

1 Educational Service and Quality Assurance from the Perception
2 of Teachers and Students during COVID-19 in an Accredited and
3 Certified Administration Degree Program

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9 **Abstract**

10 The impact of the COVID-19 pandemic has evidenced the fragility of the education system at
11 all levels, which is why the call of the United Nations through the Sustainable Development
12 Goals (SDGs), Agenda 2030, specifically Goal 4, is especially relevant. Additionally, Pope
13 Francis, at the end of the year 2020, proposes to the world a Global Pact on Education, in
14 view of the increase of the social debt due to the unprecedented affectation of the educational
15 system. This disruption in the lives of all people due to compulsory isolation gave way to a
16 change of era and surprised the face-to-face education supply, which had to adjust to a new
17 way of educating. The capacity for resilience made it possible to evaluate, analyze and
18 visualize transformation processes in education, whether in the management of the
19 educational service and/or in the teaching-learning systems. Therefore, this work aims to
20 identify the perception of teachers and students regarding the educational service and quality
21 assurance in COVID-19 time, of an accredited and certified Administration career, belonging
22 to a prestigious university in Ecuador with Ignatian educational model, during the year 2020.

23

24 **Index terms**— educational service, quality, COVID-19.

25 The findings allow identifying the perception of the teachers who indicate as important and very important
26 in the management of the quality of higher education: Relevance and the Curricular Plan, followed by the
27 Institutional Environment, the Students and the Academy. Likewise, the analysis of the students' information
28 shows that the Curricular Plan and the Academy are relevant, followed by the criteria Relevance, Institutional
29 Environment and Students.

30 In the context of COVID-19, teachers indicate that technological skills, respect in active interaction, and
31 educational technology are important. Students prioritize teamwork and communication in the virtual education
32 sessions and the time planning of the subjects.

33 The findings identify the Curricular Plan criterion as the fundamental aspect of the educational service for
34 quality management in higher education in the Administration program.

35 **Keywords:** educational service, quality, COVID-19.

36 1 I. Introduction

37 he COVID-19 pandemic dramatically disrupted face-to-face education, evidencing the fragility of the educational
38 system at all levels; it accelerated the adoption of technology for the delivery of classes through virtual platforms
39 and demanded a high use of the Internet. This singular disruption evidenced the fragility of the system in the
40 face of technological resources, infrastructure, teachers not updated in Virtual Learning Environments (VLE)
41 and Information and Communication Technologies (ICT), learning objectives not evaluated, among the relevant

2 II. FRAMEWORK OF THE STUDY

42 ones. Similarly, different realities of the students were evidenced, such as lack of equipment, lack of connectivity,
43 a single computer in the family, among others, a circumstance that widens the gap of inequality and exclusion.

44 In addition, the new virtual study modality demands a high level of self-discipline, it is observed that
45 students postpone studying and sending assignments until just before the exam or delivery, which affects learning
46 ??Bianchi, Lu, & Song, 2020). This socioeconomic, health, environmental and values fragility, demands higher
47 education organizations with face-to-face offerings to plan the best strategies so that the organizational Mission
48 and Vision set forth is coherent, measurable and guarantees the positive impact of training for transformation
49 towards the common good.

50 Quality education is a priority for the development of the global village and is revealed in the Sustainable
51 Development Goals-SDGs (UN, 2019), and made explicit in Goal 4, Quality Education (UN, 2020). Additionally,
52 Pope Francis proposes the Global Education Pact that seeks a personal and collective commitment under seven
53 axes: centrality in the person, building a future of justice, peace and dignified life, participation, the family as
54 educator, education for the most vulnerable and marginalized, new look at the study from the perspective of
55 integral ecology and care of the common home, practicing subsidiarity and solidarity and circular economy, which
56 are framed in the purpose of providing quality education (Pontificia Universidad Javeriana, 2020).

57 The Archbishop of Tegucigalpa, Á?scar Andrés Rodríguez Maradiaga in the prologue of the book *Luces para
58 el camino Pacto Educativo Global* (OIEC, 2020) in his reflection points out that, it is urgent to change the
59 educational system and its spaces for a curriculum originated in life and in the contexts that educate in values
60 where learning to be and to live together are the representation of humanism in all its dimensions, with human
61 and loving educators that spread in daily practice the values they propose. Education must be understood and
62 made as an integral management system, that is, to go beyond the classroom to connect with the family, the city
63 and the common home.

