

Educational Management and Quality of Life: Diagnosis of an Educational Unit of Ambato

Segundo Víctor Hernández Del Salto, Universidad Técnica de Ambato, Ecuador
Rommel Santiago Velastegui Hernández, Universidad Técnica de Ambato, Ecuador
Marcela Monserrath Garcés Toro, Universidad Técnica de Ambato, Ecuador
Carlos Alfredo Hernández Dávila, Universidad Técnica de Ambato, Ecuador

The European Conference on Education 2023
Official Conference Proceeding

Abstract

The paper addresses a critical and collaborative vision of educational management (EM) and quality of life (QoL). The measurement of the levels of the study variables was for EM (the questionnaire proposed by the Ministry of Education of Ecuador composed of 3 dimensions, 4 sub-dimensions and 55 questions) and for QoL (the QOL - GOHISALO test composed of 7 dimensions and 74 questions). Twenty-five teachers from an educational institution in the city of Ambato, Ecuador were evaluated. Obtaining "Outstanding" results (76%) due to the fulfillment of quality standards to develop their work in favorable scenarios. On the other hand, the level of Quality of Work Life (QWL) is between High (44%) and Medium (20%) and Low (34%), indicating that it not only covers work environments but also personal aspects that cover in detail the study dimensions of the two data collection instruments.

Keywords: Educational Management, Quality of Life, Education

iafor

The International Academic Forum
www.iafor.org

Introduction

This paper addresses a critical and collaborative vision, in which reference is made to educational managers exercising their functions in a local educational unit, who provided information about their professional reality, as well as the challenges they present in terms of the level of quality of life (QOL) they perceive, to subsequently analyze the data collected, in order to broaden the understanding attributed to management within the educational system.

The studies offer an alarming panorama with respect to School Management, since, in spite of being highly relevant, it presents deficits in both substance and form. This is because it lacks the necessary resources; teachers are overloaded with work and have little training (Abril-Martínez, 2020).

For this reason, in recent years, GE has been conceived as a complex and underdeveloped concept, so in search of a radical change in this reality (Abril Martínez, 2019) they propose the renewal of the pedagogical process, the restructuring of educational models, the implementation of new paradigms of competition and cooperation, the use of information and communication technologies (ICT), the attention to new teaching-learning demands and the increase of academic offerings.

In addition, it should be mentioned that GE encompasses a series of systemic and interconnected processes that guide decision making in favor of the efficient management of the resources available in an institution for the achievement of goals. Additionally, the Coordination of Educational Development and Curricular Innovation (2020) explains that it comprises the collectivity and individuality of the educational community, as well as a set of general and specific knowledge. According to the above, GE is a proposal as an indispensable and permanent exercise (Briceño Toledo et al., 2020). Therefore, educational managers execute actions in favor of the requirements demanded by the educational environment and try to solve the aforementioned deficiencies.

However, the implications that these challenges represent are mostly assumed by teachers, who neglect their QOL in different ways to achieve their work objectives (Campó, 2021). Even when aiming to achieve high levels of teaching-learning, the GE executes plans that develop feelings of discomfort in teachers, which contributes to the aforementioned scenario (Bruneau-Chávez et al., 2021).

On the other hand, QOL is a construct of a complex and multidimensional nature that requires dynamism and directly involves a subjective character as it depends on the individual's own perception of his or her reality. On the other hand, QOL is a construct of a complex and multidimensional nature that requires dynamism and directly involves a subjective character as it depends on the individual's own perception of his or her reality (Arteaga González et al., 2018).

Additionally, he proposes that QOL is the result of two components, the objective and the subjective, the first referring to aspects that are static and do not depend on the individual's opinion since they are verifiable and irrefutable, and the second refers to those subjective aspects that are interpretations resulting from what the subject values in his or her way of living and thinking, influenced by a sociocultural root (Aranda, 2018).

QoL is a complex, multifaceted and understudied construct. It is an ideal sought by all governments to improve their level (*Methods of Measurement of Quality of Life Based on Statistics-Web of Science Core Collection*, n.d.). It is constituted by the existing connection between the subjective and objective dimension perceived by the individual (*HOLISTIC AND SUSTAINABLE QUALITY OF LIFE Conceptualization and Application-Web of Science Core Collection*, n.d.).

Work QOL is related to a person's feeling of satisfaction with the factors involved in his or her professional practice. Likewise, the work environment is influenced by the interaction of managerial, social, and physical elements that affect workers' QOL (Parra-Giordano et al., 2020).

