Characterization of Social Skills and Self-Esteem in Students of a Rural Public Institution

Camayo-Lapa, Becquer Frauberth[1], Luna-Santiani, Percy[2], Torres-Lara, Marco Antonio[3], Manyari-Cervantes, Galia Mavel[4], Flores-Ledesma, Katia Ninozca[5]

Abstract

Social skills form a series of useful components and tools for the internal and external assessment of the individual with respect to his environment. In educational institutions, great importance is given to the cognitive aspect and the physical development of the student, however, other aspects such as Self-esteem takes a backseat. The objective of the study was to determine the relationship between social skills and self-esteem of secondary education students in a rural educational institution in Huancayo, Junín region of Peru. The sample was made up of 183 students, to whom the social skills instrument and the School Self-Concept Inventory were applied.

In addition, a significant direct relationship was determined between social skills and self-esteem (p=0.009; p<0.05). It was concluded, for the rural educational institution, that there is a direct relationship between the level of social skills and the degree of self-esteem.

Keywords: *Social skills, self-esteem, secondary education and rural educational institutions.*

Introduction

In the recent two decades, the world population has been subjected to changes and challenges related to education, politics, culture, social sphere, sensitive level, communication and technological level.or, andThis has established a starting point towards the development of understanding, tending towards democracy(UNESCO, 2020, p. 3). Soalso, Dongil and Cano (2014) considers social skills as a source of satisfaction in people's lives, and they are manifested in various areas in which the person develops.

Despite being considered an essential aspect for every human being, in the case of adolescents and young people, there are many internal and external factors that prevent the development of social skills. Caldera et al (2018), indicates that, and In the case of internal factors, emotions, thoughts and feelings towards themselves and towards others influence; so, when the person is aware of what he feels, thinks and wants, he will be able to communicate clearly.

[1] Doctor in Environmental Sciences and Sustainable Development. National University of Central Peru.camayobecquer@hotmail.com

[2] Master's in educational and Didactic Management. National University of Central Peru. e_0000830056j@uncp.edu.pe

[3] Master's in educational management and PhD student in Environmental Sciences and Sustainable Development. National University of Central Peru. e_0009850336G@uncp.edu.pe

[4] Doctor in Environmental Sciences and Sustainable Development. High Andean National University of Tarma. gmanyari@unaat.edu.pe

[5] Doctor in Education. César Vallejo University, Peru.knfledesma@hotmail.com, kfloresl@unicartagena.edu.co

Besides, the external factor is related to the environment, family, friends, study partners and interaction with social networks. For this reason, it is important to implement social skills and abilities that integrate the young person with their environment. encouraging its early development from educational institutions (Londoño et al, 2017).

Caldera et al. (2018) mentions that social skills (variable 1) and self-esteem (variable 2) are fundamental factors that provide the mental health people, since, if the self-concept is negative, they maintain a poor command of social relationships. This becomes a risk factor for young people in training, subjected to different psychosocial situations, in which it is necessary to establish satisfactory links with other people.(Pardo, 2018).

Dongil and Cano (2014) mention that social skills make up capabilities that allow a person to have a better relationship with their environment and adequately express their ideas, thoughts, feelings and desires in different situations. They even provide the individual with adequate tools to face adverse situations. In that sense, the adequate social training of the young person will have a great impact on the complete personal development and will have an impact on the way they relate in the future.

On the other hand, adolescents with high self-esteem have more efficiency and better results when solving problems. (Portillo, 2012). Since they have greater tools to deal with everyday life situations, they manage to significantly reduce negative scenarios and have a tolerance for frustration. (López, 2017). In contrast, low self-esteem produces an inclination to execute inappropriate actions and behaviors in order to get out of the situation or problem one is going through.(Matiz, 2016).This procedure is expressed in various areas of life, especially affecting the personal and professional manifestations of the individual, since low tolerance for frustration produces escapism from difficulty and delays the achievement of an adequate solution (Vilchez, 2018, p. 14).

The correct integration of both variables shows that the interpersonal relationships established by adolescents with good self-esteem produce better acceptance with themselves and others, due to the absence of pressure to please another person, forming stable and secure relationships (Rivera, 2017). This differentiates adolescents with low self-esteem, who prefer to keep their distance from social relationships, because they feel insecure and think that members of some group will not like them. (Caldera, 2018).