64 The Pontifical Catholic University of Ecuador PUCE, in its institutional philosophy is committed to: Christian
65 Humanism, the Ignatian Perspective, the Integration of knowledge, the Centrality of the person and quality
66 education for all, present in its Academic Project 2021-2025 (PA) with 9 educational lines: Students, Integral and
67 integrative training, Alumni, Professors, Teaching, Research, Social linkage, Social recognition and Institutional
68 context, to fulfill the Mission and Vision (PUCE, 2021).

69 Therefore, it is a challenge for Higher Education Institutions (HEI) to determine the best management model
70 and means to achieve the quality of education for the 21st century, which allows them to fulfill their commitment
71 through their own Quality Assurance and that of public entities and other international accreditors, since
72 the world and its activities are marked by technological and climate change, inequality of opportunities and
73 unbalanced demographic growth in the face of the new era or The Great Resumption (WEF, 2020).

74 In this context, the problem of this research is summarized in the following question: What is the perception
75 of teachers and students, at the time of COVID-19, regarding the educational service and quality assurance in
76 the Management career, accredited and certified?

77 In view of the integral challenges that must be faced, the objective of this study is to identify the perception
78 of teachers and students regarding the educational service and quality assurance in the COVID-19 period, of the
79 accredited and certified Administration career, belonging to a prestigious university in Ecuador with an Ignatian
80 educational model, during the year 2020.

81 To meet the outlined objective, the study focuses on the Business Administration career of a Jesuit University
82 of Ecuador and puts under the magnifying glass of students and teachers the criteria of the accreditation processes
83 at the national and international level, supported by the platform of the Integrated Management System ISO
84 9001:2015.

85 In the first part, the guiding light that constitutes the Sustainable Development Goals (SDGs) proposed until
86 2030, Goal 4, which ratifies the centrality of the system in the person and frames efforts for a comprehensive
87 quality education for all, is exposed. In addition, reference is made to the Global Pact on Education as the hope
88 of Pope Francis for the transformation and development of education and the world. A second part addresses
89 the criteria used for quality assurance through the process of national and international accreditation. The third
90 part refers to the analysis of the information obtained through the measurement instrument that evidences the
91 criteria and sub-criteria of the models and the opinion of students and teachers regarding the educational service
92 framed in an ISO 9001:2015 Quality Management System. In addition, the perception of the hybrid learning
93 modality is obtained because of the COVID-19.

94 The problems raised inspire further research on the commitment to strengthen quality higher education for
95 the construction of a just and fraternal world that respects human dignity after the pandemic.

96 2 II. Framework of the Study

97 Education represents one of the most important pillars within society, due to the permanent dynamism it imprints
98 on global progress and the standard of living of the population. Due to the pandemic, education has been
99 threatened by the radical change in the way of life of all, transforming the traditional educational models to
100 respond to the new reality, without neglecting the quality and importance of this right.

101 **3 a) Sustainable Development Goals and Goal 4**

102 The United Nations (UN), in 2015 enacted 17 SDGs to be met by 2030 with the purpose of ending poverty,
103 protecting the planet, and improving the lives and prospects of people globally (UN, 2015). Goal 4: Ensure
104 inclusive and equitable quality education and promote lifelong learning opportunities for all stands out. As
105 stated by the UN, more than 91% of students were affected due to the pandemic and the temporary closure of
106 schools, representing a threat to education in general and to the Sustainable Development Agenda. Goal 4 is
107 transversal to the other SDGs, because by having the possibility of accessing quality education, the population
108 can escape the cycle of poverty and reduce inequalities (UN, 2020).

109 To protect quality education, the United Nations Educational, Scientific and Cultural Organization (UNESCO)
110 in March 2020, initiated the Global Coalition for Education COVID-19 creating a platform for the exchange and
111 protection of the right to distance education during this period of transformation in which about 1.5 billion
112 students were affected by the closure of schools and universities (UNESCO, 2020). This Coalition is based on
113 three principles: connectivity, faculty, and gender; in addition, members are encouraged to protect students'
114 personal information, privacy and security, very important points that certify quality education and the positive
115 perception of students and teachers.

116 **4 b) Global Education Pact**

117 Due to the pandemic, educational systems worldwide suffered an imbalance and have demonstrated the inequality
118 that exists both at the level of educational and technological opportunities, in this sense, Pope Francis has
119 called on educational institutions, both Catholic and non-Catholic, and all members of society, to be part of
120 the transformative power of education through the Global Education Pact that seeks a personal and collective
121 commitment under seven axes: prioritizing the person; listening to the voice of children, adolescents and youth
122 to build a future of justice and peace, and a dignified life; participation of girls in education, counting on the
123 family as an educating pillar; educating in order to welcome the most vulnerable and marginalized people;
124 generating new ecological perspectives on politics, the economy and progress through education; and, conserving
125 and safeguarding the environment through the circular economy and solidarity (ICCS, 2020).

