

Educational Policies During the Pandemic and Pedagogical Practice in Secondary Educational Institutions

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Abstract

The pandemic altered global education with the closure of institutions and the adaptation of teaching methods, prompting the implementation of policies to ensure continuity of learning to meet challenges. The purpose was to identify the relationship between educational policies during Covid-19 and pedagogical practice in the Secondary Educational Institutions (IES) of the Local Educational Management Unit (UGEL) San Román, Puno. The methodology was the quantitative approach, non-experimental cross-sectional correlational design. The population and sample consisted of 33 directors of the UGEL - San Román. The technique was the survey, whose instruments were the questionnaire of educational policies and pedagogical practice. The results were that the existence of correlation between the study variables was determined, with $r=0.355$ revealing a low positive correlation between the study variables. Concluding that the effects of educational policies are significant with pedagogical practice.

Keywords: Learning, Teacher Performance, Teaching, Education Policies.

INTRODUCTION

The global pandemic of the coronavirus has provoked many changes in society and education. As a result, government administrations around the world have had to create policies to ensure the continuity of basic activities, including education (García-de-Paz & Santana, 2021) governments design public policies as instruments to guide the procedures for solving emergencies, difficulties or conflicts (Pulido, 2017). These can originate in possible or fortuitous events (Quevedo, 2020). Likewise, educational policies are a set of legal-administrative and academic decisions issued by the Ministry of Education in which the authorities set forth the State's educational doctrine and curriculum (Astete 2014; Cedillo & Rivadeneira 2020). However, for Villagómez & Llanos (2020) the design and development of the curriculum must be adjusted by the members of the educational community, fundamentally by the teachers who put the curriculum into practice. Otherwise, these policies replicate a uniform state model, forgetting a nation's cultural differences. (Loreto & Olate 2018).

Educational policies in Europe are developed on the basis of information provided by international evaluations (Sánchez-Lissen, 2020). On the other hand, in Peru, during the Covid-19 pandemic, these policies were designed on the basis of the guidelines offered by international organizations and the sector's own background, which made it possible to make the leap from face-to-face to virtual and hybrid education (Ormachea 2021). The Peruvian government, through the Ministry of Education, has issued the (RVM N° 093; RVM N° 125; RVM N° 193 [Ministerio de Educación (MINEDU)], 2020), With these norms, it implemented various educational policies such as: educational service in health emergencies, monitoring and follow-up actions, adaptation of the curriculum and teaching and learning actions, aspects that influenced the pedagogical practice of teachers.

The health emergency scenario has posed several challenges for the virtual and remote educational service, since it implies that students and teachers make use of technology (Gallegos & Tinajero 2020). Digital tools are absolutely essential to ensure the correct training of students. At the same time, they have radically transformed

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the traditional approach to education in educational institutions (Ferrer-Serrano et al. 2020; Tacuri 2021). On the other hand, Viñas (2019) indicates that due to the emergence of the pandemic at a global level, the virtual and distance education modality has experienced a notable advance in Regular Basic Education, Alternative Basic Education and Technical Productive Education. Alva (2021) values the effort and sacrifice of the teacher to develop skills in the use of digital platforms and tools to transmit knowledge and develop competencies in students. For its part Bocanegra (2020) The strengthening of these skills motivates and strengthens the teacher in his or her performance. Likewise, Martínez (2021) the need to implement computer equipment, solve Internet connectivity problems, among others, and define protocols for the development of academic activities (Sarobe et al., 2020) fundamental aspects to endorse the quality of education.

Pedagogical support for Ghouali (2007) arises from the difficulties encountered by educational actors with the intention of guiding learners to foster their autonomy and to notice positive learning outcomes. Likewise, in the context of the pandemic caused by Covid-19, socioemotional accompaniment has been promoted (Vásquez-Villegas, 2021). On the other hand, Betancourt et al. (2022) understands accompaniment as part of tutoring, which consists of providing academic support to the student; however, nowadays it should involve socioemotional support. On the other hand, teacher performance improves as principals provide greater pedagogical support. (Delgado et al., 2022). In addition, support was provided virtually during the health emergency. (Castro & Moya 2022). Otherwise, providing socioemotional support is an ethical duty of fathers, mothers, educators, educators and pedagogical leaders.

