

Collegial Work as a Management Alternative in a CEBA to Strengthen Learning Achievement in a City of Lima

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Abstract

In 2021, the goal in education was to strengthen the collegial work of teachers to improve contextualization and feedback in the achievement of student learning in a public Alternative Basic Education Center (CEBA) Institution in Lima Metropolitana. It is important to indicate that this study confirms the generalized prevalence of qualitative and quantitative results allowed to establish that with respect to the subdimension improvement of processes a low level of contextualization and feedback of learning within the process of accompaniment and monitoring is evidenced. Data were collected through the survey and a representative sample was used as an instrument, to which qualitative instruments were applied: virtual interview with three students and focus group with six teachers; and quantitative: Virtual survey to a parent and a self-perception survey to a manager, these questionnaires are established on the Likert scale. The same data were processed through rho Spearman statistical analysis. The results indicate that there is a 0.854 correlation between both variables. It is concluded that there is a positive or direct relationship between management and student learning achievement.

Keywords: Collegiate work, contextualization and feedback, learning achievement.

1. Introduction

In a public CEBA in metropolitan Lima, there is evidence of a weakening in the accompaniment and monitoring process; Therefore, the present research aims to show an alternative solution to the problem evidenced. Considering that, in the context of school management, there is a direct relationship between accompaniment-monitoring and feedback, according to the guidelines set forth in the National Basic Education Curriculum (CNEB) in order to improve the teaching-learning process. The results of the diagnosis show that both the accompaniment and the monitoring have achieved 89% satisfaction. In this sense, the identification of strengths and weaknesses and the improvement of pedagogical practice allow the perception of school management to be objective and be an indicator that a significant improvement in the performance of teachers is necessary, with

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respect to contextualization and feedback of student learning. Likewise, the results obtained in the diagnosis make it necessary to apply an action plan to improve the pedagogical practice of CEBA teachers.

Collegiate Work is a management alternative in a CEBA (Center for Alternative Basic Education) that aims to strengthen learning achievements through collaborative work among teachers (Quispe, 2022). It is a process of dialogue and reflection between teachers with the aim of improving teaching practices and student learning outcomes (Manzur-Vera et al., 2022). Collegiate Work is based on the principles of collaboration, mutual support and continuous improvement (Gonzalez et al., 2022). At its core, it is a form of collective professional development that allows teachers to share their experiences, knowledge, and skills to improve the quality of education at CEBA. The importance of Collegiate Work in the CEBA cannot be underestimated (Andrada & Mateus, 2022). This management approach allows teachers to work together towards a common goal of improving student learning outcomes. By collaborating and sharing their expertise, teachers can identify areas of strengths and weaknesses in their teaching practices and develop strategies to address them. Collegiate Work also fosters a culture of continuous improvement, where faculty are encouraged to reflect on their teaching practices and seek feedback from their peers (Brito et al., 2022). This management approach can lead to a more cohesive and supportive work environment, where teachers feel valued and supported in their professional development.

The objectives and goals of Collegiate Work are multifaceted (Molina & Cantuña, 2022). First, it aims to improve the quality of teaching and learning at CEBA by promoting collaboration and reflection among teachers. Second, it seeks to improve the professional development of teachers by providing them with opportunities to share their experiences and learn from their colleagues. Thirdly, it aims to promote a culture of continuous improvement, where teachers are encouraged to reflect on their teaching practices and seek feedback from their colleagues. Finally, it aims to strengthen the overall management of CEBA by promoting collaborative decision-making and problem-solving among teachers (Pretorius et al., 2022). By achieving these goals and objectives, Collegiate Work can contribute significantly to improving the quality of education at CEBA and improving student learning outcomes (Solano, 2022).

Strengthen learning achievements through collegial work

Collegial work is a school management approach that involves collaboration between teachers to improve student learning performance (Nelson & Pandia, 2022). This approach aims to improve student engagement and motivation by providing them with more personalized and relevant learning experiences (Godoy, 2022). By working together, teachers can share their expertise, resources, and best practices to create a more cohesive and effective learning environment (Torres, 2022). Collegial work can help strengthen contextualization and feedback in student learning achievement, as well as promote critical thinking and problem-solving skills (Díaz & Santos, 2021). Overall, this approach can contribute to a more positive and productive learning experience for students.