126 **5 c) Academic Project of the Pontificia Universidad Católica 127 del Ecuador**

128 The institutional philosophy of PUCE, framed in Christian humanism, Ignatian perspective, integration of
129 knowledge, centrality of the person and education for all, sustains the Academic Project (PA) 2021-2025 and its
130 realization will confirm the quality of the University focusing on nine educational lines: Students, Integral and
131 Integrative Formation, Alumni 1 1 PUCE's Graduate Network , Professors, Teaching, Research, Social Linkage,
132 Social Recognition, and the Institutional Context. In addition, these educational lines constitute the basis for
133 the 22 indicators of the institutional quality model.

134 The PA maintains that quality education for all is possible and desirable, and that the center of the university
135 is outside the university, in the local and international environment, to have a creative impact on improving the
136 lives of those who need it most through human and academic excellence.

137 In the educational line of students, importance is given to welcoming young people interested in being part of
138 the university, regardless of their social, economic, and ethnic conditions; the capacities for human, intellectual
139 and social growth are valued; economic barriers for the admission and permanence of students are reduced
140 according to institutional possibilities. It offers integral and integrative education, incorporates new technologies
141 as educational tools, and offers third and fourth level education modalities, always in constant innovation with
142 scientific, pedagogical, didactic and technological advances. In addition, it offers a flexible and multidisciplinary
143 learning environment that stimulates and reaffirms student wellbeing.

144 For Alumni, continuing education courses are planned to enhance human and professional skills for life. The
145 Teaching line, states that the teaching professor maintains a profile that allows the fulfillment of institutional
146 aspirations, his vocation is cultivated and developed in conjunction with the University acquiring a permanent
147 quality training. The institution values and supports the research work that contributes with new transforming
148 knowledge for society, directly or indirectly. Similarly, the link with society is a significant axis for formative and
149 scientific research with direct connection to the environment, which transcends to the international, is the way
150 to put into practice the student's knowledge, in addition, the professional services offered by the University allow
151 a positive impact on society.

152 The university has achieved national and international social recognition, companies and institutions that
153 hire graduates know about the academic capabilities and the impact of PUCE in the community. Finally, the
154 institutional context energized by the strategic direction, administrative support and resources and infrastructure
155 generate a synergy to achieve the major institutional objectives (PUCE, 2021).

156 **6 d) The impact of digital transformation**

157 In March 2020, the world was disrupted by the COVID-19 pandemic, affecting activities at all levels, including
158 face-to-face education, which revealed inequality at its maximum expression and accelerated digitalization and

159 automation without warning (DAVOS, 2021). Therefore, since education is the transforming force for the
160 development of the world, concrete actions are required to guarantee the quality of education for all, aiming
161 at the common good. Thus, HEIs are called upon to systemically evaluate governance and its impacts in this era
162 of digital transformation that should aim at the greater good: the person and his or her wellbeing.

163 The prevailing trend of digital technology in educational processes must be redefined in its form and integrated
164 into the methodology and didactics of the learner to improve educational processes and learning outcomes. In
165 this context, open science will gain strength with researchers conducting their own projects in networks with
166 scientific communities, globalizing the exchange and reuse of research data (OECD, 2016).

167 On the other hand, this growing dynamism of digitalization in the curriculum ratifies what was said by Father
168 Arturo Sosa, SJ, Superior General of the Society of Jesus when he points out that the Ecosystem is digital and
169 that educational centers have the challenge of creativity and a profound paradigm shift (Sosa, 2021).

170 In this regard, HEIs in their prospective did not plan for the current pandemic, therefore, at a global level
171 the curriculum will be transformed to respond to the pending needs of the new era: health, inequality, welfare,
172 education, economy, employment, care of the common home, aging of people, among others. The way we educate
173 will be the answer to look at the environment and connect with the global to answer: What person do we want
174 to educate, where will we educate that person, with whom or with whom will we build our community, what
175 should we teach for the world, when should we teach, how to promote social linkage, learning and research for
176 innovation and foresight, what skills do people need, how should they be evaluated, how much does a qualification
177 reflect competencies, what are the new jobs, and other questions will arise because educational quality has no
178 end. However, the answers will contribute to this longedfor quality.

