

MANAGEMENT OF THE SCHOOL PRINCIPAL IN THE STRENGTHENING OF SOCIAL VALUES IN TIMES OF PANDEMIC: CASE STUDY: LICEO "LOS ALMENDROS", OF THE LA FLORIDA COMMUNE OF THE METROPOLITAN REGION OF SANTIAGO DE CHILE

GESTÃO DO CORPO DIRETIVO NO FORTALECIMENTO DOS VALORES SOCIAIS EM TEMPO DE PANDEMIA: ESTUDO DE CASO: LICEO "LOS ALMENDROS", NA COMUNA LA FLORIDA, REGIÃO METROPOLITANA DE SANTIAGO DE CHILE

GESTIÓN DEL DIRECTIVO EN EL FORTALECIMIENTO DE LOS VALORES SOCIALES EN TIEMPOS DE PANDEMIA: CASO DE ESTUDIO: LICEO "LOS ALMENDROS", DE LA COMUNA LA FLORIDA DE LA REGIÓN METROPOLITANA DE SANTIAGO DE CHILE



Marlenis MARTÍNEZ¹
e-mail: marlenism3@gmail.com
Oscar ROJAS²
e-mail: osrojas@utalca.cl
Amely VIVAS³
e-mail: amelydivivase@gmail.com
Lucas CAMPBELL⁴
e-mail: lucascampbellcruz98@gmail.com

How to reference this paper:

MARTÍNEZ, M.; ROJAS, O.; VIVAS, A.; CAMPBELL, L. Management of the school principal in the strengthening of social values in times of pandemic: case study: Liceo "Los Almendros", of the La Florida commune of the metropolitan region of Santiago de Chile. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 18, n. 00, e023015, 2023. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riace.v18i00.17733>



| Submitted: 18/12/2022
| Revisions required: 16/10/2022
| Approved: 20/12/2022
| Published: 01/01/2023

Editor: Prof. Dr. José Luís Bizelli
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ Miguel de Cervantes University (UMC), Santiago – Chile. Post-doctorate in Knowledge Management (Universidad Pedagógica Experimental Libertador).

² Miguel de Cervantes University (UMC), Santiago – Chile. Post-Doctorate in Finance.

³ Miguel de Cervantes University (UMC), Santiago – Chile. Post-Doctorate in Free Studies, PhD in Education Sciences.

⁴ Miguel de Cervantes University (UMC), Santiago – Chile. Doctorate in Economics.

ABSTRACT: The article aims to analyze the management of the manager in the strengthening of social values in the Liceo Los Almendros, La Florida commune, Metropolitan Region-Chile, in times of pandemic. A non-experimental-transsectional quantitative approach was used because two variables were considered and carried out in a certain time. The population was made up of sixty-five (65) directors, inspectors, heads of the Technical Pedagogical Unit, the counselor and the heads of the area of the aforementioned Lyceum. The results revealed that managers have an interaction with teaching professionals in terms of planning and require the promotion of social values to students and educators in times of pandemic. In the most significant successes, it was found that it has been a great challenge for the management team in promoting social values as a result of the educational changes that the pandemic has generated.

KEYWORDS: Management. Directive. Social values. Pandemic.

RESUMO: O artigo tem como objetivo analisar a gestão do corpo diretivo no fortalecimento dos valores sociais no Liceo Los Almendros, comuna de La Florida, Região Metropolitana-Chile, em tempos de pandemia. Foi utilizada uma abordagem quantitativa não-experimental-transversal, pois duas variáveis foram consideradas e realizadas em um determinado tempo. A população era constituída por sessenta e cinco (65) diretores, inspetores, chefes de Unidade Técnica Pedagógica, o conselheiro e os chefes de área do referido Liceu. Os resultados revelaram que os gestores interagem com os profissionais do ensino em termos de planejamento e exigem a promoção de valores sociais aos alunos e educadores em tempos de pandemia. Nos sucessos mais significativos, constatou-se que tem sido um grande desafio para a equipe de gestão na promoção dos valores sociais em decorrência das mudanças educacionais que a pandemia gerou.