One of the key benefits of college work is its ability to develop critical thinking and problem-solving skills among students (Guerra & Ruiz, 2021). By participating in collaborative activities and projects, students can learn to analyze complex issues, evaluate evidence, and generate creative solutions. This approach can also help foster a deeper understanding of the course content, as students are encouraged to apply their knowledge in practical and meaningful ways. In addition, by working with peers, students can develop important communication and collaboration skills that are essential for success in the world of work.

Collegial work can also promote collaboration and communication among students, further enhancing their learning achievements (Delgado-Fernández et al., 2021). By working in teams, students can learn how to share ideas, provide constructive feedback, and build consensus. This approach can help create a more inclusive and supportive learning

environment, where all students feel valued and respected. Collegiate work can also encourage students to take ownership of their learning, as they are given more autonomy and responsibility in the classroom (Cortes, 2021). By promoting student-centered learning, college work can help create a more dynamic and engaging learning experience that can lead to better learning achievements.

Collegiate Work is an effective management alternative in a CEBA that can significantly strengthen learning achievements. By understanding its definition, concept, importance, objectives, and goals, educational institutions can effectively implement this approach to improve participation, motivation, critical thinking, problem-solving skills, and collaboration among students. With the growing demand for skilled professionals in the workforce, Collegiate Work can prepare students to meet the challenges of the modern world and succeed in their careers. Therefore, it is crucial that educational institutions consider implementing Collegiate Work as a management alternative to improve the learning experience of their students.

2. Material and method

Effective material and methodology are critical to improving learning achievement in a CEBA (Quispe, 2022). Material refers to the resources and tools used to facilitate learning, while methodology refers to the approach or strategies used to deliver the material. Implementing effective materials and methodologies can significantly improve the quality of education provided to students. This may include the use of interactive and engaging resources, such as multimedia presentations, group discussions, and hands-on activities, as well as innovative teaching strategies that meet students' diverse learning needs (Becerra, 2020).

The academic work of Pedagogical Leadership is an important factor to optimize the level of learning of Y&AE in the CEBA, based on the identification of the strengths, opportunities, weaknesses and threats that underlie managerial management in its different dimensions and processes. The objective of the diagnosis is to discover the problems of the school management of the CEBA. To this end, qualitative and quantitative instruments were applied by selecting a representative sample: Three students were chosen from a population of 400 students; six teachers were selected out of 15; a parent and the director of CEBA.

The guide of questions and their respective technique were used: the interview with students and focus groups with teachers, in order to understand the meanings regarding the dimensions and processes of school management. In addition, through the survey technique, a questionnaire was applied to the mother of the family to collect her appraisals and a self-perception questionnaire was applied to the director.

The participation criteria used to select the students were: students who are at achievement level AD – A, in a state of vulnerability due to extreme poverty and responsible for families. Likewise, teachers who handle technology, proactive, who have a different perception of school management were selected, and the additional criterion was teachers with experience in the modality and are teachers of strength in the CEBA. For the selection of the father, an active, communicative mother was considered, and her daughter was at the AD achievement level.

By tailoring material and methodology to students' specific needs, educators can create a more conducive learning environment that promotes active participation, critical thinking, and knowledge retention. Implementing effective material and methodology in a CEBA can have numerous benefits for both students and teachers (Libertador, 2020; Pletsch & Lunardi, 2020). For students, this can lead to better academic performance, increased motivation, and a more positive attitude towards learning. For teachers, it can improve their pedagogical skills, promote collaboration and camaraderie, and improve their overall job

satisfaction. By fostering a culture of continuous improvement and professional development, educators can create a more effective and supportive learning environment that benefits everyone involved (Quispe, 2022).