179 7 e) Educational quality

180 The World Declaration on Higher Education in the 21st Century (UNESCO, 1998) in Article 11, states that the
181 quality of higher education is a concept that includes all university work in its functions and activities. This
182 statement has gained strength in HEIs over the last decades, due to the rapid response to the quality assurance
183 of educational programs through the achievement of national and international accreditations.

184 In Ecuador, the Organic Law of Higher Education (LOES) determines that the Council for Quality Assurance
185 in Higher Education (CACES) will be the body that permanently evaluates the quality of HEIs for the purpose of
186 accreditation of their careers and programs, without prejudice that they also obtain international accreditations
187 or certifications (LOES, 2018). Of the 55 Ecuadorian universities, 52 achieved accreditations according to the
188 final institutional evaluation report of CACES, on October 25, 2020, according to Article 94 of the LOES reformed
189 in August 2018. Those not accredited, will present a continuous improvement plan, and will be accompanied by
190 the control body (CACES, 2020).

191 8 f) Certification and accreditation

192 Just as the educational system is being transformed by the new era, accreditation models will respond to the
193 educational crisis with the systemic review of accreditation models, considering the digital transformation in
194 educational processes, socioeconomic impacts, climate change, and the individual as the center and protagonist
195 of the system.

196 The Ibero-American Network for Quality Assurance in Higher Education (RIACES), works for the evaluation,
197 assurance and quality of HEIs in Ibero-America, stating that there is no universal agreement on quality, but the
198 focus is on the training processes of people, according to the program and the ability to comprehensively transform
199 the education system in accordance with the expectations of society. In addition, accreditation measures quality
200 with respect to the levels of standards without a hierarchical order (RIACES, 2003).

201 On the other hand, HEIs can choose to ensure quality through certifications oriented to efficient management
202 with a focus on processes, effective leadership, analysis of the context, associated risks and the satisfaction of those
203 who receive a service or stakeholder and the monitoring of continuous improvement, such as the international
204 standard for Quality Certification ISO 9001:2015, developed by the International Organization for Standardization
205 ISO (ISO 9001, 2015).

206 9 i. The criteria for quality assurance in Ecuador

207 The criteria used by CACES (2019) to evaluate the quality of education in HEIs respond to a minimum
208 comprehensive requirement for operation, motivating a culture of quality beyond the official requirements. The
209 criteria or axes that are evaluated are: Teaching, Research, Linkage with the community and Institutional
210 conditions, applied qualitatively and quantitatively from the end of 2019.

211 In Teaching, emphasis is given to the evaluation of professors' planning, tenure, training and academic support
212 processes for students. In Research, the

213 The quality of higher education can be considered as the living part of HEIs that, from an educational model
214 or academic project, builds the integral management ecosystem, supported by its own Educational Quality
215 Model, which manifests the responsibility to fulfill, with innovative actions, the institutional Mission and Vision.
216 Therefore, it would be assumed as a moral commitment to the quality of education, validated by experts outside

217 the institution and not the strict quantification of indicators. The conceptualization of the criteria and sub-criteria
218 are included in Generic Model of Evaluation of the Learning Environment of Careers.

219 planning and execution of scientific and academic production, results in book publications, articles in indexed
220 journals and relevant works are evaluated. Regarding Outreach, the measurement focus is centered on planning,
221 execution and study of results that provide answers to the needs of the ecosystem. The three substantive functions
222 of HEIs are complemented by the Institutional Conditions axis, a transversal aspect for the efficient fulfillment
223 of the substantive functions (CACES, 2019).

224 The LOES 2018, in Article 93, states that educational quality must be based on the substantive functions in
225 an articulated and balanced manner and guided by relevance and inclusion, democratization of access and equity,
226 diversity, responsible autonomy, integrality, democracy, knowledge production, dialogue of knowledge, and citizen
227 values (LOR LOES, 2018). This, derives from the Constitution of the Republic of Ecuador in Art. 350 which
228 states: The purpose of the higher education system is academic and professional with a scientific and humanistic
229 vision; scientific and technological research; innovation, promotion, development and dissemination of knowledge
230 and cultures; the construction of solutions to the problems of the country, in relation to the objectives of the
231 development regime (CONSTITUTION OF THE REPUBLIC OF ECUADOR 2008, 2015).