PALAVRAS-CHAVE: Gestão. Diretiva. Valores sociais. Pandemia.

RESUMEN: El artículo tiene como objetivo analizar la gestión del directivo en el fortalecimiento de los valores sociales en el Liceo Los Almendros, comuna La Florida, Región Metropolitana-Chile, en tiempos de pandemia. Se empleó un enfoque cuantitativo no experimental-transseccional porque se consideraron dos variables y efectuado en un determinado tiempo. La población estuvo compuesta por sesenta cinco (65) directores, inspectores, jefes de la Unidad Técnico-Pedagógica, el orientador y los jefes de área del Liceo antes mencionado. Los resultados revelaron que los directivos tienen una interacción con los profesionales de la docencia en cuanto a la planificación y requieren de la promoción de los valores sociales a los educandos y educadores en tiempos de pandemia. En los aciertos más significativos se encontraron que ha sido un gran reto para el equipo directivo en promocionar los valores sociales producto de los cambios educativos que ha generado la pandemia.

PALABRAS CLAVE: Gestión. Directiva. Valores sociales. Pandemia.

Introduction

In the world today, situations of unrest and uncertainty as a result of different globalizing trends, technological, scientific, and information advances are part of the rapid cultural transformation of society, in which beliefs, values, social habits, and personal relationships have evolved, achieving a society that is not homogeneous in its ways of being and being with others. These uncertainties entail consequences that are inevitably reflected in each person's thinking and morals.

Human beings, in their eagerness to improve themselves, have to overcome the limits they face in order to surpass what is aspired to; therefore, they confront thoughts related to values, both ethical and moral, for what they represent, in educational matters, for life. That is why, in the educational system, teaching must revolve around values, in the formation of individuals who are needed in society to continue perpetuating with the acceptance of the changes and transformations it requires, therefore, managers and teachers are responsible for ensuring their transcendence.

Values constitute the moral foundation of the actions of the members of a society, together with the principles, norms and conditions that together lay the foundations of social organizations for the encounter, coexistence, participation and progress of a nation. In this way, the school, as a fundamental organization of society, is called to fulfill the profound task of formation that makes available to all citizens, the knowledge and values necessary to participate in a competitive and solidary world (GEVA-LÓPEZ, 2016).

According to what Sánchez (2015) exposes, there is a set of human values that are classified as: natural, economic, political, social, aesthetic and ethical-moral values. In fact, the approach to values is found in different scenarios of individuals' lives with criteria of firmness, trust, social way of life, customs, traditions, among others. This is why it is important to delve into social values.

Therefore, social values emerge as a commitment to life, a fundamental ethic of this society that behaves according to the internalization and understanding of values that make it possible to live together in healthy peace within a community, be it at school, at home, in the neighborhood, or any other geographical space where people are located to carry out their formation process, personal and professional fulfillment (RONDÓN; PEÑA; TERÁN, 2016).

Although it is true, the formation in values is a duty of the family as a reflection of the coexistence process that takes place within the home on a daily basis, however, we should not ignore the high responsibility that teachers and school principals have as a whole, to review,

inculcate, guide, and strengthen the values that at the social level should prevail in citizen behavior.

Therefore, social values should be understood as a social construction, where they are produced thanks to the permanent interaction of family, society, environment and the educational environment in which human beings develop, which allows them to act in society in a harmonious way (PINTO-ARCHUNDIA, 2018).

Based on such considerations, education in values should promote significant changes that lead to the formation of a human being capable of developing in a pluralistic society in which he can critically practice freedom, tolerance, solidarity, honesty, justice, morality, respect, responsibility, qualities that together lay the individual and social foundations in the development of a healthy coexistence.

Therefore, the management of the governing body is geared toward action that demands the linking of academic skills that lead to changes and transformations in schools; in this articulation, leadership, communication, interpersonal relationships, academic performance, and social values must be applied (ROJAS; MARTINEZ; RIFFO, 2020).