On the other hand, the follow-up or monitoring of schoolchildren during the Covid-19, for García et al. (2017) seeks to collect information to optimize the dynamics of assimilation of knowledge and skills in them. It is also to evaluate various aspects of your institution and learn about the learner's experience. (Valenzuela & Pérez 2012). It also helps teachers to redefine methodological strategies to promote learning and teaching (López & Hermida 2012) On the other hand, for those students without access to technological devices or internet connection, they use cell phone communication with parents and/or guardians to follow up or monitor the students using digital tools and social networks (Campa 2021).

During the Covid-19 pandemic, curriculum adaptation seeks to meet the educational needs of infants, children and adolescents (Unicef & Education Cannot Wait 2020). Therefore, they constitute a strategy to achieve the goals of teaching and learning (Ceclidi 2021, sección Adecuación Curricular). Teachers should reflect on the curriculum based on the following questions: what do I want to teach the students? what strategies do I want to transmit to them? what aspects of the environment can be useful and helpful to complete the learning process? (Gómez 2016).

The activities aimed at the teaching-learning process seek to develop individuals capable of contributing to the progress of society through their skills and competencies, in order to achieve this purpose Aguirre et al. (2016) affirms that teachers must have specialized knowledge in their respective areas to support their educational work. Also, knowing the purposes of learning-teaching (Ibañez-Salgado, 2020). In addition, Clemente et al. (2020) The educators put into play their theoretical and methodological knowledge in pedagogy, ICT management, use of portfolios, and soft skills, in order to employ strategies to guide the educational process in the midst of the global pandemic.

The pedagogical practice of teachers becomes the driving force in the training of future citizens (Estrada 2016). It follows that teachers are decisive in the formation of good citizens. The evaluation of pedagogical practice is carried out with previously designed instruments, so that the educator knows the evaluation criteria (Montenegro 2007). In the midst of the health crisis caused by Covid-19, educators have been challenged to learn, improve and expand their skills in the use of technological resources to deliver distance or online education (Huamán et al. 2021). Likewise, teacher-teacher interaction in virtual environments has become a challenge to demonstrate and strengthen teaching competencies (Azañedo-Alcántara, 2021).

Teachers in the 21st century must develop and adapt their professional practice to the following profiles: plan and manage learning, be versed in curricular planning approaches and models, establish effective communication and work as part of a team (Esquerre & Pérez 2021a). In addition, teacher performance

involves: preparation for student learning, instruction for learner learning, involvement in school governance articulated to the community, and fostering teacher professional competence and identity (Minedu 2014d).

To achieve favorable results of educational policies and optimize pedagogical practice in adverse conditions such as the latest global pandemic, management processes at all levels of government are essential. Management is the actions that make it possible to apply the norms in the social sphere. Thus, educational policies are amalgamated with the organizational culture of each educational institution (Mejía et al., 2022). For Ferrada et al. (2018) It is important to improve teacher training in educational policies that are adjusted to elements of humanity, criticality and reflection, that respond to the demands of teachers' work, and that allow them to strengthen their pedagogical practices. On the other hand, educational policies should also include the training of students and teachers in the use of ICT and digital equipment, making possible access to the Internet, to overcome the differences between the various regions (Betancourt et al. 2022; Gallegos & Tinajero 2020).

It also highlights the need to design post-isolation educational policies that value the commitment and effort made by teachers to continue teaching, who guaranteed the exercise of the right to education for millions of girls, boys, young people and adults (Elisondo et al., 2020). In addition, García & Weiss (2020) argue that government policies are needed to create programs that reduce the inequalities in education that were revealed by the outbreak of the coronavirus. For example, policies to ensure distance learning, significant short-term investments in technological infrastructure, and long-term reforms of the education system that correct and anticipate future challenges and trends to provide equitable and quality education for all.

The study sought to establish the relationship between public policies in education in the context of Covid-19 and pedagogical practice.

MATERIALS AND METHODS

The research corresponds to the positivist paradigm with quantitative approach, non-experimental type, the design was cross-sectional correlational, research that has been developed during the Covid-19 pandemic the years 2020-2022. On the other hand, the Shapiro-Wilk normality test was used, where the degrees of freedom were 33, and $\rho = 0.059$; therefore, $\rho = 0.309$; where $\rho > 0.05$; demonstrating that the data are parametric, having a normal distribution, reason for which, for the hypothesis test the Pearson's r was used.

