



Educational Coaching And Icts Applied By University Professors In Universities, Villa El Salvador-2023

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ABSTRACT

This study focuses on investigating the current situation of the use of educational technologies by teachers and the application of educational coaching using ICTs in developing countries with digital divides. During the COVID-19 pandemic, significant differences in the quality of higher education in Latin America were evidenced due to the digital divide. In this context, it is relevant to examine the impact of ICTs on university education and how educational coaching can help teachers take advantage of these tools to achieve their goals. In addition, the importance of accompaniment and the identification of strengths and limitations by university professors is highlighted. Methodologically, the research has a quantitative approach, with a non-experimental-cross-sectional design, with a sample of 103 university professors, the technique used is the survey and the instrument was a questionnaire. A statistical reliability analysis was performed using the Cronbach's alpha test. The results demonstrated the reliability of the data and found a significant influence of educational coaching and ICTs on university students, where p value is 0.01 is (< 0.1), H_0 is rejected and H_1 is accepted from the study, the Rho Spearman coefficient is 0.251 is a low positive correlation.

It is concluded that it is necessary to promote the use of digital technologies and resources in education to improve the teaching-learning process.

Keywords: Educational coaching, ICTs, educational innovation, university education, university professor.

INTRODUCTION

This study is relevant for educational coaching because it favors the permanence, commitment, encouragement and enrichment of university students. The goal is for students to overcome the challenges that prevent them from progressing and achieve success, applying emotional strategies that allow them to know themselves, self-manage, and develop academically, personally, and professionally (Campayo, 2022). Jiménez et. al (2021) examines Digital Teacher Competence (CDD) and the advances that have been made in this field between 2015 and 2021, without geographical restriction of the search for information and taking as a reference some systematic reviews on ICTs, which he compares from the most used CDD models in Europe and Latin America. analyzing studies in Spanish and English (Garcia et al., 2022). According to the comparative research carried out, percentage of households with internet: Colombia 65.10%, Peru 40.20% and Venezuela 18.30%; Percentage of university students using ICT: Colombia 75.30%, Peru 64.20% and Venezuela 49.83%; percentage of university professors using ICTs: Colombia 79.40%, Peru 68.70% and Venezuela 54.60% (Pirela-Espina, 2022). According to the main results, it has been found that 100% of teachers consider the use of slide software to be of great importance. However, only 66% of them use virtual platforms. In addition, it has been observed that 54% of the teaching staff has completed two training courses per year (Gavilanes et al., 2019). Cabero & Martinez (2019) points out that the use of ICTs in universities increases educational quality by facilitating access to educational resources, encouraging active participation and enabling personalized and collaborative learning. They could make a positive difference by offering new opportunities and pedagogical

approaches that improve the learning dynamics of the university student. The importance of this research lies in the need to provide quantitative evidence on the potential impact of educational innovation, using educational coaching and ICTs, on university teaching (Bernate, 2021). This paper aims to determine the link between educational coaching and ICTs in university classrooms in Peru, based on the research of Cien (2020) in Argentina and Iberoamericana et al. (2022) in Peru, Mexico, Venezuela and Colombia, with the aim of introducing this methodology as an effective resource for innovation and educational improvement during the academic year, following the author (Juan et al., 2021). A research study was carried out in Colombia, "ICT Competencies for Teacher Professional Development" (Ministry of National Education (MEN), 2013) is the main reference on this topic. It suggests that these competencies are vital for teachers to improve the quality of education by changing their educational practices with technology. According to this vision, five basic competencies are proposed: technological, pedagogical, communicative, managerial and research (Paz et al., 2022). A group of professors from Rosario (Argentina) integrated virtual platforms into university education, considering their interests, experiences, and expectations, in a context that was not conducive to the adoption of technologies (Borgobello et al., 2019). An experience of coaching in higher education in Peru has been narrated, with the aim of introducing teachers to this methodology that not only transmits knowledge, but also inspires, accompanies and excites its students. 2022). The inclusion of ICTs in the culture and daily environment of university students poses employment challenges for teachers. In this context, a rethinking of teaching-learning methods is required to improve the professional performance of teachers. The objective was to improve student training through teachers, who worked on the prevention of academic risks and strengthened skills through counseling in various aspects, such as academic support, psychosocial, use of ICTs and pedagogical competencies (Pupiales, 2020). The university employs assisted comprehension learning, which consists of lectures and memorization of content (Paz et al., 2022). This method makes the student dependent on the teacher and does not develop their own skills (Ávila et al., 2020). Educational coaching is a way to support the growth of teachers and students through the appropriate use of digital technologies. Educational coaching improves the quality of teaching and fosters positive relationships between participants (Zárraga & Rosalía, 2021). Educational coaching shows that motivation has both internal and external aspects. Motivation is related to the development of character through integrity and goal-oriented expectation (Tomas & Cosimo, 2021). Preferential instruction uses pedagogical mediations such as work practice to develop students' capacity; work practice also facilitates autonomous learning and the growth of students' abilities with appropriate pedagogical guidance (Van der Baan et al., 2022). Objectives for evaluating training. For this reason, our work is relevant for the scientific community, as it proposes valid and reliable instruments for teachers' diagnosis of digital competences and disability (Cerero et al., 2023). To understand how teachers, help students complete their professional training at the University, and how they can improve this process, teachers look for students and teachers to improve their skills with a continuous training program, and for teachers to develop their careers. Tutoring gives the student to face the challenge of their new stage of learning (Pupiales, 2020). Coaching is a tool that improves motivation, teaching practice and entrepreneurial development, with creativity, innovation, confidence, responsibility and critical sense; coaching improves the teaching and learning process of students, teachers, and institutions (Zárraga & Rosalía, 2021). The study analyzes how educational coaching and ICT applied by university professors can improve educational quality and provide support to students, which could drive improvements in university education and the integral development of students (Gilar-Corbí et al., 2018). The use of ICTs and educational coaching can promote innovative approaches in university education, favoring student interaction and participation, as well as a personalized approach to the development of skills and competencies. It is crucial that teachers are trained in ICTs to play a relevant role in the learning process (Lubis & Syed, 2018). The research can improve the training of university teachers in educational coaching and ICTs. Students can develop social-emotional competencies and face the challenges of the future (Gilar-Corbí et al., 2018). The objective of the study was to determine the relationship between Educational Coaching and ICTs applied by university professors at the university, Villa el Salvador-2023.

