

MANAGEMENT OF HEALTH INTELLIGENCE IN THE PEDAGOGICAL CONTEXT AFTER THE COVID 19 PANDEMIC AT THE FILIBERTO LÓPEZARÉVALO EDUCATIONAL UNIT IN GUAYAQUIL

BY

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Abstract

The Covid 19 pandemic decontextualised humanity from the paradigms it had always developed. Family, educational and business customs were shaken by a micro-organism that had been little studied by health professionals: Doctors, nurses, laboratorians, dentists, politicians, military suffered as their paradigmatic systems had become obsolete and gave way to the geniuses who had non-traditional thoughts to face the virus in all its dimension; that is why this document aims to rescue the values developed during the Covid 19 pandemic using a reflective analysis from epistemology and didactics, to promote reflection and pragmatism as an educational cognitive tool in order to rescue from history its antecedents.

The Filiberto López Arévalo School, with Amie Code 09H00251, is located at 3401 Pedro Pablo Gómez Street and 14th Street, and the phenomenon of the relationship between covid 19 and the use of virtuality is analysed. The study is justified on the basis of analytical principles, which underpin the basis of the main intervention models of institutional educational communication, which have focused mainly on childhood and socio-communicative development. A qualitative approach as an emerging model benefits parents and teachers by assuming a no longer passive attitude towards the pandemic phenomenon, but a critical stance that makes these children the next heroes in the face of complex disasters from a constructivist view of history.

Keywords:

INTRODUCTION

Development

Background

Pedagogical contributions in the face of the pandemic were needed

from the application in a different context to traditional learning styles. In less than 2 months from March 2020, the learning delivery mechanisms came up against connectivism as a new way of

connecting with students, which merited an analysis of the different styles that students have with the content and show how they apprehend that content.

(Fournier Guimbao, 2020) wrote: "The crisis caused by the pandemic led many organisations to accept teleworking in a preliminary study. It was a question of survival" (p.54); so many organisations, including educational ones, adapted ways of survival, never seen before. What was most striking was the coexistence with parents, since student life had distanced them too much, and parents did not know what their children were likeduring the student phase.

The third edition of the Interdisciplinary Congress of Young Researchers, organised by the Association of Young Researchers of the University of Murcia (AJIUM), was held on 23 and 24 September 2021 in (online) form, and an analysis is made of the effects of Covid on education. (Abellana, 2021) states that one of the benefits of state strategies to contain the effect of the pandemic was the state of alarm as a fundamental element to make the community aware of the true biological dimension that the virus contained: "One of the extreme measures, but also the one that managed to slow down the expansion curve, was the state of alarm and confinement of the Spanish population decreed on 14 March 2020" (p. 183). (p. 183)

In Ecuador, the alarm system is not well seen; the socio-cultural generalisation of knowing that there is a generalised problem is very difficult to understand, which is why the increase in the number of people swindled by pyramid schemes, the lethal effects of drug trafficking, the care in eating badly prepared food in the streets and the large number of infectious and contagious diseases, car accidents; all of this demonstrates the lack of a culture of prevention that exists in the population and which is often taken to schools by legal representatives.

This concern of modern education has led educational epistemologists - with the help of ICT - to classify learning styles taking into account cognitive aspects. One of the best analyses of learning styles is that of Alonso, Gallego, and Honey, who in 1995 recognised four types in groups of learners: active, reflective, theoretical, and pragmatic.

Active learners have a predisposition to new experiences. They can be said to be empiricists and positivists in that they have a strong response to prioritising the senses, however, they have some short memory and the problem is that they do not use doubt as a method that allows them to arrive at cause and effect of phenomenal processes.

(Fournier Guimbao, 2020) opines on the technological paradigm shift applied to education during the pandemic, that: "Despite the time that has passed, the organisational culture of many companies and institutions today, especially medium and large ones, are still somehow connected to Taylor's legacy for coordinating work in places where there are many people." (p.3)

For there were many cases in which parents insisted on visiting children in schools, while the children's parents insisted on visiting their children in schools. (Bracho Ríos, 2020) claimed that it was

due: assuming that any person can be an asymptomatic carrier of SARS Cov 2 should lead to taking all the precautions included in the protocols, but it should also be the responsibility of health personnel to update themselves on new recommendations as they emerge, considering that this is a novel virus with more enigmas than certainties" (p. 54).

A law allowing doctors to become educators was necessary, a series of inter-ministerial agreements allowing them to educate teachers, and teachers to educate parents and parents to educate students, and students as reflective beings of the phenomenon for future generations does not exist. Although there is a PEI (Proyecto Educativo Institucional), fiscal workers as teachers are not allowed to enter into an open dialogue with parents; a dialogue that allows us to serve as advisors to parents: The context of education in Ecuador is confused from the point of view of contexts and that affects the freedom of children and students. The first mistaken context is the administrative one, because teachers are pedagogues par excellence, and they are obliged to fulfill administrative functions such as passing grades, keeping records whose technical competencies belong by curriculum to secretaries or secretaries with the profile of archivists.