In this sense, studying the relationship of variables among high school students is essential, as it provides a starting point for establishing better relationships with their immediate environment and will allow them to properly experience various situations throughout life. (Ortega, 2011).

In research presented such as that of Esteves et al., (2007), it is stated that the lack of acceptance in the closest environment progressively undermines self-esteem. In addition, the lack of social skills in students produces dysfunctional behaviors and relationships in the family and school environments.

At the level of the Junín region of Peru, there are not enough studies on the subject. In the rural secondary educational institution, "Andrés Bello", in the Pilcomayo district, as in other educational institutions, unfortunate situations are witnessed among students, such as the absence of participation, the lack of interrelation, whichcould indicate correspondence between the variables studied.

Therefore, the objective of the research was to determine the degree of relationship between social skills (which would allow facing the situations described) and the level of self-esteem (result of family and personal influence) in students of the Educational Institution "Andrés Bello". Regarding the specific objectives, the research seeks to carry out a segmented analysis for each dimension that makes up the social skills variable (assertiveness, communication and decision making) with the self-esteem variable, also considering particularities of the phenomenon reflected in Secondary Education students of La Educational Institution Rural public institution.

Theoretical bases

Types of Social Skills

Lazarus (1973) was one of the pioneers in defining the kinds of behavioral responses that comprise social skills andclassifiedin:

"(1) say "no", (2) request help and make requests, (4) express feelings and (5) instruct, maintain and end dialogues"(p.697).

On the other hand,Gismero (2010)Make a compilation of skills, in which we observe a relationship between skills con optimal interrelationships:

"A high score indicates the capacity for these behaviors, that is, having the impulse to begin relationships with the opposite sex and voluntarily express what we like about him or her. A low score would indicate inconvenience to voluntarily and without fear performing such behaviors, regarding self-love" (p.19).

Self-esteem theory

Definitions of Self-Esteem

Coopersmith (1990) defines self-love as the assessment that the individual makes of himself, showing an act of acceptance or rejection, and indicates the dimension in which the person considers himself fit, significant and successful. Likewise, Clemes and Bean (2001) establish that self-love is made up of emotions that are perceived when interacting with other people. In this sense, thoughts, impressions and emotions can be good or bad, depending on "how the individual feels" at the moment. This perception disintegrates into the formation of beliefs and value systems, which will end up influencing the person's development in different situations.(Branden, 1997).

In the same way, self-esteem can be defined as the perception one has of oneself, established from the ideologies, emotions and habits acquired during the development of the person's life.

At the same time, self-esteem and self-concept are seen to be diverse. Papalia et al. (2012) specify that self-love is a fundamental piece of self-concept; such that, the criticism and judgments that children receive end up shaping their estimation. Self-love is based on children's increasing intellectual ability to detail and show themselves.

Models of self-esteem

Coopersmith (1990) mentions that self-esteem is structured by competencies, which are evidenced by personal and professional demands, and also shows the correspondence between the virtues that reference the moral and ethical rules of the community. Self-esteem provides the person with skills that allow him or her to exercise self-control and influence others, while carrying out activities of acceptance and keen towards others.

The same author points out the role of parents in the training process of self-esteem, highlighting the characteristics that should prevail in the relationship with their children: acceptance, defined limits, and respect.

Susan Harter Model

For his part, Harter (1983) maintains that general self-esteem is based on social support and family support, which in turn are closely supported by physical appearance, peer acceptance, athletic competence, scholastic competence, and appropriate behavior. . Harter also mentions that changes in the environment (rewarding or not) influence personal self-esteem.

Pope, McHale and Craighed model

Pope et al. (1996) are based on a cognitive behavioral perspective and explain that self-esteem comprises a framework that is made up of home, family, and school (composed of

peers and teachers). Likewise, they mention a personal area that is made up of biological, behavioral, cognitive and emotional aspects. They define self-esteem as the value that oneself rates, based on the estimation of the different areas that make up one's personal life.

