

Context of Public Education Policies in Educational Institutions in East Lima, Peru

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Abstract

The general objective of this article is to describe the differences that exist between the different factors that influence Educational Public Policies in the Educational Institutions of East Lima in Peru. It is a study based on the positivist paradigm with a quantitative approach. The research is descriptive and comparative, it analyzes the context in which Public Policies are developed in Peru. The variable Educational Public Policies is theorized and contextualized to the current situation; the population of teachers from different educational institutions in East Lima is considered for the analysis, the sample was represented by 246 teachers from the institutions under study. The results indicate that there are significant differences between the different factors that influence the Educational Public Policies in the Educational Institutions, which can be seen in the result when applying the non-parametric Friedman test, where a significant $p_value < ,05$ was obtained; which implies evaluating the current policies and taking a series of adjustment measures, specific to each dimension of the study.

Keywords: education, policies, educational public policies.

1. Introduction

Public education policies are key elements for the development of a country's education and society in general (Barbón, et al., 2018; Colín et al, 2018). However, many times, they are not consolidated due to the gaps that exist between education systems and life itself within educational institutions. The governments and the competent authorities of the different nations have been joining forces to reduce these gaps and find ways to reverse the situation. Education contributes to the economic, social, political and cultural development of a country and also has direct participation and the capacity to transform society in general (Colín et al, 2018; Tomé, 2020).

The study of public education policies includes the analysis and description of the factors that intervene in these policies according to the perception of teachers, which allows for a better vision and understanding of those factors that affect both the academic performance of students, the factors that

most limit the possibilities of improving pedagogical practice, and the factors that favor the possibilities of improving teaching practice.

In this sense, this research is theoretically justified, since it allows for an exhaustive investigation of the concept of public education policies. Public policies are related to a set of interrelated decisions that are adopted by an actor or group of political actors that involve the definition of objectives and means for their achievement within the framework of a specific situation; they are also a set of interdependent collective choices associated with the decisions taken by governments and their representatives (Malagón et al., 2019). "When we refer to education or educational policies, we assume that public education systems must be organized, controlled and financed by the government" (Amaral 2010, p.42). Also referred the emergence of a new society, political and economic contexts, suggest that education policies may not be understood entirely and exclusively from a national perspective. They should be studied as a discrete level of analysis (Amaral 2010).

All of this, together with the statistical reality described in Peru, will allow for the generation of reflection and debate on the problems immersed in the subject, within the context of the development of Public Education Policies.

Under these approaches, the objective of the research is to describe the differences that exist between the different factors that influence Public Education Policies in Educational Institutions in Eastern Lima, Peru.

Public educational policies

Public policies are those plans or projects that the State designs to provide specific solutions and cover the needs that society demands in order to achieve the planned objectives (**Robledo-Castro et al., 2019**). Public policies are related to a set of interrelated decisions, adopted by a political actor or group of actors, which involve the definition of objectives and the means to achieve them in the context of a specific situation. Public policies are a set of interdependent collective options associated with decisions, adopted by governments and their representatives (**Malagón, et al., 2019**).

Regarding public education policies, these are those programmatic decisions that contain activities, which the education system designs, in order to satisfy the demands that this sector requires, among which we can mention laws, budgets, regulations and programs (**Murillo, 2019**). As is generally known, changes in the field of education occur throughout the world. It is important to be aware that in this context, public education policies undergo modifications, readjustments, or transformations according to the needs that each country experiences, as a product of insertion into the knowledge society and globalization (**Vellani, 2020**). That public education policies are those that refer to the set of interrelated decisions and the set of collective options, which are precisely the key elements on which the interests of national education systems are put into play, in the scenario of the internationalization of the education market (**Malagón, et al., 2019**).

Political turmoil that occurs in the regular democratic political cycles often remains an additional obstacle to long-term governance and the implementation of social rights (**Bucci & Dourado, 2017; Monarca 2017**). As the authors state, the problems that arise in public policies are obstacles that are detrimental to social welfare and if this occurs in the educational field it will affect the entire educational community and especially the student population, being detrimental to this sector and therefore to the country in general.