It is essential to adapt the material and methodology to the specific needs of the students in a CEBA (Fernando & Barraza, 2015; Gaudio et al., 2015; Quintero Maldonado & Romero Navarro, 2016; Quispe, 2022; Tantaleán-Odar et al., 2016). This may involve taking into account factors such as students' prior knowledge, learning styles, cultural background, and language proficiency levels. By doing so, educators can create a more inclusive and equitable learning environment that meets the diverse needs of all students. Additionally, it is important to gather feedback from students and adjust the material and methodology accordingly to ensure that they are effective and relevant. This may involve using formative assessments, surveys, and other tools to gather feedback and make data-driven decisions about educational practices (Fernando & Barraza, 2015). By continually evaluating and refining material and methodology, educators can create a more dynamic and effective learning environment that maximizes student achievement.

Management Alternatives for Implementing Effective Material and Methodology in a CEBA

An effective management alternative to implement effective material and methodology in a CEBA is through the use of collaborative learning strategies (Quispe, 2022). Collaborative learning involves students working together in groups to solve problems, complete tasks, and learn from each other. This approach can be particularly effective in a CEBA, as it allows students to share their experiences and knowledge, fostering a sense of community and collaboration (Manzur-Vera et al., 2022). By incorporating collaborative learning strategies into the classroom, teachers can create a more engaging and interactive learning environment, which can lead to higher student achievement and retention (Andrada & Mateus, 2022).

Another alternative of material management and effective methodology in a CEBA is through the use of interactive teaching methods (Orhierhor et al., 2023). Interactive teaching methods involve engaging students in the learning process through activities such as discussions, debates, and simulations. This approach can be particularly effective in a CEBA, as it allows students to apply what they have learned in real-world scenarios, fostering a deeper understanding of the material (Edith & Colm, 2021). By incorporating interactive teaching methods into the classroom, teachers can create a more dynamic and engaging learning environment, which can lead to increased student motivation and achievement (Pretorius et al., 2022). The use of technology is another effective management alternative to implement effective material and methodology in a CEBA (Khan & Nazir, 2021). Technology can be used to enhance the learning experience in a variety of ways, including: - Providing access to online resources and materials. - Facilitate communication and collaboration between students and teachers. - Create interactive and engaging learning experiences through educational software and applications. By incorporating technology into the classroom, teachers can create a more dynamic and flexible learning environment, which can lead to greater student engagement and achievement (Expósito & Marsollier, 2021). However, it is essential to ensure that the technology is used in a way that supports the learning objectives and does not detract from the learning experience (Solano, 2022).

The use of effective material and methodology in collegial work is crucial to improve learning achievements in a CEBA. By tailoring material and methodology to students' needs, educators can create an engaging and interactive learning experience that promotes academic success. Management alternatives, such as collaborative learning strategies, interactive teaching methods, and the use of technology, can further improve the effectiveness of the implementation of materials and methodologies. As such, it is imperative that educators prioritize the development and implementation of effective

material and methodology in their CEBA programs to ensure that students receive the best education possible.

3. Results

Implementing Collegiate Work Outcomes as a management alternative in a CEBA can be an effective way to strengthen learning achievements. By setting clear goals and using strategies such as project-based learning and student-centered approaches, students can develop important skills and knowledge that will benefit them in their future careers. Results to Collegiate Work also provides opportunities for collaboration and teamwork, which can enhance the overall learning experience. As such, CEBA institutions should consider implementing Results to Collegiate Work as a valuable management alternative to improve student outcomes.

Qualitative results. Table 1 shows that students have a good perception of school management in the two subcategories (school climate and coexistence and conducts the teaching process): excellent teaching (CCE-BE), good institutional climate (CCE-BC) and good treatment. They point out that the teachers are well trained (CPE-PC), care about them, motivate them to continue and finish their studies, provide them with opportunities, explain the learning sessions and receive guidance according to their needs even with the lack of educational material (CPE-ME) and limited technology (CPE-LT). The relationship between teachers and students is good. Here is one of the quotes with an emphasis on analysis:

"Positive, we work with respect, empathy and tolerance" (E3), "on the issue of coexistence, there would be nothing to improve, everything is going well". (E1), "... The teachers teach us, well, they send us audios, videos where they explain to us." (E2),