QOL is generally defined as a state of well-being; however, this concept has a connotation that encompasses a contextual assessment that emphasizes the perception of satisfaction in the social, physical, emotional, spiritual, intellectual, and occupational areas that the individual has in relation to his or her reality. It should be noted that the needs presented by the subject can be individual and/or collective (*World Health Statistics 2016: Monitoring Health for the SDGs - World | ReliefWeb*, n.d.).

The present study is organized firstly, by the search and exploration of theoretical postulates that allow the scientific construction of the study. Secondly, by the measurement of the levels of EM and QOL of the teachers of a local educational institution. Third, by a discussion of the information collected; and as a last point, it concludes with a general analysis of the variables studied.

Therefore, management will be defined as the actions that allow the achievement of objectives in accordance with the mission and vision of the organization, thus, in the educational field it is positioned as one of the most relevant activities by directing the plans in favor of the institution, promoting the empowerment of the students in their formative process, execution of joint and harmonic actions by its collaborators, considering the political decrees in accordance with its worldview, teacher training and other activities (Luz & Vega Gutiérrez, 2020). It also requires innovative practices by all members of the community (managers, teachers, students and parents) (Rosa et al., 2020). Finally, it seeks to strengthen pedagogical processes and enriches the projects implemented in the institution to respond to the challenges of the environment (Fernando et al., 2021).

Methodology

The methodology used in this research consists of 5 phases to diagnose the level of EM and VC in an institution in the city of Ambato. The procedure used is as follows:

1. Design and Population

For the study, the total population of an educational unit located in Ecuador in the province of Tungurahua in the canton of Ambato, El Progreso neighborhood, was taken into account as a case study. Population and sample" is defined as a population is an agglomeration formed by the total number of elements of interest in a study that does not require sampling (García-García et al., 2013).

Being an "object of study" population, according to Mucha et. al (2020) (Mucha-Hospinal et al., 2021), it is necessary to consider previously established selection criteria, so the inclusion criteria were: (i) voluntary participation of respondents; (ii) teachers working within the educational institution throughout the 2022 - 2023 school year; (iii) teachers who have received induction on EM and QOL. The exclusion criteria were (i) teachers who did not attend the socialization meeting; (ii) those who did not wish to participate in the research; (iii) people without a contract certifying that they are collaborators in the institution. It should be noted that, considering the aforementioned criteria, the instruments were applied to 100% of the population initially considered for this research (Posso Pacheco et al., 2021).

In addition, sociodemographic information was considered, such as male and female sex, the participant's work history in the institution, age, work schedule and place of residence. Finally, the population consisted of 25 teachers.

2. *Validity Verification of the Instruments*

After the search and selection of the instruments, their validity in the national territory was verified in order to guarantee the reliability of the information collected by the instruments.

For the EM, the questionnaire proposed by the Ministry of Education of Ecuador (MINEDUC) in the Manual on School Management, Professional Management Performance and Professional Teaching Performance was used as a reference. It consists of 55 questions divided into three dimensions and 4 sub-dimensions each. The response scale is Likert-type with four response options: Not met, In process, Satisfactory and Outstanding. Additionally, the instrument provides the norms that support each item, the means of verification and the meaning of what each response option implies (García-García et al., 2013).

The QOL - GOHISALO test created by Raquel González-Baltazar in 2010 Mozo & Osorio (2019). was used to measure the level of QOL. It has an overall reliability of 0.95, it has both content, criterion and construct validation. Its application can be both individual and collective, it maintains a Likert-type response scale ranging from 0 to 4 corresponding to the options "Never" to "Always". It has 7 dimensions and 74 questions (Gonzalez-Baltazar et al., 2017).

Table 1: Dimensions of the QOL test - GOHISALO

Dimension	Indicator	Items
Soporte Institucional support for work (SIT)	Supervision, evaluation, and promotion opportunities	6, 19, 26, 27, 28, 44, 45, 46, 47, 48, 49, 50, 51, 52.
Job security (ST)	Contractual rights, established procedures, professional development	5, 7, 8, 9, 10, 11, 12, 13, 29, 30, 31, 33, 61, 63, 72.
Job integration (IPT)	Sense of belonging, motivation, and work environment	18, 32, 36, 37, 39, 40, 41, 42, 43, 65.
Job satisfaction (SAT)	Pride, participation, autonomy, recognition and self-worth at work	1, 2, 3, 4, 14, 15, 16, 17, 20, 21, 22.
Well-being achieved through work (BLT)	Identification with the organization, benefits, satisfaction, housing, health and nutrition	23, 34, 34, 35, 38, 59, 60, 62, 66, 71, 73.
Personal development of the worker (PD)	Achievements, expectations for improvement and personal security	53, 54, 64, 67, 68, 69, 70, 74.