Policy makers continue to seek ways to create opportunities for people to access training and education that translate into jobs and careers, while meeting the labor demands of a developing economy (**Keily, 2019**). Educational quality, in itself, is a highly controversial and multifaceted term that must be considered within the framework of a complex, evolving and adaptable system, shaped by the political,

economic, social and cultural environment of each country, in a balanced and integrated manner (**Ferguson et al., 2019**). It is necessary that the public educational policies formulated generate opportunities so that more and more people have access to an optimal and quality education, which will be reflected in an adequate preparation and professional training, so that the new generations can be successfully inserted in the world of work. It is necessary to understand that education constitutes a key element in the development of a nation. In this regard, (**Ramesh & Krishnan, 2020, p. 356**) argued that: “Education is the backbone for the growth and development of a nation”.

The changes and instabilities in public education policies lead to a series of difficulties. The common explanations for this situation, in addition to socio-economic inequalities, also refer to the country's highly diversified continental territory, its large multi-ethnic population and the specificities of the government structure (**Bucci & Dourado, 2017**). With all the elements presented by the author, governments must deal with and translate all this great diversity into real opportunities and positive elements that favour and benefit the education sector in order to achieve the aims of education.

Education today is one of the priorities for a country's development. Education is the key to life, it provides an individual benefit to each citizen, but also has a positive impact on the environment. Through education one can gain knowledge, skills and qualifications that can provide better job opportunities and a better quality of life (**Esenowo & Lounasmaa, 2019**). Because of the author's statement, the education policies adopted by each government must be based on the reality of their country and focus on achieving the expected results.

One of the necessary aspects that must be considered, as a priority in the formulation of public education policies, is the economic aspect. This aspect makes it possible to redefine in a responsible manner the mechanisms needed to meet educational demands. The provision of necessary education funds is a basic condition for realizing targets for educational development. Hence, the Guideline regards increasing investments in education as the principal target for educational finance policy (**Liansheng, 2012; Gibbs, 2000**). This guideline therefore refers to increased investment in education as the main objective of education financing policy. The economic outlay for the education sector is one of the priority elements to meet the different needs that arise in this sector, among which can be considered, infrastructure, furniture, resources, tools, lighting, training and updating of teachers, among others in order to overcome them. The most important aspect of improving education financing mechanisms consists of reasonably redefining the responsibilities of governments, officials, and between different levels of government. For an education system in which public economic outlays are the main source of funding, increased investment in education should consist mainly of government increases in public spending on education (**Liansheng, 2012**). As the author states, investment in education should be a priority because education is a very important resource for building a better future.

Jung (2018) stated that: “educational policies change and some policies and standards come and go” (p.105). However, the objective of each of the educational public policies adopted by governments should be to ensure the optimal development of education in their country, since it contributes to the social and economic growth of a nation. Likewise, we are facing a changing scenario in each of the realities. Today, society has changed its priorities, the concept of a post-industrial society (information society) has emerged, which is interested in being able to ensure that society can act independently and actively, make resolutions and adapt flexibly to changing living conditions (**Tigu, 2019; Yelezhanova et al., 2019**).

The educational public policies that are developed or adopted must take into account different factors: among which we can mention the school factors. Among these are the adequate and pertinent use of scientific and technological advances, which generate the necessary conditions to incorporate them into educational projects or programs thanks to the benefits they generate for the education sector.

Emerging and evolving technology is generating an era of knowledge, transforming the educational landscape and facilitating learning innovations (Khine & Areepattamannil, 2016; Octavio et al., 2017). Likewise, the use of information and communication technology resources in education has been considered a necessary method to improve the quality of education (Shengru et al., 2018). On the other hand properly used technological resources provide great benefits to users, which in the case of the education sector would be the students. Over the past two decades there has been a continuous integration of ICT in education, and the importance of teachers' convictions in adopting ICT in education has become apparent in relation to educational changes (Shengru et al., 2018). Therefore, it is necessary to train each of the teachers in the use of technological tools in order to put them at the forefront of the latest technological advances and to be able to access updated information to improve their professional practice for the benefit of the students in their charge.