METHODOLOGY

Hernández & Carpio (2019) state that obtaining information from the entire population of interest requires a lot of money, which is usually scarce in research. That is why a sample must be chosen, which is a part of the population that represents it. The present study is developed with a sample of 103 university professors from the universities of Villa El Salvador who were surveyed taking into account the criteria of the collaborators who are teaching at the universities. The hypothesis of the research is that educational coaching significantly influences ICTs, applied by university professors to university students, Villa el Salvador-2023. The collection of information was developed through the application of 2 questionnaires, one Educational Coaching and the other ICTs in university teachers.

RESULTS

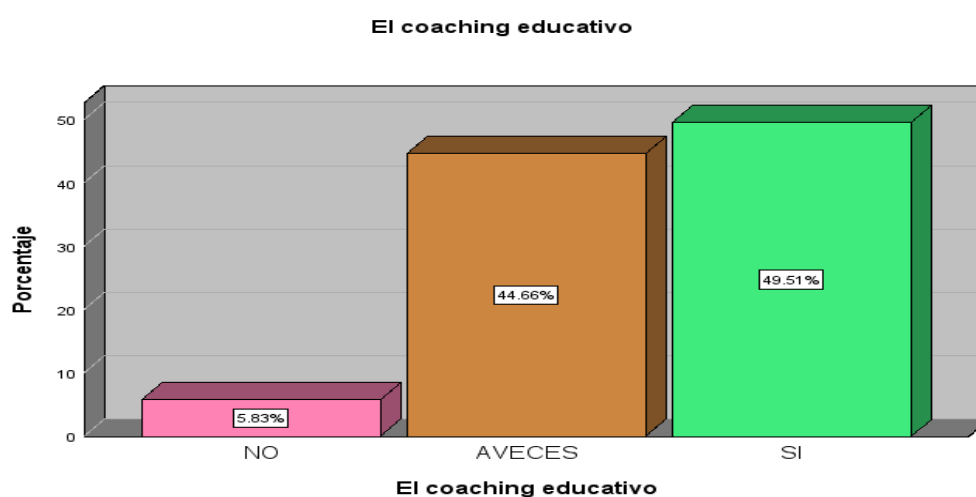
1. Variable Reliability Analysis 2 ICTs by University Professors

Reliability Statistics	
Cronbach's Alpha	N of Elements
0.871	24

The variable *ICTs* by university professors has 24 elements that, analyzed by Cronbach's alpha statistic, have a result of 0.871, which indicates that the instrument is **highly reliable** and has an acceptance rate of 87%.