It is in the hands of the directors to assume a management model that responds to these demands, making their institution a space where teamwork, planning, management, participation, evaluation and the strengthening of values are daily practices, in turn, goals that contribute to the achievement of the institutional mission and vision, since it is no myth that many institutions need to improve their educational quality, rescuing the social function of education, moreover, offering a contextualized education that prefers the integral development of the people to be attended, as well as enriching the cognitive, emotional, social, communicative, and spiritual aspects of each individual.

In this sense, school institutions have been affected by technological, environmental, political, and social changes that have disrupted managerial work and, specifically, the strengthening of social values. The management team has implemented tools and strategies to improve this situation, without having positive results (VIVAS; MARTÍNEZ; SOLÍS, 2020).

In Chile, school principals do not escape the reality that has been reflected upon, which is why many institutions, due to the transitional times they are living through as a result of the Covid-19 pandemic, have had to implement remote or virtual education, using social-emotional containment tools to guide values in students and thus in teacher training.

Now, in the metropolitan region, in the Liceo Los Almendros, in the Comuna de La Florida, through non-formal interviews, conducted by the Zoom platform, some directors of the

aforementioned institution said that obstacles have arisen to guide the teaching-learning process and the strengthening of social values, since the pandemic has generated distance and physical interaction between students and teachers.

They also expressed concern about the absence of effective and positive transference of values in the exercise of teaching duties, which is why they continue to maintain traditional teaching in terms of strengthening axiological knowledge, even when planned in virtual classes, their execution is lacking in student learning. This may generate demotivation of managers in terms of guidance and deepening on the changes of attitudes in the behavior of students in remote teaching.

It is important to note that in Chile the management team consists of the principal, the inspector, the head of the Pedagogical Technical Unit, the counselor and the area heads, each of whom has a degree of autonomy to manage their area in the best way possible. The opinion of everyone is valued, and they have the right to be heard, even when decisions, depending on the degree of impact they have, are made by those who represent the highest authority (the principal).

Based on the above, feeling the concern of the directors in generating actions that contribute to the strengthening of social values from remote education, the need arises to address the article that aims to analyze the management of the director in the strengthening of social values in Liceo Los Almendros, Comuna de La Florida, Metropolitan Region-Chile, in times of pandemic.

Therefore, the following question arises: how is the manager's management related to the strengthening of social values since the Covid-19 pandemic? It seeks to provide actions to the management team to guide and mentor students and teachers of remote education in the reinforcement of values through the use of interactive strategies. The study becomes relevant because it is necessary to consolidate the quality of life, well-being, health and prosperity of students and teaching professionals in order to ensure the continuity of education in values and be able to reinforce, from virtuality, respect, solidarity and collaboration among academic peers.

Management from the Perspective of Social Values

The directive management represents a quality exercise that requires a set of pedagogical-administrative skills leading to changes and actions of educational establishments. Taking into account the application of functions, such as leadership, communication, decision-making, organization, control and direction of the processes inherent to education (HERRERA, 2019).

Due to the above, to improve school coexistence, it is necessary to strengthen social values among members of the school community, much more in these times of confinement, where other factors can influence their relationships, therefore, educational activities should be enhanced when delivering remote or virtual classes.

Social values according to Meza and Lobo (2017) have to do with family, personal, friendship, and love satisfaction among each of the members that the individual is related to. It follows that the human being is in constant interaction with his family, school, social environment, evidencing the need to give and receive affection with his peers throughout all stages of his life.

Thus, that values are fundamental elements of humanity to live in society, since man as a social being cannot live without interacting effectively with his peers, these virtues or good actions that become social principles or norms make them reflect in the personality of the individual, adaptation in the social circle in which he operates.

Therefore, it can have negative or positive behavioral responses, so it is necessary to face the positions that there is nothing to do in the face of social and environmental problems or confinement in the walls of the classroom ignoring what happens in the world (ALLIAUD, 2018). Thus, the principal must be axiologically trained, to face the situations that the student lives, transmitting the values of solidarity, friendship, empathy so necessary today.