Leisure time management (ATL)	Free space	25, 55, 56, 57, 58.
--------------------------------------	------------	---------------------

3. *Evaluation of the Level of Evaluación Del Nivel De EM Y QOL*

Initially, a socialization was carried out where the terms and implications of the problem studied and the generalities of the instruments in the educational institution were presented, in order to reduce the risk of confusion and strengthen the reliability of the information collected, since each project has a specific nature (Silvius & Schipper, 2018). The data were collected manually at the institution and then tabulated in an Excel spreadsheet, to be later exported to the Rstudio software for validation. It is necessary to verify the information collected through data mining since the latter will allow us to predict the behavior of the data (Castrillón-Gómez et al., 2020).

4. *Consolidating and Validating Information*

Once we had all the data, it was necessary to validate the reliability of these data to check that they matched the reality of the respondents. Therefore, after consolidating the information in an Excel spreadsheet and selecting the Rstudio software, the library was exported to that application to perform a data mining analysis, where it was confirmed that the data were "clean" and conformed to the requirements of the instruments. The Rstudio software was used because it is easy to access and use, which integrates a development environment that allows statistical analyses such as those required in this research (Gopal et al., 2018).

5. *Analysis of the Results*

Finally, based on the information obtained from the questionnaires and previous knowledge, we proceed to analyze the implications of the level of EM and QOL.

Results

Once the methodology has been applied, the following results are presented below:

1. *Design and Population*

Based on the inclusion and exclusion criteria, the population consisted of 25 teachers distributed in all levels of education of the Educational Unit that make up 100% of the population studied, 60% of them are men, ranging from 21 to more than 50 years of age and have been working in the institution an average of 1 to more than 5 years; on the other hand, 40% are women between 21 to 50 years of age, who work in the educational institution from 1 to more than 5 years; all participants reside in the city of Ambato (Table 2).

Table 2: *Sociodemographic characteristics of the participants*

Variable	Response scale	N	%
Sex	Female	11	40
	Male	14	60
Age	21 – 30	13	52
	31 – 40	6	24
	41 – 50	5	20
	Over 51 years old	1	4
Time working at school	0 – 1	10	40
	1 – 2	2	8
	2 – 5	8	32
	More than 5 years	5	20
Place of Residence	Ambato	25	100
	Ambato Other	0	0

2. *Evaluation, Consolidation and Validation of EM and QOL Level Information*

The results obtained by each participant and the general data that allow a detailed analysis of the results obtained are presented below.

2.1. *Results for Each Employee Assessed*

Table 3 shows the EM matrix with the corresponding responses of the participants in each of the dimensions of the instrument.

Table 3: *Results of the dimension EM, Managerial and Teaching Professional Performance of each participant*

NP	D1	D2	D3
1	44	56	46
2	70	82	64
3	71	84	64
4	69	82	64
5	56	76	60
6	65	82	64
7	61	80	58
8	71	83	61
9	54	63	48
10	69	84	64
11	53	58	35
12	69	80	59
13	66	72	55
14	49	60	52
15	62	75	61
16	70	84	64
17	70	84	64
18	57	66	54
19	71	82	62
20	66	81	60
21	54	63	56

22	55	67	48
23	53	63	55
24	57	69	43
25	59	81	63

Table 4 presents the information corresponding to the seven QOL dimensions for each participant.

Table 4: Results per participant for the dimensions SIT, ST, IPT, SAT, BLT, DP, ATL

SIT	ST	IPT	SAT	BLT	DP	ATL
26	28	28	22	30	20	12
43	44	37	37	39	28	12
49	54	37	42	43	30	17
41	35	38	40	40	25	15
42	30	27	33	39	18	13
46	51	35	44	40	25	10
52	41	37	29	38	28	18
23	36	24	24	34	22	8
25	36	35	25	37	25	9
56	51	35	44	41	32	20
32	28	22	17	26	21	12
44	43	38	38	40	24	11
31	33	31	20	36	17	11
26	20	28	20	33	15	12
27	40	30	32	33	16	7
43	48	34	31	40	20	14
52	46	38	27	38	27	11
32	37	31	25	37	22	10
41	42	37	40	40	26	13
49	44	40	36	44	27	17
29	23	27	39	33	23	5
39	42	35	35	40	24	12
27	21	27	29	38	12	14
39	36	29	21	32	25	14
30	36	26	20	30	20	7

2.2. Consolidated Results of the Educational Unit (UE)

Table 5 presents information on the MS level of the campus, highlighting that in all dimensions there are responses that fit a "Satisfactory" and "Outstanding" level.

