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**CRITICAL ANALYSIS ABOUT THE EXIT PROFILE OF THE
ECUADORIAN HIGH SCHOOL GRADUATE. A LOOK FROM
A PROJECT-BASED LEARNING METHOD**

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Abstract. Educational programs are more and more inclined to promote values that favor the integral development of the students, and for this purpose various formulas are implemented that seek to adjust to the social, educational and curricular demands from the methodological point of view. In this approach to the formation of the Ecuadorian Baccalaureate, we analyze its legal principles, curricular guidelines and educational quality standards focused on the fulfillment of the exit profile of the baccalaureate, as well as the perception of these by students and teachers of the Educational Unit of the Millennium Manuel J. Calle of the city of Cuenca, from here an improvement strategy is proposed with the use of the Project Based Learning Method (PBL), applied in a sample of 92 students of the 2nd year of the Unified General High School (BGU), who attended the Student Participation Program (PPE), specifically the PPE (2017-2018), whose results show that the PBL Method used in the PPE case study contributes significantly to raise the quality of the Exit Profile of the Bachelor (PSB) through the development of life skills. The PBL Method is a suitable alternative to enhance the educational process of the country, while facilitating harmonious coexistence in the school environment for those who use it directly and indirectly.

Key words: Exit Profile, Project Based Learning, Adolescents and Coexistence.

**ANÁLISIS CRÍTICO ACERCA DEL PERFIL DE SALIDA DEL
BACHILLER ECUATORIANO. UNA MIRADA DESDE EL MÉTODO
DE APRENDIZAJE BASADO EN PROYECTOS**

Resumen. Los programas educativos cada vez más se inclinan a la potenciación de valores que favorezcan el desarrollo integral de los educandos, para ello se implementan diversas fórmulas que pretenden desde lo metodológico ajustarse a las exigencias sociales, educativas y curriculares. En este acercamiento a la formación del Bachiller Ecuatoriano, se analizan sus principios legales, lineamientos curriculares y estándares de calidad educativa enfocado al cumplimiento del perfil de salida del bachillerato, así como la percepción de estos por parte

de estudiantes y docentes de la Unidad Educativa del Milenio Manuel J. Calle de la ciudad de Cuenca, a partir de aquí se propone una estrategia de mejora con el uso del Método de Aprendizaje Basado en Proyectos (ABP), aplicada en una muestra de 92 estudiantes del 2do año del Bachillerato General Unificado (BGU), quienes cursaron el Programa de Participación Estudiantil (PPE), específicamente el PPE (2017-2018), cuyos resultados evidencian que el Método ABP empleado en el PPE caso de estudio contribuye significativamente a elevar la calidad del Perfil de Salida del Bachiller (PSB) por medio del desarrollo de habilidades para la vida. El Método de ABP es una alternativa adecuada para elevar el proceso formativo del país, a la vez facilita la convivencia armónica en el marco escolar para quienes la utilizan directa e indirectamente.

Palabras clave: Perfil de salida, Aprendizaje Basado en Proyectos, Adolescentes y Convivencia.

Introduction

We are witnessing a change of era, where traditional roles have been modified in the various contexts of human development and education. It has changed the family, society and school. In this new context, the quality of education cannot be conceived without emotional education, which has not arrived as a fashion, but as an undeniable social need (Marina, 2005; Marina, Bernal and Posner, 2012). Circumstance that reveals the socioemotional skills and life skills that we will detail, represent the current education indicators evidenced in the exit profile of each Ecuadorian high school graduate. For this purpose, certain relevant studies in the socio-educational field will be presented, which provide sufficient evidence on the importance that the educational system should give to the development of life skills, from the earliest stages and especially in adolescence.

To analyze the relevance of an innovative proposal with the project-based learning method (Emoj-Innova) in the fulfillment of the Ecuadorian Baccalaureate Exit Profile (PSBE) of the students of the U. E. M. Manuel J. Calle in the city of Cuenca-Ecuador during the period 2017-2019.

Among the specific objectives of this research it was estimated:

- Determine the current situation of compliance with the exit profile of the control group of students at U.E.M Manuel J. Calle.
- To determine the fulfillment of the exit profile of the experimental group after the application of the innovative proposal with the project-based learning method (Emoj-Innova) through the Student Participation Program (PPE) in the field of action of Coexistence with 2nd BGU students.
- Describe the perception of students, teachers, managers and legal representatives on the proposal developed.

It should be emphasized that this methodological proposal addresses school coexistence as the ideal means to apply the innovative Emoj-Innova proposal that applies the Project Based Learning Method (PBL) through the Student Participation Program (PPE) applied to the high school where our analysis is specifically focused. Therefore, in order to better understand this proposal, we begin by highlighting its main foundations.