232 10 g) Person-centered education

233 Certifying and accrediting the quality of education is a pending issue for some HEIs due to the limited focus on
234 the fulfillment of indicators, although the real responsibility lies in understanding and working with an integral
235 educational planning, to empower the person as a global citizen that has an impact on the transformation for
236 the common good.

237 In agreement, Pope Francis points out: Thinking about education is thinking about future generations and the
238 future of humanity; therefore, it is something that is deeply rooted in hope and requires generosity and courage
239 (CPAL, 2021, p. 13).

240 11 III. Methodology

241 The research is mixed, with an exploratory phase with a qualitative approach through documentary reviews
242 and analysis of scientific publications. The study is complemented with a conclusive-descriptive phase, with a
243 quantitative approach through surveys of teachers and students, which allowed the objectives to be met.

244 The conceptual study begins with the framework approach of the SDGs, agenda 30, Goal 4, complemented by
245 Pope Francis' call for educational institutions to join the Global Education Pact to support the transformation of
246 society that cannot be postponed. Likewise, and in consideration of the specific sample, the institutional mission of
247 PUCE is explained, represented in the PA 2021-2025, framed in the Ignatian principles that are with determining
248 action in the current context of the pandemic, facing the teaching-learning process. In addition, the digital
249 transformation in the educational system is exposed as a necessary element in the formation of the person in the
250 digital era. In the same line, an approach is made to the educational quality assurance through accreditations
251 and certifications and, the observation of universal precepts centered on the person as the foundation of the
252 educational system.

253 The surveys were applied in the Business Administration career of PUCE, with ISO 9001:2015 certification
254 and accredited by the Accreditation Council of Administrative, Accounting and Related Sciences of Mexico, for a
255 population of 43 teachers and 320 students. The sample of 39 teachers and 179 students was determined with 5%
256 error and 95% confidence, however, the valid responses were 41 teachers and 203 students, exceeding the sample.

257 The instrument used for teachers made it possible to identify the importance of the criteria in the educational
258 system, while the instrument applied to students made it possible to establish satisfaction with the criteria
259 surveyed. The questionnaires contain general information about the respondent, single-choice multiple-choice
260 questions with a 5-point Likert scale, which describe the criteria and sub-criteria of quality assurance. Finally, it
261 is complemented with questions that allow recording the perception of teachers and students on the affectation
262 of the educational system at the time of COVID-19.

263 12 IV. Analysis of Results

264 The analysis of the results of the general information of the respondent, of the specific sample of teachers shows
265 that 68.29% are male and 31.71% are female. Likewise, it was found that 82.92% of the teachers are between 41
266 and 60 years old. On the other hand, the results of 201 students correspond to 60.70% female and 39.30% male,
267 with the female gender showing more interest in the survey. Students between 17 and 20 years of age represent
268 59.70%, followed by 21 to 25 years with 35.32%; finally, with 4.98% between 26 and 30 years of age. Students
269 from the first to the fourth level represent 44.78% of the sample, while those from the fifth to the ninth level
270 represent 55.22%.

13 a) Criteria and sub-criteria of the generic model for evaluating the learning environment of careers

The results of the study are grouped according to the Generic Model of evaluation of the learning environment of careers with the CACES criteria, Relevance, Curricular Plan, Academy, Institutional Environment and Students, as detailed below:

A. Relevance: It refers to the capabilities that a career must respond to the demands of the environment, contributing to national planning for development and to the reduction of gaps in priority and emerging sectors (CACES, 2017). In this first section, the study focuses on the subcriteria of Profession and Context, in this way, teachers evaluate the Profession, with 97.57%, the importance of this subcriterion supported by the curricular design of the career to achieve the professional profile according to the current labor market is noticed. The sub-criterion Context focuses on the direction, strategic planning, and participation in the programs of Linkage with society, indicated as important and very important with 91.46%. When averaging the values of the Relevance criterion, it can be established that the teachers consider it important and very important with 94.51%. On the other hand, for students the average value of the criterion relevance is 63.19%, in the options satisfied and totally satisfied.

14 B. Curricular Plan:

The academic formation of the student in the different disciplines represents the way to manage and the way to generate knowledge and strengthen the competencies and values of the students for a given career. The Curricular Plan is articulated through the subcriteria Mesocurricular and Microcurricular. A 92.69% of the teacher's state that the Mesocurriculum is important and very important, whose key standard is the curriculum of the careers offered. The Micro-curriculum sub-criterion, which integrates the analytical programs, practices, and laboratories of the subjects, obtained a rating of 87.81% in the same options. In the general average of the Curricular Plan, the teachers consider it as important and very important with 90.24%. The students indicate in 65.17% of average, to be satisfied and totally satisfied with the established curriculum, so that it can guarantee the quality in the professional formation.