The study population and sample consisted of 33 directors of the IES of the UGEL of the province of San Roman, mainly Juliaca, which is the most populated city and important development pole of the Puno region and the south of the country, which was selected by non-probabilistic sampling, because there is one director for each institution in the IES, as shown in Table 1.

Table 1. Study population and sample.

IES of UGEL San Román	n	%
20 de Enero	1	3.03
32 Mariano H. Cornejo	1	3.03
N° 91 José Ignacio Miranda	1	3.03
Cabana	1	3.03
Cabanillas	1	3.03
Cesar Vallejo	1	3.03
Colibrí	1	3.03
Collana - Cabana	1	3.03
Daniel Alcides Carrión	1	3.03
Dos de Mayo	1	3.03
Horacio Zeballos Gámez	1	3.03
Huataquita	1	3.03
Inca Garcilaso de la Vega	1	3.03
José Antonio Encinas	1	3.03
José Carlos Mariátegui - Isla	1	3.03
José María Arguedas	1	3.03
José Olaya Balandra	1	3.03
Las Mercedes	1	3.03
Mariano Melgar – Unocolla	1	3.03

Martin Lutero	1	3.03
Perú Birf	1	3.03
Pedro Vilcapaza	1	3.03
Politécnica Regional "Los Andes"	1	3.03
Rodolfo Disel	1	3.03
San Francisco de Borja	1	3.03
San Isidro - Ccaccachi	1	3.03
San Martín	1	3.03
Santa Mónica	1	3.03
Simón Bolívar	1	3.03
Suchis – Caracoto	1	3.03
Tomas Alva Edison	1	3.03
Tincopalca	1	3.03
Total	33	100

Note: List of the IES of public management of UGEL San Roman.

In the study, the survey technique was applied, using two instruments: the questionnaire for the educational policies variable, which had 25 items that measured the dimensions of the study, these were elaborated in the form of statements or judgments with a scale of 1 to 5. And the second instrument evaluated the variable of teaching performance, which consisted of 20 items, both study instruments were elaborated and contextualized according to the Ministry of Education. These instruments before being applied to the total sample were subjected to the instrument reliability test using Cronbach's Alpha, to determine the internal consistency, which were applied to a pilot test of 15 managers, which yielded a reliability of $\alpha = 0.887$ for the instrument of educational policies test and a reliability of $\alpha = 0.978$ for the instrument of teacher performance test. These results show that both instruments have high reliability.

RESULTS

The results and discussion of the research are presented according to the stated objectives. Initially, we present the results based on the main objective: To determine the relationship between educational policies in the context of "Covid-19" and the pedagogical teaching practice in the IES of Ugel San Román in 2020-2022. The results are presented below:

Table 2. Correlation between educational policies and pedagogical practice.

Correlations		Educational policies	Pedagogical practice
Educational policies	Pearson correlation	1	.355*
	Sig. (bilateral)		.043
	N	33	33
Pedagogical practice	Pearson correlation	.355*	1
	Sig. (bilateral)	.043	
	N	33	33

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

Table 2 shows that the value of Pearson's r statistic is 0.355, representing 12.6%, which implies a significant correlation. Therefore, it can be affirmed with 95.7% confidence that in the study area there is a low positive correlation between the educational policies variable and the pedagogical teaching practice variable. Because the value of Sig (bilateral) is 0.043 which is below the required 0.05. Demonstrating that the study variables have similar aspects, but not determinant.

The results are similar to those found by Motta (2021) who concludes that there is a strong direct relationship between educational policies and pedagogical practice in educational institutions at the primary level in the DREC, with $\rho = 0.900$. Likewise, another similar study shows that educational policies are significantly related to the pedagogical teaching practice in the Ugel Victor Fajardo-Ayacucho, 2021 with the Wald test was found the score of 23.744, with the sig. of 0.000 result which is less than the significance level of $\alpha=0.05$ (Escriba, 2021). On the other hand, it is important to know that in Chile the educational policies did not respond to the needs and conditions in which the educational work takes place during the world pandemic (Zurita, 2021). Before the coronavirus in Colombia, parents neglected their role in the education of their children, much less contributed to improving the quality of education (Pérez, 2018). These facts reveal that the authorities must

consider the context of families in the elaboration of educational policies, which in turn must optimize the academic work of educators.

Next, the first specific objective is to establish the level of relationship between the educational service and the pedagogical practice.