Pandemic

The World Health Organization (WHO, 2017) defines pandemic as the global spread of a new disease, meaning that the term does not imply a greater or lesser severity of the disease, but a rapid and global spread, so a pandemic occurs when a new virus emerges that spreads around the world and most of the population is not immune to it. As of March 2020, this organization has declared the disease caused by the COVID-19 virus as a pandemic.

Since then, policies have been put in place to ensure and maintain the pedagogical continuity of formal education through digital platforms. Teaching has been separated from co-

presence in classrooms and educational institutions, and homes have been transformed into school workspaces. Therefore, in times of pandemic, the principal's management is fundamental to the articulation of school activities and the strengthening of social values.

Methodology

The study was framed in the quantitative approach, which is why it reflects the breadth and depth of knowledge (ARIAS, 2016), that is, it seeks to measure all the elements found in the object of study, in order to describe, analyze and interpret them. Likewise, a non-experimental-transitional research was used as a design since the variables were considered and were addressed in a certain time to a specific population (HERNÁNDEZ; FERNÁNDEZ; BAPTISTA, 2014).

Consequently, the governing body consisted of sixty-five (65) principals, inspectors, heads of the Technical-Pedagogical Unit, the counselor and the area heads of Los Almendros Secondary School, located in the commune of La Florida, Metropolitan Region-Chile. To obtain the sample, a population census sampling was used, which means that the entire population was taken as the sample. The research aimed to contribute valid scientific knowledge to the subjects under study. The exposure has common characteristics because they are guiding remote teaching and are taking it from home.

The instrument used was a Likert scale questionnaire with three alternative answers: Agree with (DA, 3), Neutral (N, 2) and Disagree with (ED, 1), with a total of eight (08) questions in which the high weights show a more positive attitude towards the answers issued in the categories. In fact, it was proposed the development of two variables: management of executive and social values in times of pandemic.

It is important to point out that the validity of the instrument was performed by means of content analysis by three experts in methodology, statistics, and educational supervisors. They agreed that the instrument was adequate according to the study variables. Subsequently, a pilot test was applied via e-mail to 20 teachers who did not belong to the study sample, but had the same characteristics. Thus, Cronbach's alpha coefficient was used, obtaining a value of 0.93, which is considered reliable.

In fact, for the data collection procedure, the invitation was sent by e-mail to the managers, inviting them to participate in the study and informing them about the study's objectives and intentions. Consecutively, the instrument and the instructions for answering the

formulated items were sent. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), represented by tables reflecting the absolute frequencies and percentages of the responses given by the study subjects.

Results

The results obtained from the application of the instrument to the principals, inspectors, heads of the Technical-Pedagogical Unit, the counselor, and the area heads at Liceo Los Almendros were used in tables that show the absolute frequency and the percentages obtained for each of the proposed items.

Table 1 – Variable: Management body, dimension of administrative functions

Item	Alternatives	Agree with (DA)		Neutral (N)		Disagree with (ED)	
		fa	%	fa	%	fa	%
1. Establish an articulated planning with all teachers regarding social values.		39	60	4	6	22	34
2. Directs activities for the smooth running of remote teaching to teachers.		41	63	3	5	21	32
3. Designing effective leadership with teachers in education in times of pandemic.		28	43	4	6	333	51
4. Constantly interact with teachers in collaborative decision making for remote teaching.		24	37	5	8	36	55

Source: Prepared by the authors

Table 1 presents the variable manager management and the dimension of administrative functions, in item 1, 60% of the respondents answered in the alternative "In agreement, establishing an articulated planning with all teachers in relation to social values, 34% were placed in the category In disagreement and 6% remained in the Neutral option. It is evident that the managers have an interaction with the teaching professionals in terms of planning related to values; which possibly generates a follow-up of the actions performed by the educators in remote teaching.

Regarding item 2, 63% of the directors indicated in the alternative In agreement with the direction of activities for the good functioning of remote education to teachers, 32% In

disagreement, and 5% were in the Neutral category. These results infer that the management team is directing the educational actions to teachers effectively in times of pandemic.