15 C. Academy:

The Academy Criterion is fundamental in the teaching-learning process due to the interaction of teachers and students that results in the generation of knowledge, the fulfillment of learning objectives and the integral formation of the student, according to the institutional Educational Model (CACES, 2019). According to the instrument applied in this study, the findings respond to the subcriteria: Teaching quality, Dedication and Scientific production; teachers' rate as important and very important the teaching quality with 86.99%, taking into account the degree, qualification, experience, teaching evaluation. In second order, the dedication of teachers is indicated as important and very important, with 79.67%, which relates to the allocation of students per teacher for academic tutoring, follow-up to the degree, working conditions; followed by academic production with 73.66% related to research and academic domains, mobility, collaborative practices, dissemination, disclosure, and values as a daily example. In general average, the results of the Academic criterion are considered by the teachers with 80.11% as important and very important. The students rate in general average the criterion, with 65.17% to the options satisfied and totally satisfied.

16 D. Institutional Environment:

The Institutional Environment criterion should provide support to the three substantive functions (CACES, 2017). The study analyzes the subcriteria Academic management, Bibliographic fund and, Laboratories, simulation centers and workshops. The teachers consider in 93.90% that the bibliographic fund is the most important, even more so if one considers the character of confinement experienced by the students due to the pandemic. This is followed by the academic management subcriterion with 82.58% and laboratories, simulation centers and workshops with 77.24%. On the other hand, for 68.16% of students in the sample, the bibliographic fund is also relevant, followed by academic management with 54.39% and laboratories, simulation centers and workshops with 53.07%. The availability of appropriate learning environments, resources, and an efficient and effective academic management, strengthen the quality of teaching and learning. In general average, on the part of the teachers, the study shows the Institutional Environment criterion with 84.57% as important and very important; 58.54% of the students indicate that they are satisfied and very satisfied.

17 E. Students:

HEIs face a continuously changing environment accelerated by the availability of knowledge and technology; the concepts and principles of quality contained in the family of ISO 9000 Standards support the quality management of educational services, recognizing that the student or customer conceptualizes quality as something more than satisfaction, which directly impacts the reputation of the organization (ISO 9000, 2015). The criterion Students is made up of the subcriteria Student Participation and Efficiency; the punctual sample records that teachers in the options important and very important assign to the subcriterion efficiency 85.37% and to student participation

328 80.84%. The students in 50.25% are satisfied and very satisfied with the subcriterion student participation with
329 respect to the conditions provided by the institution that positively influence their performance. In general
330 average, the results of the criterion Students for teachers accumulate 81.40% as important and very important.
331 In general average, students rate the criterion with 50.25% for the options satisfied and totally satisfied.

332 18 b) COVID-19 in the hybrid education process

333 The prolonged closure of educational centers due to COVID-19 has been a challenge for students, teachers and
334 parents. On May 7, 2020, the Higher Education Council (CES) amended the Transitory Regulations for the
335 Development of Academic Activities in HEIs in response to the state of emergency due to the health emergency.
336 The CES incorporates in the Regulations the hybrid modality, which prioritizes the autonomous learning of
337 students, to facilitate the access of students who, due to lack of connectivity, cannot attend classes synchronously
338 and in real time (CES, 2020).

339 The survey inquiries about the factors that make up the education process with hybrid modality that combines
340 face-to-face and remote education through EVA virtual learning environment platforms using the Internet to
341 provide the educational service in synchronous and asynchronous sessions; the results are analyzed according to
342 the priority established by teachers and students.

343 Among the factors studied, teachers perceive three relevant factors rated as important and very important:
344 the technological skills demanded by virtual education and respect in the interaction of participants with 95.12%;
345 the educational technology that supports virtual education with 92.68%. On the other hand, students' rate as
346 satisfied and totally satisfied the time planning for the virtual education process (71.14%), the respect in the
347 interaction of the participants (66.17%), the fulfillment of the learning results (65.67%) and the participation of
348 the students in the collaborative work in the virtual classroom (65.17%).