Table 5: EM Questionnaire

Variable	Scale of response	N	%
School management	Does not comply	0	0
	In Process	0	0
	Satisfactory	6	24
	Outstanding	19	76
Desempeño Profesional Directivo	Does not comply	0	0
	In Process	0	0
	Satisfactory	6	24
	Outstanding	19	76
Desempeño Profesional Docente	Does not comply	0	0
	In Process	0	0
	Satisfactory	5	20
	Outstanding	20	80

Table 6 shows the level of QOL, which highlights that within the dimensions Job Integration, Job Satisfaction, Well-being Achieved through Work, Personal Development of the Worker, and Management of Free Time, there is a percentage of responses that do not reach the minimum average proposed by the instrument.

Table 6: QOL Characteristics

Dimension	Scale	N	%
Institutional Support for Labor (SIT)	High	14	56
	Medium	5	20
	Low	6	24
	Very Low	0	0
Safety at Work (ST)	High	13	52
	Medium	9	36
	Low	3	12
	Very Low	0	0
Job Integration (IPT)	High	12	48
	Medium	4	16
	Low	8	32
	Very Low	1	4
Job Satisfaction (SAT)	High	6	24
	Medium	4	16
	Low	5	20
	Very Low	10	40
Well-being Achieved Through Work (BLT)	High	9	36
	Medium	7	28
	Low	2	8
	Very Low	7	28
Worker Personal Development (PD)	High	6	24
	Medium	10	40
	Low	7	28
	Very Low	2	8
Leisure Time Management (ATL)	High	2	8
	Medium	3	12
	Low	10	40
	Very Low	10	40

3. *EM and QOL Analysis of the UE*

It should be noted that even though in Table 5 the results indicate that there is a "Satisfactory" and "Outstanding" level of EM in the educational institution. It is worth mentioning that a "Satisfactory" rank implies that the educational offer provided by the school follows the MINEDUC ordinances in accordance with the institution's operating standards; likewise, considering these guidelines, the Institutional Educational Project (PEI) and the Institutional Curricular Planning (PCI) were consolidated in a participatory manner. The educational unit has procedures for the development of academic and administrative activities. Training is carried out after a diagnosis of the institution's needs. Support activities and pedagogical accompaniment are offered according to institutional needs. Teaching merits and achievements are recognized under institutional guidelines. Academic and administrative information records are stored securely and are always updated and complete. The lines of communication have previously established guidelines, are characterized by being timely and of knowledge for all educational actors. As for the infrastructure of the establishment, it must be equipped with resources that contribute to the teaching-learning process. The Educational Unit offers complementary services following the regulations proposed by MINEDUC. It provides student counseling service with attention to pedagogical and socioemotional needs.

Likewise, presenting an "Outstanding" level means that the PEI and PCI were constructed in a participatory manner and under the guidelines of MINEDUC, in which innovative strategies were included. In addition, the academic and administrative regulatory procedures are innovative and efficient. After learning about the school's needs, training and exchange spaces are held to express knowledge and experiences that lead to actions to solve these deficiencies. Pedagogical support and accompaniment activities are characterized by being innovative. Administrative and academic records are securely stored through innovative procedures that demonstrate the capacity to manage information. In addition, the means of communication used by the educational actors are innovative and are limited exclusively to academic and administrative issues. The complementary services offered go beyond compliance with the guidelines proposed by MINEDUC and demonstrate management capacity. The institutional advisory service, in addition to its functions in favor of the institution, collaborates with other institutions.

On the other hand, in the QOL questionnaire there are certain dimensions such as those related to IPT, SAT, BLT, DP and ATL that do not reach the minimum scores required by the questionnaire, which establishes a level below what is expected as a minimum. The following table presents some of the characteristics implied by these dimensions (Rojas-Torres et al., 2021).