2. Frequency Table Educational Coaching

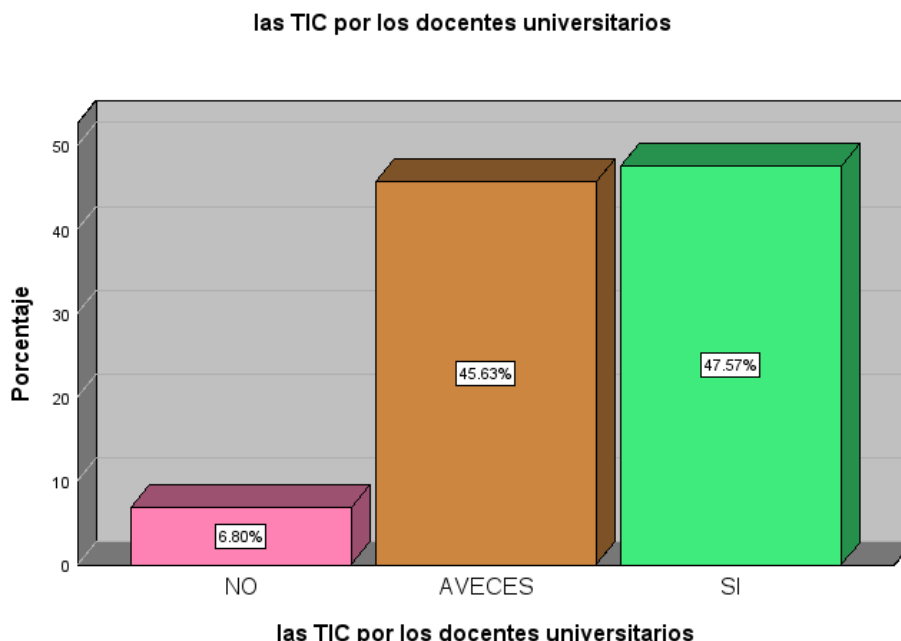
Educational Coaching					
Valid	Items	Frequency	Percentage	Valid Percentage	Cumulative Percentage
	No	6	5.8	5.8	5.8
	Sometimes	46	44.7	44.7	50.5
	Yes	51	49.5	49.5	100.00
	Total	103	100.0	100.0	



The *Educational Coaching* variable is observed that out of 103 people surveyed, 49.5% correspond to the majority, which confirms the hypothesis.

3. Frequency Table University Teachers

ICT by university teachers					
Valid	Items	Frequency	Percentage	Valid Percentage	Cumulative Percentage
	No	7	6.8	6.8	6.8
	Sometimes	47	45.6	45.6	52.5
	Yes	49	47.6	47.6	100.00
	Total	103	100.0	100.0	



The variable ICTs by university professors is observed that out of 103 people surveyed, it is observed that 47.57% corresponds to the majority, which confirms the hypothesis

Table 4. Correlation of Educational Coaching and ICT by University Professionals

Valid	Educational Coaching	Correlation coefficient	Educational Coaching	ICT by university teachers
		Follow. (Bilateral)	1.000	0.251*
		N	103	103
	ICT by university teachers	Correlation coefficient	0.251*	1.000
		Follow. (Bilateral)	0.011	
		N	103	103

***Correlation is significant at the 0.05 level (two-sided)**

Ho: Educational coaching does not significantly influence ICTs applied to university teachers influences university students, Villa el Salvador-2023

H1: Educational coaching significantly influences ICTs applied to university teacher's influences university students, Villa el Salvador-2023

The table shows the influence between the two variables Educational coaching and the variable ICTs applied to university teachers, where p value is 0.01 is (< 0.1), rejects Ho and accepts H1 of the study, the Rho Spearman coefficient is 0.251, which according to Hernández & Mendoza (2018) is a low positive correlation.

DISCUSSION

Cronbach's alpha coefficient is one of the most important statistics, but also one of the most generalized for the construction and use of tests, so much so that in the 60s, 70s and 80s it was cited in 278 different scientific journals (Cortina, 1993), therefore, it is important in our study. The statistical analysis anticipates the reliability of our results, as confirmed by the Cronbach's alpha coefficient obtained from values 0.956 and 0.871 for the variables "Educational coaching" and "ICTs", respectively, being within the parameters of values for this statistic (Oviedo & Campo-Arias, 2005) in this way the reliability of the type of internal consistency of our scale is measured. The particular aspects are analyzed, which are the resistance to change, the deficiency of training in terms of the use of technologies, the self-esteem and degree of frustration, the vision of the computer as a substitute for the teacher, and the values of the Pearson coefficient of 0.784, 0.714, 0.735 and 0.383 are obtained for each of them. respectively, then it is concluded that they show strong correlation in the former aspects and moderate correlation for the latter, according to the ranges for these values (CIMEC, 2023). A Rho Spearman coefficient of 0.251 is determined when seeking to determine the degree of influence of educational coaching and ICTs, so it is concluded that educational coaching significantly influences ICTs applied to university teachers, this because reference values were established (Hernández & Mendoza, 2018). In the tabulation of the questions separately in the two variables and only measured by the frequency of answers, we obtain 49.50% and 47.57%, respectively for the answer "Yes" and, as an aggregate, the percentages of the answer "sometimes"

which are 44.70% and 45.60%, in the same order as "Yes", reinforces the conclusion we reached with the Rho Spearman coefficient.

CONCLUSIONS

The current situation of the use of educational technologies and the application of educational coaching has been investigated, determining that university professors consider that both aspects help to improve the quality of university teaching and are not reluctant to the application of new technologies or educational coaching. The statistical parameters analyzed verify the reliability and validity of our study, showing a correlation between educational coaching and ICTs.

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