Bandura model

Bandura (1997) mentions that all people have a self-system, which helps them control their thoughts, feelings and actions. This leads the person to use their own tools (judgments and expectations) in the face of influences, demands and environmental changes.

Bandura builds the theory of self-efficacy, which mainly studies the role of personal cognitive factors and their influence on affect. Self-efficacy refers to the ability to exercise control over events that affect life, under the capacity for self-motivation, which will depend on how self-esteem is formed since a person's childhood.

Method

The research was based on the descriptive - correlational method since the association between the variables studied was sought. According to Maldonado (2015), this method is not based on a cause-and-effect study but rather shows probability dependence between the variables.

Research design

The design used was correlational, non-experimental and transversal. Hernandez et al. (2014) consider the population as the generality of the experienced phenomenon that retains a common characteristic. The population consisted of 350 students from 1st to 5th grade at the secondary level at the rural educational institution "Andrés Bello", Sicaya district, in the Junín region of Peru.

Sample size and sampling

The sample size was achieved with the approach of equation (1), for a population with a normal distribution, without previous history and bivalent probability. An appropriate sample size was determined at 183 individuals.

$$n = \frac{Z^2 N \times p \times q}{(N-1) \times E^2 + Z^2 . p \times q} \quad (1)$$

Where: n = sample size, Z = confidence level (95%= 1.96), N = represents the population size = 350, p = probability in favor (0.5), q = probability against (0.5) and E = estimation error (0.05).

The sampling was simple random probabilistic. According to Hernández et al. (2014), in this type of sampling, all students had the same probability of participating in the study.

Data collection techniques and instruments

The survey was used as a data collection technique, it consisted of items that represented the study variables, and the research problems were considered (Ramírez, 1999). The instrument used was the questionnaire, one for each variable: (i) social skills and (ii) self-esteem, based on the study by Gismero (2010).

The questionnaire was composed of 19 items, divided into the dimensions of physical and general self-esteem, academic/intellectual, emotional, and relationships with significant others. Multiple response alternatives were designed on a Likert scale for the levels: "strongly agree", "somewhat agree", "somewhat disagree" and "strongly disagree".

Validity and reliability of the instrument

The validity of both questionnaires was determined by expert judgment, so 6 specialists who were experts in the topic of social skills and 7 experts in the topic of self-esteem were selected. For the reliability of the instrument, the pilot test was used, which consisted of 19 students from the rural educational institution. Analyzing the items in the SPSS program, the following result was achieved in the social skills variable: Cronbach's alpha was 0.806, composed of 42 items; Regarding the self-esteem variable, Cronbach's alpha was 0.773 and consisted of 19 items.

Data processing techniques

The process and analysis of the information obtained was executed with the SPSS 24 program in which it provided the description of the variables both in tables and figures, where the distribution and management of the variables in the sample evaluated in detail is observed, regarding To test the hypothesis, inferential statistical analysis was used with the correlation statistician between Kendall's Tau and C as both variables are ordinal.

Results and discussion

Table 1 Social skills and self-esteem in secondary education students of the Educational Institution Rural public institution

| | | Autoestima | | | | | |
| | | Baja | | Media | | Alta | |
		f	%	f	%	f	%
Habilidades Sociales	Muy bajo	0	0.0%	10	5.5%	0	0.0%
	Bajo	2	1.1%	8	4.4%	1	0.5%
	Promedio bajo	4	2.2%	38	20.8%	2	1.1%
	Promedio	4	2.2%	58	**31.7%**	3	1.6%
	Promedio alto	4	2.2%	33	**18.0%**	1	0.5%
	Alto	1	0.5%	14	**7.7%**	0	0.0%
	Muy alto	0	0.0%	0	0.0%	0	0.0%

According to the scale of psychological tests, a measurement scale is indicated with an ordinal range from very low to very high for the social skills variable, with the extremes indicating a lack or great management of social skills, respectively. In that sense, the results show that for an average level of social skills, 31.7% of self-esteem corresponds to a "medium" scale, likewise, 18.0% for an average self-esteem is linked to a "high average" scale of social skills.". These results contrast with Acevedo (2018), who indicates the same relationship between social skills and self-esteem in primary school children (60.3%).

