



Perspective Of Professional Training In Management And Its Correspondence With The Productive Sector Needs

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Abstract

The results of a study are presented in order to analyze the correspondence between the needs of the productive sector and the professional training proposal for the knowledge in administration, finance and legislation of the administration program of a public university in the city of Bogota and thus determine the relevance from the theoretical point of view. It is a study of mixed approach and descriptive type mediated by applying an instrument to employers of private, public and mixed companies. The results of the research process, in the first instance, it was found that the level of relevance of the quantitative area is low at 31.8%, medium at 43.2% and high at 25%; marketing is low at 46.6% and medium in 17.6% and high in 35.8%; financial is low in 35.8% and medium in 64.2%; administrative is low in 35.2% and medium in 64.8%; economic is low in 51.1%, medium in 48.9%, normative is low in 47.2% and medium in 52.8%.

Keywords: Competencies, Administrators, Learning, Educational Relevance

Introduction

The knowledge of the administrator represents a challenge for professional programs, which offer profiles that are the result of their teaching and learning processes (Villafuerte and Benites, 2018) since, in order to guarantee their pertinence and social relevance, they must be confronted with those who, at a given moment, require them according to their needs (CNA, 2021). Thus, the purpose of this research is to analyze the correspondence between the needs of the productive sector and the professional training proposal for knowledge in administration, finance and legislation of the administrative programs offered in a public university in Colombia.

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It is a mixed approach and descriptive type study that achieved a context from the documentary review, as well as the recognition of the competencies, proposed and interpreted by the respective teachers from the programs that are part of the study, typical actions of the qualitative and descriptive and documentary. Thus, knowledge management around the selection of information mediated by the critical reading of specialized resources found in databases allows for observing specialized journals and books (Baena, 2017). As reported by Hernandez-Sampieri (2018), these approaches have the purpose of “reconstructing” contexts from perceptions of actors of a previously defined environment.” Meanwhile, quantitatively, responses were collected that allowed knowing, with the help of the SPSS statistical package, results of a numerical type with which analyses were established regarding their level of relevance and relationship between variables. In short, the study was supported by a survey instrument, the result of the first phase of the project, which recognized, with the support of the teachers who teach subjects in the administrative programs concerned, the competencies with which the items were written for the Likert scale used to determine the perceptions of the population participating in the study: at the beginning 286 employers working in organizations in the private, public and mixed sectors in the city of Bogota.

The results of the research process include, in the first instance, an instrument with 29 items, of which 21 are directed to the knowledge about what is perceived from the companies regarding the relevance of the organizational knowledge with which the students would go out the Colombian market. The instrument’s validity yielded a Cronbach’s Alpha of 0.890, making it a reliable tool for analyzing its results and decision-making about them, according to George and Mallery (2003), who state that an instrument with a coefficient above .8 is good and very reliable.

It was found based on data from companies belonging to the private, public and mixed sectors, with the support of the method of minimum and maximum, that the level of relevance of the quantitative area of the administrative program observed is low at 31.8% medium in 43.2% and high in 25%; concerning the marketing, the area is low in 46.6% and medium in 17.6% and high in 35.8%; the financial area is low in 35.8% and medium in 64.2%; the administrative area is low in 35.2% and medium in 64.8%; the economic area is low in 51.1% and medium in 48.9%, and the regulatory area is low in 47.2% and medium in 52.8%.

Methodology

This is a non-experimental study since “it is carried out without intentionally manipulating variables” (Hernández et al., 2014, p. 152); the variables identified and proposed for the study are observed and analyzed in their natural state of behavior. It is cross-sectional research if it considers analyzing data collected from a given population sample in a given time. These studies that account for relationships between two or more categories, concepts or variables at a given time of application of the instrument, not at different times, tend to be cross-sectional, as Hernández et al. (2014) suggest.

A structured survey with 29 items was applied between February and November 2021. The tool considered relevant to know the valuation from the productive sector of a series of professional competencies was the Likert scale (Wigley, 2013). In order to be able to apply it to the 286 participants, it was necessary to request support from students of the administrative program so that they could apply it to their respective employers. The reliability and internal consistency test of the instrument applied, which the research team relied on to achieve its objectives, was carried out using the method based on Cronbach’s alpha to estimate its reliability.