Table 3. Correlation between the educational service and the pedagogical practice.

Correlations		Educational service	Pedagogical practice
Educational service	Pearson correlation	1	-.018**
	Sig. (bilateral)		.921
	N	33	33
Pedagogical practice	Pearson correlation	-.018**	1
	Sig. (bilateral)	.921	
	N	33	33

Note: **. The correlation is significant at the 0.01 level (bilateral).

Table 3 indicates that the Pearson's r statistical correlation coefficient r is -0.018 which indicates a very weak negative correlation. However, the bilateral significance value is 0.921, which is much higher than the 0.05 threshold needed to validate the correlation between the dimension and the variable of analysis. Therefore, no evidence of correlation is found between educational services and teaching pedagogical practice.

The results are adverse to those found by Reategui (2019) who concludes that there is a high positive correlation between the quality of educational services and the pedagogical practice perceived by the students of the itinerant master's program at the Universidad Nacional de Educación, Ica convention, with a Pearson's r of 0.745. Likewise, Cueva (2021) reveals that there is a high positive correlation between the quality of educational services and pedagogical practice observed by the teachers of the Faculty of Administration and International Business of Alas Peruanas University, Metropolitan Lima, with a Spearman's Rho statistic value of 0.881. It is essential to guarantee the quality of educational services, which should be reflected in high levels of teacher performance. Avellaneda & Elizondo (2021) point out that it is important to design educational policies that reduce the social gaps in terms of access to technology and educational materials at home for girls, boys, young women, young men and adolescents.

The second specific objective is to establish the level of relationship between monitoring and follow-up actions and pedagogical practice.

Table 4. Correlation between monitoring and follow-up actions and pedagogical practice.

Correlations		Accompanying and follow-up actions	Pedagogical practice
Accompanying and follow-up actions	Pearson correlation	1	.259
	Sig. (bilateral)		.145
	N	33	33
Pedagogical practice	Pearson correlation	.259	1
	Sig. (bilateral)	.145	
	N	33	33

Note: **. The correlation is significant at the 0.01 level (bilateral).

Table 4 indicates that Pearson's statistical correlation coefficient r is 0.259, indicating a low positive correlation. However, the bilateral significance value is 0.145, which exceeds the threshold of 0.05 necessary to validate the correlation between the dimension and the analysis variable. Therefore, no evidence of correlation is found between the dimension of accompaniment and follow-up actions and the pedagogical practice variable.

The results differed from the findings previously identified by Díaz (2019) The conclusion reached is that there is a significant correlation between pedagogical accompaniment and teaching practice in primary level Intercultural Bilingual Educational Institutions in Ugel Cusco, with a value of 0.836, which indicates a high level of association. Likewise, Delgado et al. (2022) The study shows that there is a significant positive relationship between pedagogical support from the director and teacher performance, with a Spearman's Rho

of 0.665; in other words, the greater the pedagogical support, the better the teacher's job performance will be. Likewise, there is a considerable relationship of 66.5% between the two variables. It is also important to monitor and follow up on learning in order to contribute to efficient pedagogical practice. The accompaniment for (Betancourt et al., 2022) is the tutorial action of the teacher to the student, which involves academic support, emotional accompaniment, and reducing school dropout in adverse contexts such as the pandemic.

Subsequently, the third specific objective is to establish the level of relationship between the adequacy of the curriculum and the pedagogical practice.

Table 5. Correlation between curriculum adequacy and pedagogical practice.

Correlations		Adequacy of curriculum	Pedagogical practice
Adequacy of curriculum	Pearson correlation	1	.707**
	Sig. (bilateral)		.000
	N	33	33
Pedagogical practice	Pearson correlation	.707**	1
	Sig. (bilateral)	.000	
	N	33	33

Note: **. The correlation is significant at the 0.01 level (bilateral).

In Table 5, the value of Pearson's r statistic is 0.707, which represents 49.9% and this correlation is highly significant. Therefore, it is possible to point out with 99% confidence that there is a high positive correlation between the curriculum adequacy dimension and the pedagogical practice variable in the field of study. Because the value of Sig (bilateral) is 0.000, which is below the required 0.01. Showing that the study variables have similar aspects, but not determinant.