According to Ortega (2007), quoted by Fierro-Evans M. (2012, p.9), states that in the socio-legal sense, coexistence means "the existence of a public sphere that allows respect for the rights of each person without discrimination or distinction for personal, class or group reasons"; under this foundation it is possible to extract the very essence of coexistence, whose psychoeducational dimension assumes that Education, according to Onetto (2003), is only carried out through the "intersubjective encounter of human beings, so that if this is not

developed with parameters of psychological, ethical and emotional well-being it may be very difficult or even impossible to start with the teaching and learning processes" (p. 9).

In this way, coexistence supposes that dimension between society with its respective ethical principles that allow valuing and recognizing others, with their differences at the same time; with a more analytical approach Hirmas and Eroles (2008), quoted by Fierro-Evans M., (2012, p. 9) who compiles the theoretical discussions that underlie different intervention programs on coexistence carried out in Latin America, understood as:

A continuous constructive process, based on transactions, negotiation of meanings, elaboration of solutions, which creates a historically constructed common reference that generates a sense of familiarity, which becomes part of the identity of the group and of those who participate in it. Living in one or another institution implies the framework of a group identity, expressed in particular forms of relationship, logics of action and installed meanings, values and beliefs. Understood in this way, coexistence is a paradox because, while being omnipresent, it tends to invisibility. This represents a first complexity to act upon.

In synthesis, it can be understood as a process of interaction and real interrelation between those who exchange intersubjective opinions that somehow build a culture without leaving aside its multidimensionality as singularity with which it converges in its history.

Fierro and Tapia (2012), cited by Rivera-Acevedo (2016, p.15) state that coexistence is and happens, because of human interaction, but we become nonconformist with that which happens. We take a stand against segregation, inequality, exclusion, the violence that this represents and the violence to which it gives rise. Referring to coexistence reflects a tension between being and wanting to be.

It should be understood that coexistence is a fundamental factor that demands knowing how to channel emotions based on self-knowledge and interacting with other members of society, trying to work towards the achievement of common goals, to achieve social goals requires a strong, harmonious and ethical leadership with a great social commitment.

According to Fierro and Carbajal (2003), quoted by Fierro-Evans M., (2012, p. 10), determine that while it is true, human beings have several contexts in which to coexist, and it is in the school where, based on the current legal regulations, disciplinary regulations and pedagogical practices that promote care and respect among all, will make possible their socio-cultural and emotional development, "the construction of their identity, belonging to their cultures of reference and the institution itself as a socio-community environment".

For Rivera-Acevedo (2016), coexistence is an: Aglutinating because it refers to the interactions that surround and link life in the school... it goes much further: it is not only the context for teaching and learning, but refers to the space of life shared with others and, therefore, offers fundamental experiences for socio-affective and ethical formation; it assumes the ability to work with others, to resolve differences and conflicts that arise in school life, to recognize and support situations that may demand the support and solidarity of peers, the ability to actively listen and dialogue, as well as empathy, that is, the ability to put oneself in the other person's place (p.16).

It is appropriate to point out that the studies cited above demonstrate the importance of designing and implementing programs focused on raising awareness in order to foster and cultivate a culture of peace and work permanently for harmonious coexistence.

In the Universal Declaration of Human Rights on Education for Peace and Human Rights, the United Nations (1948), quoted by Carvajal (1997, pp. 2-3) determines that, like the Modern School, the Peace Research movement questions the role of education in social change, since education alone cannot eradicate structural violence; social and political action is required.

The Universal Declaration of Human Rights urges the importance of rights to human coexistence in the following articles, Art. 1, All human beings are born free and equal in dignity and rights and, endowed as they are with reason and conscience, should behave towards one another in a spirit of brotherhood. In compliance with this we have Art. 26, numeral 2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (United Nations, 1948).

The Inter-American Report on Human Rights Education (IIDH, 2011, p. 39), quoted by Fierro-Evans M., (2012, p. 6) "clearly states that the institutional mission of the school is not to combat violence; however, it requires knowing how to recognize its manifestations and work directly on its prevention... it is appropriate to make interventions from a formative approach".

In the context of Ecuador the Educational System in the period 2007 to 2017, has created the legal support to optimize the educational quality with warmth, focused on the indigenous worldview of Sumak Kawsay (El Buen Vivir) for all children and adolescents of the Ecuadorian territory, from these documents is exposed what is related between compulsory Education with the development of life and emotional skills, and thus with the profile of the Ecuadorian high school graduate, which is legally justified in the Constitution of the Republic of Ecuador 2008, the Organic Law of Intercultural and Bilingual Education, its general regulations 2012 and updated 2016, Code of Children and Adolescents 2003 and updated 2017 and the respective ministerial agreements.