In item 3, 51% of the managers responded in the alternative Disagree, noting a projection of effective leadership with teachers in education in times of pandemic, 43% Agree and 6% agree with the neutral position. It is inferred that the surveyed employees expressed that they lack the planning of a safer leadership directed to teachers in times of pandemic; possibly because managers were not trained to face a health crisis as strong as the Covid-19, in which many managers had to take immediate actions that would induce them to continue the teaching-learning process.

On the other hand, in item 4, 55% indicated in the alternative Disagree with the interactions constantly held with teachers in collaborative decision making for remote teaching, 24% indicated in the option Agree and 8% Neutral. These results lead to the conclusion that managers need to interact permanently with educators in which there is a process of coordination of ideas and dialogues between the parties that allow optimizing the notions in the students' meaningful learning.

Table 2 – Variable: Social values in times of pandemic, educational dimension

Item	Agree with (DA, 3)		Neutral (N, 2)		Disagree with (ED, 1)	
	fa	%	fa	%	fa	%
5. Promotes social values, permanently, for teachers and students in remote education	19	29	7	11	39	60
6. Strengthen principles or standards in times of pandemic for teachers and students.	25	38	4	6	36	55
7. Implement engagement strategies with teachers that lead to the reinforcement of social values in times of pandemic	21	32	3	5	441	63
8. Implements educational capsules related to social values to students in times of pandemic.	19	29	3	5	43	66

Source: Prepared by the authors

Table 2 presents the variable of social values in times of pandemic, in item 5, 60% indicated in the category Disagree with the promotion of social values, permanently, for teachers and students in remote education, 29% Agree and 11% indicated in the Neutral option. It is recognized that managers lack the promotion of social values to students and educators in

pandemic times; Managers have probably found it difficult to act axiologically, as they lack training in the use of tools or strategies that induce their strengthening.

In item 6, 55% of the respondents indicated the alternative In disagreement, strengthening the principles or norms in times of pandemic for teachers and students, 36% were located in the option In agreement and 6% in the Neutral alternative. The results agree in inferring that managers need to reinforce principles and standards in times of health crisis. This can generate a series of consequences, such as inappropriate behavior of students or teachers when guiding the teaching-learning process.

Similarly, in item 7, 63% expressed their opinion in the alternative Disagree with the application of participation strategies with teachers that lead to the reinforcement of social values in times of pandemic, 32% in the option Agree, and 5% Neutral. It is understood that managers need the implementation of tactics that access the participation of educators for the internalization of values in remote teaching.

Regarding item 8, 66% of respondents reflected in the alternative Disagree with the implementation of educational capsules related to social values to students in times of pandemic, 29% agreed and the rest indicated in the Neutral option. These data lead us to understand that managers need to apply educational capsules that induce a deepening of values in times of pandemic. These results may be due to the need for digital tools that allow the continuity and reinforcement of norms, principles and values to the learners by the management team.

Discussion

Once the data obtained statistically in the variable of manager management and the dimension of administrative functions are processed, it can be stated that managers establish planning together with the parameters for addressing the values in times of pandemic. As well as activities to strengthen effective remote education. This is supported by Cruzata and Rodríguez (2016): which state that in the management of the principal there should be guidelines related to planning, organization, control and evaluation of activities planned by teachers, with special emphasis on social values.

However, it is evident that a fairly significant percentage needs to profile a leadership that engages with the needs of teachers to guide the teaching-learning process with the implementation of remote teaching. As well as the coordination of decision-making, dialogues, and knowledge sharing that is a product of the coexistence that occurs in the development of virtual classes in pandemic times.

The above data is far from the thought of Aparicio *et al.* (2020), managerial leadership optimizes student and teacher learning that affect continuous student learning. It represents the action of competencies, skills in the use of activating actions that can mediate conflict situations and consequently promote immediate solutions to the adversities presented in the institution and be able to generate strategies that lead to the situation and strengthening of academic activities, administrative and all related to social values.