Table 1

Matrix of Categories, Subcategories, Units of Meaning, and Codes

| Category | Units information | Subcategories | Semantic units | Codes |
|-------------------|------------------------------|--|----------------------------|--------|
| School Management | Students | School climate and coexistence | Good teaching | CCE-BE |
| | | | Good Weather | CCE-BC |
| | | | Promote student engagement | EPC-PE |
| | Drives the teaching process | Trained Teachers | CPE-PC | |
| | | Educational Material | CPE-ME | |
| | | Limited Technology | CPE-LT | |
| Teachers | Collegiate Work | Planned & Organized | TC-PO | |
| | | Teacher Strengthening | TC-FD | |
| | Monitoring and Accompaniment | Elaboration of IIGG | TC-EIG | |
| | | Identification of Strengths and Weaknesses | MA-IFD | |

| | | |
|--------------------------------|-------------------------------------|----------|
| | Improvement of pedagogical practice | of MA-MF |
| School climate and coexistence | Good weather | CCE-BC |
| | Respect and empathy | CCE-RE |

Note: virtual interview with three students, and focus group with six teachers from a CEBA in Metropolitan Lima – UGEL 01, 2021.

Quantitative results. Table 2 "Level of perception of school management according to families" shows that, in the dimension of Education, parents consider it medium, with 75%. This can be attributed to different factors, mainly because at CEBA most of the students are young people and adults, so parental involvement is minimal. In addition, in the remote context we are going through, it is difficult to maintain fluid communication with parents. In the dimension of School Coexistence, 94% (high) are considered, 100% of parents indicate that they have been informed about the rules of coexistence of EI, 75% consider that EI shows interest in their child's emotional health, 100% state that EI provides respectful and cordial treatment towards their children; good relations between members of the educational community and good relations between students. 100% say their children have never been victims of violence at CEBA and 75% say they have been summoned to classroom meetings.

These results are associated with two aspects: first, due to the nature of the CEBA, the students have different characteristics from a student of Regular Basic Education (EBR) and, on the other hand, the classes are held in places outside the EI (peripheral), where the community manages the presence of teachers who provide educational services to the population that does not have the possibility of traveling to a CEBA.

Table 2 shows the level of perception of school management according to directors and/or managers, in the pedagogical processes and the dimensions: curriculum planning, pedagogical monitoring, accompaniment and strengthening of teaching work, monitoring of learning, school climate, school coexistence, enrolment and preservation of the right to education, transparent management of financial resources, etc. a high level (100%) can be seen. In the school culture process, in the dimension of Participation of the educational community, a high level is appreciated, with 87%. In the process of managing operating conditions, in the dimension of management of educational resources, a high level is observed with 92%, while in Safety and Health, a medium level is observed with 67%.

Regarding the pedagogical processes, four dimensions are established: "curriculum planning", "pedagogical monitoring", "accompaniment and strengthening of teaching work" and "monitoring of learning".

Table 2

Level of perception of school management according to directors and/or managers

| Process | Dimensions | Ideal Score | Target Score | Level | % |
|-----------------------|---|-------------|--------------|-------|------|
| | Curriculum Planning | 9 | 9 | High | 100% |
| | Pedagogical monitoring | 18 | 18 | High | 100% |
| Pedagogical processes | Accompaniment and strengthening of the work of teachers | 12 | 12 | High | 100% |
| | Follow-up of learnings | 6 | 6 | High | 100% |

| | | | | | | |
|---|--|--|-----|------|--------|------|
| School Culture | Participation of the educational community | 15 | 13 | High | 87% | |
| | School Climate | 12 | 12 | High | 100% | |
| | School coexistence | 12 | 12 | High | 100% | |
| Managing operating conditions and resources | EI's and | Safety & Health | 9 | 6 | Middle | 67% |
| | | Educational Resource Management | 12 | 11 | High | 92% |
| | | Enrolment and preservation of the right to education | 15 | 15 | High | 100% |
| | | Transparent management of financial resources | 12 | 12 | High | 100% |
| School Management | | 132 | 126 | High | 95% | |

Note: survey of the director of a CEBA of metropolitan Lima – UGEL 01 SJM, informants according to criteria established in the technical sheet.