Therefore, we highlight that the Ministry of Education of Ecuador since 2010, 2011, 2012 and 2013 have adapted the ministerial agreement No. 242-11 with which it was intended to improve the plans, programs promoting the necessary curricular adjustments and which were based on a: The accumulation of successful classroom practices, the comparative study of curricular models from other countries and, especially, the criteria of Ecuadorian teachers with curricular and disciplinary experience in the areas of Language and Literature, Mathematics, Natural Sciences, Social Sciences, Cultural and Artistic Education, and Physical Education at both educational levels (p.

8).

Based on a series of analyses, reasoning, experiences, and looking at the needs of society itself; and with the concurrence of various actors in the country as well as scholars and experts in the educational field both inside and outside it, from this consensual dialogue, a document containing the basic knowledge that students should know at the national level is presented as a final product to the various systems, modalities and supports. That is, the new National Curriculum for General Basic Education and Baccalaureate (2016), founded as:

The expression of the educational project that the members of a country or a nation elaborate in order to promote the development and socialization of the new generations and in general of all its members; the curriculum reflects to a greater or lesser extent the educational intentions of the country, and indicates the guidelines for action or orientations on how to proceed to make these intentions a reality and verify that they have been effectively achieved (p.6).

The legal regulations are based on the following documents:

The Constitution of the Republic of Ecuador (2008), in its Art. 26, mentions that "education is a right of individuals throughout their lives and an inescapable and inexcusable duty of the State" and, in Art. 343, recognizes that "the national education system will integrate an intercultural vision in accordance with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

The Organic Law of Intercultural Education (2012), Art.19 establishes that one objective of the National Education Authority is to "design and ensure the mandatory application of a national curriculum, both in public, municipal, private and fiscal-commissioned institutions, in its various levels: initial, basic and high school, and modalities: classroom, blended and distance learning. In addition, Art. 22, paragraph c), establishes that the National Education Authority is competent: "To formulate and implement educational policies, the mandatory national curriculum at all levels and modalities and the quality standards of educational provision, in accordance with the principles and purposes of this Law in harmony with the objectives of the Development Regime and National Development Plan, the constitutional definitions of the System of Inclusion and Equity and in coordination with the other instances defined in this Law (p.7).

In the General Regulations of the LOEI (2012), Art. 10 stipulates that "The national curricula may be complemented in accordance with the cultural specificities and peculiarities of the various educational institutions that are part of the System

National Education, according to the particularities of the territory in which they operate"

(p.7).

Regarding the baccalaureate level, Art. 43 of the LOEI mentions:

The unified general baccalaureate comprises three years of compulsory education following basic general education. Its purpose is to provide people with a general education and an interdisciplinary preparation that will guide them to develop life projects and to integrate into society as responsible, critical and caring human beings. It develops students' lifelong learning and citizenship skills, and prepares them for work, entrepreneurship, and access to higher education. High school students will take a common core of general subjects.

The curricular framework is in the process of being modified, while the methodological framework offers greater opportunities to bring the legislative intention closer to the practical reality of the teacher. In this sense, there have been several national researches and empirical studies carried out on the emotional dimensions and life skills, both in studies and explicit references that support the development of the bachelor's exit profile where the Ecuadorian context is considered, for example, Flores-Sisalima, (2013); Pepinós, (2015); Tokuhama-Espinosa, (2015); Alarcón Vega, (2018); Ramírez, (2018); whose reality obeys a pluricultural and multiethnic country which demands inclusive studies in the academic-emotional fields, to propitiate accurate answers directed to achieve sustained educational objectives and with this, contribute significantly with the scope of the national curriculum of compulsory education.

When analyzing the National Curriculum of Compulsory Education of the Ecuadorian Educational System (Ministry of Education of Ecuador, 2016), which determines as fundamental axes the development of essential and desirable skills in the various areas of knowledge and above all the profile of the Ecuadorian student body as a supportive, fair and innovative high school graduate, through twelve evaluation indicators, which for Tokuhama-Espinoza (2015), in his work "The Ecuadorian Profile: from education to society", based on the consultancy on the analysis and consensus on the participatory construction of the Ecuadorian Baccalaureate Profile in the framework of the project "strengthening educational quality through the adjustment of the curriculum and learning standards" is that it mentions the beginnings of the twelve indicators that the profile of the ideal citizen should present (p.50), correlating it with "models of the 21st century learner, the demands of the labor sector, the profile of the international baccalaureate and the profile for university entrance... will allow a better use of resources and increase the possibility of achieving a knowledge society" (p. 52).