Table 7: *Implications of the QOL-GOHISALO test dimensions with low scores*

Dimension	Characteristics
IPT	Conflict resolution among peers, motivation for the development of their daily work
SAT	Dedication to work, pride, sense of belonging, self-esteem, active participation, autonomy, development of skills and creativity
BLT	Satisfaction with housing, health, nutrition; enjoyment of goods and wealth obtained from their work
DP	Achievements, Individual Improvement, Personal Security
ATL	Organization of free time and balance between work and personal life

Conclusions

The main objective of this research is to diagnose the level of MS and QOL of the teachers of an educational unit in the city of Ambato.

The results of the present study establish that the MS from the perspective of 76% of the population is "Outstanding", which implies that the educational unit complies with the standards proposed by MINEDUC and that its members are capable of adapting the diverse methodologies and strategies to the needs that the context requires, with the purpose of guaranteeing that the members that integrate the Educational Unit can develop in favorable conditions.

On the other hand, the data from the QOL Questionnaire - GOHISALO establish that the participants' perspective on their QOL level is between High and Medium. Forty-four percent state that it is "High", 20% "Medium" and 34% "Low".

Acknowledgements

The authors would like to thank the Universidad Técnica de Ambato (UTA) and the Dirección de Investigación y Desarrollo (DIDE) for the support provided for the realization of this work through the research group PROMOTION OF QUALITY OF LIFE. We would also like to thank the research project: EDUCATIONAL MANAGEMENT AND QUALITY OF LIFE OF THE ACTORS OF THE EDUCATIONAL UNITS OF THE ZONAL COORDINATION 3 OF THE MINISTRY OF EDUCATION OF ECUADOR, approved by Resolution UTA-CONIN-2023-0046-R.

References

- Abril-Martínez, C. A. (2020). Malestar docente y violencia escolar una relación por definir: revisión documental de la década del noventa a la actualidad. *Revista Logos Ciencia & Tecnología*, 12(1), 188–202. <https://doi.org/10.22335/RLCT.V12I1.1045>
- Abril Martínez, C. A. (2019). Malestar docente y violencia escolar una relación por definir: revisión documental de la década del noventa a la actualidad. *Revista Logos, Ciencia & Tecnología*, 12(1). <https://doi.org/10.22335/RLCT.V12I1.1045>
- Aranda, R. M. (2018). Actividad física y calidad de vida en el adulto mayor. Una revisión narrativa. *Revista Habanera de Ciencias Médicas*, 17(5), 813–825. <https://revhabanera.sld.cu/index.php/rhab/article/view/2418/2312>
- Arteaga González, P., Hermosilla-Ávila, A., Mena Bastías, C., Contreras Contreras, S., Arteaga González, P., Hermosilla-Ávila, A., Mena Bastías, C., & Contreras Contreras, S. (2018). A look to the life and health quality of kindergarten teachers. *Ciencia & Trabajo*, 20(61), 42–47. <https://doi.org/10.4067/S0718-24492018000100042>
- Briceño Toledo, M., Correa Castillo, S., Valdés Montecinos, M., & Hadweh Briceño, M. (2020). Modelo de gestión educativa para programas en modalidad virtual de aprendizaje. *Revista de Ciencias Sociales, ISSN-e 1315-9518, Vol. 26, N°. 2, 2020, Págs. 286-298, 26(2), 286–298.* <https://dialnet.unirioja.es/servlet/articulo?codigo=7500759&info=resumen&idioma=ENG>
- Bruneau-Chávez, J., Colihuil-Catrileo, R., Lagos-Hernández, R., Laboral, C., Efectos, Y., La, E. N., De, C., De, V., & De Revisión, A. (2021). CARGA LABORAL Y EFECTOS EN LA CALIDAD DE VIDA DE DOCENTES UNIVERSITARIOS Y DE ENSEÑANZA MEDIA. *Chakiñan, Revista de Ciencias Sociales y Humanidades*, 15, 166–179. <https://doi.org/10.37135/chk.002.15.11>
- Campó, N. M. (2021). Gestión educativa y liderazgo transformacional de los directivos en la educación básica regular. *Revista Publicando*, 8(29), 79–86. <https://doi.org/10.51528/rp.vol8.id2191>
- Castrillón-Gómez, O. D., Sarache, W., Ruiz-Herrera, S., Castrillón-Gómez, O. D., Sarache, W., & Ruiz-Herrera, S. (2020). Prediction of main variables that lead to student dropout by using data mining techniques. *Formación Universitaria*, 13(6), 217–228. <https://doi.org/10.4067/S0718-50062020000600217>
- Fernando, L., Revatta, M., Samuel, J., Miranda, T., & Mamani-Benito, O. (2021). Gestión educativa como factor determinante del desempeño de docentes de educación básica regular durante la pandemia Covid-19, Puno-Perú. *Apuntes Universitarios*, 11(1), 23–35. <https://doi.org/10.17162/AU.V11I1.543>
- García-García, J. A., Reding-Bernal, A., & López-Alvarenga, J. C. (2013). Cálculo del tamaño de la muestra en investigación en educación médica. *Investigación En Educación Médica*, 2(8), 217–224. [https://doi.org/10.1016/S2007-5057\(13\)72715-7](https://doi.org/10.1016/S2007-5057(13)72715-7)