Another factor is directed at teaching practice, which is a key element in education. Professional growth performs four priority functions within an educational institution: it serves to improve individual performance; correct ineffective methods; determine the basis for policy implementation; and enable change (Aksoy, 2019). The competence and performance of teachers play an important role in the quality of teaching and, therefore, of educational programs. The quality of teaching depends essentially on the values, competence and attitude of teachers (Ramesh & Krishnan, 2020), as the authors refer to it, the work of teachers is the one through which they mobilize a series of professional skills, resources, strategies, techniques, and tools to exercise their practice. For this reason, education policies should include permanent training for teachers in order to empower them to carry out their professional practice in an optimal manner. On the other hand, there is the emotional state of teachers, who must have behavioral control in order to face various situations that arise with students, in order to guarantee a quality education and to achieve the proposed objectives. In this regard Gabriel et al. (2016) mentioned: "School climate may have a positive or negative effect on educational processes" (p.4). As the author refers, the school climate plays an important role within the educational environment because having a pleasant and conflict-free learning environment will allow each of the educational processes to develop normally, achieving the expected academic performance. The work done by teachers covers the emotional aspect which requires them to improve their emotional environment, seeking to control their negative emotions (Qi et al., 2017). Teachers must learn to manage their emotions as well as their knowledge. The act of teaching must be considered to be in positive interaction between the teacher and the students; therefore, this interaction must be constructive and seek a harmonious balance within the school environment.

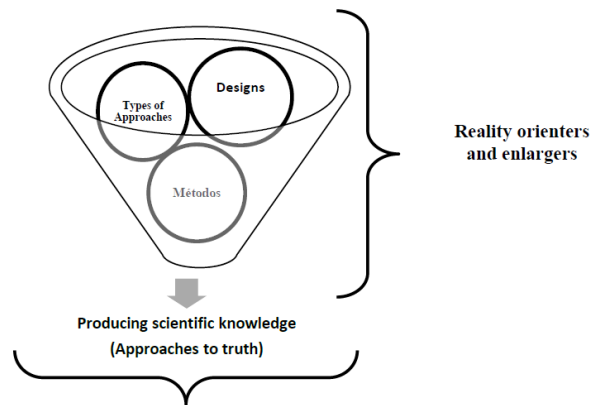
Many times, despite some initiatives regarding the planning and coordination of public education policies, these efforts do not provide the expected results since they do not correspond to reality. This is why many countries adopt different strategies and resort to new paradigms that are relevant to their current requirements, breaking with traditional models and beginning to see education from a different perspective, thus constituting hope for the sustainable development of their country.

2. Materials and methods

It is important to point out that paradigms, approaches, designs and methods are not the ones that allow us to obtain knowledge; rather, knowledge is built with scientific activity (as such); the other, proposes an order, a path, to reach this end.

In this order of ideas, it can be said that the construction of knowledge, is simply an approximation to the truth, which depends on the historical moment in which this truth is reached, although they are objective, they are not absolute, since the dialectic presents, permanent contradictory arguments to this "truth" found; which is represented in figure 1, based on the criterion raised by (Díaz, 2014).

Figure 1. Scientific knowledge



They are partially absolute, given in a historical moment or time, subject to (dialectical)

The paradigm raised in the present investigation is positivism, being this one, the one that has as foundation, the formal science; it is important to remember, that positivism takes height in the XIX century; in this hasty technological awakening; the formal with respect to the form of "doing science", acquired invaluable validity; where there was no other support "than objectivity" (the tangible conceivable); the climax of the theological, naturalistic and finally the positivism of Augusto Comte. (Although his proposal arose with an emotional bias).

The approach taken to develop this research was quantitative, since the information collected in the respective instrument was converted into data, these data in turn were transformed into numbers, these numbers were analyzed objectively through statistical techniques and these in turn, after allowing the existing reality to be described as a given diagnosis at a given time, allowed the hypothesis to be contrasted.

There are two methods of data collection: qualitative and quantitative. The most prominent difference between the two is that quantitative methods produce numerically expressed data and qualitative methods provide information about situations, events, people, shared actions and observed behaviors, direct quotations from people, and excerpts or whole passages from documents, correspondence, records, and case studies. Quantitative research collects and analyzes quantitative data, while qualitative research avoids quantification; however, records are made through stories, participant observations and unstructured interviews (Cook, 1979).

