trajectory of those who have dropped out of school and are motivated to continue it, one of these policies focuses on alternative educational spaces (De la Cruz and Ortega, 2019, p. 11).

There are different expressions, such as second chance schools or alternative basic education spaces, to name educational centers developed outside the traditional school framework, these schools adopt multiple modalities and possibilities, from programs that are oriented, mainly, in "transforming" "problematic" students who do not adjust to the usual forms of work to those oriented to provide a supportive environment and teaching and learning strategies, which constitute an "alternative" for young people and adults who wish to continue with their basic school training to improve their skills in the tough battle of labor competition (Gonzáles, 2017, pp. 22-23).

In Peruvian alternative basic education centers, the State has a preponderant role, since it must guarantee their relevance and pertinence to the vulnerable and excluded population. It must also guarantee flexibility in schedules, since they are generally aimed at older students with work or family responsibilities, and must guarantee the same

quality as education in regular schools, since at the end of each school term the corresponding certificates are issued, which have the same validity as those granted by regular schools.

In order to fulfill the main objective of providing basic competencies to their students and preparing them to face the ever-changing work environment, alternative basic education centers or ABECs must focus on the following pillars:

First, "relevance, pertinence and flexibility". CEBAs should be an important factor for communities or groups of people who, in a situation of vulnerability (lack of economic support, family responsibility or even with the belief that they will be unable to remember what they learned in school time) wish to continue with their studies and self-perceive themselves as valuable in society (De la cruz and Matus, 2019). Likewise, schedules and exams must be flexible to prevent students from collapsing, becoming demotivated and abandoning their studies again.

Secondly, "teacher-student relations". ABEC teachers are initially trained in higher education institutions, where they develop their professional competencies for the appropriate and creative exercise of pedagogical and management functions; it ensures attention to diversity, emphasizes interculturality, gender equity and the inclusion of people with special educational needs, as well as guarantees bilingual education processes in areas where it is required. To ensure a good relationship between students and teachers, teachers must involve students in decision-making, which will foster their initiative and self-confidence. On the other hand, strengths such as listening,

speaking and mutual respect must be settled and given relevance, as well as providing support in the academic and personal framework to ensure their continuity (Gonzáles, 2017, p.24). Finally, interaction spaces such as sports, cultural outings and reality sharing sessions should be provided.

Thirdly, "mandatory educational quality". Quality in the educational system consists of adequate management of materials, educational methods, school organization, educational infrastructure, and the suitability of teachers and administrators. Likewise, it should be recognized that ABECs, whose contexts are more adverse, require greater efforts to ensure educational quality and in the case of public ABECs require constant intervention by the State (Vásquez et al., 2018, p. 100), so the State must be the guarantor of the protection of standards and ensure the fundamental right of education towards the most vulnerable sectors that wish to reinsert themselves into basic education.

Finally, "the results expected from the students". It is known that in a CEBA the school period takes less time compared to regular schools; however, the curriculum should cover all the main topics addressed in a regular school. To ensure that the quality of education guarantees that students are adequately incorporated into the labor system, the educational curriculum should focus on a human and technical approach so that, upon completion of their studies, they develop, in addition to academic skills, soft skills and knowledge in certain trades that will enable them to work as soon as they finish the program.

Employability

The development of employability competencies, i.e., the skills to keep a job, is key to the satisfactory work performance of individuals (Laborda-Molla et al., 2020, p. 120). Furthermore, they argue, employability competencies include integrated knowledge, attitudes and values, which enable people to respond adequately to specific problems. In other words, personal resources are factors that contribute to perceived employability. However, it is not clear how changing labor market conditions affect the relationship between personal resources such as completion of basic education, personal initiative or the choice to pursue higher education, and perceived employability, but these competencies help to sustain oneself despite the changing environment (Low et al., 2020, p. 170).

The dynamism that has currently taken the labor environment in Peru, prevents more and more people to worry about developing and improving the skills and talents that will allow them to access the job offers they find attractive and get the position they want. This means, for the individual, to be clear about his or her labor profile and the competencies he or she possesses, that is, to know his or her capabilities and limitations, which will allow him or her to build his or her labor reality, based on his or her strengths and work on his or her limitations, so that these do not interfere in his or her desire to improve. Employability in the country, commonly, in the case of young people, goes hand in hand with their ability to move between different jobs. In this scenario, it makes sense that most young people and some older people are willing to

train permanently to gain employability rather than in a single job.

On the other hand, the scarcity of formal employment in Peru, for young people and adults, especially for those who are in vulnerable situations and do not have basic schooling, will represent a problem when they reach retirement age. Despite economic support from the State such as Pension 65, if a crisis looms before retirement age, they will not be able to cope with it if they do not have the basic skills to undertake or obtain formal employment (Vincent, 2018, p. 11).

The dynamism of the labor market and informal employment are strong factors that influence young people and adults to look for new alternatives that allow them to be more competent and improve their economic income to overcome the times of crisis and constantly improve themselves in search of a better quality of life for themselves, their families and to obtain a dignified retirement.

Relationship between alternative basic education centers and improved employability

There are several studies that relate the level of schooling and the current employment situation. However, few seek to understand it from the perspective of young people and adults themselves, so as to address the different motivations, experiences and consequences associated with dropping out of school and the role played by public policies such as alternative basic education centers.

According to Martins et al. most regular schools still have difficulties in addressing the socio-cultural diversity of

students, which makes it difficult for young people with low socioeconomic levels to meet school expectations and achieve academic success, thus pushing them to distance themselves from formal education, which can lead to school dropout (2020, p.48). In addition, he argues that alternative basic education centers, unlike regular schools, address in an individualized, integrated and flexible manner the specific life circumstances that most of their students suffer or have suffered from, such as the effects of family disintegration, poverty, antisocial risk behaviors, stigmatization and school exclusion, and focus their efforts on the reality of many working adults, whose main motivation is to change their work reality.

The young people who dropped out of school see these centers as a second opportunity that does not judge their past, but their future and their main motivation to improve their employment situation. Moreover, the emotional work done by teachers inspires students to seek an improvement in their quality of life and that their search does not end with their school studies, but continues towards the improvement of their current employment situation so that they can progressively demonstrate their skills and climb towards a better job (Martins et al., 2020, p. 49). Between 1993 and 2008, approximately 20% of young people preferred to work rather than study, which made sense to them, following the logic of not wasting time and taking advantage of resources. An increase in the schooling of young people creates equal opportunities within the labor market, granting them the basic skills to be able to perform in any activity that can help them get funds to support their families, as well as achieve savings to pursue higher education and access a job that allows them to grow (Carabaña, 2018, p.155).

According to De la Cruz and Ortega (2019), ABEC students relate the return to school to a response of self-improvement and response to external demands to get a better job, and even continue with higher education to aim for some social mobility. For this to take place and for the CEBA to represent a second opportunity for adults eager to improve themselves, it is necessary to continue giving relevance to the design of educational policies that provide students with the basic knowledge to develop their employability skills, such as leadership talks, job interview simulations, job fairs and vocational tests.

Conclusions

School dropout represents one of the main socio-educational problems, this manifests itself as a key factor that generates inequality and social exclusion, in addition, in the Latin American context, it is a constant problem and strongly rooted in the educational reality (Lopez and Lever, 2017, p. 71). In addition to the social factors for which a student decides to drop out of school, there is the economic factor, which translates, in some cases, into the obligation to earn income to survive, as well as to maintain an acceptable quality of life, in case he/she has a family burden. However, the fact of not having finished basic studies often generates a disadvantage in the work environment or, in any case, stops them from aspiring to a better position.

Before stagnating, many young people and adults look for other options, probably not immediately, but as time goes by and they realize that job competition is relentless. One of the most sought after options, due to their flexible schedules, are the alternative basic education centers or CEBA, which are seen as second chance centers to avoid

being part of a group that is often marginalized and to have a certificate that is equally valid as the ones issued by regular schools. Likewise, it could allow them to enter a higher education center after completing their secondary studies.

ABECs play an important role in the insertion of many Peruvians who are outside the school system. It is important that educational policies continue working to continuously improve their spaces, adequately train their staff and manage a strategy of attraction or re-engagement so that future students create their opportunities and grow within society.

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Educational inclusion and labor market insertion of hearing impaired youngsters

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Introduction

A problem that cannot be ignored in our Peruvian reality is inequality due to the large poverty gaps that still exist between different sectors of the population. This situation causes exclusion and discrimination; and this, to a greater extent, in that population that has some type of difficulty or permanent limitation, be it visual, auditory, visual-auditory, motor, cognitive, etc. When a person is limited is the society who closes more doors to this individual, crossing out his condition and making him unable to support himself by his own means and that they are always receiving help; this way of thinking is the one that does not allow the inclusion of people with limitations within the educational processes; however, it is necessary that the state and society allow the advancement of these people, enhancing the skills that stand out so that he can take advantage of his talent and can be seen as a whole person who conforms the society.

For Rodriguez et al., the hearing impaired person does not exactly have problems with speech, nor does he or she have less capacity than a hearing person. They are almost always eloquent, of high cultural level and in a comfortable environment they usually express themselves with

amplitude and confidence. Normally, their performance in public is self-conscious because they are aware that their voice sounds dissonant, they cannot pronounce words fluently and unfortunately there are insensitive people who make fun of them and make them feel uncomfortable. These data from the hearing impaired community allow the researchers to recognize in them their various qualities. (2021, p.311)

Hearing impairment is an impairment in the vestibular system, negatively influences the ability to listen, language, intellectual training, motor difficulties, poor physical performance and often social interaction in the community. (Ochoa-Martínez, 2020, p.174).

Izuzquiza, mentions that the Universidad Autónoma de Madrid is the only Spanish university that offers students with intellectual disabilities its own degree, where it instructs them for their inclusion in the labor market. This service has allowed the university to be recognized for its quality and excellence. (2012, p.109) Bratkova et al. states that the number of children with disabilities has increased worldwide, in Russia it is 670 thousand people. Currently, there is a great progress in the right to obtain quality education. The state has placed it as a priority and the state orientations of special education are evolving, it should be noted that this work demands the use of pedagogical strategies. (2020, p.222)

Society and the State have the duty to ensure an inclusive education that meets the needs of people with disabilities and that they can be integrated and included in the regular basic education system and not only allow them an education in the special basic education system. In this

sense, it is the obligation of educators to contribute to the development of equality, showing each student that everyone has the same rights, without discriminating against the condition of others, and it is then that the processes of inclusion begin, from the school, so that in the near future the person with disabilities can enjoy the insertion and the right to work, to be productive and to fend for themselves.

The state limits social inclusion to the use of interpreters in presidential messages, congressional sessions and state advertising. The media, for the most part, do not have this service, the press, television, internet and inevitably the radio, leave people with hearing disabilities excluded. So, how can they access information if they do not have a person to support them? (Rodriguez et al, 2021, p.311). It is necessary to emphasize that it is through language that individuals express emotions and manage to communicate with society, that said, it is important to give value to the limitations that a child has when he/she is at a disadvantage for not being able to express orally what he/she feels, he/she needs people who are willing to include them in society, and that discrimination is not tolerated.

It is considered that society has advanced by leaps and bounds, since the inclusion of people with disabilities is increasingly detected, and the more time passes, the more this process feels natural. Society has also understood that many of the defects are congenital, which has collaborated with the understanding and acceptance in society. That is why, acceptance has been increasing, because the understanding of individuals has evolved, and they are given the same rights, so that they can take full advantage of the benefits that the rest already have. Then, before the

law of the State and man, each individual is equal regardless of the differences that are noticed among all, it is for that reason that the State must govern with equality and equity, and that each person must be governed by the same rules. This means that education should include all students regardless of their condition, so that professional insertion is easier.

The pedagogical system currently challenges that children should be educated together, without taking into account personal and environmental discrepancies; in this way, parallelism of opportunities should be granted. In this sense, circumstances and contexts must be determined, so that adolescents can be incorporated to an education without impediments, to this end, the pertinent contexts must be implemented to achieve the objective, besides teachers must be instructed by means of intensive trainings referring to sign language. As it is known, hearing impairs the achievement and progress of expression in infants.

Educational inclusion

Educational inclusion is a concept that encompasses strategies that should be promoted so that each student enjoys his or her rights equally. For Reyes-Parra et al, In the educational panorama, many countries have already opted for inclusive education, designing and implementing strategies that, when executed, guarantee educational development as a result of the joint work of each of the actors in the system. (2020, p.88). Passos and Rodrigues mention that the educational environment of students with disabilities has been little analyzed and emerges as a challenge to the inclusive context. In Brazil, a great paradigm shift has been generated with the implementation of inclusive educational policies, however

there is much to deliberate and learn. The exclusion of people with disabilities continues to occur in this society, considering this situation in institutional care (, 2018, p.1149).

It should be noted that universities establish departments to cater for students with disabilities and develop action plans to encourage their participation in higher education. Even so, people with intellectual disabilities are still excluded, with the exception of an experimental program, called "Up the Hill" instituted at Flinders University in Adelaide in the state of South Australia. (Izuzquiza, 2012, p.110)

To work with hearing impaired children who use hearing aids it is necessary to develop aspects such as hearing, expressing, reasoning, remembering, understanding, comparing, sequencing and relating. In addition, the Playmat system can be used, which improves motor and cognitive skills with the use of sensors that recognize patterns and vibrational textures, as well as video games are also used regularly. (Arias et al., 2021, p.100) Reyes-Parra et al. propose that in order to achieve inclusive quality processes, the needs of students must be identified and addressed and recognized as unique and diverse subjects; also, consider the training of teachers to effectively offer inclusive education and create a relationship between school and family. (2020, p.88)

Job placement

It is the opportunity offered to people with different conditions, with the objective of inserting them into society so that they can occupy a job and develop in the same conditions as others; that is why the state must establish

ways of formative inclusion so that they are trained and have access to a job opportunity. The main goal of job placement is to include a person with special needs in a job position, which is why using the paradigm of subsidized employment is validated by the international community with the positive intention of monitoring and constantly evaluating the assets and results of these. Likewise, the insertion aims to give real value to the work performed, with professionalism, starting with the firm idea of diversity and in specific concepts that human resources offices must analyze looking for a total quality result.

Paz-Maldonado and Silva-Peña mention that although labor market insertion laws have been established in Latin America, there is still much to be done; there is also high unemployment, vulnerability and scarce opportunities hinder this process. Other tools must be put in place in order to promote equal opportunities. (2020, p. 8). Zárate-Rueda et al, reveal in their study that the results of the educational policy at the Universidad Industrial de Santander have inclusive mechanisms; for them it is important to enhance the capabilities of students and graduates, so that they themselves can solve the problems that arise along the way, with freedom and autonomy (2021, p.277).

The research carried out is applied, since it modifies the perception of the existing reality, it is of a descriptive transectional correlational type. For the population, a total of 106 hearing impaired young people from the district of Chincha Alta were considered, whose ages ranged between 16 and 44 years old, 42 of whom were female and 64 male. The population of hearing impaired youth in the district of Chincha Alta is 151 according to data obtained

in the last population and housing census of Peru referring to the statistical results corresponding to the district of Chincha Alta in the department of Ica.

The survey technique was used in the form of a questionnaire, elaborated according to the two variables. In the first place, the questionnaire on educational inclusion whose objective is to know the degree of educational inclusion presented by individuals with hearing impairment, the scale is made up of three dimensions. The reliability coefficient of the instrument is Cronbach's alpha obtained was 0.881, which indicates the level of reliability of the instrument. Secondly, the questionnaire on labor market insertion whose objective is to know the degree of labor market insertion presented by individuals with hearing impairment. It consists of 24 items with three Likert-type multiple-choice response alternatives: (1) Never (2) Sometimes (3) Always. Likewise, the scale is made up of three dimensions. The reliability coefficient of the instrument, Cronbach's alpha, was 0.886, which indicates the level of reliability of the instrument.

Labor market insertion and educational inclusion of hearing impaired youngsters

In this research work it has been possible to demonstrate the general objective which was to establish the degree of linkage between labor insertion and educational inclusion of hearing impaired adolescents in Chincha Alta 2019. The results obtained project that inclusive policies have allowed labor insertion of people affected with hearing problems. Likewise through the hypothesis test that evidenced a correlation coefficient Spearman's Rho = ,639. These results coincide with those obtained by Zárate-Rueda et al. (2021) They mention that from the perspective

of the inclusive educational policy and labor insertion, the findings show that the Universidad Industrial de Santander has inclusive methods in its models and practices, however it is imperative to replicate the faculties of students and graduates, so that they undertake in life with independence and freedom, internally fortifying its policy of inclusive education and labor insertion for its graduates with diverse abilities.