For his part, Coopersmith (1990) mentions that there is an apparent normality for a particular combination (low social skills - high self-esteem). It is indicated that there is a relationship of high self-esteem when it is linked to levels of low social skills, and that individuals with high self-esteem are persistent, enthusiastic, recognize their defects, make decisions and face daily life; However, when faced with unfamiliar situations, they exhibit inappropriate behaviors.

In contrast, Cieza (2016), who uses the same measurement scales, finds a similar result, since his scores obtained were 22.2% for the high average level, 28.7% at the high level and 13.2% at the very high level; thus placing 64.1% of adolescents from the Santiago

Antúnez de Mayolo Industrial Educational Institution in the city of Huancayo in a favorable level of development for this skill.

Vílchez (2018), who uses an alternative measurement scale (range from efficient to deficient), indicates 63% of advanced social skills in high school students of the Genaro Huamán Acuache Educational Institution, in the San Juan Bautista province, Ica region. These results relate the tendency of the student's social skills with an average self-esteem.

In addition, García (2010) mentions that the student with the adequate development of social skills has the ability to respect the rights of others and demand that their own be fulfilled, they can express opinions, feelings and thoughts, with responsibility and assuming the consequences. of these.

Regarding the levels of assertiveness in the secondary education students of the Rural Public Institution Educational Institution, 23.5% of students are indicated who present an average level of assertiveness, while for the extreme scales there is 6% for the level very low, and 2.2% for the very high level, in any case, there is a distribution that affects the average scale, which will allow us to infer in the first instance that there is a normalized distribution; However, the comparison should be indicated between the 36.1% of students who present assertiveness from the very low to low level and the 40.4% of students who present assertiveness from the very high to high level. Excluding the frequency of the average level, it can be indicated that there are a greater number of students with an adequate level of assertiveness. Nevertheless, These results contrast with those indicated by Peña (2019), who uses a scale composed of three scales (low, moderate and high), with 57.7% of primary education students presenting low levels of assertiveness. In any case, Dueñas (2018) states that a key component in the development of respect in secondary and secondary school students is assertiveness, since the aim is to promote a common language that expresses a mechanism for healthy coexistence.

Regarding the levels of communication in secondary education students of the Educational Institution Rural Public Institution, 36.1% for the low average level and alternate values of 26.2% for the low level and 18.6% for the average level stand out, as such In this way, it can be inferred that there is an apparent normal distribution that tends to the low level in terms of the frequency of the communication levels developed by the sample studied. In sum, the very low, low and average low levels add up to a cumulative frequency of 57.9%, this result contrasts withCieza (2016), who manuses the same ordinal measurement scale in his study, being that59.2% of adolescents from the Santiago Antúnez de Mayolo Industrial Educational Institution Nº 3048, Lime,They are located at the very low, low, average low and average levels..

QFor his part, Vílchez (2018) reveals in his research that high school students from the Genaro Huamán Acuache Educational Institution, San Juan Bautista province, Ica region, obtained the highest score in the deficient level with 65% in the social skills dimension. primaries understood by communication, this isstudy used the previously indicated alternating scale, however, it allows us to see that the levels of communication in students tend to be low. In any case, to address this phenomenon in depth, García (2010), refers to the types of communication, aggressive, passive and assertive, so it can be deduced that students would have aggressive or passive communication.

Regarding the levels of decision-making in secondary education students of the Andrés Bello Educational Institution, 34.4% of students stand out who present an average level in terms of the ability to make decisions on their own. Furthermore, for the low average level in decision making, 27.3% is indicated and for the high average level, 21.3%; Carrying out a more generalized grouping, it is obtained that 38.3% present levels below the average in terms of decision making, which exceeds the other scales.For Silva and Martonell (2001), decision making starts from the identification of some difficulty that requires decision making, taking into account the consequences and effects that these will

have on life and the environment that surrounds it. This decision comprises a starting point that will directly influence the student's future life.

Regarding the verification of the hypothesis test, the results of the general objective show the existence of a significant relationship between social skills and self-esteem of secondary education students of the Andrés Bello Educational Institution with a correlation coefficient of 0.711 (p = 0.009<0.05), which indicates a strong direct relationship between both variables. For his part, Acevedo (2018) obtains an average relationship between the same variables with the rho value equal to 0.415 (p= 0.000<0.05), in any case, the trend remains direct, and the variation in the statistician's scale depends of the particular considerations of the object of study.