Regarding the design, the present research is non-experimental; the classification of research into experimental and non-experimental (research designs) is subordinated to the types of research described at the beginning. Therefore, by way of example, an exploratory investigation can be experimental or non-experimental (Díaz & Caldez, 2015); all of them start from an initial description (initial diagnosis of the phenomenon, of the variable).

In this order of ideas, the phenomenon or research variable that this study deals with is Public Education Policies. In order to be quantified, this variable is treated and classified as "Qualitative Ordinal"; it is qualitative, because it observes the characteristics of the phenomenon by studying it in different contexts (individuals) and measuring the intensity with which the phenomenon will occur; it will be ordinal, since the intensity has a logical location and order.

Since the study is not experimental, it will be of a descriptive comparative level of application (as far as statistical technique is concerned). There is no logic of comparison exclusive to political science and a different one in sociology, in economics or in other social sciences. Nor are there any options and decisions of a scholar belonging to a sector of the social sciences that should not be assumed or

are not relevant, also for other social scientists (**Sartori & Morlino, 1994**), in view of this, in the social sciences, as in the natural sciences, when carrying out research "hypotheses are raised", but in a certain way, these have a different meaning; although, in a quantitative approach, we establish them and subject them to statistical contracting procedures; there is always one more way, to deal with the phenomenon by studying; that is not the objective, the formal, but the factual, subject to subjectivity.

With respect to the population, it is important to indicate that it will be made up of subjects from which the relevant and interesting information will be extracted, it can also be indicated that "it can be made up of people, animals, medical records, births, laboratory samples, road accidents, among others (**Pineda et al., 1994**). For the present study, the population was composed of teachers of regular basic education, primary level of the Red 03, Unidad de Gestión Educativa Local 05, Lima East - Perú, in the final months of the year 2019; the population being infinite, the sample was 246 teachers.

In the case of the sample, this being a representative subset of the population, where all the inherent characteristics are present, there are two paths for its selection (sampling): probabilistic and non-probabilistic, depending on the feasibility, for its selection, a consequence of the context in which the research is carried out.

With respect to the ethical aspects, the present article safeguards in the first place, the intellectual property of the authors, with respect to the diverse theories and knowledge; citing them appropriately and specifying the bibliographic sources where the referenced is found. Intellectual property includes copyright and industrial property; in this context, written intellectual property refers to copyright; however, it is only a part of it, since it includes the right of ownership of the work by the author, which has its genesis when it is materialized. In this reality, there must be mechanisms implemented by the Peruvian State that protect the author (**Díaz, 2018**). Secondly, with respect to the reservation of information, since it is information that corresponds to the action and/or management of the educational institutions involved, it was considered the reservation of the same. Thirdly, the procedures and methodologies proposed, developed and implemented in this research, constitute "in themselves", "in fact"; intellectual property, in terms of their contextualization and application in the institutional reality exhibited by the authors of this work. Finally, fourthly, the identity of the people involved in this study is kept in reserve.

The instrument used was the Public Policy scale (education), the technical details of which are presented below:

Author: Adapted by Dr. Jorge Rafael Díaz Dumont (PhD). Original Questionnaire: National Survey of Teachers in Public and Private Educational Institutions, ENDO 2014.

Meaning: To carry out a diagnosis of the school factors that negatively affect student learning; factors that further limit their possibilities of improving their teaching practice; factors that favour the possibilities of improving teaching practice. Administration: Individual or collective.

Duration: No time limit. Its complete application usually takes about 30 minutes. If each of the dimensions with their separate questionnaire indicators is used, the estimated time is as follows:

Dimensions I (10 minutes), Dimensions II (10 minutes), Dimensions III (10 minutes)

Application: The application scope is Teachers in Educational Institutions.

Classification: Scales have been drawn up for each of the scales with 384 compulsory secondary school teachers in order to have training elements for comparison if ever necessary (Confidentiality)

N° of reagents: 20

Scale: Dichotomous (NO=0, YES=1).