Likewise, the specific objective 1, which was to establish the degree of linkage between educational inclusion and the accessibility barrier of adolescents with hearing impairment in Chincha Alta 2019, has been verified. Likewise, following this study, the Spearman's Rho test was used to know the level of relationship between both elements of study, corroborating such information, through the hypothesis test that evidenced a correlation coefficient Spearman's Rho = ,524. These data confirm that educational inclusion is significantly related to accessibility of adolescents with hearing impairment in Chincha Alta 2019. These results coincide with those obtained by Passos and Rodrigues, in their article that aims to show the educational scenario of infants and young people with disabilities who are in 48 foster care institutions. In which 35 children and young people with disabilities were identified. The results showed that most of them are enrolled in public schools. The difference between age and school year is related more to lack of school attendance than to student performance. (2018, p.1149)

Likewise, specific objective 2, which was to establish the degree of linkage between labor integration and educational inclusion of adolescents with hearing impairment in Chincha Alta 2019, was verified. The

Spearman's Rho test was used to know the level of relationship between both elements of study, corroborating such information, through the hypothesis test that evidenced a correlation coefficient Spearman's Rho = ,491. These data confirm that educational inclusion is positively linked to the labor integration of young people with hearing impairment in Chincha Alta 2019. These results coincide with those obtained by Bratkova et al. in their article reflecting on inclusion in preschool educational institutions. With the purpose of establishing and scientifically ratifying the organizational and didactic circumstances for the inclusion of infants with psychophysical developmental difficulties in a preschool school. Most teachers and parents are unaware of the standards of child development and are unable to orient the problem. (2020, p.222)

Similarly, specific objective 3, which was to establish the degree of linkage between habilitation and educational inclusion of young people with hearing impairment in Chincha Alta 2019, has been verified. Likewise, following this study, the Spearman's Rho test was used to know the level of relationship between both elements of study, corroborating such information, through the hypothesis test that evidenced a correlation coefficient Spearman's Rho = ,554. These data confirm that educational inclusion is positively linked to the labor integration of young people with hearing impairment in Chincha Alta 2019. These results coincide with those obtained by Izuzquiza, who states that students and graduates with disabilities show great gratitude for the acceptance of the university society, they feel favored and state that the university has offered them the opportunity to increase their independence and

security, appreciating themselves more as persons. (2012, p.123)

Conclusions

It was concluded that educational inclusion is significantly related to labor market insertion of young people with hearing impairment in Chincha Alta 2019, and considering that p - value < 0.01 consequently the null hypothesis has been disregarded and the main hypothesis was accepted, so it is concluded that there is high moderate relationship, being significant, between the variables educational inclusion and labor market insertion of young people with hearing impairment in Chincha Alta 2019 with the value r=0.563, approaching 0.6, calculated with Spearman's Rho test. Likewise, educational inclusion is significantly related to accessibility barriers of young people with hearing impairment in Chincha Alta 2019; it was contrasted when p - value < 0.01, negating the null hypothesis, so there is a significant correlation between educational inclusion and accessibility barriers, having as a result a r=0.524, resolved by Spearman's Rho test. Likewise, the second secondary hypothesis was also obtained with a p-value < 0.01, rejecting the null hypothesis and accepting the specific hypothesis in this case: Educational inclusion is significantly related to labor integration of young people with hearing impairment in Chincha Alta 2019, so they are significantly associated the dimensions educational inclusion with labor integration with a range of r=0.555 located by Spearman's Rho statistic. Likewise, educational inclusion is significantly related to labor habilitation of young people with hearing impairment in Chincha Alta 2019, applying the same parameters applied to the calculation of the correlation of the main, first and second

specific hypotheses, a Spearman's Rho coefficient of 0.554 was obtained, proving the high and moderate relationship between educational inclusion and labor habilitation of the hearing impaired.

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Business networks and the drive to include small and medium-sized producers in new markets: a study from a higher education perspective.

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Introduction

Throughout history, within society, groups have been formed in a spontaneous way, based on the will, possibility and need of the individuals belonging to them, to relate to each other to share concerns, problems, projects and, in this way, to be able to obtain some advantage or seek, together, specific objectives (Sánchez, 2017, p. 104).

In addition, Sanchez (2017), argues that any democratic and liberal society that seeks to achieve a high degree development has the ability to lead networks and workers and business associations, accepting the difference of interests of the sectors linked to production and giving them recognition based on their representation (p. 107). Entrepreneurs who accept to work in a network seek that this articulation becomes a means to achieve the goals and objectives outlined in the business environment; although companies incorporate technology and innovation, by forming a social fabric or network the achievements are differentiated, since there is an exchange of knowledge or experiences and a relationship of trust, which strengthens each one individually and generates a collective

competitive advantage, which will allow facing external factors such as the threat of new entrants, highly dynamic and uncertain markets and taking advantage of opportunities for expansion (Sánchez, 2017, p. 119).

These networks or business organizations are aligned on a single business strategy and this is molded to the reality of each individual, a good business strategy can make the difference between success and failure (Carvajal, 2018, p. 297).

Among the groups formed by entrepreneurs are small and medium-sized agricultural producers, whose line of business is focused on agriculture, from production to marketing. One of the main objectives of agricultural producers is to intensify their production and meet market demand by supplying high-value crops instead of staple foods; this added value opens the door for them to seek new markets where their product generates generous income and is offered to wholesalers at fair prices; however, most small and medium agricultural producers have many limitations and increasing obstacles to access new markets, such as foreign markets (Follman et al., 2021, p. 2). In addition to the various permits and certificates required, it is necessary to have financial resources to ensure the availability of inputs, water, technology and labor to ensure the quality of their product, as well as the presence or relevance of the producer's farm to negotiate with customers such as wholesalers or agroexporters.

Unlike the more affluent farmers, who can invest more proactively, the smaller farmers have rather reactive responses to vicissitudes. This leads them to join together in the hope of creating a network or cooperative strong

enough to have a presence in negotiations with customers, suppliers, competitors and to deal with informal marketing that impacts the prices at which they offer their products (Follman et al., 2021, p. 6).

Enterprise networks

Networks are a set of nodes between which there are some connections, i.e., there may be some nodes that are connected to each other, but not necessarily to the network, likewise, there may also be some isolated nodes that do not have connections (Morales et al., 2019, p. 2). On the other hand, networks are also interpreted as a group of individuals whose purpose is to achieve a set of goals set within their group, based on joint help, teamwork, active participation and commitment on the part of each of the participants (Morales et al., 2019, p. 3).

Firms expand their boundaries and engage in external relationships to achieve benefits that will increase the performance of the firm (Elvekrok et al., 2022, p. 1). Entrepreneurs form knowledge networks that are characterized by having a vast number of nodes connected to each other, according to rules that are defined from the formation of the network (Morales et al., 2019, p. 3). Cooperation between enterprises is part of the sixth cooperative sense: cooperation between cooperatives. This principle allows consolidating and projecting the business scope of enterprises in broader environments or markets, through rigorous and practical collaboration (Climent and Baviera, 2017, p. 35). This principle emerged as a response to the challenging demands of the environment and market to ensure the survival of enterprises (Climent and Baviera, 2017, p. 35).

Companies that accept the challenge of working in a network, turn this articulation into a means to achieve objectives set in a business context. Over the years, companies have evolved and incorporated innovations and technological changes. However, those, regardless of their size, that have participated in some type of business network have resulted in differentiated achievements (Morales et al., 2019, p. 1). Furthermore, Morales et al. (2019), also argues that the main characteristic of a business network is the way in which the relationship of growth and development of the participants occurs collectively, likewise, there is an exchange of knowledge among them, so that they improve their adaptability to the changes and demands of the market (p. 2).

There are differences in the construction within the business social fabric, for example, there are the clusters, which need an impulse within the network where the initiatives they carry out strengthen each other, through the cooperation of local actors and with items related to the same industrial sector and another type of fabric is the one that is formed spontaneously or by the influence of friends, family or colleagues (Morales et al., 2019, p. 5).

One of the main overall benefits of cooperative networks is that it can effectively develop the competitiveness of the sector, contribute to increased revenue, development of new products, entry into new markets, increased sales, reduced costs, and establish shorter delivery times with suppliers, as well as reduce inventory (Elvekrok, 2022, p. 4). Through union, the strength to compete in markets is achieved, and cooperation between companies is part of one of the basic principles of cooperativeness that is more

difficult to implement in reality (Climent and Baviera, 2017, p. 36).

Within the group of small and medium entrepreneurs are farmers. They form a relationship based on a common goal: the proper management of their resources for the development of their community through success in their sales and productive capacity (Rahmawati et al., 2021, p. 4). The farmer group is expected to foster a sense of motivation, solidarity, innovation, creativity and responsibility among its members in order to achieve their goals, facilitate cooperative action and networking, and should be aware of group dynamics, norms, cohesion and leadership style (Rahmawati et al., 2021, p. 5).

Within the group, smallholder farmers have a duty to share ideas, knowledge, foster togetherness and enhance trust. These roles among farmers bring to the network a so-called social capital, while in sociology-related terms social capital is what makes cooperation between various parties possible, while in accounting terms it is part of the contribution, valued monetarily, of the partners in a company (Rahmawati et al., 2021, p. 4). According to Elvekrok (2022), it is understood that business relationships are not only important for the companies themselves, but also for the networks or local economies that they integrate (p. 5).

Two types of effects of external relationships have been distinguished: the benefits associated with organizational support such as access to natural resources, community support, access to information (climate, product, local threats) and other networks and, on the other hand, there are the benefits that affect competitive forces such as

competitive agreements, economy of scale, scope, greater control or less dependence (Elvekrok et al., 2022, p. 2). To achieve these benefits the main actions to be taken by agricultural producers within the network should be: improve the learning process, provide assistance within their processes to improve their productivity, establish joint strategies to increase their sales, cover new markets and improve their marketing channels (Rahmawati et al., 2021, p. 4).

The agricultural sector is currently expressed in an extensive associative network built from diverse organizational and articulated forms in which small and medium-sized producers of different conditions and availability of economic and productive resources participate (Urcola, 2020, p. 2). The need to make visible the specific problems and demands of this productive sector has placed agriculture on the basis of organized territories or localities that carry out the task of promoting formalization to enter new export markets, as well as complete technical assistance to achieve this (Urcola, 2020, p. 16).

Access to new markets for small and medium-sized producers

It is important for a company to constantly improve its commercial activity indicators, including participation in different commercial channels. Generally, short marketing chains that seek to reduce the number of intermediaries between small producers and final consumers, so that these producers can diversify their trade channels, increase the value of their products and obtain higher and more stable incomes (Romagnoli, 2018, p. 80). In relation to agricultural producers and given the importance of

agriculture in the economy of Latin American countries, governments constantly give priority to increasing agricultural productivity in order to increase the competitiveness and income levels of small and medium farmers (Ahmad et al., 2021, p. 2).

The agricultural product marketing system is dominated by intermediaries, mostly wholesalers and commission agents. Most small and medium-sized agricultural producers depend on them to finance their production inputs. On the other hand, there is a good relationship between wholesalers and large agricultural producers; the latter have greater bargaining power than wholesalers, so they can moderately control supplies to the market (Ahmad et al., 2021, p. 9). This is one of the reasons why small farmers come together in search of new opportunities to access markets that they would not normally be able to access due to lack of economic resources, knowledge and productive capacity (Ahmad et al., 2021, p. 10).

Globally, there is a growing demand for agricultural products, whose variety and sources of origin is increasing. For this reason, most local producers evaluate the export potential and choose the direction, as well as a risk assessment by origin and destination, which takes into account climatic factors that affect the harvest; economic factors associated with product competitiveness, demand, prices and costs; and political factors such as the change of regime or regulations, permits related to the access of exported goods or products that depend on subjective factors (Butakova et al., 2021, p. 2). The choice of foreign markets is one of the most determining decisions within the internationalization process of a company (Sanchez, 2018, p. 156).

Imports drive the sustainable development of regional economies; therefore, to minimize the negative impact of the global price environment, it is necessary to form a market system with strong economic relationships that can cope with fluctuations related to economic and political issues, among other actors, to redirect producers to other more promising markets that promise greater profitability by performing a cost-benefit analysis (Butakova et al., 2021, p. 5).

When analyzing the dynamics of international market penetration, only a small group of companies face barriers to access new markets such as international markets, since they are familiar with international traceability standards to determine the use of pesticides and insecticides, hygiene in processing and packaging, quality control measures and adequate management of the market chain from the farm, land or farm to the foreign market. Production experience and availability of capital are barriers to entry for small and medium-sized agricultural producers wishing to enter the export market (Moran, 2019, p. 9). One way to overcome these barriers is to position oneself as a strong agricultural enterprise, by joining together several producers of different sizes, where some have previous experience in accessing markets where others have not yet reached. Likewise, one can also consider selling products directly to certified agroexporters that guarantee foreign wholesalers a constant supply of high quality, offer traceability and whose strategic partners are precisely the set of certified small agricultural producers that meet the standards for the production and storage of the agricultural product (Moran, 2019, p. 9).

The effect of business networks on access to new markets

Morales et al. (2019) evidenced that networks, as categories of analysis of measurement instruments allow interpreting the vision of market profitability and its implications. In addition to the common networks between entrepreneurs, linear chains are recognized where suppliers, producers and customers are recognized, which causes an even greater exchange of information (p. 7).

The role played by each participant plays a fundamental role in generating knowledge, as each of them adjusts to the dynamics of the system (Morales et al., 2019, p. 7). However, these short value chains represent a minority; on the contrary, the chain is becoming longer and longer, with elements such as local traders, street vendors, supply markets, stores or warehouses, and as a result, the producer must offer highly competitive prices if it wishes to maintain its place in the market (Follman et al., 2021, p. 8). Many times this price does not cover the inputs of smaller producers and all the costs involved in obtaining production or simply does not have an adequate costing system that allows producers to know the real cost of the product and what margin should be given to their product in order to make a profit. For all of the above, they see the need to look at new and even more promising markets such as the international market, where high quality agricultural products are in great demand and the selling price allows them to pay small and medium producers fair prices for their products (Butakova et al., 2021, p. 5).

The road to internationalization and access to this new market is not easy; there are a number of barriers that can be difficult to pass, due to their own limitations. Follman et al. (2021) points out that the creation of business networks

is the answer to these limitations (p. 7). Zuluaga and Cobo (2021) argue that business groups have proven to be relevant for the development and expansion of each of their participants, where the association speaks or acts for all or on behalf of a large part of its members (p. 5). To achieve access to new markets, networks and organizations of smallholders or small producers should set as objectives to ensure the fair participation of small producers in the production, marketing and processing of products, as well as highlighting the key role played by family farmers in food supply and their influence on policy (Romagnoli, 2018, p. 80).

Bassens et al. (2021) found that the networks that were born spontaneously and informally and bring together medium and small-scale producers represent the first step in the consolidation of a large network of entrepreneurs who can collaborate with each other to ensure the future of their small organizations and avoid being absorbed by large-scale producers (p.1300). He also observed that for networks to be effective in their efforts to enter new markets, the members must be geographically close (clusters); if this condition is not met, it is necessary for personal connections to be strong enough among the members. This is because in their study they conclude that the existence of strong interdependencies within clusters or groups of entrepreneurs in the same field that function in an integrated manner, allow their members to function in conditions of globalization and open up to large national and international clients. Elvekrok et al. (2022) argues that as partners complement each other's relationships, resources will increase and the ability of members to create value will also increase (p. 2). The benefits of value creation are the main reasons for companies to enter into external

relationships not only with other companies, but also with possible intermediaries that lead them to new markets, for the same reason he argues that one of its main advantages at the commercial level is the increase of marketing channels and the entry into new markets with the aim of increasing revenues with the increase of their sales at higher prices. Romagnoli (2018), in his analysis highlighted that the most influential elements in accessing new markets is the organization of small plot and farmland owners, whose structures greatly affect economic efficiency, political and establishes commercial improvements (p. 80).

Ahmad et al. (2021) emphasize that there is an urgent need for small and medium agricultural producers to market their products in international markets, which will help reduce the trade deficit, increase the foreign exchange reserve and generate employment (p. 11). Although storage capacity is scarce within the facilities of small farmers, one advantage is that producers can offer their production directly to agroexporters, so that the latter can go to the production site to harvest and transport the agricultural products to their facilities for proper storage so that they do not lose their quality, and their incorporation into the network means that agroexporters can become strategic partners that provide good quality seeds, technical training in pest control, fertilization and manuring. In this way, a small farmer with little investment and only experience in the domestic market can make his products competitive abroad. Small farmers often do not have a direct marketing strategy; however, this can be reversed, as the fact that a network or cooperative of small farmers is shown to be successful in the international market will attract the attention of new investors, other local producers and the group or network could expand

further or even increase its bargaining power with its suppliers and customers (Ahmad et al., 2021, p. 9).

It is known that transnational agro-exporting companies are the ones that lead the dynamics of international market penetration, so they need partners, either small or medium-sized, to obtain production quotas that help meet the high demands of international markets. The promotion of the union of small producers and intermediaries to international markets improves the national indicator of commercial activity and launches a proactive effort to attract foreign investors and retailers, so the benefit has quite a large impact, which even goes beyond the community, as it is part of a nationwide benefit (Ahmad et al., 2021, p. 2).

Conclusions

The challenges for small and medium-sized agricultural producers are great, especially when it is related to the search for new opportunities through access to new markets. Producers do not necessarily have the productive, storage and knowledge capacity to deliver finished products to end customers. However, their innate social capacity to create networks to seek common objectives and set goals seeks to face these challenges and change the image of small producers, through a complementary marketing strategy that seeks to give notoriety to the group and a commercial strategy with the support of strategic partners such as transnational agro-exporting companies, which provide technological support, ongoing training and inputs for members of the network that is part of small producers who will be part of the group of their certified suppliers (Moran, 2019, p. 3).

Rahmawati et al. (2021), argues that within enterprise groups, efforts should be prioritized so that the relationship between members is close, since motivation can easily be lost if immediate results are not seen (p. 1). Farmers must be motivated and keep their important resources within the group, all working for the good of the group and thus achieve collective growth (Bassens et al., 2021, p. 1292).