Regarding the variable social values in times of pandemic, it can be seen that it has been a challenge for managers to promote social values, since they have had to use non-face-to-face means or remote education to prevail and readjust virtual activities in order to strengthen values. This is supported by the educational report produced by the Economic Commission for Latin America and the Caribbean (CEPAL) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020), who propose that management teams use a series of decisions and implement actions that prioritize the needs and interests of students and teachers in strengthening, deepening and promoting the values that ensure the situation of well-being, health, prosperity, solidarity, collaboration, respect and dignity of the human being in times of crisis and uncertainty.

Similarly, managers are finding it difficult to enforce principles or norms; generating little interaction in strengthening guidelines at the time of virtual classes, the integration of student-teachers to remote teaching and coexistence in times of pandemic. This is corroborated by the thought of Bolaños (2020) when he states that principles and norms are being left aside,

since the pandemic is generating changes in attitudes that are leading students to unbalance the coexistence between teachers, administrators and parents; it is essential that managers assume positions in which emphasis is placed on the formation of values that ensure the strengthening of rules, harmony, agreements and emotional stability in the face of the pandemic phenomenon. Hence the challenge for principals and teachers to deepen the axiological, understand student behavior and human diversity.

Likewise, it is necessary for principals and the governing body to promote participation strategies and the implementation of educational capsules in transitional times, which is why it represents a valuable tool to strengthen and give continuity to education. In this sense, the study by Raceto (2018) states that participation is essential as it favors student learning, and especially when teachers and parents cooperate in developing skills, abilities, and knowledge in them.

While the deployment of educational pods has been used in pandemic times, as it has represented an innovation in the learning process in distance or remote education and in turn has represented a valuable resource that accesses the training of students continuously; Strengthening skills for both teachers and students to better mean teaching in situations of confinement of their homes or in their classrooms. A new practice of interacting virtually with the content developed by the teacher in innovative, creative and inventive ways (VIDAL *et al.*, 1904).

This research is relevant and will serve as support for future studies, because it is constantly reviewing the performance of principals, teachers, students and parents in the face of a pandemic that has generated changes and transformations in humanity and, especially, in the educational context. Therefore, positive changes of attitude are sought, appropriate behaviors to improve and continue the teaching-learning process. Similarly, the active participation and strengthening of social values as a primary agent in the interactive virtual action, coexistence, principles and norms in the face of contingency and transitory changes.

REFERENCES

- ALLIAUD, A. Del tomársela con los jóvenes. Algunas reflexiones para abordar la enseñanza y la formación en las escuelas de hoy. **Espacios en Blanco**, n. 28, 33-48, 2018. Available at: <https://www.redalyc.org/jatsRepo/3845/384555587003/html/index.html>. Access: 10 Jan. 2022.
- APARICIO, C. *et al.* Liderazgo directivo y cambio educativo: Análisis de una experiencia de colaboración universidad-escuela. **Revista electrónica Páginas de Educación**, Montevideo, v. 13, n. 1, 2020. DOI: 10.22235/pe.v13i1.1915
- BOLAÑOS, G. La formación en valores ante la crisis del COVID-19: retos para la Educación Media Superior en México. **Forhum International Journal of Social Sciences and Humanities**, v. 2, n. 3, p. 22-33, 2020. DOI: 10.35766/jf20233-
- CALLES, V. Competencias del Gerente Educativo en Instituciones Educativas de Riohacha, Colombia. **TELOS: Revista de Estudios Interdisciplinarios en Ciencias Sociales**, v. 21, n. 3, p. 564-590, 2019. DOI: 10.36390/telos213.05
- COMISIÓN ECONÓMICA PARA AMÉRICA LATINA Y EL CARIBE (CEPAL). ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **La educación en tiempos de la pandemia de COVID-19**. 2020. Available at: https://repositorio.cepal.org/bitstream/handle/11362/45904/1/S2000510_es.pdf. Access: 10 Jan. 2022.
- CRUZATA, A.; RODRÍGUEZ, I. La gestión en las instituciones educativas: enfoques, modelos y posiciones teóricas y prácticas. **Revista Gobierno y Gestión Pública**, Lima (Perú), v. 3, n. 1, 2016. ISSN: 2114-4991. Available at: <http://www.revistagobiernoydegestionpublica.com/index.php/RGGP/article/view/31>. Access: 10 Jan. 2022.
- GEVA-LÓPEZ, E. **La formación ética y en valores en la universidad y su relación con la calidad de vida de las personas con discapacidad intelectual**. Una experiencia de aprendizaje servicio. 2016. Tesis (Doctoral) – Universiti de Barcelona, 2016. Available at: https://www.tesisenred.net/bitstream/handle/10803/401760/EGL_TESIS.pdf?sequence=1&isAllowed=y. Access: 10 Jan. 2022.
- HERNÁNDEZ, R.; FERNÁNDEZ, C; BAPTISTA, P. **Metodología de la Investigación**. Editorial: McGraw Hill. México, 2014.
- LÓPEZ, E. La gestión directiva como potenciadora de la mejora del clima organizacional y la convivencia en las instituciones de educación media superior. **RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo**, v. 9, n. 18, p. 792-812, 2019. DOI: 10.23913/ride.v9i18.471
- MEZA, C.; LOBO, S. Formación en valores sociales en adolescentes que juegan Grand Theft Auto V. **Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud**, v. 15, n. 2, p.