It seeks to increase the personal and affective-emotional dimension (the self: identity), the social and relational dimension (the encounter with others: otherness) and the symbolic and

cognitive dimension (the environment, space, time and objects): space, time and objects), covering from the 1st year of General Basic Preparatory Education (EGB) to the 2nd year of General Unified High School (BGU), but in the 3rd year of BGU prior to obtaining the Ecuadorian high school diploma, no type of curricular program is applied that gives continuity to the development of these skills, which are closely related to the Ecuadorian High School graduate's exit profile.

Gómez-Ortiz, Romera and Ortega-Ruiz (2017), in their study on the competence to manage emotions and social life, determine the relationship between the phenomenon of bullying and school coexistence indicates that, education has two missions: to instruct schoolchildren to manage to fend for themselves in a not too easy future, and to turn them into ethical citizens who contribute to common development. Within this work, instruction in socio-emotional competencies is positioned as a key element for the achievement of a positive framework on which to build a life in common... in which the role that emotional intelligence, social competence and moral mastery play in the development of school coexistence and the situations that threaten it, focusing specifically on the risk of bullying (p.27).

According to Carbajal, (2010), quoted by Fierro, (2013, p.8), schools that have directed their efforts to foster harmonious and inclusive coexistence share particularities such as: participation in the collective elaboration of school regulations; they practice peaceful conflict resolution; and, they reflect dialogically from a formative perspective both academic contents and situations of daily school life; they link social reality with community reality that favors the construction of a sense of solidarity with the local community, but involved in a global happening; and they develop a sense of belonging to their school, a sense of community and, therefore, a sense of co-responsibility focused on the common welfare.

Thus, the need to reinforce the compulsory education curriculum with the application of a methodological proposal that develops life and emotional skills in Ecuadorian high school students, which in turn will be evidenced in the better fulfillment of the Exit Profile that every Ecuadorian high school graduate should have, which "will allow a better use of resources and will increase the possibility of achieving a knowledge society and form learners of the XXI century" (Tokuhama-Espinoza, 2015, p. 52); in view of the fact that the benefits in every human being can be diverse, by way of example we cite some of them: eI is related to different variables such as better physical and mental health (Sánchez-Extremera & Fernández, 2016; Martins, Ramalho & Morín, 2010), greater well-being and lower substance use (Fernández-Berrocal & Extremera, 2009; Sánchez-Álvarez, Extremera & Fernández-Berrocal, 2015; Serrano & Andreu, 2016), less aggressive behaviors (García-Sancho, Salguero & Fernández-Berrocal, 2014), as well as better academic performance (Costa & Faria, 2015; Lanciano & Curci, 2014; cited by Fernández-Berrocal, Cabello, & Gutiérrez-Cobo, 2017, p. 17). That is, the use of emotions is employed in: "problem solving, decision making, communication, focusing attention and creative thinking. Therefore, it is about the use of emotions for thinking" (Averill, 1999, 2002; Averill & Nunley, 1992, cited by Fernández-Berrocal, Extremera & Ramos, 2004, p. 145).

According to Tokuhama-Espinoza (2015), the reality is that the current national curriculum only has the subject of Cultural and Artistic Education (ECA) to develop "the affective, emotional, scientific and coexistence part" (p.11) and thus meet the profile of the Ecuadorian high school graduate from 1st EGB to 2nd BGU.

In addition, Tokuhama-Espinoza (2015), on ECA methodology according to the curriculum, "we understand that learning takes place through participation in meaningful projects and experiences, and not through the accumulation of isolated and decontextualized information and practices" (p.54), but this is not always effectively fulfilled.

On the other hand, the exit profile of the Ecuadorian high school graduate is one of the two essential parts of compulsory education and, to a certain extent and from this perspective, it would be considered as the ethical, moral, social, emotional, scientific and other know-how that the Ecuadorian adolescent develops by using the knowledge of the cognitive areas taught in the common core of the curriculum, the cognitive, socioemotional and ethical tools necessary to clearly and critically face the various real and daily problems that arise in his or her adult life.

Also, Tokuhama-Espinoza (2015), state that this exit profile is defined on the basis of three fundamental values: justice, innovation and solidarity and establishes, around them, a set of skills and responsibilities that students must acquire in their transit through compulsory education -General Basic Education and General Unified Baccalaureate-. It is written in the first person plural, with the idea that students will appropriate it and take it as a reference in their daily work in the classroom

(p. 10).

Under these guidelines the reasons for implementing new alternatives are exposed, that under the umbrella of active methodologies promote an increasingly humanized education, which provide teachers and students with resources framed in the coexistence and culture of peace, which will result in an optimization of the profile of high school graduates of the Millennium Educational Unit Manuel J. Calle of the city of Cuenca-Ecuador, since the intention of cultivating emotions in Ecuadorian education is timidly and transversally reflected in the National Curriculum.

The project-based learning (PBL) method: It provides an academic and dynamic space..., allows the development of life skills and research capabilities by implementing that knowledge acquired in the classroom in concrete actions at the service of the educational community (MinEduc, 2017, p.12).