Table 1. Reliability statistics of the total number of items.

Statistical data		
Cronbach's alpha	Cronbach's alpha based on standardized items	N of elements
0,890	0,935	29

Source: Own elaboration (2021), based on statistics provided by SPSS.

The process results show that the instrument applied to a sample of 286 informants; employers and entrepreneurs yield a Cronbach's alpha of 0.890, whose interpretation, according to the recommendations of George and Mallery (2003), is an excellent and very reliable coefficient. It is important to remember that of the 29 items that make up the instrument (Table 1), from the results, it can be inferred that the Cronbach's alpha coefficient supports that we are dealing with an instrument that guarantees that the items that compose it correlate with each other, in other words, there is a very high degree of internal consistency.

The total sample, according to the statistical formula for finite populations, yielded 384, where the population as of January 2020, when the study began, according to the Chamber of Commerce of Bogota, was 795,648 companies. Thus, this is an advance with 75% of the required sample;

The tools provided by the SPSS statistical package were used for the systematization and study of data. The instrument was constructed with the support of disciplinary competencies.

The competencies of 26 disciplinary subjects of the administration program were formulated: the 58 teachers in charge of these subjects participated. Each subject worked on formulating one higher level competency (General) and three lower level competencies (Specific).

Frame of reference

The original spirit of the university began in Germany, with the Humboldt University of Berlin. From there, Caroline von Humboldt set herself the task of thinking about the purpose of the human being, "the true purpose of man," which, according to Humboldt, is related to that which the "infinite and perpetual" reason imposes on him. For this, the State must not keep on molding men with the only thought of servants to its supremacy; which in the end is to persist in making people equal, instead it requires teaching for the "general formation" that allows them to expand their possibilities of feeling free and acceptance in the environment., Given the role of the State in reforming the educational system, Humboldt draws attention to the following statement:

A particular culture should be universal and a specific education of spirit and character that no one should lack. Only he is a good worker, salesman, soldier or businessman who is, by himself and without relation to his specific trade, a good, decent and enlightened man and citizen according to his possibilities. Therefore, please give him a school education, whatever is necessary for it, so that he will later learn the specific skills of his trade with great ease and maintain the freedom, as often happens in life, to change professions (Humboldt in Sánchez de la Torre and Hoyo, 2011, p.389).

Humboldt, one of the founders of the University of Berlin, in his function of promoting and safeguarding the freedom that guarantees the individual being, sees the “integral education” and the State as a guarantee for all access to it. Then, the approach of the university model that transcended his time is the one where it was presumed that an effective education went beyond an accumulation of knowledge to fill the intellect because an authentic education forms the human spirit in its reality that projects it into itself, achieving results that benefit and enhance the dignity (Gottlieb, 2007); in this regard, Jaspers (in Gottlieb, 2011) states:

In the sciences, we attain a recognized knowledge of facts, of an imposing character and general validity, but at the cost of always being a particular knowledge directed to special objects under certain assumptions. Philosophy, on the other hand, clarifies the foundation of the life that I myself am and want, and that other that becomes perceptible in the limits, but at the price of not contributing in the enunciations any imposing knowledge, of general validity, referring to the essential truth, in reality, the only essential one (p.12).

So for these two classics, among others, of university thought: Humboldt and Jaspers, university education, since its origin, has given it a significant role in the formation of a society composed of individuals who, in addition to having knowledge that enables them for a specific activity and in a competent manner must also do so from the formation of the spirit, shaped by the truth sought by the same individual for understanding and acting in their natural environment, which is where the relevance of what is known can be measured, as well as the learning results achieved.