Producers, by receiving all the benefits of being part of a large, organized network with common objectives, constantly looking for sources of training and new strategic partners, will achieve growth that will allow them to become more competitive and enter new markets that they might not have dared to consider before (Rahmawati et al., 2021, p.), The complementarity of the resources of its members, in addition to the closeness of their relationships, is one of the most valuable resources that the group possesses (Rahmawati et al., 2021, p.3). Knowledge networks are indispensable within the group, as this exchange will provide empowered producers who master updated production processes based on the experience of previous generations to achieve successful access to new markets (Morales et al., 2019, p. 8).

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Internal auditing, public financial statements and transparency in a public university

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Introduction

What has become a major function in global business today is internal auditing. This is truly paramount in companies, as it monitors compliance with government rules and those of the company itself, they study risk management and internal control by preventing possible fraud. (Al-Dhamari, Almagdoub and Al-Gamrh, 2018, p.3)

This study demonstrates that the public university under study can have reliable financial statements through the proper application of internal auditing, which consists of an independent assessment of accounting procedures that works through the examination and evaluation that facilitates management. It is a process with a series of generally accepted control procedures, techniques and practices, through which the entity's management is assured of the financial statements. Reliable financial statements improve the entity's management, which results in efficiency, effectiveness, continuous improvement and competitiveness.

Despite the fact that the work of the university is permanent, it is observed that each year the external audit reports on the financial statements show as a result the abstention of opinion, they do not have management

tools, such as policy manual, manual of accounting and administrative procedures and other documents that guide the preparation of financial and budgetary accounting, the lack of application of elementary principles of internal control, such as standards, procedures makes the existing problems are not overcome and this makes the accounting information is not reliable information.

Internal audit is a cornerstone of corporate governance for monitoring the operational performance of internal control. It is the audit committee that audits the disposition of resources in internal audit and such functions should be reported to the audit committee. (Al-Dhamari, Almagdoub and Al-Gamrh, 2018, p.2). The current market shows us a more attentive and regulatory effective governance, compromising, this, its most important function which is internal audit. This attention contributes to a constant concern in the population due to the presence of illegal actions that are constantly being denounced in these agencies. Therefore, the government is composed of policies, laws and instructions that are aimed at administration and control. It is a set of rules that ensures transparency and balance between the company and its shareholders. (Al-Matari and Mgammal, 2019, p.2). Internal Audit is an objective, independent, assurance, consulting and consulting activity that serves to add value and improve an organization's operations and helps to meet objectives and goals by providing a systematic and disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

Financial statements are reports that provide information on the economic and financial situation of a company, as

well as the changes it undergoes at a given date and period, which are useful for decision-making. The areas involved in the preparation of the financial statements within the economic unit are: treasury, accounting, asset control and invoicing, which do not comply with regulations, such as: the treasury area does not comply with the regulations of the national treasury system, since the income that should be deposited in bank accounts within 24 hours is not deposited, which leads to risk problems, such as misuse or robbery. Checks are not drawn in a timely manner and sometimes they are drawn without complying with the necessary formalities, referring the documentation to the Economy Unit for approval and signatures. This leads to multiple errors, to assume responsibilities, for these and other reasons they have a very short permanence in the entity.

The accounting area does not apply the so-called prior control, which consists of verifying the documentation of transactions. International accounting standards for the public sector and all accounting regulations are not complied with, due to the continuous changes of authorities and the lack of qualified personnel. From the above it can be mentioned that the work of the internal audit office has no results for improvement since every year far from decreasing the problems increase.

Internal Audit

It is the public and regulatory governments that determine the importance of quality governance, and internal audit is its main function. At the same time, the increase in the level of fraud within organizations arouses deep discomfort among the population, so to determine fraud within them,

it is necessary to apply the internal audit function. (Al-Matari and Mgammal, 2019, p.21) The financial information for the General Account of the Republic and the audit report on it are regulated by the regulations issued by the National Directorate of Public Accounting and the Comptroller General of the Republic, respectively.

For the Institute of Internal Auditors (2019) The primary objective of Internal Audit is "to provide assistance to different organizations in achieving their goals by implementing a highly disciplined process in evaluating and improving the effectiveness of risk management, control and governance processes." (Brandes, Da Cruz Cunha, De Araújo Júnior and Resende, 2020, p. 2) (Couceiro, Pedrosa and Marini, 2020, p.4) It is the role of internal audit to care for and defend the interests of organizations, maximizing efforts and resources in order to achieve the goals and objectives in them. (Dos Santos Matos, Valmorbida and Ensslin, 2018, p.7)

The internal audit brings to the administration the ideal practicality, as well as participation in the evaluation of organizational performance to achieve improvements in management and take distance from poor control and the encounter of problems. (Dos Santos Matos, Valmorbida and Ensslin, 2018, p.67) Internal Audit has a leading role of regulation in a corporate governance, that is why it acquires great relevance in a solid financial information with its auditing and monitoring giving a high level of reliability to it. However, ironically, studies on its importance are fewer. (Gras-Gil, Marín-Hernández and García-Pérez, 2015, p.1).

During the financial audit, the auditor obtains evidence as to whether the financial statements are free of material misstatement by considering the applicable laws and regulations. If there is evidence of situations that indicate the existence of illegal acts, in accordance with government auditing standards issued by the Office of the Comptroller General of the Republic, the auditor must issue a special report, without prejudice to continue with its examination.

During the execution phase the auditor performs the following activities: Considers the nature and scope of testing; designs effective and efficient tests; performs the tests; identifies material misstatements or irregularities and weaknesses in the internal control structure (audit findings); evaluates the results. The auditor should review and evaluate the conclusions drawn from the audit evidence obtained as a basis for expressing an opinion on the financial statements. The auditor's opinion should contain a clear written expression of his opinion on the financial statements taken as a whole.

In his report, the auditor states that he has examined the financial statements of an entity, identifying how he conducted his examination by applying generally accepted auditing standards and government auditing standards, also indicating whether such statements present fairly, in all material respects, the financial position, the results of its operations and its cash flows for the year ended, in accordance with generally accepted accounting principles.

Public financial statements and transparency

The financial statements reflect the financial situation of the company as a result of its internal and external

management. (Buele, Cuesta and Chillogalli, 2020, p.63). The detection of fraud in financial statements is a periodic task and a necessity in public and private organizations. Conventional financial auditing techniques are used as a means to identify the financial health and future prospects of the organization. (Ramírez-Alpízar, Jenkins, Martínez and Quesada-López, 2020, p.98).

It is also important to carry out mechanisms of cognizability and social control of public transparency for the consolidation of the right of access to public information, metatransparency is a condition for the possibility of transparency itself, without which the purpose of the State to expose itself to the citizen would return to mere rhetoric. (Verdum, Trevisan and Silva, 2021, p.648) For Morales, Martínez, García and Caridad (2016) The integration of public transparency to the political scenario is related to the international economic crisis that generated a state of unprotection and delegitimization of governments and institutions. This implies a legal framework that raises the emphatic discourse of parties and administrations on democratic regeneration, good governance, the fight against administrative corruption and accessibility to public information. (Pérez-Curiel, Jiménez-Marín and Pulido-Polo, 2021, p.210).

Citizens should be involved in the provisions and have a real impact on the country's public policies. However, this process is not fulfilled by various elements that affect the cooperation of citizens as observers and inspectors of the authorities and the institutions that serve them. (Morales, Toukoumidis, Guamán and Caluguillin, 2020, p. 363) Despite the conception of legal mechanisms that support the right to information and, in theory, facilitate

transparency processes, corruption continues to prevail in underdeveloped countries and even in several developed countries, because they do not find a way and an effective procedure to combat this historical obstacle. (Morales, Toukoumidis, Guamán and Caluguillin, 2020, p. 363) Access to quality information improves accountability and fights corruption in government. (Quintero and Mesa, 2019, p.2)

The registration of information is unique and of mandatory use by all entities and agencies of the Public Sector, at the national, regional and local levels, and is carried out through the Integrated System of Financial Administration of the Public Sector (SIAF-SP) administered by the Ministry of Economy and Finance, through the Coordination Committee. The SIAF-SP is the official means for the registration, processing and generation of information related to the Public Sector Financial Administration, whose functioning and operation is developed within the framework of the regulations approved by the governing bodies.

The present research is of a basic type because theoretical information that already existed was taken, the design is non-experimental, the variables were not manipulated, it is descriptive correlational, with a quantitative approach; the study population consisted of 20 collaborators in charge of preparing the financial statements of a public university in Lima, as well as accounting specialists of the Public Accounting Directorate and auditors of the Comptroller General of the Republic. The descriptive method was used to describe the benefits of internal auditing in order to contribute to the proper execution of the budget, the

technique used to obtain results was the survey, and a questionnaire was used as an instrument.

Internal audit and the reliability of public financial statements

The main objective of this study was to identify the relationship between internal audit and the reliability of the public financial statements of a public university in Lima. The instrument is composed of 42 items, 22 for the internal audit variable and 20 for the reliability of financial statements. The sample size was the same as that of the population because it was considered small, since the number of respondents was 20.

To determine the level of reliability of the instrument, the Kuder Richardson Reliability Coefficient (KR-20) was used, the result for the Internal Audit variable was 0.770, and for the Financial Statements variable it was 0.820, which indicates that the instrument has a strong reliability since the value of the KR - 20 indicates that the closer it is to the value of: 1, the greater the reliability of the scale.

With respect to the general hypothesis: There is a very high correlation between internal auditing and reliable financial statements, being the correlation coefficient, spearman's rho obtained (r= ,830) and the p-value= ,000 (p <.01), so the null hypothesis was rejected and the alternative hypothesis was accepted. It is also observed that of the total of 20 respondents, 96.7% consider that internal auditing is related to the reliability of public financial statements in the university and 3.3% consider that it is not.

For the first specific hypothesis: it is observed that internal auditing is directly related to reliable financial information,

according to Spearman's correlation coefficient (r=, 760), which indicates a high correlation between the variables; likewise, a p-value lower than the significance value was obtained (p= ,000<0.01), so the null hypothesis is rejected and the alternate hypothesis is accepted. It is also observed that with respect to the levels of reliable financial information, of the total of 20 respondents, 96.67% perceive that there is a high level and 3.3% perceive a low level.

For the second specific hypothesis, it can be seen that internal auditing is directly related to economic information, according to Spearman's correlation coefficient (r = 752), which indicates a high correlation between the variables; likewise, a p-value lower than the significance value was obtained (p= ,000<0.01), so we reject the null hypothesis and the alternative hypothesis is accepted. Likewise, with respect to the levels of reliable economic information, of the total of 20 respondents, 100 % consider that there is a high level.

For the third specific hypothesis, it can be seen that internal auditing is directly related to equity information, according to Spearman's correlation coefficient (r = , 770), which indicates a high correlation between the variables; likewise, a p-value lower than the significance value was obtained (p= ,001<0.01), so we reject the null hypothesis and the alternate hypothesis is accepted: there is a direct and significant relationship between internal auditing and reliable economic information.

In this context, accounting is the fundamental tool for government decisions and must, therefore, respond to its

requirements, being an added value for reliable financial information.

Conclusions

Internal auditing relates to the reliability of public financial statements through the application of auditing standards, appropriate internal auditing processes, such as planning, execution and audit reports and the implementation of recommendations. Internal auditing standards are related to the reliability of public financial information, being directly related to the results of public management. Internal control is framed within an integral control perspective, where the supervision of public management and the verification of compliance with legal standards is performed internally and externally, managers and staff must carry out precautionary actions prior, simultaneous and subsequent to their activities, The purpose is to ensure that the use of resources, goods and operations is oriented to the achievement of the objectives, goals and mission of each entity, considering that improving the subsequent control and other procedures in compliance with the rules will make the accounting area to issue reliable financial statements which will serve the management for decision making. The internal audit processes are related to public economic information, internal controls, promote the activation of the elements and components of the internal control system, the fulfillment of management objectives related to the transparency of the accounting process also in the improvement of the internal organization, effective accountability, since having reliable information that allows adequate decision making, demonstrating the usefulness of internal control as a management tool to issue reliable financial statements and therefore facilitates economic

information. The added value generated by the internal audit is related to reliable equity information. The state has as its primary objective to contribute to the permanent improvement of decision making, government entities must record and process for the timely preparation of accounting information, as a basis for transparency in the accountability for the management of public resources, also the internal audit office must follow up the implementation of the audit recommendations.

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Reading comprehension and academic performance in private universities

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Introduction

For a region to achieve adequate development and improve its economic, cultural and social situation, reading comprehension is of utmost necessity. It is important to know that according to the UN Institute of Statistics for Education Science and Culture, in reading comprehension and mathematics is until 2017 approximately that in 617 million young students did not reach minimum proficiency levels, i.e. 6 out of 10 students. (UNESCO, 2017). (Chávez, Rodríguez and Mostacero, 2021, p.28).

It is the result of the study of reading comprehension that achieves the development of curricular areas in education and that manages to act as an indispensable requirement for the professional and personal development of human beings. That is why the organization for economic cooperation and development (OECD, 2018) approaches reading competence in a comprehensive, utilitarian, evaluative, reflective and committed way with texts, whose purpose is to achieve goals, expand the potential and knowledge in an individual with participation within society. This process allows to reflect and contribute positively in different contexts and committed to the development of cognitive skills of inference, relationship,

interpretation, reflection and use of critical thinking. (Canquiz-Rincón, Mayorga-Sulbarán and Sandoval-Fontalvo, 2021, p.97).

Peru has to improve many aspects regarding reading comprehension, proof of this is the last student census evaluation (ECE) carried out at the end of 2019, whose result was that 34.5% of students in the fourth grade of primary school and 14.5% of students in the second year of secondary school, understood what they read, percentages that concern and force a better work in achieving higher rates of reading comprehension, with hours of reading practices and improvements in addressing that field. (MINEDU, 2019) (Chávez, Rodríguez and Mostacero, 2021, p.28).

It cannot be assured that students entering university escape the certainly discouraging statistics regarding reading comprehension evaluations at the national level. In addition, it is common to hear comments from teachers working in the first cycle about the low level of comprehension evidenced by students, which translates into poor performance, especially in the basic subjects of initial training. This situation is even more critical in careers that do not belong to the area of human sciences where reading is not so socially and affectively validated, and texts are seen as a source of information to memorize, rather than as propositional contents that must be understood analytically.

In the different branches of engineering, they perceive that students show problems in solving the exercises that are proposed, because they do not understand what is being asked in them and not because they do not know the

procedure to solve them. Similarly, professors who teach Algorithms, Law or Psychology comment on the difficulties students have in understanding written texts.

The present study is of academic interest because of the importance of reading comprehension for any school level course or higher. Young people reach the inferential level of reading comprehension with great effort and very few reach the criterial level of reading comprehension. For this purpose, and in accordance with the strategy of scientific research, we focus our attention on two variables. The first variable refers to reading comprehension and its levels of comprehension: literal, inferential and criterial. The second variable has to do with the academic performance of first cycle students in the 2012-II semester of the School of Administration of a private university in Lima.

We approach the subject from our condition as a teacher interested in the results of group and individual work where for each poem worked, there are many distorted arguments, inconsistencies in the writing, unthinkable spelling mistakes, absurd interpretations, gaps in the issuance of value judgments, since students barely reach the literal understanding of the verses completely leaving aside the connotation of the same as well as the inference and the issuance of value judgments. It has been established that the quality of education is the main factor in the economic and social development of any country, but that it is not achieved by azahar or magic formulas, but requires an educational policy consistent with the needs of its population. Therefore, we cannot aspire to be a country with sustainable development if our education is going through a serious crisis that has taken us almost to the last place in the international measurement standards.

Therefore, we consider that the justification for this work lies in the fact that students studying in the first cycle of this university show serious difficulties in understanding what they read at a literal level, inferential level and above all at the criterion level, thus affecting their learning and subsequent academic performance.

Reading comprehension

Reading comprehension is a skill that actively requires the user, with the interaction between text, context and reader, forcing the use of contextualizing, relational and interpretative skills, developing an overview to enter the content and purpose or intention of the text. That is why teaching text comprehension requires strategic planning and guided exercises according to the learning capacity of the students, working progressively on increasingly more complicated readings and getting the beginning reader to reach the level of an autonomous and strategic one, with constant teaching support in front of the different types of texts. This teaching takes into account factors derived from the results of different researches that are increasingly raising their contributions in reading comprehension (Román, Osorio and Herrera, 2021, p.11).

For experts, text comprehension is the mental process that involves the construction of a broad meaning, starting with various proposals and integrating them into a mental structure about the text itself. (Román, Osorio and Herrera, 2021, p.12) Reading comprehension is the result of analyzing and concluding after reading a text, its evaluation serves as a tool to recognize individualities, understand the performance in the student and a constant planning to achieve improvements. (Pascual, Goikoetxea and Bustos,

2021, p.1) Reading comprehension is born from the interaction between the reader and the text, and it is this relationship that is the subject of analysis for evaluators. They evaluate the way in which the information of the text is processed, integrating it and achieving coherence in its meaning. (Ge, 2021, p.19)

Today, it is argued that knowledge is stored in "knowledge structures", and comprehension is considered as the set of phases involved in the processes involved in the formation, elaboration, reporting and integration of these knowledge structures. The level of comprehension of a text would thus be equivalent to the creation, modification, elaboration and integration of knowledge structures, i.e., the degree to which the information contained in the text is integrated into these structures. In this sense, crucial importance is given to the processes of inference in comprehension. Reading as a process of acquisition of cognitive, affective and behavioral skills should be treated strategically in stages. In each one of them, different strategies with defined purposes within the same reading process must be developed. Considering that reading comprehension is a process of constructing personal meaning of the text through active interaction with the reader, the three levels of reading comprehension should be developed with emphasis: literal, inferential and critical.