The results of the Collegiate Work is a management alternative that aims to strengthen the collegial work of teachers in a CEBA to improve contextualization and feedback in the achievement of student learning (Minedu, 2014). It involves regular meetings between teachers to discuss and analyze their teaching practices, share experiences, and collaborate on ways to improve student learning outcomes. Goals include creating a culture of collaboration and continuous improvement, promoting professional development among teachers, and improving student learning achievements (Quispe, 2022). By implementing in the CEBA you can provide a more effective and supportive learning environment for students. In addition, the regular feedback and reflection that occurs during Collegiate Work Outcomes meetings can help teachers identify areas for improvement and adjust their teaching practices accordingly, leading to better student learning outcomes (Nelson & Pandia, 2022). To successfully implement the Results of Collegiate Work in a CEBA, several strategies can be employed. These may include regular faculty meetings, peer observation and feedback, internships, and other collaborative activities (Calmet, 2017). It is also essential to have a robust management system in place to support and facilitate the implementation of Collegiate Work Outcomes (Fernando & Barraza, 2015). This may involve providing professional development opportunities for teachers, setting clear goals and expectations, and monitoring program progress (Quintero Maldonado & Romero Navarro, 2016). By adopting these strategies, CEBA can create a more collaborative and supportive learning environment that promotes student success and achievement (Quispe, 2022).

4. Discussion

In the pedagogical monitoring dimension, an accompaniment and monitoring plan has been developed according to the characteristics of the CEBA (remember that the CEBA serves different groups: at-risk youth, adolescent parents, older adults, etc.; it has peripherals), the instrument was socialized and at least two monitoring of teachers is carried out during the school year. The information observed in the monitoring was systematized, and the actions for improvement by the teachers were identified.

In the dimension of accompaniment and strengthening of the work of teachers; Teacher accompaniment strategies were applied, specifically collegial work, but feedback and monitoring to teachers after the monitoring carried out is in its infancy. Routes were designed for teacher strengthening activities. In the learning monitoring dimension, actions

are established so that students receive their learning reports, but to date an improvement plan has not yet been established for the timely monitoring of learning. In the school culture process, three dimensions are established: "participation of the educational community", "school climate" and "school coexistence".

In the dimension of participation of the educational community, the CONEI has been constituted in a democratic and participatory manner, actions have been established so that parents, guardians and students have representation through participatory organizations, actions have not been adequately established for parents or guardians to participate in activities within the school community (recalling that in the CEBA, The work is mainly with the students), I show openness to the comments, constructive criticism and suggestions of the teachers for improvement, which I then incorporate. In the school climate dimension, there is good communication with the educational community, without aggression or discrimination of any kind, I ensure that the relations between the members of the educational community are respectful and generated spaces for interrelation to promote a good school climate.

In the dimension of school coexistence, active participation in the rules of coexistence is promoted, coherent actions are established with situations of violence and the protocols established according to the cases that may arise in the CEBA have been socialized with teachers. In the process of managing the operational conditions and resources of CEBA, four dimensions have been established: "safety and health", "management of educational resources", "enrolment and preservation of the right to education" and "transparent management of financial resources". The results in the safety and health dimension, being a place shared with EBR, they assume the responsibility for maintenance and safety. The premises include safe classrooms and playgrounds, cleanliness and adequate signage.

In the dimension of management of educational resources, the timely request of resources was made, the materials sent by the Ministry of Education were distributed in a timely manner, the use of materials delivered by MINEDU in the learning sessions is monitored, I promote the use of all the materials and spaces available from EI for teaching-learning activities. In the dimension of enrolment and preservation of the right to education, it was guaranteed that students access and remain in the CEBA, during the school period without conditions (EBA students do not have SIAGIE registration, as they do not bring a certificate of studies, they filled out an affidavit to enroll). It ensures that students have access to the educational service, taking into account its connectivity conditions. Teachers are in attendance.

In the dimension of transparent management of financial resources, the own resources committee has been established, but the EBA modality does not have income from own resources and we do not have material to deliver to students. Collegiate work is a management alternative that involves collaboration and teamwork among teachers to improve the achievement of learning in the students of the CEBA (Center for Alternative Basic Education) (Quispe, 2022). This approach aims to strengthen the collegial work of teachers to improve contextualization and feedback in the learning achievement of CEBA students (Fernando & Barraza, 2015). Collegial work allows teachers to plan learning experiences based on students' characteristics, interests, and needs, leading to more personalized and effective teaching strategies (Guerra & Ruiz, 2021). At its core, collegial work is a collaborative effort among faculty to enhance the student learning experience by sharing knowledge, resources, and expertise.