- Gonzalez-Baltazar, R., Hidalgo-González, B. J., de Sandi, V. I. R. D., León-Cortés, S. G., Contreras-Estrada, M. I., Aldrete-Rodríguez, M. G., & Hidalgo-Santacruz, G. (2017). Quality of work life, depression and anxiety in administrative staff of an institution of higher education. *Advances in Intelligent Systems and Computing*, 487, 295–304. https://doi.org/10.1007/978-3-319-41688-5_26/COVER
- Gopal, K., Salim, N. R., & Ayub, A. F. M. (2018). RStudio as a tool to motivate students to learn statistics: A study in a Malaysian public university. *AIP Conference Proceedings*, 2013. <https://doi.org/10.1063/1.5054226>
- HOLISTIC AND SUSTAINABLE QUALITY OF LIFE Conceptualization and Application-Web of Science Core Collection*. (n.d.). Retrieved January 16, 2023, from <https://www.webofscience.com/wos/woscc/full-record/WOS:000535281100005>
- Luz, A. :, & Vega Gutiérrez, V. (2020). Gestión educativa y su relación con el desempeño docente. *Ciencia y Educación*, 1(2), 18–28. <https://doi.org/10.48169/ECUATESIS/0102202008>
- Methods of Measurement of Quality of Life Based on Statistics-Web of Science Core Collection*. (n.d.). Retrieved January 16, 2023, from <https://www.webofscience.com/wos/woscc/full-record/WOS:000566530500009>
- Mucha-Hospinal, L. F., Chamorro-Mejía, R., Oseda-Lazo, M. E., & Alania-Contreras, R. D. (2021). Evaluación de procedimientos empleados para determinar la población y muestra en trabajos de investigación de posgrado. *Desafíos*, 12(1), e253–e253. <https://doi.org/10.37711/DESAFIOS.2021.12.1.253>
- Parra-Giordano, D., Felli, V. A., Fernández, M. A. S., Pinto-Galleguillos, D., & Malabrigo, P. S. (2020). Calidad de vida laboral y estrategias de mejora del trabajo de la enfermería docente. *Cienc. Enferm. (En Línea)*, 26, 17–17. <https://doi.org/10.29393/CE26-9CVDV50009>
- Posso Pacheco, R. J., Pereira Valdez, M. J., Paz Viteri, B. S., & Rosero Duque, M. F. (2021). Gestión educativa: factor clave en la implementación del currículo de educación física. *Revista Venezolana de Gerencia*, 26(Special Issue 5), 232–247. <https://doi.org/10.52080/RVGLUZ.26.E5.16>
- Rojas-Torres, A. C., Tiga-Loza, D. C., & Bello-Pinto, W. (2021). Calidad de vida laboral en empleados de una empresa distribuidora de bebidas de Santander, Colombia. *Medicina y Seguridad Del Trabajo*, 67(265), 253–265. <https://doi.org/10.4321/S0465-546X2021000400002>
- Rosa, A., Mondragón, H., La, U., & México, S. (2020). COVID-19: el efecto en la gestión educativa. *Revista Latinoamericana de Investigación Social*, 3(1), 37–41. <https://revistasinvestigacion.lasalle.mx/index.php/relais/article/view/2640>
- Silvius, G., & Schipper, R. (2018). Exploring Responsible Project Management Education. *Education Sciences 2019, Vol. 9, Page 2*, 9(1), 2. <https://doi.org/10.3390/EDUCSCI9010002>

World Health Statistics 2016: Monitoring Health for the SDGs - World | ReliefWeb. (n.d.). Retrieved January 16, 2023, from <https://reliefweb.int/report/world/world-health-statistics-2016-monitoring-health-sdgs>