Therefore, it is considered that an interaction is established between the reader and the text and the context. From this perspective, comprehension is conceived as a process in which the reader uses the clues provided by the author based on his or her own prior knowledge or experience to infer the meaning that the author intends to communicate. It is assumed, then, that at all levels there is a large number

of inferences that make it possible to construct a model about the meaning of the text.

If we start from the idea of reading as an interactive process, which is oriented towards the construction of an interpretation of a written message based on the information provided by the text and the knowledge of the readers, its measurement is much more complex, since the skills involved in this construction process will have to be broken down and, especially, it will have to be specified which one or ones should and can be evaluated.

For reading comprehension as a subject of study, the process of control and self-regulation is important. It is these studies that resolve that the use of metacognitive skills in the intervention processes are preponderant, especially those of cognitive self-regulation, pointing out the importance of integrating the socio-affective and motivational aspect, drawing conclusions between the improvements observed and the increase in the competences related to these skills.

Thus, several studies confirm that the predictor variables of text comprehension are interconnected, concluding that vocabulary, social class and parents' level of education are determining factors, finding a positive correlation in these variables (Canquiz-Rincón, Mayorga-Sulbarán & Sandoval-Fontalvo, 2021, p.357). (Canquiz-Rincón, Mayorga-Sulbarán & Sandoval-Fontalvo, 2021, p.357) This is why instructional studies, cognitive enrichment programs and dynamic assessment procedures recognize significant improvements in students with learning problems due to disability or socio-cultural disadvantage. (Mardones, Navarro and Zamorano, 2020, p.284).

It is in the university institutions that multifaceted measures are being employed, in its different actors, guaranteeing its transversal participation in the entire semester curriculum, in order to promote its inclusion in the evaluation process and in the diverse methodologies used by university teachers. (García-Martín, J. and García-Sánchez, 2020, p.56).

Finally, the results show us the interest to continue searching for better teaching and learning strategies to achieve the goals and disciplinary contexts, as well as the different competences, with the intention of positively influencing the difficulties found and acting only superficially. This with the purpose of reaching more effective pedagogical guides for the improvement of reading comprehension in the student, using the great impulse of digital media.   (García-Martín, J. and García-Sánchez, 2020, p.64).

Academic performance

Today, higher education institutions undergo changes that bring new challenges and challenges to achieve and maintain excellence in educational quality, achieving national and international accreditations and achieving the validity with the standards required by the system of each region, also associated with impositions of law, whose purpose is to ensure academic quality, linking variables such as: administrative academic development, economic resources and technological equipment, internal policy, social order culture and the correct development of pedagogy at all educational levels, where "academic performance" obtains great importance, observed with greater clarity in the interaction within the classroom. In the dimension of educational and institutional quality,

academic performance is considered as a variable, since student performance can be measured and clearly expresses the result of the formative process. (Ximena, Marlene and Gilar, 2021, p.142).

Academic achievement is the goal sought by both students and teachers throughout the development of the student process. The variables that are part of this process are determinants both positively and negatively, some of these are: lack of social security, lack of ease in addressing the contents, lack of motivation, problems in contextualizing the school career and lack of interest in active participation in the community education of its members. (Echeverría-Ramírez and Mazzitelli, 2021, p.6).

Academic performance is the ability achieved by the student in the student process. Self-regulation is the "cyclical process of the search for knowledge where the human being defines his objectives, develops strategies to achieve them and, after planning, puts them into practice". There are some studies based on research showing that using mobile devices increases academic performance (Romero-Rodríguez, Aznar-Díaz, Hinojo-Lucena, Gómez-García, 2021, p. 328).

In the academic environment, ability and effort are not synonymous; effort does not guarantee success, and ability begins to take on greater importance. This is due to a certain cognitive capacity that allows the student to make a mental elaboration of the causal implications of managing the perceptions of ability and effort. These perceptions, although complementary, do not have the same weight for the student; according to the model,

perceiving oneself as skillful (capable) is the central element.

Only a few studies reveal that the DREEM (Dundee Ready Education Environment Measure) correlates with academic performance, as well as with sexuality (in this case female), an excellent level of school education, the presence of stress, the pedagogical methodology used and the socioeconomic class of the student's guardians. The result shows zero variation in the DREEM indexes; the explanation is that in the second phase the scores increased in some participants and decreased in others (Rojas-Bolivar, Bardalez-Garcia, Bravo-Vasquez, Arroyo-Ramirez and Yon-Leau, 2021, p.4).

We define academic performance as: "Everything that the student provides (will, effort, aptitude, intelligence, exercise, study habits, among others) to achieve good academic results".

Several researches have been carried out with the purpose of finding some factors that intervene and are related to academic performance. For example: learning strategies, emotional intelligence, self-esteem, school climate, learning styles, family relationships, motivation, teacher's role, all these variables are related to academic performance. In all of them it has been found that there is a direct and significant relationship.

The type of research was basic, the level or scope of research was correlational, non-experimental, cross-sectional design. The population consisted of 100 students of the School of Architecture, Universidad César Vallejo-Lima, first cycle, semester 2012-II. In this research, the sample was a census sample, that is to say, we worked with

the entire population. This hypothetical deductive method allows testing the truth or falsity of the hypotheses, which cannot be demonstrated directly, due to its character of general statement. As for the data collection techniques and instruments, a survey was used for reading comprehension by means of a questionnaire on reading comprehension and for academic performance a documentary analysis by means of academic performance evaluation records. Content validity was applied through the judgment of three experts; reliability was obtained by means of a pilot test carried out on 30 students with the same conditions as the study population, from which a Cronbach's Alpha of .854 was obtained.

Reading comprehension and academic performance

There is a direct (r = 0.457) and significant (p=0.000) relationship with a moderate level of correlation between reading comprehension and academic performance in the Vallejo course of the first cycle students of the School of Architecture of the Universidad Privada César Vallejo Lima Norte. There is a direct relationship (r = 0.358) and significant (p=0.000) with a low level of correlation between reading comprehension at the literal level and academic performance in the Vallejo course of the first cycle students of the School of Architecture of the Universidad Privada César Vallejo Lima Norte. There is a direct relationship (r = 0.365) and significant (p=0.000) with a low level of correlation between reading comprehension at the inferential level and academic performance in the Vallejo course of the first cycle students of the School of Architecture of the Universidad Privada César Vallejo Lima Norte. There is a direct (r = 0.413) and significant (p=0.000) relationship with a moderate level of correlation between

reading comprehension at the criterion level and academic performance in the Vallejo course of the first cycle students of the School of Architecture of the Universidad Privada César Vallejo Lima Norte.

Conclusions

It is suggested to the director of the general education program of the Universidad Cesar Vallejo, to organize reading comprehension workshops for students entering the first cycle, through the course of communicative competence and Vallejo chair. It is also suggested to the teachers of the courses of communicative competence, personal development, and logical-mathematical skills to require the reading of a greater number of texts in order to increase reading comprehension in the students of the first cycle of the academic and professional schools. The coordinator of the Cátedra Vallejo course should organize poetry interpretation workshops for first cycle students because the Cátedra Vallejo course is studied in all the schools of the Universidad César Vallejo.

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Neuroleadership and its application in the administrative management of human resources in educational centers.

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Introduction

Organizations are increasingly exposed to the different changes of a globalized and increasingly competitive world. The complexity of companies and the constant dynamism of the environment have favored the fact that companies or organizations need to rely on new tools or theories that allow a more efficient management of human resources and focus on the expected objectives (Gago, Arocutipa, Minaya and Gago, 2020, p. 77).

Organizations and institutions specifically related to education are also obliged to undergo a continuous process of improvement in the different activities that generate value to the service they provide, such as teaching, linkage and research and the enabling activities for an adequate provision of the service. In view of this, it is necessary to have a solid organizational climate that is open to new management methods that achieve the objectives of the organization through the effective and efficient management of the institution's human resources (Ordóñez, Cárdenas, Cuadrado y Zamora, 2020, p. 347).

In recent years, the growing interest in coaching in the workplace has gone from being a fad, often referred to as exaggerated, to an essential component in the management of any organization, achieving an important development and management of employees, transforming them into competent leaders (Fingelkurts, Fingelkurts and Neves, 2020, p.109). Coaching is considered an important method of human and organizational change, so it brings with it great opportunities as well as considerable challenges for coaches, trainers and researchers who focus on this field of research (Fingelkurts et al., 2020, p. 109).

Collaboration is fundamental within leadership; social skills are fundamental, since human beings have the need to belong to a group and avoid social exclusion, likewise emotional regulation impacts decision making (Zwaan, Viljoen, & Aiken, 2019, p. 2). Everything a person does and feels is stored in his or her brain, so understanding brain functions and how possible responses occur becomes vitally relevant to understanding related emotions, behaviors, and leadership qualities (Gocen, 2021, p. 64). One tool, which can help to understand them is neuroleadership, which is the application of neuroscience, the study of brain functions and processes, to leadership development and focuses on organizational and employee-related aspects and how neural processes influence themselves, their leaders and their dependents (Zwaan et al., 2019, p. 2).

The role of neurological leadership in improving work engagement in schools, through psychological, neurobiological, sociological, and organizational dimensions, can manifest in the acquisition of emotional

intelligence, the biology of a leader (May concern related to diet, sleep, and exercise), as well as the growth mindset of the organization itself (Zwaan et al., 2019, p. 7).

Leadership is important for organizational success, the organizational culture, also influences its performance, in other words, if an educational center wishes to provide education associated with continuous improvement and quality it must create an effective approach that manages the workforce under the support of leadership (Tonich, 2021, p. 52).

Administrative management of human resources

The administrative system is complex and full of uncertainty, since it presents problems of different types such as economic, intangible factors and above all difficulties at the human level, since the staff is one of the main axes for the provision of adequate service and for students and parents to be satisfied with the quality of education received in their educational institution (Carriazo, Perez and Gaviria, 2020, p. 88).

The main objective of every educational center is to ensure quality education with a focus on rights, equity, equality and participation (Flores, Montoya, Vasquez and Cánez, 2021, p. 73). Any improvement policy related to the management of human resources in educational centers must consolidate a quality assurance system that seeks to provide the population with better educational opportunities, develop basic and citizenship competencies, as well as institutional consolidation, decentralization and autonomy (Carriazo et al., 2020, p. 87).

An educational center that considers continuous improvement as a priority in its administrative management should consider that incorporating a culture of quality assurance in its daily operations is a guarantee for the proper functioning of the system that makes up the educational center. The implementation of quality management practices encompasses the creation of new systems, procedures and rules that seek to integrate and achieve the commitment of teachers, students, administrative workers and managers of the organization (Ruiz-Ramirez and Glasserman-Morales, 2021, p. 338).

Among the practices associated with continuous improvement in administrative management, in addition to quality assurance, is the internal control system. The internal control system is considered as the set of plans, methods and procedures necessary to ensure that the entity's activities are carried out in accordance with national and international legal standards, the safeguarding of resources, accuracy and veracity in financial and administrative information, as well as efficiency in operations and the observation of the policies established for the fulfillment of the goals and objectives set (Gago et al., 2020, p. 77). The internal control system consists of the organizational plan and all measures and methods coordinated within the educational center to protect assets, prevent unauthorized disbursements and inappropriate use of resources. Internal control is the system by which the management of an entity is made effective (Gago et al., 2020, p. 78).

Another important aspect related to human resources management is organizational culture, which is related to the system of beliefs and values of the organization itself,

i.e., it is the lifestyle of workers in relation to the organization or the way in which they act or should act within the organization (Gago et al., 2020, p. 77). According to Gago et al., (2020), workers manage a system of definitions, attitudes or behaviors shared among the members of an organization, which differentiate them from other organizations, then, a solid culture provides stability to the organization, as long as this solidity does not affect the search for innovations and opportunities for improvement (p. 77).

Organizational culture is centered on people, since it is in them that change must occur to achieve their full potential and successful development, from the deepest levels of personal transformation (sustainable flexibility, commitment and motivation) to the challenges related to feelings, psychological climate and sensitivity. Multiple studies argue that coaching functions as a "therapy" for those employees who do not need clinical help, but who would benefit from a structured approach to solving work and life-related problems, which often influence work performance within the school (Fingelkurts et al., 2020, p. 3).

Neuroleadership

Advances in the field of neuroscience contribute significantly to the understanding of leadership and the benefits it can have in any field of study (Zwaan et al., 2019, p. 2). Leadership focuses on organizational aspects related to people and neuroleadership seeks to give it a biological or physiological focus to understand the emotions and decisions that influence our lives (Zwaan et al., 2019, p. 1).

The most studied type of leadership is the traditional full-range leadership model, which describes a full range of leadership-based behaviors, from passive leadership, which is the least desired because of its ineffectiveness, to active, desired and effective leadership (transformational leadership) (Fingelkurts et al., 2020, p. 109). It has been documented that transformational leadership is particularly efficient for change processes, positive work climate, organizational commitment and staff retention, in other words, it positively influences human resource management in schools (Fingelkurts et al., 2020, p. 109).

Transformational leaders are charismatic, inspirational, function as role models and are able to devise an inspiring vision of the future, these leaders highlight and value the characteristics of their team members, give them enough autonomy to make their own decisions and guide them towards the development of their skills. Positive effects include effectiveness, improved productivity, good team performance and employee job satisfaction (Fingelkurts et al., 2020, p. 109).

Leadership should not only be transferred to teachers and other collaborative personnel of the school, but also to school principals and promoters. The role of a principal is so influential in the transformation and vision of the school itself that he or she is often seen as a source of inspiration or role model for others. Schools need trained leaders who have a positive and open relationship with new findings such as neuroleadership, and they must ensure that the new leadership system is part of the organizational culture of the school, so that administrative collaborators, teachers and students carry it out (Ghavifekr 2022, p. 15).

By reasoning and making decisions, effective leaders have the ability to form a greater understanding of the big picture, it is understood that the cognitive processes and operations that lead to decision making within the workplace are below the level of conscious awareness (Fingelkurts et al., 2020, p. 115). Due to recent advances in brain neuroimaging, there is now unprecedented access to the neurobiological basis of instinctual drives, motivations, and basic emotions, thus, there is a compelling need to relate the knowledge gained, through basic brain research into effective leadership coaching practice (Fingelkurts et al., 2020, p. 115).

The integration of neuroscience and leadership helps leaders understand how the brain's knowledge and intuition minimize potential threats and maximize reward possibilities to increase motivation, positivity, and engagement in the workplace (Gocen, 2021, p. 65). The findings from neuroscience promise implications for educational leadership, as, in addition to explaining the brain's working system, it enables the development of more integrated models for brain mapping and organizational behavior (Gocen, 2021, p. 65).

The word neuro comes from "neûron" in ancient Greek and "nervus" in Latin, which are words related to the nervous system (Gocen, 2021, p. 69). He further cited Wang (2019), who indicated in his research that the millions of neurons found in our brain cells are the units that receive, evaluate, and transmit information through the so-called "synapse". The interactions of neurons in the prefrontal cortex, which is the manager of emotions in the brain, impact the leadership characteristics of people in the social environment (Gocen, 2021, p. 69). In other words,

neuroleadership can be understood as the applied field of social cognitive neuroscience that aims to analyze and understand the behavior of leaders. Neuroscience offers potential improvement in leadership and management processes (decision making, optimism, resilience to stress), through the development of biological and chemical processes (Gocen, 2021, p. 69).

The link between performance and emotion is important, since self-knowledge and self-control of emotions are the basis for professional and academic success. Emotions have the ability to direct or importune the decision-making process or problem-solving search, in other words, positive emotions open doors to the brain, while negative emotions close them (Gomez et al., 2019, p. 576).

Application of neuroleadership to employees in educational institutions

Leadership has become popular within organizations, although there is a limited evaluation of coaching programs by schools, it is clear that coaching makes an effective intervention in helping employees, including teachers and administrative staff, in terms of their self-efficacy, in achieving their goals, in their perception of leadership, this indirectly benefits the school itself, since having more empowered staff, there will be a positive climate related to the commitment and monitoring of the objectives and goals that were raised for the organization (Fingelkurts et al., 2020, p. 6).

With the increase of findings in this field, it drew attention to the transfer of this knowledge to the field of education. Gocen (2021), cites Kraus (2018) who argues that the model is applicable to neuro-leadership affecting school

leadership. There are certain qualities of neuro-leaders that can be transferred to school leadership such as "avoiding multitasking", leaders order their tasks sequentially taking into account the level of relevance of each task, as multitasking activates the brain's autopilot function. A heavy workload can trigger stress (Gocen, 2021, p. 69).

To maintain cognitive, mental and emotional stability, as well as high resilience over a prolonged period of time and under the stress of the work environment (which teachers often face), the brain has great resources, and knowing this metric helps coaches to objectively measure this brain reserve and monitor its dynamics in terms of resistance to stress (Fingelkurts et al., 2020, p. 134). For a teacher, resilience and resistance to stress are important characteristics, as they live day to day with such situations, they can work under stress for months or even, although chronic stress often has debilitating effects on people's physical and mental health, in some people it could improve health and performance (Fingelkurts et al., 2020, p. 134). Changing habits can change neural pathways and affect performance in a positive way, so focusing on a balanced diet and good sleep habits will bring improvements to the work situation (Zwaan et al., 2019, p. 2).