It is supported by the current legal regulations of education and ministerial agreement No. MINEDUC-ME-2016-00040-A regulation of PPE in educational institutions at the national level, Art. 3 Objectives, literal b, which contributes to "Fostering the development of life skills through collaborative work, active participation and harmonious coexistence (2017, p. 6).

is it possible to raise the quality of the Ecuadorian Baccalaureate Exit Profile through an innovative methodology that stimulates the development of Life Skills?

We have proposed to analyze the relevance of a methodological proposal to enhance the Exit Profile of the Ecuadorian Baccalaureate through the Project Based Learning Method.

This paper presents the results of the critical relational analysis of the exit profile of the Ecuadorian high school graduate, from the perspective of the project-based learning method; in addition, it shows the analysis of the general and substantive literature and research on the topic case study of different empirical referents, with special emphasis on previous research that justified the study and that subsequently allowed contrasting the discussion of the results obtained from the data and information gathering in the PPE (2017-2018).

Method

This work is based on the analysis of the fulfillment of the high school graduate's exit profile, before and after the implementation of the proposal aimed at involving the adolescent in various situations that take place at recess time with their classmates in General Basic Education (EGB), children aged between 5 and 12 years, with whom they will carry out their proposals by applying the PBL (Project Based Learning) method.

Participants

The sample selected was incidental or by convenience and corresponds to those who make up the baccalaureate in Science as intact groups of a quasi-experiment, the same that was 92 students with an average age of 16.2 years. The results obtained were subjected to an analysis that made it possible to determine compliance with the Output Profile and the use of the PBL (Project Based Learning) method. In addition, the results allowed:

- To provide an academic and dynamic space with the interaction of the learner on
- a subject of common interest
- Encourage the development of life skills and research skills.
- Invite students to become the protagonists of their own learning by enhancing their creativity and leadership.

The activities for the development of the research were designed taking into account the indicators and guidelines of the Bachelor's exit profile, these were incorporated into the set of theoretical-practical activities that allow the development of socioemotional and life skills, safety and coexistence standards and design of student projects with Project Based Learning (PBL) method, these variables were grouped with their respective measurement instrument.

Instruments and Procedures

Among the data collection techniques and instruments applied we have direct observation, whose instrument was called—Skills for Life-PPE 2018-2019 validated by the Ministry of Education of Ecuador (2017) in which, self-evaluation by the learner and heteroevaluation by the teacher-facilitator of the program were applied.

The PSBE-MJC 2018-2019 Evaluation Matrix (compiles the 12 indicators of the PSBG and 30 items of the Skills for Life matrix, 2017), which was applied to the students and their respective legal representatives and course teachers at the end of the research, was also used. And, in addition, the Matrix for monitoring and evaluation of the implementation of the proposal.

Data analysis

Once the results were obtained, the indicators of the exit profile of the Ecuadorian high school graduate with life skills for the period 2017-2018 were integrated from the Evaluation Matrix on the Exit Profile of the Ecuadorian High School Graduate in MJC-2019, at the beginning and end of the research, this has nine items on the ABP method, in addition to their perception in the development of emotional skills and life skills, of their academic performance and in general on their emotional and cognitive development.

The results are presented by interrelating and prioritizing the particularities that facilitated their analysis and interpretation.

Since the research was based on a qualitative approach design, the collection and analysis of relevant data and information was used, which subsequently made it possible to specify the research questions from which the objectives were derived, the appropriate research design, the variables under study, the analysis of the results and the generation of conclusions and recommendations or prospects.

Based on the results of the qualitative approach, a quantitative approach was developed, generating an approach and understanding of the problem identified in the research, the data and information were not manipulated in the logical deductive context as a product of assumptions; therefore, the data and information analyzed with an inductive approach were aligned and coherent with the theoretical framework related to the research.

Finally, the Microsoft Office Excel utility was applied, based on the use of the descriptive statistics technique.

Results

The current situation of compliance with the exit profile was analyzed according to the descriptive results of the PSBE of the 92 students of the second baccalaureate (BGU) of the U.E.M Manuel J. Calle in the academic period 2017 - 2018, these students did not receive the intervention with the proposal and represent the control group, this sample was considered as a baseline to keep as a reference in the analysis of the current situation.

Current status of compliance with student exit profile - Control group - Students

Table 1 shows that the element that most students (64%) fulfill is "assuming social responsibility and having the capacity to interact with heterogeneous groups, proceeding with understanding, empathy and tolerance"; while the element that they fulfill the least or that is in process (58%) is "understanding the needs and potential of our country and getting involved in the construction of a democratic, equitable and inclusive society".