1051-1065, 2017. Available at: <https://www.redalyc.org/pdf/773/77352074018.pdf>. Access: 10 Jan. 2022.

ORGANIZACIÓN MUNDIAL DE LA SALUD – WORLD HEALTH ORGANIZATION (WHO). **La gestión de riesgos ante una pandemia de gripe**: Guía de la OMS para fundamentar y armonizar las medidas nacionales e internacionales de preparación y respuesta ante una pandemia. 2017. Available at: <https://apps.who.int/iris/handle/10665/272829>. Access: 10 Jan. 2022.

PINTO-ARCHUNDIA, R. La Importancia de Promover los Valores del Hogar Hacia las Escuelas Primarias. **Revista Ra Ximhai**, v. 12, n. 3, p. 271-283, 2018. Available at: <https://www.redalyc.org/pdf/461/46146811018.pdf>. Access: 10 Jan. 2022.

RACETO; A. Estrategias para promover la participación de familias en la educación de niños en escuelas chilenas. **Educ. Pesqui.**, São Paulo, v. 44, 2018. DOI: 10.1590/s1678-4634201844180495

ROJAS; O.; MARTINEZ, M.; RIFFO, R. Gestión Directiva y Estrés Laboral del Personal Docente: Mirada Desde la Pandemia Covid-19. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. 3, p. 1226-1241, set./dez. 2020. e-ISSN:1519-9029. DOI: 10.22633/rpge.v24i3.14360. Available at: <https://periodicos.fclar.unesp.br/rpge/article/view/14360>. Access: 10 Jan. 2022.

RONDÓN, A.; PEÑA, N.; TERÁN, G. Los Valores Sociales desde las Voces de los Actores Socio-Educativos. **Revista Cientific**, v. 2, n. 3, p. 76-98, 2017. Available at: http://www.indteca.com/ojs/index.php/Revista_Scientific/article/view/46/43. Access: 10 Jan. 2022.

SÁNCHEZ, L. **Enseñar Valores: Un Nuevo Enfoque**. Madrid: Ediciones Morat, 2015.

VIDAL, M. *et al.* Cápsulas educativas o informativas. Un mejor aprendizaje significativo. **Revista Cubana Educación.Médica Superior**, v. 33, n. 2, p. 1-13, 1904. Available at: <https://www.medigraphic.com/pdfs/educacion/cem-2019/cem192t.pdf>. Access: 10 Jan. 2022.

VIVAS, A.; MARTÍNEZ, M.; SOLÍS, D. Gestión de la Administración Escolar en el Desarrollo de Actividades Académicas: Mirada en Tiempos de Pandemia. **Revista Cientific**, v. 5, n. 18, p. 24-45. 2020. Available at: http://www.indteca.com/ojs/index.php/Revista_Scientific/article/view/477/1186. Access: 10 Jan. 2022.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