349 19 V. Discussion and Conclusions

350 The Holy Father in his message at the Symposium for the launch of Mission 4.7 and the Global Pact on
351 Education, organized by the Pontifical Academy of Social Sciences and the UN in Vatican City notes, "...at
352 the heart of the Sustainable Development Goals is the recognition that quality education for all is a necessary
353 foundation for protecting our common home and fostering human fraternity." Also, it states that governments
354 must ensure inclusive, equitable and quality education, promoting lifelong learning opportunities, and for all
355 (VATICAN NEWS, 2020). In the same way, in its call to the Global Pact for Education, it highlights the need to
356 create a commitment to give life to an educational project that is managed with energy, initiating creative and
357 transformative processes that involve all components of society, leaving aside the individualistic culture to make
358 way for a change in the currently affected educational system (Lobos, 2020).

359 In relation to Relevance, teachers express the relevance of the two sub-criteria studied, Profession and Context.
360 The importance of the subcriteria is ratified because it responds to the needs of the social environment, processes
361 of knowledge generation and human training, with a focus on employability and entrepreneurship, supported
362 by the structure and organization of the career, with a short-, medium-and long-term vision, and framed in
363 the institutional philosophy and strategic objectives. The commitment to transformation, social development
364 and a dignified life will depend on its relevance. On the other hand, students are moderately satisfied in their
365 responses to these criteria, which leads to an immediate commitment to reinvent the educational process based
366 on COVID-19.

367 Regarding the Curricular Plan criterion, with the subcriteria Mesocurriculum and Microcurriculum, they
368 structure the curriculum according to the educational needs and expectations of society for the resolution of
369 problems and social transformation. The Mesocurriculum with the disciplines for the generation of knowledge
370 will attend the process of knowledge generation while the Microcurriculum is the means to make the process
371 successful with the methodological design, practices and laboratories, evaluation methods, fulfillment of learning
372 objectives, digital supports, transversalized by values. The articulation of the curricular plan, as pointed out by
373 students and teachers, constitutes success factors for the formation of global citizens. When students state that
374 they are moderately satisfied with the established curriculum, the need for an immediate transformation of the
375 curricular plans to adapt them to current needs is confirmed.

376 The results with respect to the Academy criterion, allow teachers and students to place the subcriteria quality
377 and dedication of the teacher as relevant in the educational process. This response confirms that the interrelation
378 of the main actors, teacher-student, is decisive because of the impact of the teacher towards a connection with the
379 student that gives way to an answer or a problem of the environment and the world. The commitment, leadership,
380 competencies and permanent training of the teacher are defining for this link so that there is a communion and
381 a sharing with the student as a protagonist and he/she feels accompanied as far as he/she wants to go. The
382 Academy is the way to reflect the philosophy of PUCE: Christian humanism, Ignatian perspective, integration
383 of knowledge, centrality of the person and quality education for all (PUCE, 2021).

384 The educational system depends on the strategic and operational framework of the institutional context to
385 form citizens of the world and for this it requires management elements such as: an effective integrated system
386 of academic, administrative and financial management; digital support tools for the teaching-learning process,
387 libraries open to the world, internet connectivity throughout the campus, quality culture based on continuous

388 improvement, shared planning, equal opportunities, direct relationship with the world of work, strengthening
389 values by example, flexibility in the processes, among others, that facilitate the processes of a lifelong education.
390 According to CACES 2019, these are essential scenarios and resources for the functioning of an IES and, therefore,
391 for the implementation of its substantive functions.

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395 In this context, teachers and students point out the importance of the Bibliographic Fund, in accordance with
396 the need to have sufficient sources of consultation and research, increasing its impact, due to the new study
397 modality because of the pandemic. For teachers, academic management is also relevant, as well as laboratory
398 services, simulation centers and workshops, while the latter are more important for students and highlight their
399 dissatisfaction.

400 The criterion Students defined by CACES considers that HEIs must guarantee conditions that positively
401 influence the wellbeing and performance of students and members of the academic community; teachers and
402 students alike perceive that the attention provided to students in academic tutoring and/or accompaniment is
403 of vital importance in face-to-face mode and even more so during COVID-19. The followup of the graduation
404 process is a concern for all the IES, which is ratified by the responses of the students who rated terminal efficiency
405 moderately. Another factor to be considered for review is the process of granting the socioeconomic scholarship, a
406 means by which quality education for all would be achieved. The activities linked to the community for students
407 are the best way to bring the student to the reality of the environment and contribute to the integral formation,
408 by allowing early participation in the problems of the community and being part of the solution.

409 In order to identify the perception of teachers and students regarding the educational service and quality
410 assurance in COVID-19, the second part of the survey investigates visible aspects within the teaching/learning
411 process with hybrid modality, among which the following stand out: the technological skills required, respect in
412 synchronous interaction, the educational technology that supports the hybrid modality, time planning, compliance
413 with learning outcomes and student participation in collaborative work.