Table 1

Frequencies - Completed elements of the PSBE

Elements of the EBMP fulfilled	Relative Frequency	Cumulative Frequency
0	25%	25%
1	3%	28%
2	4%	32%
3	10%	42%
4	1%	43%
6	1%	45%
7	3%	48%
8	6%	54%
9	6%	59%
10	4%	64%
11	9%	72%
12	28%	100%
Total	100%	

25% of the students consider that they do not comply with any of the elements established in the PSBE, while a similar percentage, 28%, being the majority of the group those who think they comply with all the elements established in the matrix. At least 50% of the students meet at least 6 or more of the required PSBE items.

In Table 2, it can be identified that the group of students of the 2017 - 2018 academic year has an average compliance of 54% of the parameters, at least 50% of the students comply with 67% and most of the students comply with all 12 parameters evaluated, however, as shown in the table above, there is at least one student who does not comply with any parameter.

Table 2

PSBE Compliance - School Year 2017 - 2018

Variable	Media	Median	Fashion	Minimum	Maximum
Percentage of compliance with the PSBE	54%	67%	100%	0%	100%

Current status of compliance with student exit profile - Control Group - Teachers

On the other hand, in Table 3, it can be seen that teachers consider that in all the elements evaluated, most students do not meet the required exit profile; the highest percentage of compliance (33.30%) teachers agree with students on "assuming social responsibility and having the ability to interact with heterogeneous groups, proceeding with understanding, empathy and tolerance", while for all teachers no student meets the ability to "harmonize the physical and intellectual; use emotional intelligence to be positive flexible, cordial and self-critical."

Table 3

PSBE Compliance - Period 2017 - 2018

Ecuadorian Bachelor's Degree Exit Profile	Complies	Does not comply
PSBE_S3	0.00%	100.00%
PSBE_I1	6.70%	93.30%
PSBE_J1	6.70%	93.30%
PSBE_J4	13.30%	86.70%
PSBE_I2	13.30%	86.70%
PSBE_J2	20.00%	80.00%
PSBE_I3	20.00%	80.00%
PSBE_S2	20.00%	80.00%
PSBE_J3	26.70%	73.30%
PSBE_S4	26.70%	73.30%
PSBE_I4	26.70%	73.30%
PSBE_S1	33.30%	66.70%

Perception on the fulfillment of the exit profile of the experimental group - Legal representatives

The students' legal representatives consider that 92% of the elements evaluated in the exit profile are fulfilled by most of the students (Table 4). For them, 89.86% of the students, contemplate the highest percentage of compliance (See Figure 1), "They build their national identity in search of a peaceful world and value their multiculturalism, respecting the identities of other people and peoples"; while in the skill of "knowing how to communicate clearly in their language and in others using various languages such as numerical, digital, artistic and corporal: assuming their speeches with responsibility", the representatives consider that most of the students do not comply with it.