Levels and Range: Optimal (16-20), Medium (8-15), Non-Optimal (0-7)

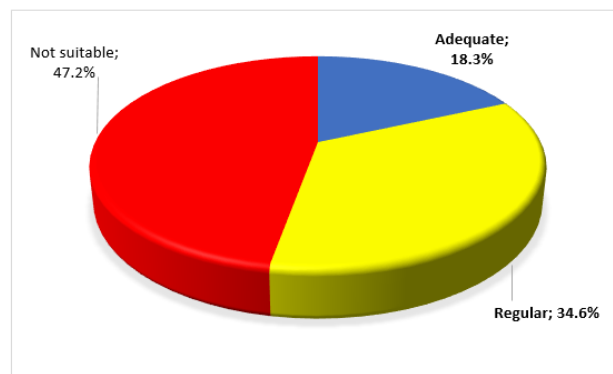
Reliability: Cronbach's Alpha 0.973 (very high)

For the collection of data, since it is a design of comparative descriptive level, of transectional type; the scale of Educational Public Policies was applied to the sample under study, as established in the technical card of the scale used.

In order to analyse the data, it was taken into account that the variable studied was ordered and non-parametric statistics were applied. After tabulating the data, tables and figures were elaborated for their respective description and interpretation, applying Friedman's test; since it allowed to contrast the comparative hypothesis, of differences of factors (dimensions). Therefore, in this test, it is for more than two related or paired samples; it is free of curve, not needing a specific distribution.

3. Results

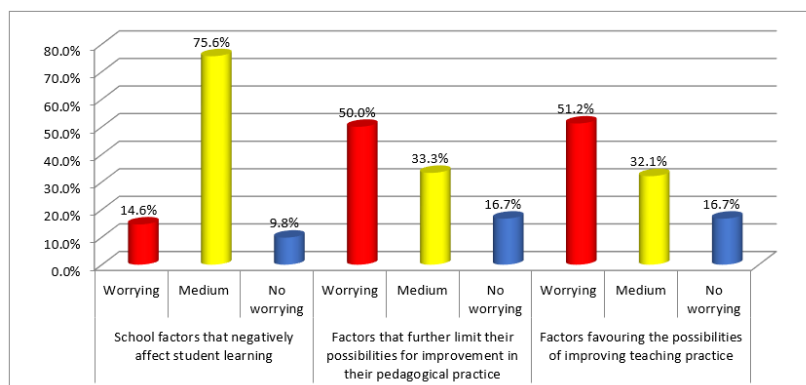
Figure.1. Description of the levels of public policy found



Interpretation of figure-1.

As can be seen in Figure 1, there is a prevalence of inadequate public education policies with 47.2%, and between adequate and regular they reach 52.9%, slightly more than 50%.

Figure.2. Factors associated with Public Education Policies



Interpretation of figure-2.

Similarly, in Figure 2, in terms of school factors that negatively affect learning, an average situation prevails (75.6%). However, 14.6% of those surveyed state that the situation is worrisome, and only 9.8% state that it is not.

Inferential Analysis (Hypothesis Contrast)

Decision rule;

If $p\text{-value} > 0.05$, the Null hypothesis is accepted (H_0)

If $p\text{-value} < 0.05$, the Null hypothesis is rejected (H_0). And, H_a is accepted

Table.1. Friedman test

Hypothesis Test Summary				
	Null hypothesis	Test	Sig.	Decision
1	The distribution of School Factors that negatively affect student learning Factors that limit to a greater extent their possibilities of improvement in their pedagogical practice and factors that favour the possibilities of improvement in teaching practice are the same.	Análisis de dos vías de Friedman de varianza por rangos de muestras relacionadas.	,000	Reject the null hypothesis.

Se muestran las significancias asintóticas. El nivel de significancia es ,05.

Interpretation of table-1.

The result of the p.value of Friedman's test $p = 0.000 < 0.05$; therefore, the H_0 is rejected; accepting the alternate hypothesis of the variable, it is demonstrated that significant differences exist between the different factors that influence the Educational Public Policies in Educational Institutions of East Lima of Peru; however, in which of these factors do differences really exist? In order to do so, I choose to carry out tests in pairs or multiple comparisons, where differences by pairs would be evident; contrasting that in all pairs there are significant, real differences; applying another non-parametric test, the Wilcoxon test.