414 Most teachers consider that technological skills are tested in this modality, the results (95.12%) indicate that
415 they had to be trained in the use of learning management systems such as Moodle, Blackboard, Bright space,
416 Google Education and others and in distance learning communication software such as, for example, Zoom,
417 Adobe Connect, Skype, Webex and Teams (University of Ottawa, 2021). Teachers between 41 and 60 years of
418 age (82.93%), considered as technological migrants, require more training and updating to be competent in the
419 technological skills required for classroom operation, as well as in the preparation of materials, study guides,
420 practical workshops, interactive forums, evaluations, among others.

421 A concern for teachers (95.12%) and students (66.17%) is the practice of respect in the interaction in the
422 hybrid model of training as shown in the data; rules and norms must be clear and accepted by all, UNESCO's
423 Education Sector thematic notes suggest that in addition to imparting knowledge, the hybrid modality can help
424 students develop important social and emotional skills, such as empathy, teamwork, collaboration, resilience,
425 proactivity, initiative and responsible behavior in contexts where they have to take risks and make decisions
426 (UNESCO, 2020).

427 The educational technology that supports the hybrid modality, demands HEIs to invest efforts and resources
428 in the operation of EVA systems, teachers highlight its importance (92.68%) as it constitutes the fundamental
429 tool that supports virtual education; the Moodle platform used at PUCE is a free access learning management
430 system, it allows organizing courses, group discussions, questionnaires and calendar among other applications; in
431 this environment training is the challenge for teachers and administrators ??MOODLE, 2020).

432 This path of the study is aligned with the institutional strategy contained in PUCE's AP and allows the
433 university to quickly and efficiently coordinate the educational service with the participation of the university
434 community and associated stakeholders in order to transfer the face-to-face nature to the training process in
435 hybrid mode.

436 22 VI. Contribution of the Study

437 The transformation process and strategies began with the pandemic, in the context of regrettable events such
438 as the loss of jobs; interruption of studies of children, young people and adults; increase in poverty; increase in
439 inequality, precariousness in health, crisis in all areas and a face-to-face education system with no guarantees
440 in learning. Therefore, the accelerated incorporation of digital technology is not everything; the challenge is to
441 innovate to attend and serve people, especially the discarded, and this feeling must be born in the classroom, to
442 be projected in the great global village as teachers and students point out when placing the Curriculum Plan as
443 the relevant criterion of the educational process.

444 The methodologies for transformation cannot come only from the change of subjects, number of hours,
445 organization of learning (in contact with the teacher, experimental practice, autonomous learning); a change
446 of vision is needed to establish new paradigms that ensure the transforming power of education towards a new

447 culture that influences and changes the reality of the present social debt. The view must be reflective and be
448 situated from the global to the local with all the actors of the national and international educational ecosystem;
449 collaborative work in a network will make it possible for the objective of the Global Compact to be fulfilled.
450 education system that can adapt and show itself in accordance with the current needs of the world, with a
451 positive impact on society through quality education for all and focused on values, considering the person as the
452 center of the educational ecosystem. This is reflected in the PEDI as a strategic and operative element based on
453 the PA 2021-2025, the Statute and complementary laws.

454 It opens the opportunity to reinvent and empower processes that supported by the Quality Management System
455 ISO 9001:2015, collaboratively create an action plan in which transformational leadership allows an academic
456 dialogue and the encounter in diversity so that the processes of the educational system are renewed, sustainable,
457 and strengthened with an efficient, effective, and measurable management, potentiating the skills of the actors,
458 digital competencies and ethics. Therefore, the search for quality in the management of educational processes
459 and what has been learned during the pandemic period requires a model that, in addition to placing the person
460 at the center of the activities, ensures the fulfillment of the institutional mission.

461 The traditional face-to-face educational system that was until 2019, the traditional one is no longer present.
462 With this scenario opens the opportunity to analyze the new reality in education, especially in the face-to-face
463 offer where those adaptations and technological transformations currently used have come to stay, as well as the
464 ongoing training of teachers and administrative staff, the identification of realities in the university community,
465 the processes in the educational service and the new citizen we want to form in accordance with the four pillars of
466 education of UNESCO: Learning to know, learning to do, learning to live together and learning to be, prevailing
467 the values and ideals of a culture of peace (UNESCO, 1994).¹

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