In addition to avoiding multitasking and stress, another important quality granted by neuroleadership is "learning how the brain works and transmitting it to others", making students, teachers and other collaborators aware of how the brain develops and learns can accelerate the learning process in students and contribute to the pedagogical knowledge and teaching skills of teachers (Gocen, 2021, p. 69).

Transformational leaders have good interpersonal relationships, with an appropriate level of optimism, which facilitates communication between administrative staff and teachers and parents, as well as communication between teachers and students. A teacher who is perceived by students as inspiring and as an example to follow can help students' academic performance (Fingelkurts et al., 2020, p. 133). School life is closely related to social type experiences, so educators should pay attention to an adequate management of groups and students' social environment, as well as student-teacher, student-student interpersonal relationships and foster a participatory culture (Gómez et al., 2019, p. 576).

Neuroleadership also contemplates the "understanding of the biological foundations of people", understanding them implies strengthening the management of them, one must know how much the biological and not the social part affects human beings and their behavior, therefore it is important to be aware of the importance of an adequate sleep schedule and avoid chronic stress, as they are factors that make learning and work performance deficient (Gocen, 2021, p. 69). Adolescence as a period of changes is vital for learning and building better thinking, in other words, it is like a second chance for brain development, adolescents have to emotional immaturity and to take risks, so it is appropriate to specify educational policies that seek to achieve assertiveness in decision-making of students (Gómez et al., 2019, p. 576).

Finally, there is "assertiveness in managing emotions", having a positive mood helps in solving problems that require creativity and foresight, in the case of collaborators it induces a high performance of their daily work. Teacher

leaders must know the cognitive emotional states of their students and be able to regulate their emotions (Gocen, 2021, p. 69-70).

The management of emotions have the ability to influence the learning process of students, so negative emotions, will lead to poor school performance, it is necessary that teachers have the tools to guide students towards managing their emotions, highlighting their emotional intelligence and apply them to themselves in their day to day work (Gomez et al., 2019, p. 576).

Conclusions

One of the most important problems related to schools is the low levels of effective learning on the part of students, generally related to a complex combination of strictly school and socio-family factors. School factors are pedagogical (teaching methods, teacher training and education), while socio-family factors are related to support, motivation and situations experienced at home (Silva, Espinosa, Cervera, Berkin, Axel, Bolaños, Espinosa, Miklos, López, & Flores, 2019, p. 1139).

A teacher training in neuroscience favors the adaptation of the educational response to neural functioning (Gómez et al., 2019, p. 574). Understanding the brain and the neurological substrate makes it possible to address problems that affect learning. Knowing how the brain works has had a positive impact on the understanding of cognitive, perceptual, and emotional functions, which provides a solid basis for adapting educational practice to the needs of learners and teachers (Gómez et al., 2019, p. 574).

The role of leadership management skills based on neuroscience in the organizational performance of educational centers is fundamental for an adequate management of human resources within them. A director or any collaborator who occupies a high position within the educational center must have leadership skills, in areas related to decision making, since his or her leadership affects other members of the administrative and teaching staff (Tonich, 2021, p. 49).

For managers of educational centers it is important to achieve organizational goals such as providing high quality education, in addition to cultivating the performance of teachers, understanding what problems prevent the achievement of objectives and establishing strategies to eliminate them at their root (Tonich, 2021, p. 52).

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Organizational culture and its influence on pedagogical management in a private educational consortium, Lima.

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Introduction

Several authors refer that organizational culture has become a very important factor in the development of organizations and that through it all these elements that lead the institution to offer a quality service and that its members feel motivated and valued are achieved. Normally, in a developing company, there are elements that, when adhered to, fulfill specific purposes. One of them is the organizational culture. For Salazar, Guerrero, Machado and Cañedo (in Arce-Gutiérrez et al, 2020, p. 50) it is the set of behaviors, beliefs and values within the members of an institution.

Organizations have diverse cultures with different activities and each with a purpose. The school organizational culture is the ideas, internal training, social, customs and rituals, which the actors share when facing the external landscape and the search for internal solutions. (Velazco, 2021, p.1). But it is not only a matter of recognizing the existing organizational culture in an institution, but to promote a style of culture that is strong and at the same time

integrates, to generate an environment conducive to educational activities, mainly the pedagogical management of the teacher, which is the focus of this research.

The strengthening of educational quality is related to a variety of variables, such as academic administration, availability of financial resources, technological equipment, organizational culture, social relevance to the environment and pedagogical methods are valued in determining the estimation of academic quality (Ximena, Marlene and Gilar, 2021, p.141). The pedagogical management of the teacher is an aspect of educational management but with emphasis on the teacher's activities in the classroom; it is not about his or her performance but about the way to achieve objectives through actions that contribute to it. These activities have to be planned, organized, executed and evaluated; it is a reality that many times teachers do not organize their activities, when the most important part of this process is to make a diagnosis of everything in their reality and then plan it thinking of strategies appropriate to their reality, and then organize the resources, elements and execute them according to time.

Throughout its existence, education in Peru has faced a series of conflicts that have tested the achievement of its objectives, the adequate use of its resources, the justification of its existence and the fulfillment of its function as a social institution. It is said that in order to achieve an ideal education in Peru we would have to provide it with mechanisms according to the different social strata and fulfill its role as a trainer in different realities, all framed in a sustained educational system, with an efficient management of education at all levels, however

this is still far from the reality of our country. As a consequence, pedagogical management has suffered great delays due to the global crisis of Peruvian education, therefore, the work of teachers has been diminished in many aspects such as the administration of materials, teaching strategies, teacher updating, among others; a separate point is that teachers are not recognized for their importance as managers, having the education professional as an important element in the institutional work.

The school, especially the classroom, is a living organization, where its members intervene to carry out the teaching-learning process, framed in the pedagogical management. Providing each teacher with an appropriate pedagogical management where management processes are developed through which all the actions and spaces of the organization go through, is fundamental to achieve educational goals, but we find ourselves in an environment where there are negative aspects in pedagogical management such as abundant and confusing regulations, among others. The result of the fusion between the culture and the organization is what is called organizational culture, which is the essence of the organization that, when properly managed, makes it productive. One classification of organizational culture is the strong and integrative type that can contribute to the success of organizations by guiding behavior and giving meaning to their activities.

Therefore, the need to know the personality of the classroom and even more to provide it with a strong and integrative organizational culture, this will lead us to provide strategies to improve the pedagogical management of the teacher, that is why a proposal for a

Strong and Integrative Organizational Culture in the teachers of the educational consortium in question is proposed, in order to improve their pedagogical management. As for the feasibility, it is possible to carry it out because it will be done among the teachers, besides having its own resources to finance the research.

The above has motivated us to conduct this research on the following topic: What effects does the application of the Strong and Integrating Organizational Culture program have on the pedagogical management of teachers at the America International School Private Educational Consortium in Lima?

Strong and inclusive organizational culture

When we talk about manifestations of organizational culture, we have the idea that they are tangible elements or visible actions, but it is not only in practice, it is also something internal, reflexive and shared in which the members identify with it. Organizational culture is a factor that stimulates the propensity to innovate. It influences the normal social development of the workers, making them understand it as a key part of the institution, strengthening their commitment to it. Therefore, it is necessary to study in depth the relationship between innovation and organizational innovation and performance. (Schuldt and Gomes, 2020, p.1).

Nowadays, organizational culture is increasingly considered as a dynamic, progressive and participative process, at a time when markets and societies demand from each organization the cultural adaptations and modifications that allow it to accompany the constant evolution it is undergoing. Vargas-Halabi et al., (in Arce-

Gutiérrez et al, 2020, p. 50) mentions that there is a lot of research on the impact of organizational culture in companies; finding great direct and indirect influence on the strategies established, on performance and productivity.

Organizational culture is composed of various manifestations, all of which are interrelated. Culture should be studied analytically, as a whole and not only through the parts that compose it. But even if these are considered separately, it is necessary to analyze and observe culture as a whole, which ultimately determines how the parts behave, while a mere analysis of these parts cannot fully explain the functioning of the whole. For Warrick (in Pedraja-Rejas, Marchioni-Choque, Espinoza-Marchant and Muñoz-Fritis, 2020, p.7) the concept of organizational culture has been widely studied anthropologically and culturally, and its influence on organizational development and the development of people in an institution.

Cameron and Quinn (in Rodríguez et al., 2020, p.54) affirm that organizational culture forms the adequate environment for the total development of management in institutions. It influences people and it is this variable that predicts their results. For Chávez-Hernández (in Rodríguez et al, 2020, p.54) organizational culture influences the people who are part of an institution, predisposing them to change, becoming a way to obtain results, influencing people's behavior and allowing differentiation between one organization and another.

To understand this type of culture, we will first refer to the strong type of culture, which for many authors is the ideal, but we will see later that this is not always the case, and

that it is best to add an integrating element to it. Unlike the other types of culture, in a strong culture, values have a great influence on individuals. Strong culture develops as long as the environment lends itself to it, i.e. when there is a space where it is accepted. As a disadvantage it could be said that the strong culture rejects change and this resistance to novelties diminishes the success of the organization, since others take advantage of innovations. For Tang (in Pedraja-Rejas et al., 2020, p.7) it is believed that making use of a dominant organizational culture can achieve a low turnover of workers, since it influences and guides them to achieve the goals in the institutions that apply them.

A culture that not only strengthens, but also integrates, by being a guide in the activities and feelings of the members, will be firmly oriented towards a collective goal, which favors the majority of members of the organization and is accepted in a good way, without impositions and in which everyone has the option to collaborate.

Pedagogical management of the teacher

Management is the accomplishment of actions to achieve objectives; it is about thoughtful and logical activities to achieve the goals established in the educational field; for this, management makes use of administration, which is manifested as a process of planning, organizing, directing and controlling resources, to carry out management activities. The changes in the development of pedagogical management models affect the organizational culture and are evidenced by the constant processes of change that adhere to readjustments in the social interaction of the educational environment. The relevant role of communication in the process of inclusion and respect of

its members should be emphasized, getting the message to be perceived and allowing easy and timely understanding of the changes that arise. (Chen-Quesada, Cerdas-Montano and Rosabal-Vitoria, 2020, p.29).

Educational management should be understood as a way of understanding and leading an educational institution, based on a set of actions that lead to appropriate decision making, directing processes, participatory work, etc., all this to generate an interrelation between the structure, strategy, systems, leadership style, capabilities, people and the higher objectives of the organization considered, as well as the ability to articulate the resources available in order to achieve what is desired.

Educational management is the key element with the greatest impact on the implementation of the curriculum, whose emerging components are infrastructure, authorities, pedagogical support, resources and materials; it is concluded that improvements in these resources will allow achieving educational goals in this area of knowledge and contribute to the human formation of students. (Posso, Pereira, Paz and Rosero, 2021, p.232) Educational management involves a way of understanding and comprehending educational action, it goes beyond administrative processes, as it involves technical and curricular processes, as well as those of human talent administration. (Posso, Pereira, Paz and Rosero, 2021, p.242).

In pedagogical management, first of all, planning is carried out, which is reflected in the management documents of the educational institution; then, the operational phase is developed, which refers to the work of educational actions.

All this within a system and aims to develop the teaching-learning process of quality, so necessary for the educational reality in which our country is immersed. The professional development workshops improve the teacher's skills, achieving knowledge and aptitudes that result in the sum of experience and the ability to provide the best solution to the problems that arise, interacting with professionals of the same academic level, praising and encouraging each contribution along the way. (Velazco, 2021, p.2)

Pedagogical management comes to life in the classroom through the school, teachers and administrators. The aforementioned actors must take into account: The responsibility for their own work plan and the management of their staff from the organization of the school year, the workday, the ordering of content, the selection of teaching materials, the forms of curriculum integration. The teacher's pedagogical management, like the entire educational proposal of the institution, is based on the teacher's work, on how the teacher puts into practice what is planned, projecting it in his or her work in the classroom and in the interaction with each student. It is the function carried out by the teacher that consists of planning, organizing, conducting and controlling the teaching-learning processes to achieve significant learning in the students of the I.E.

The quality of teaching in education can be achieved by taking into account the practice, the motivational component, having an identity as a teacher together with constant training in pedagogical sciences, will allow enhancing the teacher's aptitudes and attitudes (Zaldívar and Lorenzo, 2021, p.421-423). The tools used to

complement and support the learning process are the conventional didactic resources, whose consequence is the teacher's planning to mediate in the class, therefore, first the needs of each student must be known (Valverde-López and Ureña-Hernández, 2021, p.8).

For the present research, the quantitative, applied, quasi-experimental approach was used, the study population was aimed at all teachers of the Consorcio Educativo Privado América International School of Lima, 2015, totaling 220 teachers, the sample consisted of 30 teachers for the control group and 30 teachers for the experimental group. Reliability was performed with the Kuder Richardson 20 statistical formula; for this purpose, the latest version of the Excel statistical program was used; for this purpose, a pilot sample of 12 students was taken (resulting reliable). The instrument was then applied to the entire sample; with the data obtained, the normality test was performed using the Shapiro Wilk statistic (n<50) to demonstrate whether the data come from a normal distribution or a free distribution. Then we proceeded to perform the statistical analysis for the pretest and posttest of the control and experimental groups. The respective hypotheses were then demonstrated with the T-Student statistic for independent and related samples. For this purpose, the latest version of the SPSS statistical program was used.

Organizational culture and its influence on pedagogical management

For the development of this study, it was decided to use the variables strong and integrative organizational culture program with their respective modules and sessions, as well as the teacher's pedagogical management variable

whose dimensions are: curricular planning, organization, execution and evaluation.

An investigation was carried out at Consorcio Educativo América International School, applying a 30-question questionnaire to 60 teachers (30 control group and 30 experimental group), before and after the broadcasting of the program in question. The data were obtained from there, tabulated and graphed using the SPSS statistical package. Among the results obtained from the application of the instruments we have the following:

The strong and integrative organizational culture program is made up of modules and sessions that detail and provide guidance on the following aspects: Strong and integrative organizational culture and teacher pedagogical management, in curricular planning and pedagogical organization, in execution and evaluation.

For the teacher's pedagogical management variable in the curriculum planning dimension, it consists of the design of study plans and programs, articulating the Institutional Curriculum Project (PCI) in the long term, with the Diversified Curriculum Design and the Annual Work Plan (PAT) in the short term. It considers the problems of the community so that they can be addressed through cross-cutting themes with the curriculum design, the community calendar and the development of didactic units. Among the components of curriculum planning are curriculum diversification; long, medium and short term curriculum programming; and classroom curriculum programming. Accordingly, it is observed that the initial scores for curricular planning of pedagogical management for most of the teachers in the control and experimental groups

(pretest) are similar. Likewise, a significant difference is observed in the final scores (posttest) between the teachers of the control and experimental groups, with the teachers of the second group obtaining higher scores in the levels of curricular planning of pedagogical management. Therefore, the application of the strong and integrative organizational culture program in the teachers of the experimental group shows significant improvements with respect to the control group and has a direct and significant effect in the area of curricular planning of pedagogical management in the teachers of the Consorcio Educativo Privado América International School of Lima.

For the organization dimension, it consists of arranging the elements and circumstances involved in the educational process in an efficient way, necessary to educate through instruction; this process occurs through grouping, resources, time, norms, spaces and leadership. From the results it is observed that the initial scores of pedagogical management organization for most of the teachers of the control and experimental group (pre-test) are similar. Likewise, a significant difference is observed in the final scores (post-test) between the teachers of the control and experimental groups, with the experimental group obtaining higher scores in the levels of pedagogical management organization. Therefore, the application of the strong and integrative organizational culture program in the teachers of the experimental group shows improvements with respect to the control group and has a direct and significant effect in the area of pedagogical management organization in the teachers of the Consorcio Educativo Privado América International School of Lima.

For the execution dimension is the implementation of study plans and programs, it requires a coordinated teaching work for the realization of projects, the implementation of the strategic plan and the execution of the curricular programming; for this it is necessary to establish objectives, goals and strategies to achieve them; coordinate educational activities and assign activities, resources, times and people in charge, to carry out the projects and programs. This category includes strategies, methods, procedures, activities, means, techniques, materials and climate. It is observed that the initial scores of curricular execution of pedagogical management for most of the teachers in the control and experimental groups (pretest) are similar. Likewise, a significant difference is observed in the final scores (posttest) between the teachers of the control and experimental groups, being the experimental group those who obtained higher scores in the levels of curricular execution of pedagogical management. Therefore, the application of the strong and integrating organizational culture program in the teachers of the experimental group presents significant improvements with respect to the control group and has a direct and significant effect in the area of curricular execution of pedagogical management in the teachers of the Consorcio Educativo Privado América International School of Lima.