Despite the important contributions to strengthening the *raison d'être* of the university, some aspects need to be specified in a mandatory manner, mainly when it comes to the formation of people. Then, it is worthwhile for this reflection to take up considerations such as those of Álvarez-Valdés (2015), who states that the university is a will of ethicism and a will of truth, two aspects that legitimize the occupation of the university spirit: ethicism is included in the permanent dissertation around the integral formation that is permanently given in the academic environment, but that has not been clearly understood in the same university context about what to do and how to do it. In this regard, it is asked what is being done in the university concerning education about affections, passions, sensitivity, politics, aesthetics, solidarity, and social justice, among others, that allow students to see themselves as people who live in society and can build their judgments of what is good and what is bad in the environment, that they can make ethical judgments of themselves (Orozco, 2010). It is necessary to consider whether the relationship between society and university is being made from the very concept of ethics or whether the commitment is only to provide the intellect with “pertinent and relevant information” to students to meet the interests of the productive sector.

Likewise, Orozco (2010) reports that the will of truth is closely linked to research. It is thus mandatory to think that it is a university when from there it becomes visible the survival of this with a scientific environment, recognizing, in part, as stated by Karl Jaspers (1959) in (Martino, n,d). Sciences allow to reach a recognized knowledge of facts, of an imposing character and general validity, but at the cost of always being a particular knowledge, directed to special objects, under certain assumption” (p.323). In the same way, science, besides applying the processes that the scientific method forces to seek knowledge that explains a supposed truth with which the intellect of

the students is supplied, should also take into account not what scientists do, which is possible to produce knowledge that contributes very little and sometimes nothing to society (Blácido et al., 2022).

Therefore, in addition to contributing knowledge proper to a discipline, relevance from the university must consider elements of ethical will and will of truth. Thus, higher education in its respective areas of knowledge has a solid commitment to the natural environment, Maxime that the training in knowledge from science aims to complement the empirical knowledge in the search for solutions that can attest to the contribution of fundamental elements for the development of society (Leyva-Vázquez et al., 2021).

According to the National Department of Statistics (DANE) of Colombia, there is a low correspondence between human resources training and supply and social and economic needs. According to MEN, it should be considered that “only with clear and quality information about the needs of the companies in terms of workers it will be possible to know the gaps between labor supply and demand and to focus employment policies” (MEN, 2012, p. 5), as well as the need to “promote academic training that originates in the productive vocation of the regions and that allows a much more even development, geographically and socioeconomic” (p.13) and thus continue to widen the gap between the needs of the productive sector and the knowledge achieved in the training process.

On the other hand, the Labor Observatory for Education (OLE), in the study conducted among graduates of the different levels of professional training regarding the use of the knowledge and relevance of the program studied in terms of their occupation, reports that 81% consider that they use the knowledge to a great extent; likewise, the information provided by the graduates regarding the use of their learning when entering their productive life has increased, but the challenge remains in covering an essential gap since the same study showed that 64% of the graduates considered that their level of training was appropriate to perform their current job (OLE, 2021).

The concept of pertinence presents a variety of approaches, which in the end is related to quality and capacity to respond to the problems of the work environment, the environment and society in general. For its part, UNESCO (1998) conceives it as the concordance between what society expects from training institutions and providers of professionals and what society and the productive environment expect from them.

The relevance of higher education should be evaluated in terms of the adequacy between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacity and, at the same time, a better articulation of the problems of society and the world of work, basing long-term orientations on societal objectives and needs, including respect for cultures and protection of the environment (p. 24).

The Ten-Year Education Plan PNDE for the period 2006-2016 contemplates it as the congruence of what is said and done in educational institutions with “social conditions and needs, with the norms that regulate social coexistence; and with the specific characteristics of the learners in their diverse natural and social environments of interaction” (Pérez, 2006) in (Bambague, 2021, P.90). Currently, the PNDE 2016-2016 defines it as “the congruence between the national educational project with the

social needs and cultural diversity of students and their environment” (p.24). In the same way, the National Accreditation Council elevates the capacity of institutions to create professional programs to respond to the environment’s needs. The National Accreditation Council, within characteristic three, invites HEIs to act with the relevance and social pertinence of their academic offerings; particularly in the aspects to be evaluated that it cites in characteristic three, it reports the need for “Studies aimed at identifying the needs and requirements of the labor environment (local, regional and national) in terms of production and competitiveness, technology and human talent” (CNA, 2021).