During the pandemic, how were these records kept? These records were kept in the form of virtual files. The children were connected to those who had legal representatives who had paid for the internet, and those who had no other option, to look for a charitable soul who would give them the keys to study online. Mobile phones and mobile phones were used to be present in virtual classes. The creation of the zoom meant direct contact of teachers and parents with technology in front of the undaunted gaze of children as young as 6 or 8 years old who for 2 years had never physically seen a classmate.

Health epistemology

The war was against an invisible friend who led the students to live with their parents for more than 16 hours a day. They saw how some family members went to hospital and never came back. They saw and felt the hunger, the thirst, the compulsory cloister. They felt in their own flesh how their parents went into debt for a litre of milk, for a loaf of bread, they suffered hunger.

But it was not all Covid's fault, because there were superstructures that were not prepared for biohazards, even though, for example, the 2015 IEPs had a section on biohazards, and yet these sections were never properly developed or the medical faculties did not give enough green light for theoretical, experimental or quasi-experimental learning of the viral study.

They were (Agudo Tabuenca, Morales Campoverde, García García, Peteiro Miranda, & Sánchez Martels, 2021) who state that within the care of patients in the year 2020, many already came with a clinical history, and that Covid was one more or triggering factor of the reality within the hospital clinic university "Lozano Blesa" of Zaragoza in Spain in the service of Endocrinology, and Nutrition.

The child of the Covid era must be a child educated in reflection; in the search for an existential answer as to why the pandemic

occurred, how did you get through it, what to do in the event of another pandemic, what aspects of solidarity did the pandemic force you to develop? From this reflection, the mass media through television and the internet have achieved significant educational indicators. (García Martínez, 2017) "The concept of Knowledge Management Systems is very broad and is applied in different disciplinary and professional areas, but it is always related to innovation and change" (p. 32).

(Bracho Ríos, 2020) commented in Paraguay, from the Faculty of Medical Sciences in Asunción that:

Due to the characteristics of this virus, which caused the first pandemic of the 21st century, with high transmissibility due to mildly affected or asymptomatic patients, strict compliance with social distancing and safety protocols during health care is required (p. 54).

Today, Ecuador suffers the consequences of the mismanagement of health information, a kind of *beatus populus*; hiding the truth to please one part of the people, even if in another part of the country, they continue to lament the death.

In educational management, this dilemma is reconstructed with the law. The law and the ministerial agreements gave the guidelines to follow, but the struggle to educate the children's families is still vital. Not only the child is educated in the pandemic system, the whole family of the child is educated, and that opportunity the law must protect the educational manager so that it is allowed. We have to remember that about 10 years ago with the state policy in place during that time, we were never allowed to educate the family, it was the family that wanted to educate the teacher, some with threats and others with shouting.

With the pandemic, the law was life. The planet began to survive with its own laws, some with masks, others without masks, some drinking elements that prepared the body for the aggressiveness of the virus, and others who lived with the certainty that their bodies would not be invaded by the lethality of the virus; but today they can no longer count it, the virus was lethal and they died before its lethality.

From pedagogical existentialism to health logic

The syllogistic options with which political processes have coexisted in the world have shown little intelligence towards respect for human life. Being a politician has turned into bringing superfluous and *contentious* ideas of the people to the world. On this *beatus populus* (happy people), a social responsibility can be glimpsed in the health profile that the politician must have.

Among the comments very attached to the *beatus populus* in the pandemic, were those of the presidents of the USA and Brazil, and Brazil, being presidents of the largest countries in America, contradicted the sanitary logic of confinement, to satisfy a sector of their people who denied at the ontological level that the Sars-Covid 19 virus did not exist, ideas outside all biological and tautological logic, because viruses cannot be seen, millions of citizens of those countries died, with a profile very similar to Putin's in the war against Ukraine: a blindness to the bombs and to the virus.

But behind this virality, none of the last two generations, such as the children of the 1960s who saw the birth of the *jipies*, nor the generation of the year 2000 with the new reality of computers, ever saw so many people disappear without knowing why their parents, grandparents or neighbours did not return and whether the enemy had appeared in enclosed places.

In this logic of life and death, educational centres have not stopped to delve deeper into the logic of psychology so as not to detonate sentimental aspects that are then transformed into mental ones in the face of the evidence of death. However, already in the educational institutions, the economic quality of the parents has deteriorated notably, especially in terms of debts. Some parents had to return to their single homes with their children because they could no longer pay the rent, others had to close their businesses due to the lack of customers, and those who wanted to survive moved their businesses to their homes.