In the evaluation dimension, it is formulated from the determinations of behavior or the need to give value to something. Evaluating does not imply measuring results only at the end of the execution: evaluation should ideally be a continuous and permanent process. Continuity acts as a dynamizing and enriching effect, since evaluation is understood as a process of educational exchange of all

those involved in the program that provides feedback for the necessary adjustments to improve its progress. For its study, it is divided into: evaluation planning, information collection and selection, interpretation, evaluation, communication of results and decision making. The results show that the initial evaluation scores of pedagogical management for most of the teachers in the control and experimental groups (pretest) are similar. Likewise, a significant difference is observed in the final scores (posttest) between the teachers of the control and experimental groups, with the experimental group obtaining higher scores in the levels of evaluation of pedagogical management. Therefore, the application of the strong and integrative organizational culture program in the teachers of the experimental group shows significant improvements with respect to the control group and has a direct and significant effect in the area of pedagogical management evaluation in the teachers of the Consorcio Educativo Privado América International School of Lima.

Conclusions

The research has shown that the application of the strong and integrative organizational culture program significantly improves the pedagogical management of the teachers of the private educational consortium America International School in Lima, 2015. The strong and integrative organizational culture program positively influences the curricular planning of pedagogical management in the teachers of the educational consortium, visibly improves the organizational dimension of pedagogical management in the teachers of the consortium, significantly improves the curricular execution area of pedagogical management and significantly improves the evaluation of pedagogical

management, and also shows that the pedagogical management of teachers before and after the application of the strong and integrative organizational culture program in the educational consortium is different. It is recommended to apply the strong and integrative organizational culture program in the other aspects of the educational management of the teachers of the educational consortium, it is advised to apply the strong and integrative organizational culture program to the other agents of the educational consortium, it is suggested to apply the program in the educational management of the educational institution and it is recommended to continue with the research on the strong and integrative organizational culture.

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Emotional intelligence and job satisfaction among teachers in an educational institution in Lima

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Introduction

Currently, a shared culture is promoted among the educational institutions of a given geographical network. Globally, one of the most threatening diseases for society called coronavirus - Covid 19, which has caused a radical change in all areas, in most nations have adopted measures to stop physical classes at all stages and in all regions, which has generated a change of action in three main fields. First, a change of learning modality based on new platforms and formats, with or without the use of technologies; second, ensuring the mobility of professional staff, to educational communities and third, prioritizing the health and well-being of the learner.

At the national level and in this contextual framework, the responsibility falls on the 144 networks that bring together 100% of the total number of schools in the 07 UGELES of metropolitan Lima, which were approved with RDR N° 153-2019-DRELM, whose objectives are to form academic communities, improve the professional level of teachers, optimize human resources, share materials and

infrastructure and coordinate intersectoral activities for the good of services for a good quality education. Thus, teachers today assume a fundamental challenge of educational learning, which is to reduce the negative impact of the pandemic on education. Likewise, they assume the commitment and responsibility to guarantee that all students have the same possibility of having an education based on quality.

In this same line, the educational centers of network No. 16, belonging to UGEL 2, Rimac, are no strangers to this reality, therefore, they must guarantee the best conditions for the teaching-learning process, an adequate management, a good institutional climate, quality in the educational service and exchange experiences in educational management applicable to the network. In addition to working on strategies to improve learning at the network level, focused on goals and indicators based on the results obtained and recorded in the information systems of the education sector. Also interact in groups and workshops of inter-learning, developing actions that contribute to the improvement of learning and expand good practices in the network, in addition to disseminating the uses, scope, material resources and their conservation and return.

Another of the functional responsibilities of teachers are to raise awareness among students for the benefit of a good educational climate and promote the growth of skills through the promotion of educational projects, in addition to recognizing the areas of risk of violence and what they represent in levels of vulnerability in students, to promote good preventive practices, all this in order to promote healthy coexistence in the school and family environment,

established under functional responsibility in the Regulations of Law No. 28044, Art. 140°.

This integrative model proposes that teachers not only attend to procedures, concepts and attitudes separately, but also have an integral competence based on knowing how to know, knowing how to be, knowing how to do and knowing how to be. This approach implies attending to an emotional intelligence that will enhance the state of personal and work satisfaction and well-being of the teacher. Emotional intelligence is the set of interrelated skills, competencies and social development factors, which converge in the interaction of the person with his/her environment. Emotional intelligence is related to the adaptation to different changes, understanding of one's own emotion and the ability to express it in the best way, empathize with another person, deal positively with stress and achieve emotional health (Solis, 2021, p.3).

However, this high state demand has generated situations of nonconformity due to the academic pressure, effort and commitment that it implies, to this is added some problems typical of the context of health emergency, stressful environments, inadequate management of emotions, lack of motivation and self and job dissatisfaction in the teaching staff. For Zargar et al. (In Pino, Arévalo-Avecillas and Padilla-Lozano, 2020, p.208), several research studies conclude that job satisfaction is transcendental for the well-being of workers and that it is also important for the development of an organization.

According to the above, this research will serve as a tool to study emotional intelligence as well as job satisfaction in teachers, because not only intellectually prepared

professionals are needed, but also motivated and capable of managing their emotions to perceive an adequate job satisfaction. To this end, the basic elements of the research are proposed, being the problem, how emotional intelligence is related to job satisfaction in teachers of educational institutions of network 16, UGEL 02, Rimac, 2021?

Emotional intelligence in teachers

Emotional intelligence (EI) is the ability to feel, externalize, understand and interact with emotions, the skill of linking reason with emotion when processing information. (Rojas and Moreno, 2021, p.263). For Goleman (in Bata and Castro, 2021, p.246) Emotional intelligence is the ability based on the capacity for self-motivation and persistence in the face of frustration, achieving self-control in action and delay of gratification, achieving self-regulation of mood; avoiding that consciousness is influenced by distressing feelings; emphasizing and waiting.

For Schutte, Manes and Malouff (in Rodríguez-González, Cecchini, Méndez-Giménez and Sánchez-Martínez, 2021, p.237) EI is a set formed by self-perception, disposition and motivation, sharing certain agents with the constitutive properties of personality. EI is the quality of linking cognitive thinking with emotion, directing the latter and facilitating the exercise of thinking and being functional in an effective way. On the other hand, in accordance with the mixed models, emotional intelligence is made up of diverse qualities, capacities, personalities, aptitudes and affectivities. (Rojas and Moreno, 2021, p.256).

For, Fahim and Pishghadam (in Bata and Castro, 2021, p.246) academic performance is linked to different aspects

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of emotional intelligence (social, self-regulation of stress and daily attitude, competencies) showing us that emotional intelligence, skills and academic success are closely related. That is why students with higher emotional intelligence achieve greater academic success thanks to their stress management and self-regulation.

Among the many positive results achieved by optimally developing emotional intelligence, it is possible to note that the identification and recognition of each emotion is achieved, regulating them in their expression and many other positive characteristics found in EI mentioned above. In addition, in smaller proportion, different characteristics such as keeping the mind healthy, problem solving, social adaptation; characteristics found in different scientific contributions (García-Tudela and Marín-Sánchez, 2021, p. 15).

For Mestre-Navas and Fernández-Berrocal (in Suárez and Martín, 2021, p.146) EI is the meta-knowledge of each person, their capacity for perception, assimilation, understanding and management of their own emotion and that of others, in which are distinguished: Emotional perception, which is the quality of perceiving and paying attention to the different manifestations of internal sensations; Emotional understanding, which adequately identifies and understands the different emotions; and emotional regulation, which is presented as the ability to regulate negative emotions and prioritize positive ones. The emotionally and intellectually balanced person recognizes the emotion that surrounds him/her, understands its causes and consequences, and develops the ideal strategy for its control and management.

In this sense, for these authors, the proper valuation of emotional intelligence is recognized as perceived emotional intelligence, understood as the meta-knowledge that individuals have about their emotions, in short, their beliefs would be above their own capacities of attention, clarity and emotional repair. In this regard, the authors state that it is necessary to develop the most complex, in this case the most basic skills. These four skills are the following; firstly, perception, evaluation and emotional expression, this is one of the skills used to identify, recognize emotions and feelings, both one's own and in others. It is also equivalent to the moderate expression of emotion.

Likewise, emotional facilitation, where emotions influence thinking and the way it is elaborated, these lead the individual's attention to relevant information, therefore, this ability indicates the capacity to take emotions into account in the construction of thought. Likewise, emotional knowledge, which refers to an aptitude to understand the functioning and meaning of these emotions, as well as the use of this emotional knowledge, important for decision making. In addition, emphasis is placed on the disposition to understand complex and simultaneous emotions.

Finally, emotional regulation, which manifests itself as the most complex skill of all. It is about remaining emotionally open, either positively or negatively, and using relevant information, selecting or rejecting them according to their benefit. It also relates to the ability to precept one's own and others' emotions, moderating or intensifying them according to their importance. Dantas, Franca and Haas (2019) mentioned that emotional regulation is

distinguished as a multiprocessing factor willing to increase, decrease and maintain the emotional experience.

Job satisfaction among teachers

One of the topics studied in its different angles is job satisfaction and it is in the field of business administration where it is reaffirmed as an important piece in the management of personnel and their productivity. (Avendaño, Luna and Rueda, 2021, p.191) It is not only the ability to earn income that gives physical and mental tranquility to a person, it is also important the affectivity and the emotional side. (Charles-Leija, Peña and Rodríguez, 2021, p.5) "Job satisfaction" analyzes both the development of the worker in his work space, as well as the social, political, economic and cultural aspect. (Dávila, Agüero, Ruiz and Guanilo, 2021, p.664)

Job satisfaction, understood as the feeling that a person experiences in order to achieve a balance in the face of diverse needs or as the result of multiple interactions between the environment and the workers, in short, it is what the subject longs for from work and the achievement he/she desires from such work. For Chang and Chang (2007), job satisfaction lies in the positive feeling of the worker for his workplace, for the work to be done and for his level of scope and commitment; in other words, it is the ability to enjoy the different factors directly and indirectly linked to his work. (Dávila, Agüero, Ruiz and Guanilo, 2021, p.666) It is important to recognize that the expectation of job satisfaction is commensurate with the size of the company. (Charles-Leija, Peña and Rodriguez, 2021, p.7)

Patterson et al. (In Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, 2021, p.171) show that job

satisfaction has a closer relationship with the function, when evaluated by an economic view based on productivity. Bustamante et al. (2020) tell us that because satisfaction directly influences the process and consequent productivity, it is imperative to manage the variables that define it. For Al-Mahdy et al. (In Pino, Arévalo-Avecillas and Padilla-Lozano, 2020, p.208), job satisfaction is accepted as a positive emotion, the result of the subjectivity of the perceptive process of each individual in relation to the circumstances of his or her workplace.

Since job dissatisfaction sometimes arises from situations that are foreign to the organization itself, organizations cannot minimize the scope of job satisfaction in their collaborators, since it is an important basis for achieving organizational goals and productivity. For Iglesias et al (in Sánchez-Sellero, 2021, p. 113), job satisfaction is an aspect that gives us an explanation of some of the most relevant goals of the labor market. It is convenient to take into account that there are institutional goals that cannot be achieved without a responsible agreement of affective order and satisfaction of the collaborators for the organizational result.

According to Herzberg (1967), in his two-factor theory, he founded two different ways of perceiving job satisfaction, such as job satisfaction related to and influenced by personal motivational factors (achievements, recognition, personal growth), these needs must be covered in order for the person to feel satisfied. The other form is job dissatisfaction related to and influenced by hygienic factors of an environmental and psychological nature (working conditions and rules, salary, collaboration among colleagues), and these needs must be covered in order for

the person not to feel dissatisfied. This is understood as the commitment to improve the motivational elements to increase job satisfaction and to improve the hygienic factors to decrease job dissatisfaction.

Meliá and Peiró (1998), developed the empirical factorial model of 5 factors, which arises from the lack of evaluations of different populations with a single instrument, also, it was determined to measure and be reliable, in addition to being valid in a general way, where job satisfaction is evaluated in a specific and global way; and at the same time, it is ready to be applied extensively to different organizational areas and fields. According to these authors, this instrument can achieve a specific and global measurement of the various dimensions of job satisfaction. Furthermore, they conceptualized satisfaction as the sum of positive attitudes elaborated by the subject himself/herself towards his/her field of work or everything related to that context.

This study is framed in a positivist paradigm, with a quantitative approach, the type of study is basic, the level of correlational research, non-experimental study, it is transectional, the population consisted of 140 teachers of regular basic education corresponding to the network No. 16, UGEL 02 Rimac, the study consisted of a sample of 103 teachers, it was considered appropriate to use the survey, the statistical data will be analyzed in the software (IBM SPSS Statistics), version 26.

Emotional intelligence and job satisfaction among teachers in an educational institution in Lima.

According to the descriptive analysis of the study variables, it was identified that of the 100% of the respondents,

81.55% (84), have an adequate level of emotional intelligence, while 16.50% (17) show a high level and 1.94% (2) had a low level with respect to this variable; regarding intrinsic motivation of the 100% of the respondents, 93.20% (96), presented a medium level of intrinsic motivation, while 6.80% (7) had a low level; finally, of the 100% of the respondents, 94.17% (97), presented a medium level of job satisfaction, while 5.83% (6) presented a low level of job satisfaction.

With respect to the descriptive results obtained in the analysis of the dimensions of the variable job satisfaction, it was observed that in the dimension of satisfaction with supervision, 33.0% of the respondents were found to be at a low level, 67.0% were located on a medium scale; as for the results corresponding to the dimension of satisfaction with the physical environment, 88.3% of respondents were found to be at a medium level, 11.7% were located on a low scale; similarly, the results for the dimension of satisfaction with benefits, 83.5% were found to be at a medium level and 11.7% were located on a low scale.In the dimension of satisfaction with benefits, 83.5% were on a medium scale and 16.5% were on a low scale; in addition, 51.5% were on a medium scale and 48.5% were on a low scale for the dimension of intrinsic satisfaction; finally, for the dimension of satisfaction with participation, 52.4% were on a medium scale and 47.6% were on a low scale.

The 16.5% of the respondents who had a high level of emotional intelligence had a medium job satisfaction, while the 3.9% with an adequate level of emotional intelligence had a low job satisfaction. Thus, the first variable resulted in a total adequate level of 81.6%, and the third variable resulted in a total medium level of 94.2%.

88.3% of respondents with a medium level of intrinsic motivation had a medium job satisfaction, while 4.9% with a medium level of intrinsic motivation had a low job satisfaction. According to the data, it can be seen that the intrinsic motivation variable has a result of a total average level of 93.2%, likewise, the third variable presented a result of a total average level of 94.2%; therefore, it can be pointed out that intrinsic motivation and job satisfaction have an average level of 88.3%. In the same way, it could also be shown that intrinsic motivation and job satisfaction presented a low level of 1.0%.

Conclusions

Emotional intelligence has a positive effect on job satisfaction with a Spearman's Rho of 0.928. Likewise, emotional intelligence has a positive effect on satisfaction with supervision, physical environment, performance, intrinsic job satisfaction and satisfaction with participation. Therefore, it is recommended that future researchers carry out new studies that certify or refute the correlation between other variables that may affect job satisfaction, within the framework of organizational psychology, in order to observe and compare possible similarities and differences found, and that educational authorities promote an evaluative culture, strengthening the critical reflective capacity of teachers, The educational authorities should promote an evaluative culture, strengthening the critical reflective capacity of teachers, in an atmosphere of openness where feedback is permanent and oriented to the improvement of pedagogical work; the directors of educational centers should manage welcoming physical environments that generate well-being in teachers, such as improving lighting and creating sufficient space for the

development of activities; the directors should promote activities to recognize teachers who perform outstanding work, or who demonstrate responsibility in their educational actions in favor of students. In addition, motivational workshops should be promoted for teachers, to value the experience acquired over time, identifying the activities that most please them, combining them and applying them in their professional performance. Finally, the Ugel should promote the formation of educational learning communities, identifying the potential of teachers and sharing with their peers, for the sake of an empathetic and assertive culture.

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Information and communication technologies: A tool to favor the learning process in higher education institutions.

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Introduction

Among the most outstanding characteristics of today's society is the relevance given to Information and Communication Technologies (ICT), this phenomenon has impacted human beings for more than five decades, and has even come to be considered as an element of discrimination and exclusion in some social contexts (Olmedo, Vázquez-Cano, Arias-Sánchez, & López-Meneses, 2021, p. 154).

ICTs have revolutionized various aspects of our lives, such as work, communication and training processes. The pedagogical use of ICTs has facilitated the shared creation of knowledge through learning communities whose main objective is to offer a series of benefits different from those provided by traditional methods, which originates a pedagogical revolution in training scenarios, since it offers experiences and activities focused on deep and interactive learning (Olmedo et al., 2021, p. 154).

Just as education has had an enormous leap thanks to the use of technological tools, virtual or blended learning, which correspond to processes where communication

media or electronic equipment (ICT tools) are used as an aid, have also been evolving, now requiring less effort and having freer access to content and learning strategies in almost all fields of knowledge (Mosquera-González, Valencia-Arias, Benjumea-Arias and Palacios-Moya, 2021, p. 122). There are even studies that have linked the use of ICT with academic performance and it has been shown that university students whose frequent and effective use of ICT, through appropriate didactic designs and for academic purposes, tend to have a higher performance in the learning process (García-Martinez, Rosa-Napal, Romero-Tabeayo, López-Calvo, & Fuentes-Abeledo, 2020, p. 3).

The new challenges of education, worldwide, require giving priority to the implementation of policies of social inclusion and equality, to achieve this, the use of ICTs is proposed, within what has been called distance education, because the integration of technologies in this type of education manages to overcome the barriers of time and space, allowing students to learn in different contexts and using a variety of resources (Morales, Cárdenas, Morales, Bárzaga and Campos, 2021, p. 131).