The benefits of implementing collegial work in a CEBA are numerous. First, it promotes a culture of collaboration and teamwork among teachers, which can lead to a more positive and supportive work environment. Second, it allows teachers to share best practices and learn from each other, leading to the development of more effective teaching strategies. Third, it can lead to more personalized, student-centered approaches to learning, improving the overall quality of education. Finally, it can contribute to the professional development of teachers as they engage in continuous learning and reflection on their practice.

Implementing collegial work in a CEBA requires careful planning and strategy (Quispe, 2022). First, it is critical to set clear goals and objectives for collaborative work, ensuring that all teachers are aligned and working towards a common purpose (Quispe, 2022). Second, it is important to establish effective communication channels between teachers, allowing for the sharing of ideas, comments and resources (Quintero & Romero, 2016). Third, it is critical to provide adequate support and resources to facilitate collaborative work, such as time, training, and technology (Tentalean et al., 2016). Finally, it is essential to regularly evaluate the effectiveness of collegial work, using data and feedback to inform continuous improvements and adjustments. Collegiate work is an effective management alternative that can strengthen the learning achievements of CEBA students. By promoting collaboration, knowledge sharing, and personalized teaching strategies, college work can lead to a more effective and supportive learning environment. However, success requires careful planning and strategy, including clear goals, effective communication, appropriate support, and ongoing evaluation. Collegiate Work has been identified as a viable management alternative in a CEBA to strengthen learning achievements. The benefits of Collegiate Work include increased student engagement, improved critical thinking skills, and increased collaboration among students. Strategies for implementing Collegiate Work in a CEBA include providing adequate resources, setting clear expectations, and promoting effective communication among stakeholders. By adopting Collegiate Work as a management alternative, CEBA administrators can create a more dynamic and effective learning environment for their students.

5. Conclusions

Considering all the information contained in this research work, the following conclusions are reached, in this order of priority it is expressed that: In the processes of Accompaniment and Monitoring for the improvement of pedagogical practices aimed at the achievement of learning foreseen in the CNEB in order to achieve better results in the learning of CEBA students, in 2022, it is necessary to implement an Action Plan to strengthen these processes. The implementation of the pedagogical accompaniment process as a strategy of school management allows the strengthening of the pedagogical performance of the teacher by identifying their strengths and weaknesses through dialogue under a critical-reflective approach, in the achievement of the students' learning achievement. The implementation of the pedagogical monitoring process as a supervision strategy allows the level of pedagogical performance to be discovered, provides information on pedagogical processes such as teacher monitoring, evaluation of teacher performance and feedback on teaching practice.

Collegial work can strengthen relationships and collaboration between students and faculty. By working together, teachers can build stronger relationships with each other, sharing their knowledge and experiences to improve teaching and learning practices. In addition, students can benefit from increased collaboration, as they have the opportunity to work with and learn from a wider range of peers and professors. This can lead to a more inclusive and supportive learning environment, where all students feel valued and supported. Ultimately, this can contribute to improved learning outcomes and greater overall success for CEBA students. In conclusion, collegial work is an effective management alternative at CEBA to strengthen learning achievements, improve student engagement and motivation, and strengthen relationships and collaboration between students and teachers. By working collaboratively, teachers can identify areas for improvement, develop strategies to address them, and design learning experiences that are more relevant and meaningful to students. Additionally, by fostering a sense of community and collaboration, college work can create a more positive learning environment, where all students feel valued and supported.

Collegiate Work has proven to be an effective management alternative in the CEBA. It has improved learning outcomes and outcomes, improved student engagement and motivation,

and strengthened student-teacher relationships and collaboration. The implementation of Collegiate Work has provided a platform for students to actively participate in their own learning and take ownership of their academic progress. This approach has also fostered a sense of community and teamwork among students, which is essential for success in both academic and professional settings. Overall, Collegiate Work is a valuable tool for promoting student success and should be considered as a management alternative at CEBA.

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