The Ministry of National Education recognizes and conceptualizes it without ignoring the maxims exposed by the previous entities and makes it known in decree 1330 of 2019 within its concept of “quality.” The decree mentions its article 2.5.3.3.2.1.1, establishing that professional programs, in general, are obliged to respond appropriately “to social, cultural and environmental demand.” These attributes allow internal and external assessments to be made to the institutions, in order to promote their transformation and the permanent development of their formative, academic, teaching, scientific, cultural and extension work”; likewise, from these public policies, it is promoted to impose on the HEIs the need to manage in terms of quality assurance, for such orientation must be taken into account: “the processes of self-evaluation, self-regulation and improvement of their formative, academic, teaching, cultural and extension work, contributing to the advancement and strengthening of their community and their academic results, under principles of equity, diversity, inclusion and sustainability” (article 2.5.3.2.1.2).

Based on this public policy, institutions must promote the relevance of the professional’s knowledge and thus respond to the needs of society in terms of quality education in environmental, social and productive sector contexts through their educational offerings. They must also evaluate it periodically to ensure quality assurance through “processes of self-evaluation, self-regulation and improvement of their training, academic, teaching, scientific, cultural and extension work, contributing to the advancement and strengthening of their community and their academic results, under principles of equity, diversity, inclusion and sustainability” (chapter 2).

The knowledge of the professional within the model of “professional competencies” presented by McClelland has been shown, with positive experiences, as the relevant answers to the social realities in developed countries since the ’70s, becoming an actor and center of influence in the training processes in these countries (Villafuerte and Benites 2018). Three decades later, the consulting firm Price Waterhouse Coopers-PWC presents the following definition of what can be considered competencies; “competence can be understood as those **behaviors that reflect the skills, knowledge and attitudes at the time of performing a job**. Competencies can be approached from the already known behaviorist, functionalist and constructivist perspective” (Ibidem, p.4).

In the same way, Almonacid et al. (2009) contribute to the concept referring that these can be analyzed from the instrumental, interpersonal and systemic where the first is cognitive, methodological, technological and linguistic capabilities required in a professional for the efficient and effective achievement of their work, while the second is capabilities for coexistence and contribution to the social fabric. Finally, the third includes capabilities that allow appropriation of

knowledge and its use and the ability to perceive and express feelings from here, highlighting a person's being.

On the other hand, the Educational Model of the Institution -MOPEI-, establishes that “The design of the flexible curriculum involves selecting, organizing and distributing the contents as an expression of the competencies of the professional profile, based on its relevance, pertinence, social and individual usefulness, contextualization, applicability and impact. For MOPEI (2020, p. 46), on the other hand, the Pedagogical Model establishes the need for relationships between the contents of the thematic components and social actors through “A training model that precisely establishes the general precepts that guide training, ensuring its relevance and quality” (p. 47). Finally, the importance of the curriculum is highlighted since it is where each of the elements that are part of the student's education is found, and from the care in its design, it approaches the relevance demanded not only by the productive sector but also by the community in general (Zabalza, 2007).

Consequently, and in inconsideration to the premises presented in the previous paragraphs, a context that calls attention is exposed, as it is a request to seek knowledge about whether an appropriate response is being given to the real needs of those involved in the professional training process offered by the faculty of Administration and Economics of the public University where the administration programs are offered. This is why research is required to approach the knowledge about the correspondence between the needs of the productive sector and the professional training proposal in administration, finance and legislation of the administration programs offered by the public IES.

Development

According to the characterization obtained, it was found that most of them are private, and 73.4 are companies that have been working in the market for more than ten years. Half of these companies are national, and almost a third are international. Most are large companies.

Table 2. Characterization: Type of company, age, the scope of operation, size, etc.

Type of Company		Seniority		Scope of operation		Size	
Private	74.80%	From 1 to 5 years old	21%	Local	26.20%	Microenterprise	21.30%
Publishes	17.50%	From 6 to 10 years old	6.60%	National	50%	Small	10.10%
Mixed	7.70%	From 11 to 15 years old	15.40%	International	23.80%	Median	16.10%

		From 16 to 200 years	11.50%			Large-company	
		More than 200 years	45.50%				52.40%

Note: Micro-enterprise generates up to 10 jobs; small-enterprise up to 50; medium-enterprise up to 200 and large-enterprise more than 200.