Figure 1

Relative Frequencies - PSBE; Legal Representative - School Year 2017 - 2018

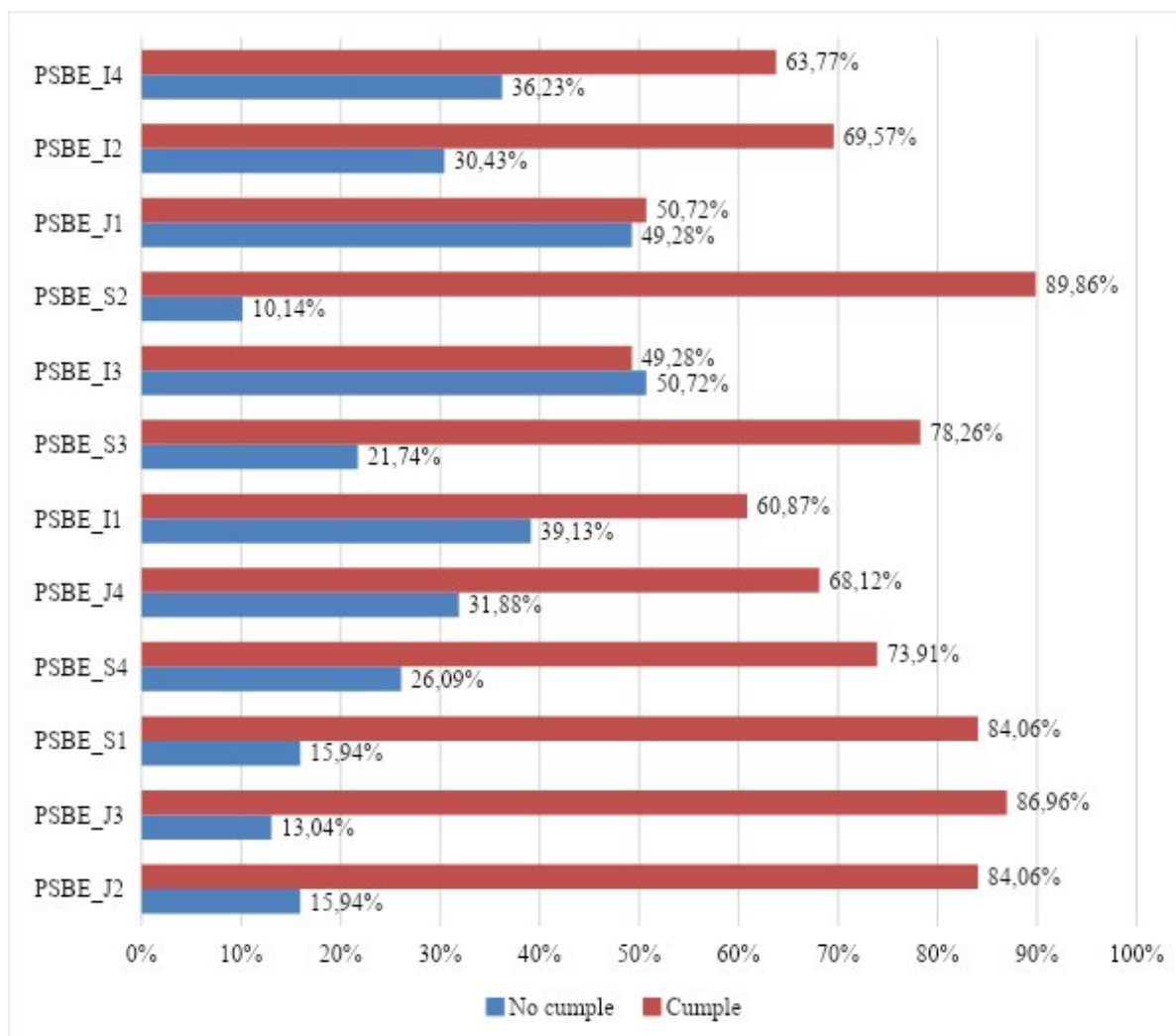


Table 4 shows that 3% of the students' legal representatives believe that their children meet at least 4 elements of the Ecuadorian baccalaureate exit profile, 6% believe that those they represent meet all the elements, and the majority (33%) of parents believe that they meet 72% (9) of the elements.

Table 4

PSBE Compliance - Legal Representatives - Period 2017 - 2018

Elements of the EBMP fulfilled	Relative Frequency	Cumulative Frequency
4	3%	3%
5	4%	7%
6	7%	14%
7	12%	26%
8	13%	39%
9	33%	72%
10	12%	84%
11	10%	94%
12	6%	100%

Perception on the fulfillment of the exit profile of the Experimental Group - Students

Table 5

Frequencies - Completed elements of the EBPP - after intervention

Elements of the EBMP fulfilled	Control Group		Experimental Group	
	<i>Relative Frequency</i>	<i>Cumulative Frequency</i>	<i>Relative Frequency</i>	<i>Cumulative Frequency</i>
0	0%	0%	3%	3%
1	3%	3%	2%	5%
2	3%	6%	0%	5%
3	3%	9%	2%	7%
4	0%	9%	0%	7%
5	15%	24%	2%	9%
6	6%	29%	0%	9%
7	29%	59%	0%	9%
8	9%	68%	5%	14%
9	12%	79%	3%	17%
10	9%	88%	9%	26%
11	3%	91%	33%	59%
12	9%	100%	41%	100%
Total	100%		100%	

In the control group, there are no students who consider that they do not comply with any element of the PSBE, while in the experimental group there are 3% of students who do not comply with any element.

At least 50% of the students in the control group meet at least 7 items, while 50% of the students in the experimental group meet at least 11 items. The majority of the students in the control group (29%) comply with 7

elements, while the majority of students in the experimental group (33%) comply with 11 of the 12 elements or guidelines of the PSBE, after the intervention of the methodological proposal (See Table 5).

Perception on the fulfillment of the exit profile of the experimental group - Teachers and managers

Table 6
PSBE Compliance - Teachers - After the Intervention

PSBE	Control Group		Experimental Group	
	Complies	Does not comply	Complies	Does not comply
PSBE_J2	58%	42%	69%	31%
PSBE_J3	67%	33%	69%	31%
PSBE_S1	75%	25%	100%	0%
PSBE_S4	75%	25%	100%	0%
PSBE_J4	75%	25%	94%	6%
PSBE_I4	75%	25%	81%	19%
PSBE_I1	67%	33%	63%	37%
PSBE_S3	67%	33%	100%	0%
PSBE_I3	58%	42%	100%	0%
PSBE_S2	50%	50%	75%	25%
PSBE_J1	83%	17%	88%	12%
PSBE_I2	92%	8%	94%	6%

Table 6 shows that for both the control group and the experimental group, teachers consider that in all the elements evaluated, most of the students comply with the required exit profile; the highest percentage of fulfillment that teachers consider for the control group (92%) is related to the element of "moving through intellectual curiosity, that is, investigating the national and world reality around the topics of their interest", and the element that teachers consider the least fulfilled by the control group (50%) is "building their national identity in search of a peaceful world and valuing their multiculturalism, respecting the identities of other persons and peoples".