Higher education institutions such as universities require and prioritize a professional profile that is able to revolutionize education and adapt it to new times and paradigms, in other words, teachers with new pedagogical methods are required to update teaching to the demands and the great dynamism of the current labor market, as well as to deploy effective teaching-learning processes (Olmedo et al., 2021, p. 154). Although most teachers are digitally literate, they are often limited in integrating ICT adequately into their teaching practices, so the need for

universities to train their teachers in the use of ICT, invest in digital platforms, and enable online classes is becoming more relevant with the ever-increasing demand of the knowledge society (Akram, Yingxiu, Al-Adwan and Alkhalifah, 2021, p. 2).

Information and communication technologies in higher education institutions

In recent years, education has been using technology to expand and develop new processes. Particularly, higher education institutions or universities have an important role in the propagation of knowledge and innovation and are no strangers to technological changes that have been gaining relevance over the years; however, despite the potential benefits that could present the application of information and communication technologies (ICT) within the curricula or curricula of different universities, it is still considered an unexpected challenge, often difficult to face (Mosquera-González et al., 2021, p. 122). It is known that digital technology has been modifying the way in which we access information, communicate and learn, in this sense, Cabero-Almenara, Barroso-Osuna, Gutiérrez-Castillo and Palacios-Rodríguez (2021) argue that the role played by digital competencies is key to develop continuous learning according to the new scenarios that arise (p. 4692). Incorporating ICT and digital competencies is a complex but necessary challenge for students who wish to succeed in the labor market (Mosquera-González et al., 2021, p. 122).

ICTs are defined as "technological devices", which include both hardware (devices that can be physically touched) and software (virtual programs that can be executed on the hardware), these devices allow editing, producing, storing

and exchanging data between different information systems; Among the most significant characteristics of these devices is their technological capacity, which are increasingly better and with a tendency to decrease costs, even many of these can be free, also, the constant advance of these technologies has become a new educational proposal, which promotes a training strategy with greater autonomy by the student, so that he can research, learn, share knowledge by his own means (Mosquera-González et al., 2021, p. 122). An important concept that helps to better understand the definition of ICTs is the "information society", which is defined as the set of social relations of any kind that are established through the use of information and communication technologies, particularly telematics. Another important concept related to ICTs is the "knowledge society", which refers to the growing importance of technology and science in economic development (Morales et al., 2021, p. 130).

Before implementing ICT in higher educational institutions, senior managers have the main responsibility to ensure that the use of ICT will ensure the best method to stimulate the learning process of students, through an effective ICT infrastructure and constant exposure of staff to it, their interest will be decisive for the success or failure of the implementation (Ghavifekr and Wong, 2022, p. 2).

There are some research projects that relate a negative impact to the indiscriminate use of ICTs such as information fatigue syndrome (information overload through the use of the Internet), technoaddiction (uncontrollable need to use ICTs and technophobia (fear and anxiety towards the use of ICTs), so it is important to find a balance in the use of ICT by students and use them as a complement to achieve

a successful learning process and adequately introduce students to the varied world of ICT (Sánchez-Macías, Flores-Rueda, Veytia-Bucheli and Azuara-Pugliese, 2021, p. 124).

ICT offer multiple possibilities for teaching and learning, which causes a challenge to the educational system, because it goes from being a unidirectional model (teacher-student) to a more open and flexible model, where information is shared through a network and focuses on the benefit to the students, so teachers must be immersed in a deep reflection and analysis on the current social demands related to education, so that answers are given to the demands associated with the knowledge society (Morales et al., 2021, p. 129). Likewise, information technologies are also applicable to careers where face-to-face education is important such as medicine or teaching specialized in physical education (Rodríguez-García, Romero, & Agreda, 2019, p. 7; Cabero-Almenara et al., 2021, p. 1).

The learning process in university higher education

The function of the university is not only to impart knowledge, preserve the human experience or prepare future professionals to develop in their future professions, in fact, it is to build and maintain an environment or atmosphere of knowledge and knowledge, keep it alive, intellectually formulate the experience and disseminate the culture of human beings (Morales et al., 2021, p. 129).

The expansion of knowledge, within the learning process, has moved people from a receptive role to become truly active agents in the creation and dissemination of content (García-Martinez et al., 2020, p. 2). Cabero-Almenara et al.

(2021) argue that university students and professors should not be oblivious to the challenges that the digital society is continually posing (p. 4692). The Internet is one of the technologies with the greatest impact on universities, since university students frequently use it for educational purposes, for this reason higher education institutions should focus on creating flexible environments with appropriate conditions to promote student-centered learning, prioritizing the pedagogical over the technological, without forgetting the use of innovative teaching methods, building critical and active citizens (Mosquera-González et al., 2021, p. 163).

Learning consists of acquiring knowledge, which is nourished through different sources in formal and informal environments, likewise, it is an activity that is part of the life of every human being, although before there was not much technological mediation within the teaching processes, currently, technological proliferation has awakened new educational approaches to achieve an ideal environment for personal learning (García-Martinez et al., 2020, p. 2).

An important concept of ICT-related learning is the personal learning environment (PLE), which is a set of tools, activities and interactions used for learning, from a pedagogical and technological perspective, so that a conscious and active learning is generated, constantly nourished by the available physical and digital resources adapted to the context and possibilities of each student, thus promoting a self-directed and permanent learning throughout life (García-Martínez, González-Sanmamed and Muñoz-Carril, 2021, p. 219). The PLE consists of three important components: access to information; tools and strategies for content creation; and tools and strategies

aimed at communication and dissemination of information (García-Martínez, 2021, p. 219). In other words, personal learning environments are networks of activities, tools and connections that each person uses to achieve the acquisition of new knowledge (García-Martínez et al, 2021, p. 320).

Among other important concepts is informal learning, which is learning that lacks pedagogical planning and is not linked to an official educational institution or a teacher, in other words, each person decides what and how much to learn, in relation to their interests, goals or their location in a given context, this learning can occur in a casual way, and in the same way that formal learning will allow university students to acquire competencies and resources for their professional and labor development, even some studies reveal that approximately 80% of the knowledge, skills and practices required for certain jobs come from informal learning (García-Martínez, 2021, p. 220). The use of ICTs in formal and informal spaces is producing serious changes at a qualitative level that continue to expand and make learning environments more flexible (García-Martínez et al., 2021, p. 320).

Educational institutions of higher education, in a society that seeks constant learning, require a differentiated organization in terms of operations, infrastructure, working conditions and new roles, so that the new face of society is reflected in the emergence of universities that include the use of ICTs to achieve their interconnection within and with their local and global environment (Morales et al., 2021, p. 132).

Information and communication technologies applied to improve the learning process of university students.

Education is witnessing constant technological changes that impact pedagogical processes and the way in which education is conceived and organized, according to the demands of today's knowledge society (García-Martinez et al., 2020, p. 1). Particularly, for higher education institutions, he argues that the inclusion of information and communication technologies (ICT) can produce profound changes within them, which can be beneficial in aspects such as the development of metacognitive skills related to learning (García-Martinez et al., 2020, p. 3). The role of ICT in teaching and learning has become one of the most debated topics in current education programs, due to the fact that technologies have completely changed social structures, lifestyle, communicative processes, education style, thus generating a society called the "communication and knowledge society" (Mosquera-González et al., 2021, p. 122).

Olmedo et al. (2021) argue that in order for university students to achieve true, deep learning that can provide them with the necessary skills to develop in the world of work, it is necessary to include the use of ICT in educational policies, as well as didactic and pedagogical trends (p. 154).

On the other hand, Cabero-Almenara et al. (2021), found that one of the fundamental factors for ICT to positively influence the learning of university students, regardless of the field in which they are developing, is the digital competence of the teachers of their respective faculties (p. 4693).

The digital competence of teachers is defined as the set of knowledge, skills on Information and Communication Technologies (ICT) related to teaching and that can help prepare future professionals to deal with problems in their future jobs or ventures found in the knowledge society (Cabero-Almenara et al., 2021, p. 4692). He also found in his study that having a basic-intermediate level is no longer enough, now a higher level of specialization is required in didactic technological tools that are useful within their field of knowledge, under this premise, digital training courses aimed at teachers should be organized taking into account various incentives such as reduced schedules, flexible, official merits or even salary improvements (Cabero-Almenara et al., 2021, p. 4704). Digital competence should not only be limited to teaching, but also to students and the institution in general by creating an educational environment where everyone is aware of the available resources and has the ability to incorporate them into their tasks efficiently (Marín-Díaz, Riquelme and Cabero-Almenara, 2020, p. 2).

García-Martinez et al. (2020) argues that the effective use of ICTs and their contribution in formal educational environments are key elements in personal learning environments, i.e., for learning to be successful, it is not only necessary to know ICTs, but to create an environment where students have the freedom to learn, through a holistic perspective taking full advantage of the tools, activities and connections in formal and informal learning environments (p. 2). Among the tools and strategies for content creation there is a great diversity of applications such as blogs, wikis, social networks where creativity, reflection, synthesis capacity, among other related skills, which can have a great impact on the learning process of

university students, and which are resources that allow interaction, content sharing and collaborative learning (García-Martinez et al., 2020, p. 3).

Mosquera-González et al. (2021) concludes, in his research project, that the use of ICT in university students is useful and significant in the context and environment to which they belong, so he describes them as transcendental tools to improve the profile and performance in the personal, academic and professional field, also stresses that the relevance of the use of ICT is measured by the usefulness perceived by students, Finally, it maintains that the use of institutional technological tools contributes to the acquisition of skills that help in the professional training of its students by providing them with ideas of creative environments for problem solving, which they can apply when they are exercising their professions (p. 131). 131).

Ariza, Saldarriaga, Reinoso and Tafur (2021) indicate that ICTs should be within the first group of inputs for the structuring of new teaching processes, due to their great usefulness for the development of activities outside the higher education institution and support in learning, through consultation and use of different virtual educational programs; However, it also mentions ICTs as a source of distraction for students, since ICTs generally allow us to surf the web, where there are different programs that help students to concentrate on leisure activities, instead of productive activities (p. 53).

García, Condo, Cabeza, Alvarado and Salas (2021) conclude that the incorporation of ICT in education has generated great possibilities for improvement within the educational process of higher education institutions, for

this reason it is necessary to redefine the educational objectives, where ICT are used as a strategic resource to promote the awareness of the university community towards the creation of innovative and reflective processes that generate an environment of critical thinking for teachers, students and the general population that generates and disseminates knowledge and skills (p. 176).

In summary, it is necessary to keep in mind the benefits and the great challenges that universities, teachers and university students face in order to implement and make effective use of ICT, however, each student must be able to adequately manage the autonomy granted by these valuable tools and take advantage of them, through productive activities that will give them great satisfaction in their future work environment.

Conclusions

Information and communication technologies (ICT) contribute to the access of information and its management, the creation of valuable digital content, the possibility of sharing information for quick and free participation, as well as the facilitation of online interaction such as chat rooms or discussion forums, this with the objective of promoting the democratization of education and supporting various teaching processes that promote equality and the integration of marginalized sectors, whose scarcity of technological environments, in certain situations, prevents an equitable, fair and sustainable society (García-Martinez et al., 2020, p. 2).

In summary, the implementation of ICT in the teaching and learning process includes multiple benefits, such as accelerating and facilitating the learning process, access to

new and interesting information for the university student, the possibility of improving the process of knowledge acquisition compared to traditional methods where the use of ICT is discarded or minimized and one of the most important, flexibility, which eliminates the limitations of space and time; allowing the student to continue with a learning process that fits their routine, schedules and lifestyle (Mosquera-González et al., 2021, p. 122).

ICTs have had an impact on the development of teaching and learning in traditional universities that used not to give importance to ICTs in their educational processes. Thanks to the use of innovative technologies, a new conception of distance education has been allowed, and these technologies have been used to provide online classes, making learning possible to reach any place in the world and the memory of what has been learned is more permanent, since active participation becomes easier and more practical (Morales et al., 2021, p. 130).

Likewise, it should not be overlooked that university professors urgently require pedagogical training in digital resources, allowing them to acquire a level of digital competence adequate for current demands, so that they can transport the knowledge transmitted to their students in a traditional way to a flexible and comfortable digital channel for all beneficiaries (Marín-Díaz et al., 2020, p. 8).

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Resilience in college students: an invaluable factor in times of pandemic for mitigating stressful experiences and anxiety

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Introduction

College students are the future of nations, so maintaining their emotional well-being and mental health is critical to creating successful professionals who will make society a better place to thrive (Klainin-Yobas, Vongsirimas, Ramirez, Sarmiento, & Fernandez, 2021, p. 2). During the pandemic, they have experienced extremely difficult situations such as remoteness from their peers, family members, concern about the lack of financial resources to conduct their virtual classes, job losses to pay for their studies, and the constant fear of becoming infected or infecting their loved ones.

The process to adapt a higher institution education in response to the COVID-19 pandemic is quite tedious, and meant an abrupt impact on university students, especially at the beginning of the confinement, it is known that in March 2020 and at the end of April, approximately 166 countries had already implemented closures of the education sector at the national level, the maximum challenge has been to protect the need to have a quality education respecting public policies (Bento, Giglio, Cerchiareto, Forastieri and Gomes, 2021, p. 1).

A greater exposure to stress creates an environment that collaborates with poor academic performance, for that reason it is important to focus on the factors that originate them and see how to mitigate them through motivation, perseverance, self-control, metacognitive strategies, social competencies and resilience (Chisholm-Burns, Berg-Poppe, Spivey, Karges-Brown, & Pithan, 2021, p. 12). The impact of failure on undergraduate students should not affect academic quality, but rather the opposite, i.e., they should learn from their mistakes, be able to cope with stressors and have control of their emotions (Wulandari & Istiani, 2021, p. 2).

Despite the fact that there are several factors that could complicate academic resilience, that is, the ability to overcome adversities that may affect academic performance in college such as a complicated economic situation, lack of guidance, parenting styles related to overprotection, some students do not lose enthusiasm about the perception of their future, as well as the will to execute their dreams and professional yearnings. (Chen, Jiang, & Liu, 2021, p. 2).

Resilience in university students

Despite the different adverse conditions, in different situations, that university students may face, there are some students with consistently good academic performance who, despite coming from families with unfavorable economic situations and social exclusion, manage to succeed during their university years and become successful professionals (Salvo-Garrido, Gálvez-Nieto and Martín-Parihuén, 2021, p. 3).

Resilience corresponds to the different behaviors that human beings exhibit when facing adverse conditions and that result in a successful level of adaptability; for its part, academic resilience is defined as the capacity of the student to overcome the adversities presented in his or her formative life, in an acute or chronic manner and that threaten the possibilities of having an adequate educational development (Salvo-Garrido et al., 2021, p. 3-4). Another concept of resilience is highlighted by Hayat, Choupani and Dehsorkhi (2021), which argues that it is the reflection of the ability and dynamic process to cope with stress-related factors and other difficulties, while maintaining physical and psychological functioning, while in the academic field it is defined as the increase of possible achievements related to academic performance in the face of various challenges and adversities (p. 2).

Students do not always start their university studies with high performances; however, there are students who despite having low performances at the beginning, begin to improve and thrive within the university context later on (Salvo-Garrido et al., 2021, p. 4). A resilient student believes a lot in himself, in his abilities, in his self-control and in that of his university life, he also needs less support than his non-resilient peers, in addition, he feels less exhausted, lacking energy, since he suppresses these feelings with perseverance, willpower and enthusiasm in the activities they perform (Salvo-Garrido et al., 2021, p. 4).

There are several factors that influence the academic resilience of a student such as: the family, the school, the peer group, the community context, the socio-cultural and value context and the chronosystem (Salvo-Garrido et al., 2021, p. 5). A young person with inadequate family

economic conditions will tend to have more difficulties in developing resilience, for such reason parental confidence can impart hope, optimism, sense of direction, for them to have a successful college life (Chen et al., 2021, p. 2). The term resilience is linked to the protective factors that people develop throughout their lives, that is, it is not something that is acquired hereditarily or from generation to generation, but it is acquired, in other words, it is acquired and developed throughout life, through adverse experiences and the control of emotions that people have over themselves (Martínez-Ramón, Morales-Rodríguez, & Pérez-López, 2021, p. 2).

In the university environment, resilience is important in both teachers and students, because teachers go through strong stress situations and their work performance is strongly linked to the academic performance of their students, so only academic teachers with strong thoughts and emotions maintain a firm temperance and reduce the effects of stress that their work environment may cause, meanwhile, students must also be able to develop personal resources that allow them to buffer the impacts produced in the academic environment (Martínez-Ramón et al., 2021, p. 3 and Daniilidou, Platsidou and Gonida, 2020, p. 4).

COVID 19: experiences of anxiety, stress and their consequences

Anxiety is a fairly common experience in college students, in fact, the most common situation of stress in the student body is the feeling that one has moments before starting an exam, interview or an important evaluation and, according to some experts in psychology, a moderate level of anxiety is good, as it can lead to improve people's performance, a moderate level of anxiety is good, since it

can lead to improve people's performance, but excessive anxiety has a detrimental effect on mental health and generates negative feelings in people, such as the feeling of fear, helplessness, anger, among others (Liu, Pan, Yang, Wang, Rao, Zhang, & Pan, 2021, p. 1). Psychological distress is an unwanted and unpleasant experience, which consists of going through an adverse experience that may, depending on the person, the reaction will be different, it is for that reason that resilience is used, so that an adequate reaction is obtained (Noreen, Iqbal, Hassan, & Ali, 2021, p. 2181).