Source: Authors based on survey information.

It was also found that 78% of private companies are microenterprises, 76% are small companies, 70% are medium-sized companies and 75% are large companies. Meanwhile, public companies in the same order represent 6.6%, 14%, 20% and 22% respectively, and mixed companies represent 14.8%, 10%, 11% and 3%, respectively. In general, it can be seen that the source of information is diverse.

Table 3. Characterization: Company type and size

Type of company	Micro-enterprise	Small business	Medium-sized company	Large-company
Private	78.7%	76%	70%	75%
Public	6.6%	14%	20%	22%
Mixed	14.8%	10%	11%	3%

Source: Authors based on survey information.

Based on the above context and to follow up on the question guiding the study, we want to know: What is the relevance of the administrator trained in the professional program of administration under study in relation to the needs of the productive sector? The results at a general level, the average relevance of the knowledge, results of the professional training from the Business Administration program, is at least medium-high at 61.9%.

Figure 1. Level of the relevance of knowledge according to employers from the business sector.

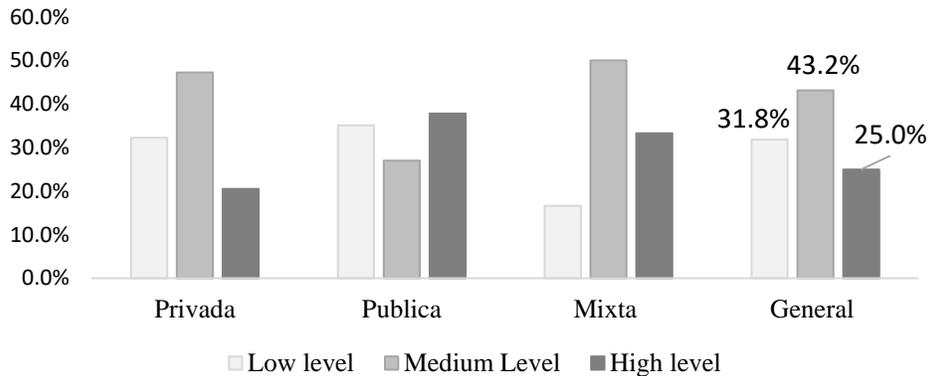


Source: Authors based on information systematized in SPSS.

When taking the areas that are worked on in the formation of the administrator, in principle, the quantitative one is considered by the disciplinary teachers as the academic space for the supply of

essential tools for the professionals of the administrative sciences since it provides students and graduates with mental and logical structures that contribute to the modeling of circumstances of their family environment, The general level, based on data from companies in the three sectors, has a low level of relevance for employers (31.8%), medium (43.2%) and high (25%).

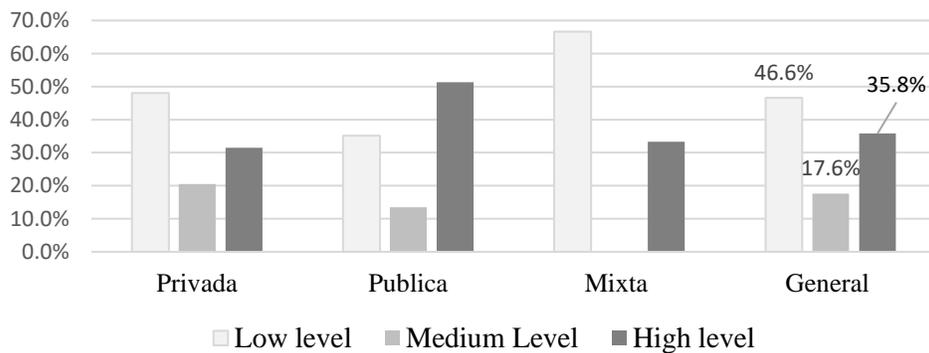
Figure 2. Level of the relevance of knowledge for the quantitative area.



Source: Authors based on information systematized in SPSS.