Regarding the experimental group, there are 4 elements in which all teachers consider that the students meet the exit profile: "assume social responsibility and have the ability to interact with heterogeneous groups, proceeding with understanding, empathy and tolerance", "adapt to the demands of teamwork in which they understand the circulating reality, respect the ideas and contributions of others", "harmonize the physical and intellectual; use their emotional intelligence to be positive, flexible, cordial and self-critical" and "know how to communicate clearly in their own language and in others, use various languages such as numerical, digital, artistic and corporal: they assume responsibility in their speeches"

Figure 2

Descriptive analysis - Teachers' survey - Question 2

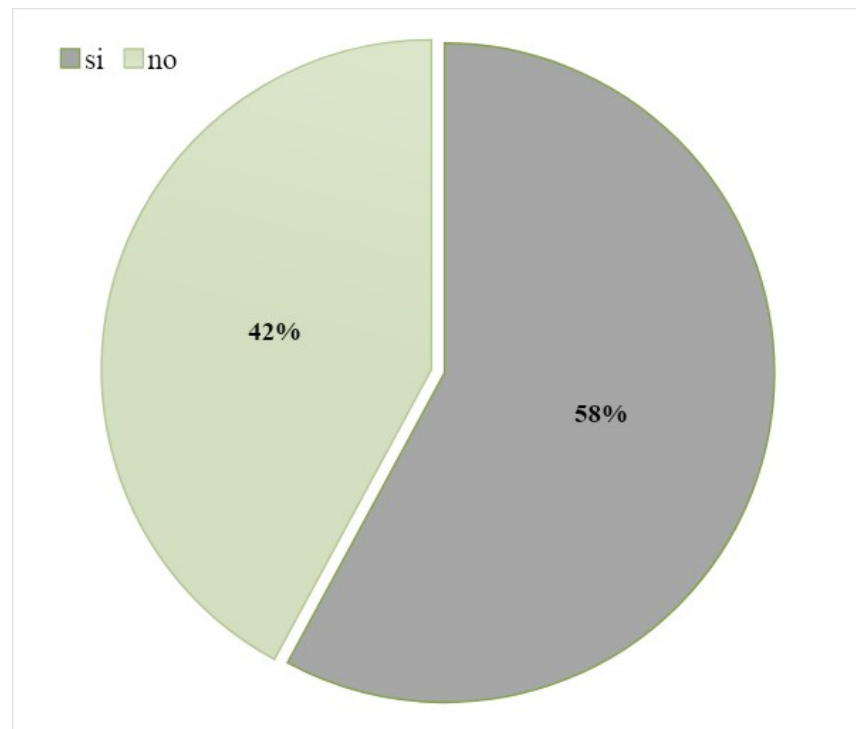


Figure 2 shows that the majority of the teachers surveyed, 58%, consider that the activities (projects: safety rules, first aid, conflict mediation, play activity, discipline practices, etc.) proposed by the PPE-COS students were useful and innovative in the educational institution, and 79% of teachers affirm that the Baccalaureate Exit Profile can be optimized.

Discussion and conclusions

The current situation of compliance with the exit profile of the control group is (29%) and they comply with 7 elements, while most of the students in the experimental group (33%) comply with 11 of the 12 elements or guidelines of the PSBE, after the intervention of the methodological proposal (See Table 5).

This study made it possible to understand the indicators of the Output profile that best meet and characterize this profile, in order to design the improvement plan through the PBA method.

A proposal has been presented that involves students in their own training through the implementation of the PBA Method.

The innovative aspect of this research work lies in its scope, since it was possible to strengthen the profile of the Ecuadorian high school graduate through direct interaction, coexistence and knowing how to preach with a fair, supportive and innovative example by high school adolescents, who developed with the Emoj-Innova proposal a good management of their

emotional skills and life skills, merging what they learned with everyday life, and thus, corroborating that education and service to others are inherent.

Since the implementation of the proposal, the positive evaluation of the students' training by the actors involved in the training process has increased.

The results of this research corroborate the need to begin to emphasize and really prioritize the development and optimization of emotional skills and life skills, which are closely linked to the exit profile that an Ecuadorian high school graduate should demonstrate, i.e. to be fair, supportive and innovative.

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