During the initial stage of the pandemic, there were a number of strictly necessary measures taken by universities that may have generated anxiety and stress in the student body. For example, most universities have cancelled their graduation ceremonies, which has generated sadness and feelings of disappointment in students who had just finished their studies a few months before the pandemic began, since it represents the end of a stage that will mark them for the rest of their lives (Spencer, Van, Baxter, Chanto-Wetter and Perry, 2021, p. 409). Another measure taken during the pandemic was the postponement of face-to-face classes in favor of completely virtual classes, which could have generated a sense of frustration in students of various technical careers, who usually used to study in laboratories or make technical visits, the feeling of not having the same quality of teaching, not having their teachers physically close, could have even increased the stress before the evaluations.

The transition to online learning has not been easy for both students and teachers, since in order to achieve success in virtual classes, students had to have a compatible

technological device such as a mobile device, desktop or laptop; for people who did not have the means to acquire a device suitable for virtual classes, this situation could have made them consider abandoning or delaying their studies (Spencer et al., 2021, p. 410). In addition to this, there are students whose socialization needs are high, so they had a difficult time during the initial stage of confinement, now instead of having people face-to-face, they required a chat box or a video call system to be able to see their classmates or gain the trust of new classmates (Spencer et al., 2021, p. 410). Finally, the fear of being infected with the virus and having it interfere with the academic performance, dreams and goals of the young people, as well as the fear that the same would happen with their parents or guardians who were also paying for their studies, put the students in complex and difficult situations to cope with (Martínez-Ramón et al., 2021, p. 14).

Resilience as a support to mitigate the stressful experiences produced by the COVID 19 pandemic.

The spread of stress and anxiety disorders has been increasing in recent years, and it ranks as the seventh most common illness in the world (Hayat et al., 2021, p. 2). During the pandemic period, mental illnesses in students caused by stress and anxiety increased, among the most common signs and symptoms of the continuum are interference with learning, poor performance, dropping out of school, academic procrastination and even suicidal thoughts; for this reason, there is a growing motivation for the search of factors that contribute to reduce anxiety and sow in students a sense of accomplishment in the face of adversity (Hayat et al., 2021, p. 2).

Academic resilience favors academic performance, which in turn, in the short and medium term improves quality of life, mental health and socioemotional well-being, which gives the student a better sense of self (Salvo-Garrido et al., 2021, p. 3).

Hayat et al., (2021), argues that resilience contributes to withstand difficulties in the academic environment, which may have different origins, and recover quickly from a stress-provoking experience, so that the student can successfully adapt to difficulties and form his or her own protective shield against adversity (Hayat et al., 2021, p. 2).

The context of the pandemic has caused many parents and family members to take a closer look at their children's day-to-day academic activity, which enhances trust and communication. Adequate family communication can bring children's confidence to the surface and encourage them to talk to their parents or close relatives about their problems, feelings, goals, or dreams, which would benefit the creation of an environment of academic resilience (Salvo-Garrido et al., 2021, p. 14).

The regulation of emotions, i.e. resilience, in the face of situations that generate stress and anxiety helped students to remain calm in the face of possible situations that generate discomfort (Spencer et al., 2021, p. 407); on the other hand, it is known that a stressed student, will have different attitude changes generating drops in mood, academic demotivation, emotional exhaustion and depersonalization, it is for those reasons that due importance should be given to the work of resilience in the academic aspect (Martínez-Ramón et al., 2021, p. 2).

According to Martínez-Ramón et al. (2021), as resilience increases, the state of stress and emotional exhaustion decreases (p. 1). Klainin-Yobas et al., (2021) argues that resilience is a crucial concept that helps students achieve psychological well-being, and indicates that most resilient college students have a sense of self-efficacy, social support from family, friends, and other important people in their lives (p. 2).

Some of the measures taken by some universities to favor resilience among university students were the opening of communication channels and spaces for discussion of the knowledge acquired in virtual classes during the pandemic, since it facilitates feedback cycles for both professors and students. On the other hand, there is the guidance provided by universities during the beginning of the change and the support given to students who did not have mobile equipment or laptops, as well as those who did not have internet service, in addition to the teaching ability to adapt to the new social context and lead classes and innovative teaching methods, as well as the financial support to students who could not continue their studies due to the loss of their jobs and finally the psychological support of students who had mental disorders due to the pandemic (Bento et al., 2021, p. 11).

Conclusions

The COVID 19 pandemic has been a completely unexpected event, one that has strongly affected humanity, most of whom have had to cope with the adversities that have come along with this great spread of the virus, as well as the measures that were taken to mitigate its effects and protect precious lives. Within the university context, the abrupt transition from a traditional

learning environment to a completely virtual one, at least at the onset of the pandemic, has put students through a variety of stressful situations, from more superficial issues such as the cancellation of graduation ceremonies to the mandatory need for electronic devices necessary to comfortably and successfully conduct online classes (Spencer et al., 2021, p. 413).

The impact of personality traits on psychological adaptation to the pandemic shows that coping with difficult situations is highly dependent on the individual, so integrated and highly personalized strategies should be pursued. There are a large number of reasons why students have difficulties in finding resilience; however, the opening of communication channels may provide feedback on how successful the goal of maintaining educational quality in compliance with public regulations has been (Engert, Blasberg, Köhne, Strauss, & Rosendahl, 2021, p. 2).

Higher education institutions, regardless of family and social contexts, have the ability to support their students to cope with stressful situations of pandemic type that may culminate in the desertion of their studies, depression, suicidal thoughts, among others; providing financial support, if strictly necessary and within the possibility of universities, psychological, technological and moral support in case of loss of family members (Chan, Piehler and Ho, 2021, p. 778-779).

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Motivation and job satisfaction in higher education teachers.

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Introduction

In the development of education, it is motivation that has achieved a leading role, it is a key factor in the pursuit of attention and learning in the learner (Na, Petsangsri, & Tasir, 2019, p.181). Motivation plays a significant role as it acts directly on the process, subjects, and time desired to be devoted to learning. (Kuong, Kuong, & Apaza, 2021, p.158)

In the higher education setting, intrinsic motivation has been positively linked to skills such as understanding and learning about individual and collective emotionality, experiencing new or infrequent states of mind and manifesting one's own (Oriol, Amutio, Mendoza, Da Costa and Miranda in Rodríguez-González, Cecchini, Méndez-Giménez and Sánchez-Martínez, 2021, p.237).

Currently, teachers must assume the challenge of educational learning through virtual means and lessen the negative impact of the pandemic on education and have the commitment and responsibility to guarantee quality education. At the national level, the objective is to form academic communities, improve the professional level of

teachers, optimize human resources, share materials and infrastructure and coordinate intersectoral activities for the good of services for a good quality education. Therefore, they must guarantee the best conditions for the teaching-learning process, adequate management, a good institutional climate, quality educational services and exchange educational management experiences applicable to the network. In addition to working on strategies to improve learning at the network level, focused on goals and indicators based on the results obtained and recorded in the information systems of the education sector. Also interact in groups and workshops of inter-learning, developing actions that contribute to the improvement of learning and expand good practices in the network, in addition to disseminating the uses, scope, material resources and their conservation and return.

Teachers also have the role of sensitizing students to maintain a good educational climate and promote the growth of skills through the promotion of educational projects, recognize the areas of risk of violence and what they represent in levels of vulnerability in students, to promote good preventive practices, all this in order to promote healthy coexistence in the school and family environment.

This integrative model proposes that teachers not only attend to procedures, concepts and attitudes separately, but also have an integral competence based on knowing how to know, knowing how to be, knowing how to do and knowing how to be. This approach assumes an intrinsic motivation, which will enhance the state of personal and work satisfaction and well-being of the teacher. However, this high state demand has generated situations of

nonconformity due to the academic pressure, effort and commitment that it implies, to this is added some problems typical of the context of health emergency, stressful environments, inadequate management of emotions, lack of motivation and self and job dissatisfaction in the teaching staff.

According to the above, this research will serve as a tool to study intrinsic motivation, as well as job satisfaction in teachers, because not only intellectually prepared professionals are needed, but also motivated and capable of managing their emotions to perceive an adequate job satisfaction. To this end, the basic elements of the research are proposed, being the problem, how intrinsic motivation affects the variable of job satisfaction in teachers of higher educational institutions?

Intrinsic motivation

Motivation, in general, is understood as an internal position that drives, orients and shapes our personal attitude, with internal and/or external agents that influence the person to achieve a better performance in their work and consequent development of their institution. Intrinsic motivation is understood as the impulse activated by the pleasure obtained in the development of a task, satisfaction achieved by addressing the challenge and achieving concrete results, even if these do not involve awards or recognition. (Deci and Ryan in Contreras-Pacheco, Lesmez-Peralta and Vecino-Arenas, 2019, p.4).

Intrinsic motivation is explained as "each individual's particular way of perceiving novelties and challenges, of developing and maintaining active competencies, of inquiring and obtaining knowledge" (Ryan and Deci, 2000,

p. 70). Intrinsic motivation is fundamental in the individual, however, it is not observed in the actions of the group. On another level, extrinsic motivation "entails developing a task to achieve a divisible result, regardless of whether it is achieved or not" (Deci, Olafsen, & Ryan, 2017, p.21). It is a reality that extrinsic motivation engages instrumental or external behaviors. (Salehpour and Roohani, 2020, p.44) According to Deci and Ryan (2000), intrinsic motivation is a person's attachment to the absorption of ideas, possession, fascination, and inquiry. (Rodríguez-González, Cecchini, Méndez-Giménez and Sánchez-Martínez, p.236).

For Atoche, work motivation is "The intrinsic energy that contributes to the development of a specific task, in which we voluntarily make use of all our capabilities to achieve our goal" (2019, p.16). On another level, Peña and Villón analyze that it is observed from a distance, pointing it out as "the product of the interrelation of the person and the incentive granted by the institution, whose purpose is to establish different components that stimulate and encourage the worker to achieve a goal" (Macías and Vanga, 2021, p.550).

Chiavenato (2015), pointed out that motivation is something that is born from a personal predisposition and is related to a specific behavior, these impulses for action are generated by external stimuli or the environment, likewise, they can be caused by internal processes or the cognition of the same subject. He also mentioned that the variations of these behavioral patterns originated in the person are the same for all; describing them in three ways, firstly, the behavior is caused, understanding that the causality is originated by external and internal stimuli such as the environment and inheritance itself, which influence

the person. Second, behavior is motivated, with the understanding that every person seeks a goal oriented objective. Third, behavior is goal-oriented, understood as a need, desire, drive and expressions that denote the motives for behaviors.

In their self-determination theory, Ryan and Deci (2000) considered the consequences of external events on motivation, where it is essential to know the reason for these events in the person for an adequate control of the results, since this would improve their competitive potential and increase intrinsic motivation. If the events favor a negative perception or absence of control, intrinsic motivation will decrease. Along the same line, Robbins and Judge (2013) explained that this aforementioned theory identifies feedback and praise expressed orally, as extrinsic compensations, understood as an increase in intrinsic motivation in specific situations. Similarly, it is observed in the work environment where workers are subject to labor standards, such as schedule management, labor rewards and others that, when considered or perceived as restrictive, would decrease intrinsic motivation.

Job satisfaction

Job satisfaction is probably the most widely used and controversial of the concepts at work in the theoretical scene of organizational psychology. Conceptually, job satisfaction has oscillated from the positive feeling experienced by a person when working on something of interest to a tacit evaluation about the job itself (Salessi and Omar, 2016). With the intention of resolving this duality, contemporary literature (Judge and Kammeyer-Mueller, 2012) offers us job satisfaction as a behavior, as an accumulation of solutions born of knowledge and

affectivity to the different situations that arise at work and that have great relevance in the development of workers' actions. (Salessi and Omar, 2017, p.331).

It is in the literature, where job satisfaction has gained much attention and presents greater breadth in the conceptualization of the subject, it refers that it is the "positive or satisfactory emotionality product of an intimate valuation" that a person reaches after performing a general analysis of his professional development, covering all aspects in it; it is therefore a relative and individual impression of the basis achieved over time in the profession. Therefore, job satisfaction is the positive feeling that an individual presents by characteristics of their work, generally due to the human approach in the management of the company itself. From this it can be concluded that job satisfaction embodies the general value of working in an institution. (Martínez-León, Olmedo-Cifuentes, Arcas-Lario and Zapata-Conesa, 2018, p.39)

Generally, job satisfaction influences the development, goals, job appreciation and social approach of the worker in a company and even the ability to keep the company's name high. Therefore, it is necessary for the different institutions to identify all the elements surrounding job satisfaction in order to reach positive conclusions aimed at its development. (Martínez-León, Olmedo-Cifuentes, Arcas-Lario, & Zapata-Conesa, 2018, p.39)

Job satisfaction is, undoubtedly, who has achieved great interest in the research of organizational culture as a necessary means to motivate the worker in obtaining institutional goals, since their work is essential to achieve them and, therefore, also to achieve the development of a

positive organizational culture. (Lok and Crawford, 1999; Lund, 2003; Silverthorne, 2004, in Echeverría and Galaz, 2019, p.151).

In general, it is said that job satisfaction is made up of the cognitive, affective and behavioral aspects and, in that order, they are channeled through perception, feeling and attitude. The cognitive aspect is linked to the palpable elements of the natural development at work, which are normally the forms of leadership, the interrelation of work groups and salary. These should be correlated with logical and fair principles. The affective aspect is linked to a pleasant perception of comfort, i.e. a positive emotion. The behavioral aspect refers to a broad attitudinal approach of the person to his or her work. It is the product of the development of different postures and appreciations of the worker towards the task entrusted to him/her and towards existence in general. For organizational behavior, job satisfaction is the behavior, commitment and responsibility developed in the workplace. (Robbins and Judge in Limaymanta-Alvarez, 2019, p.3).

The traditional definition for job satisfaction is a positive emotion, a product of considering employment as a catalyst for the confluence of certain values linked to work in the individual. (Locke in Tomás, De Los Santos and Fernández, 2019, p.65). In the specific case of teaching, the concept of job satisfaction is understood as the affectivity manifested by the teacher towards the students and the academic activity itself. (Skaalvik and Skaalvik, in Tomás, De Los Santos and Fernández, 2019, p.65).

To measure job satisfaction, an evaluation instrument was developed containing 23 items, with questions related to

organizational behavior. In addition, it evaluates 05 dimensions such as satisfaction with supervision, which refers to its frequency, proximity, relations with authorities and the general perception of work practice and development. Satisfaction in the physical environment, referring to the place or physical environment, hygiene, ventilation, temperature, cleanliness and everything related to the work environment. Satisfaction with benefits, related to satisfaction with training, promotion, salary, personal and professional development. Intrinsic job satisfaction, related to satisfaction with the objectives achieved, pleasure in performing the tasks entrusted and with the meaning of the work activity itself. Satisfaction with participation in decision making, related to team work, valuation of ideas and everything in which the employee's criteria is involved in decision making.

The study consisted of a sample of 100 higher education teachers using a survey to measure the variables of intrinsic motivation and job satisfaction.

Motivation and job satisfaction in higher education teachers.

From the results, it was determined that 92% of the 100% of the respondents had a medium level of intrinsic motivation, while 8% had a low level; finally, 95% of the 100% of the respondents had a medium level of job satisfaction, while 5% had a low level of job satisfaction.

With respect to the dimensions of the variable job satisfaction it was observed that in the dimension satisfaction with supervision 48.0% of the respondents were found in a low level, 52.0% were located in a medium scale; as for the results corresponding to the dimension

satisfaction with the physical environment, 65% of respondents were found in a medium level, 35% were located in a low scale; similarly, the results in the dimension of satisfaction in benefits 82.5% were found in a medium scale and 17.5% were found on a low scale; furthermore, the results given in the dimension of intrinsic satisfaction 60.5% were located on a medium scale and 39.5% were located on a low scale; finally regarding the dimension of satisfaction with participation 45.4% were found on a medium scale and 54.6% on a low scale.

The 85.3% of respondents with a medium level of intrinsic motivation had a medium job satisfaction, while 14.7% with a medium level of intrinsic motivation had a low job satisfaction. According to the data, it can be seen that the intrinsic motivation variable has a result of a total average level of 93.2%; therefore, it can be said that intrinsic motivation and job satisfaction have an average level of 88.3%. In the same way, it could also be shown that intrinsic motivation and job satisfaction had a low level of 1.0%.

Regarding the testing of the general hypothesis, according to Spearman's correlation test (Rho = 0.85), it can be assumed that intrinsic motivation has a positive influence on job satisfaction in the educators of the chosen sample.

Conclusions

Intrinsic motivation has a positive impact on job satisfaction in the educators of the chosen sample. (Rho = 0.85); it is also recommended that educational authorities should promote an evaluative culture, strengthening the critical reflective capacity of teachers, in an environment of openness where feedback is permanent and oriented to the improvement of pedagogical work. The directors of the

educational centers should manage welcoming physical environments that generate wellbeing in teachers, such as improving lighting and creating sufficient space for the development of activities. They should also promote recognition activities for teachers who perform outstanding work, or who demonstrate responsibility in their educational actions in favor of students, promote motivational workshops for teachers, to value the experience acquired over time, identifying the activities they enjoy most, combining them and applying them in their professional performance.

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