Regarding the area of marketing, estimated by its disciplinary teacher, as necessary in the training of administrators, if it is taken into account that from the different subjects learning is developed to respond in support of the administrative task, as far as commercial management is concerned, with strategies for the competitiveness and creation of the company. (Fajardo, 2021) refers that in the current recovery situation, companies must work the various marketing tools, especially digital marketing. Therefore, the marketing area in companies is of utmost importance in supporting competitiveness and growth. Employers in the three sectors, in general, noted a low level of relevance in this area (46.6%), medium (17.6%) and high (35.8%).

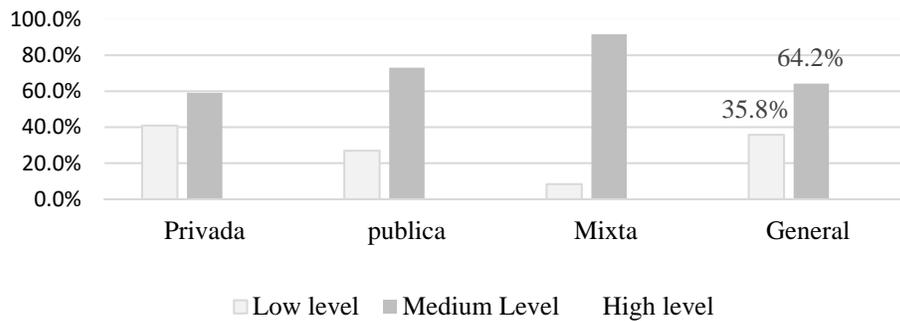
Figure 3. Level of the relevance of knowledge for the marketing area.



Source: Authors based on information systematized in SPSS.

Based on data from companies in the three sectors, the financial area's relevance level is low at 35.8%, medium at 64.2% and high at 0%.

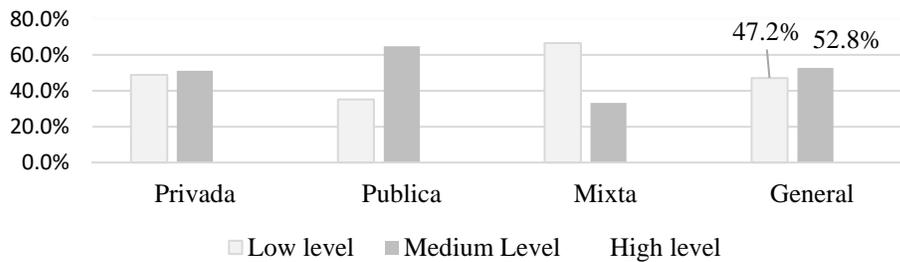
Figure 4. Level of the relevance of knowledge for the financial area.



Source: Authors based on information systematized in SPSS.

Based on data from companies in the three sectors, the regulatory area’s relevance level is low at 47.2%, medium at 52.8% and high at 0%.

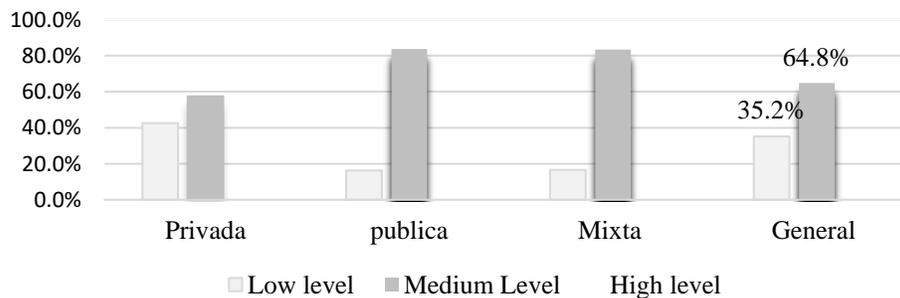
Figure 5. Level of the relevance of knowledge for the normative area.



Source: Authors based on information systematized in SPSS.