The results are similar to those found by Sanchez (2020) who concludes that there is a low correlation between the curriculum design dimension and the variable teaching performance at the Escuela Militar de Chorrillos Crl. Francisco Bolognesi, obtaining a Spearman's Rho of 0.304. In the same way, Quispe-Pareja (2020) concludes that there is a direct positive correlation between the pedagogical management variable and teacher performance at the secondary level at the "Bertolt Brecht" Private Educational Institution in Cercado de Lima, which reached a level of $r = 0.576$. Likewise, Ledesma et al. (2020) The report specifies that educational management is significantly related to the work of teachers in inclusive educational institutions at the primary level in Network 14, UGEL 05 in Metropolitan Lima.

The adaptation of the curriculum is fundamental for a good pedagogical performance. In a non face-to-face context, the curricular adaptation is not significant, since the curricular elements that are adapted are the performances and the curricular contents (Garrido, 2021). In addition, it is essential to focus on the selection of the essential contents of the educational curriculum (López-Altamirano et al., 2021). On the other hand Perea (2022) argues that it is essential to adapt the curriculum to the needs and interests of the students. Therefore, the adaptation of the curriculum must be based on consensus among all educational stakeholders (Villagómez & Llanos, 2020a). The lack of curricular adaptation generates low levels of learning (Bravo & Palmira, 2020). In summary, it is essential to take into account the context and the needs of students, the performance and contents of the National Basic Education Curriculum as part of educational policies, which should benefit the improvement of pedagogical practice.

Finally, the fourth specific objective is to establish the level of relationship between learning-teaching actions and pedagogical practice.

Table 6. Correlation between actions for learning, teaching and pedagogical practice.

Correlations		Actions for learning and teaching	Pedagogical practice
Actions for learning and teaching	Pearson correlation	1	.413*
	Sig. (bilateral)		.017
	N	33	33
Pedagogical practice	Pearson correlation	.413*	1
	Sig. (bilateral)	.017	
	N	33	33

Note: *. The correlation is significant at the 0.05 level (Bilateral).

In Table 6, Pearson's correlation coefficient (r) is 0.413, which is equivalent to 17% of association; this correlation is significant. It is affirmed with 98% reliability that in the field of study there is a moderate positive correlation between actions for learning-teaching and pedagogical practice. This is because the Sig value (bilateral) is 0.017, which is lower than the required 0.05 threshold. This shows that the study variables share similar, although not determinant, aspects.

The results are similar to those found by Benites (2021) who concludes that there is a high correlation between the variables pedagogical styles and teaching performance at the Military School of Chorrillos CrI. Francisco Bolognesi, obtaining a Spearman's Rho of 0.714. Also, Guevara (2018) shows that there is a very high positive correlation between the variables teaching-learning processes and curriculum management at the Instituto de Educación Superior Tecnológico Público "Chancay", achieving a Pearson correlation of 0.909.

Actions for teaching-learning during the coronavirus are determinant to improve pedagogical practice, it was revealed that ICT, as well as the use of digital platforms are essential for teaching-learning during the coronavirus (Pinos-Coronel et al., 2020; Valero et al., 2020). In addition, collaborative group strategies between students and teachers will be developed. (Perea, 2022). To make teaching and learning viable during the pandemic, it is important to design educational policies to reduce the digital divide, and to make more students and teachers digitally literate (Betancourt et al., 2022). Also, the policy of "Leaving no one behind", making the curriculum more flexible and evaluating to improve the learning process (Díez-Gutiérrez & Espinoza, 2020). On the other hand, virtual education requires government policies that transform the organization and management of educational institutions (Fardoun et al., 2020). Adequate teaching-learning actions to improve teacher performance involve educational policies that solve the problem of connectivity, technological resources and the literacy of teachers and students in their use.

CONCLUSION

From the above analysis and discussion, it is stated that a low positive correlation is observed, calculated through Pearson's correlation coefficient ($r = 0.355$), which represents 12.6% of association between educational policies in the context of Covid-19 and pedagogical practice in the HEIs of the UGEL San Roman during the periods 2020-2022. determining that the level of correlation is low in statistical terms, with a degree of reliability of 95.7%. This implies that, during the health crisis, educational policies were inappropriately implemented. The success of these policies was conditioned to the availability of technological resources and Internet access by students and families, such as radio, television, cell phones, laptops and computers, and the perception of the pedagogical practice of teachers was variable, since it was linked to the development and practice of digital and socioemotional competencies by educators.

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