Table.2. Wilcoxon - Multiple Comparisons - Public Policy

Sample 1-Sample 2	Statistical test	Typical error	Deviation Statistical test	Sig.	Adj.Sig.
Factors that favour the possibilities of improvement in teaching practice- Factors that further limit their possibilities of improvement in their teaching practice.	,557	,090	6,176	,000	,000
Factors that favour the possibilities of improving teaching practice-School factors that negatively affect student learning.	,961	,090	10,662	,000	,000
Factors that further limit their possibilities for improvement in their pedagogical practice-School factors that negatively affect student learning.	,404	,090	4,486	,000	,000

Cada fila prueba la hipótesis nula que las distribuciones de la Muestra 1 y la Muestra 2 son las mismas.
Se muestran las significancias asintóticas (pruebas de 2 caras) El nivel de significancia es ,05.

Interpretation of table-2.

As can be seen in Table 2 in the Multiple Comparison test (Wilcoxon), in all cases ($p_value=0.000<0.05$); regarding the combination of the factor pairs. Therefore, there are significant differences between the pair comparisons.

4. Discussion

From the findings and the analysis of the theories presented, we agree with those stated by Diaz (2014), reaffirming that paradigms, approaches, designs and methods, are not properly, those that allow us to obtain knowledge; but, that knowledge is built with scientific activity (as such); for this, an order is proposed, a path, to reach that end; Thus, the construction of knowledge is simply an approximation to the truth, which depends on the historical moment in which this truth is reached, although they are objective, they are not absolute, since the dialectic presents, permanently contradictory arguments to the "truth" found, this is evident in the current situation where the various paradigms related to education have ceased to be in force.

Likewise, from the findings and the analysis of the results, it has been found that in the reality of the study the existence of an inadequate level of Public Educational Policies prevails with 47.2%; being that, between adequate and regular reach 52.9%, slightly exceeding 50%; this implies that there is a dissatisfaction of the teachers regarding the established public policies, leading to reflection for their evaluation and adjustments. Likewise, from the findings and the analysis of the results, it has become evident that in the school factors that negatively affect learning, an average situation of 75.6% prevails; however, 14.6% of those surveyed state that the situation is worrisome and only 9.8% state that it is not worrisome; this reality of dimensions is more favorable in comparison with the factors that limit to a greater extent the possibilities of improving teaching practice and those that favor the possibilities of such practice.

Likewise, the present research coincides with what was stated by Ferguson et al. (2019) since indeed, educational quality, in itself, is a very controversial and multifaceted term that must be considered within the framework of a complex, evolving and adaptable system to public policies in a context of space and time, shaped by the political, economic, social and cultural environment of each country, in a balanced and integrated manner.

5. Conclusions

The present study demonstrated that there are significant differences (Friedman) between the different factors that influence Public Education Policies in the Educational Institutions of East Lima, Peru; being thus, the test of Multiple Comparisons (Wilcoxon), in all the cases demonstrated, with respect to the combination of the pairs of factors; those significant differences exist, between all factors immersed in the public policies.

It is important to note that the school factors that negatively affect learning reflect a better situation in comparison with the factors that most limit the possibilities of improving teaching practice and those that favor such practice; This is due to the fact that in schools, teachers often do not find an adequate working environment, deficiencies in architectural infrastructure, lack of certain educational materials, excessive curricular and extra-curricular demands and complaints from parents, lack of knowledge of teaching strategies, insufficient access to ICTs, insufficient time to systematize the work of teachers, and inadequate pedagogical support. For what exposed the authorities of the Educational Institutions must look for strategies that allow the teachers to face the challenges that the present education demands in order to guarantee an education of quality according to the times in which we live.

On the other hand, the second factor considered in this research, referring to the factors that most limit the possibilities of improvement in the pedagogical practice of teachers, is the negation of the third factor that corresponds to the factors that favor the possibilities of improvement in the practice of

teachers. This antagonistic position is used in the educational field because it seeks to understand both the factors that limit and those that favor the practice of teachers; to this end, each of the reagents of the dimensions of the variable under study was analyzed. These factors that limit teacher performance allow us to objectively understand the reality of teachers' work. Likewise, they provide light in order to improve those aspects that limit the practice of their professional practice, understanding that they hold in their hands the students who constitute the present and the future of the country. On the other hand, there are factors that favor the adequate performance of teachers, which are considered to be strengths. Therefore, continuity should be sought, since they allow for the achievement of the optimal results that current education expects.

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