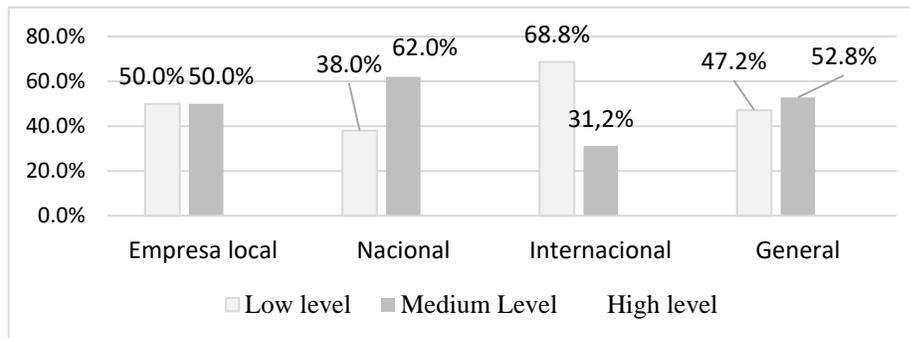
Based on data from companies in the three sectors, the administrative area’s relevance level is low at 35.2%, medium at 64.8% and high at 0%.

Figure 6. Level of the relevance of knowledge for the administrative area.



Source: Authors based on information systematized in SPSS.

Based on company data by area of operation, the regulatory area’s relevance level is low at 47.2%, medium at 52.8% and high at 0%.

Figure 7. Level of the relevance of **knowledge for the normative** area

Source: Authors based on information systematized in SPSS.

Conclusions

In fulfilling the purpose, information was obtained that shows the levels of correspondence of the learning product of the training in the Commercial Business Administration program -AEC- of a public university in Bogota, Colombia, with the needs of the productive sector. Thus, the response to the realities of the business sector from the professional program of -AEC-, for most of the companies is above the medium level since it marks a 61.9% value that is the result of starting from the parameter of the medium level equal to 27.3% and high 34.6%. An alignment of the training process of the program with the relevance of the knowledge that influences the entrepreneurial and social development of the country is proven. However, the findings show that the program's relevance is only moderate.

The reality of the needs of the business sector about the offer from the program under evaluation shows a moderate correspondence, leaving, for the moment, uncertainty and challenge in the face of the relevant claims referred to in the literature consulted: international context, national public policies and institutional guidelines.

The training based on management knowledge offered by the university where the program being evaluated is located more approaches to the business sector so that, from the reality that is experienced there and within the university-business framework, adjustments can be made to the topics that make up the micro-curricula and even in terms of pedagogical strategies. Relevance must also take into account the peace of mind of those who are interested in the human capital trained at the IES if it is taken into account that the results of their learning are those that will impact and give value to the company.

In the search to know the correspondence between the needs of the productive sector and the proposal of professional training in administration, finance and legislation of the programs of the Faculty of Administration and Economics, especially since several cohorts have passed over the years and no studies of these characteristics have been carried out, which contribute with guidelines for the evaluation, reorientation of profiles, projection and restructuring of the knowledge of the proposal that is offered, the Educational Model of the Institution -MOPEI-, establishes that "The design of the flexible curriculum implies selecting, organizing and distributing the contents as an expression of the competencies of the professional profile, based on its relevance, pertinence, social and individual

usefulness, contextualization, applicability and impact” (MOPEI, 2020, p. 46); likewise, it establishes the need for relationships between the contents of the thematic components and social actors, through “a training model that establishes the general precepts that guide training, ensuring its relevance and quality” (p. 47). In this order of ideas, a diagnosis is provided where the university in general and the administration program, in particular, will obtain resources with which pertinent adjustments must be made to partially or close what is proposed and required by the productive sector.

Consequently, and in consideration of the premises presented in the previous paragraphs, a context that calls attention is exposed, as it is a call to seek knowledge about whether an appropriate response is being given to the real needs of those involved in the professional training process offered by the faculty of Administration and Economics of the public University where administration programs are offered. This is the reason why research is required to approach the knowledge about the correspondence between the needs of the productive sector and the professional training proposal in administration, finance and legislation of the administration programs of the Faculty of Administration and Economics since these areas are fundamental at the moment of managing a company, as well as the fact that several cohorts have passed through the years. Unfortunately, no studies of these characteristics have been carried out, which contribute to guidelines for the evaluation, reorientation of profiles, projection and restructuring of the knowledge of the proposal offered.

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