Similarly, the result of the hypothesis test for the specific objective that deals with the relationship between the assertiveness dimension and the self-esteem variable indicates a correlation coefficient of 0.361 (p= 0.035 < 0.05) reveals a direct and strong correlation. Contrasting with this result, Caldera et al. (2018) found a moderate direct correlation in terms of advanced social skills and levels of assertiveness in secondary education students (r=0.597).In this sense, it was possible to assert that the development of self-esteem in the students of this educational institution is positively related to assertiveness.

Similarly, the result of the hypothesis test for the specific objective that deals with the relationship between the communication dimension and the self-esteem variable indicates a correlation coefficient of 0.017 (p= 0.657 < 0.05), which indicates that there is no relationship significant between communication and self-esteem of secondary education students at the Andrés Bello Educational Institution. This result reveals that the relationship is almost null between this dimension and the dependent variable, and Acevedo (2018) found a similar correlation (r=0.025) for the communication dimension and the self-esteem variable.

Similarly, the result of the hypothesis test for the specific objective that deals with the relationship between the decision-making dimension and the self-esteem variable indicates a correlation coefficient of 0.636 (p = 0.010 <0.05), which indicates a relationship high. These results differ with Acevedo (2018) who found a low significant correlation of these variables with a correlation coefficient of 0.319 (p = 0.000 < 0.05) for a sample composed of students from 1st to 4th grade of secondary school from a national school. from the La Molina district, Lima region.

So, we observe that the appropriate use of social skills allows us to strengthen self-esteem, with decision making being the one that has the greatest impact on high levels of self-esteem.

Conclusions

The present work found that social skills are a factor related to self-esteem in students of a rural Public Institution. This is based on three dimensions of social skills: assertiveness, communication and decision making. Firstly, a relevant relationship was identified between assertiveness and self-esteem; students who are able to express their thoughts and feelings in a clear and honest way can respect the thoughts and beliefs of others; Thus, they have greater self-esteem; This allows them to be more satisfied with their environment, feel accepted and, therefore, perform better in pursuit of their purposes as students. Secondly, the relationship between communication and self-esteem was to a lesser extent significant, students find it difficult to establish conversations and express their ideas and opinions in a clear and direct way; In this sense, we observe that this can represent an obstacle for students to achieve certain objectives. Thirdly, a relevant relationship was found between decision making and self-esteem, students can generate alternatives that provide good results, taking into account the pros and cons; In that sense, they have greater self-esteem, since they consider that they themselves are their best

resource, and they also trust that their decisions will obtain good results. In short, it is recommended to strengthen those pedagogical tools that are oriented to the psychological well-being of students. We observe that this can represent an obstacle for students to achieve certain objectives. Thirdly, a relevant relationship was found between decision making and self-esteem, students can generate alternatives that provide good results, taking into account the pros and cons; In that sense, they have greater self-esteem, since they consider that they themselves are their best resource, and they also trust that their decisions will obtain good results. In short, it is recommended to strengthen those pedagogical tools that are oriented to the psychological well-being of students. We observe that this can represent an obstacle for students to achieve certain objectives. Thirdly, a relevant relationship was found between decision making and self-esteem, students can generate alternatives that provide good results, taking into account the pros and cons; In that sense, they have greater self-esteem, since they consider that they themselves are their best resource, and they also trust that their decisions will obtain good results. In short, it is recommended to strengthen those pedagogical tools that are oriented to the psychological well-being of students. students can generate alternatives that provide good results, taking into account the pros and cons; In that sense, they have greater self-esteem, since they consider that they themselves are their best resource, and they also trust that their decisions will obtain good results. In short, it is recommended to strengthen those pedagogical tools that are oriented to the psychological well-being of students. students can generate alternatives that provide good results, taking into account the pros and cons; In that sense, they have greater self-esteem, since they consider that they themselves are their best resource, and they also trust that their decisions will obtain good results. In short, it is recommended to strengthen those pedagogical tools that are oriented to the psychological well-being of students.

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