Only 40% of the Ecuadorian population has been vaccinated against Covid and others who have, have fallen into situations that are difficult to clarify, such as lack of menstruation, pain in some areas of the body in adults, or acceleration of some pathologies. What is certain is that education is the only system capable of turning these years into an opportunity to educate a new generation that is robust in health intelligence.

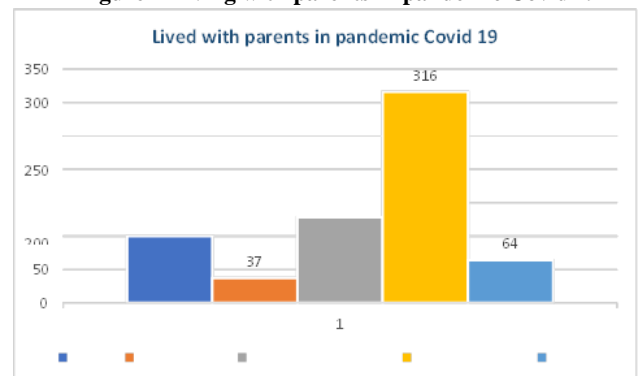
Methodology

It is important to find out the general behaviour of the students, in order to take the necessary measures to facilitate the teaching-learning processes. In this system of descriptive research on the part of the teachers for the school group There is a devastating impact on many families of children who have suffered the death of some of their parents, or of the parents and grandparents who were the economic heads of the households.

In the present document reference to the author Martín Martín, (2016) emphasis is given to the quality of time and the processes that involve it as part of knowledge in the information society. The best investment in education is the investment of time with the help of the internet. For Martín (2016) "the knowledge society can be understood as a technological evolution of the learning society. This is where the web 2.0 has a place since the content is received, reworked and reissued enriched" (p. 92).

Results

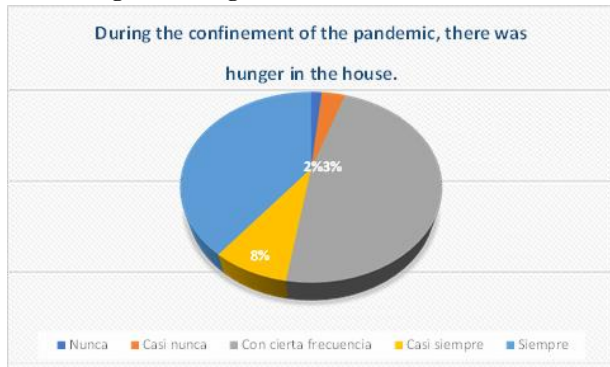
Figure 1 Living with parents in pandemic Covid 19



Prepared by: (Campoverde et.al.)

A large number of students, representing 48.99% cohabited with parents almost always during the Covid-19 pandemic, few did not cohabit with them, representing 19.84%; so that 15.50% never cohabited with parents. Which signifies the different families that are present in the student body, and the sociological and anthropological knowledge that is needed in modern education to cope with the development of administration and pedagogy in institutional life.

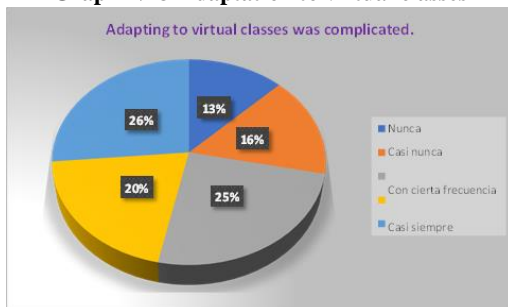
Figure 2 Hunger in Pandemic Confinement



Prepared by: (Campoverde et.al.)

One of the relevant aspects that affected the educational communities was that of hunger; the planet was confined and imports and exports fell by 75%; students considered that 47% of the time during the confinement of the pandemic there was hunger in the home. Forty percent were always hungry, 8% were almost always hungry, so the common factor was hunger in students' homes.

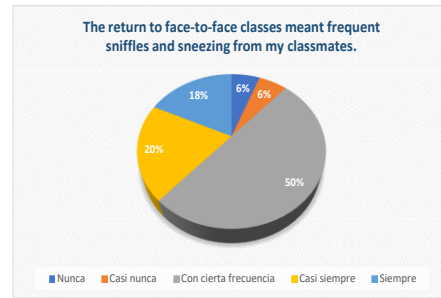
Graph N° 3 Adaptation to virtual classes



Prepared by: (Campoverde et.al.)

During the years 2015 to 2019, the technological trend was evident, when the pandemic arrives, virtuality cost 26% of the students to adapt, with some frequency 25% of the students never adapted to this reality, that of virtuality, and 20% were almost always adapted to virtuality.

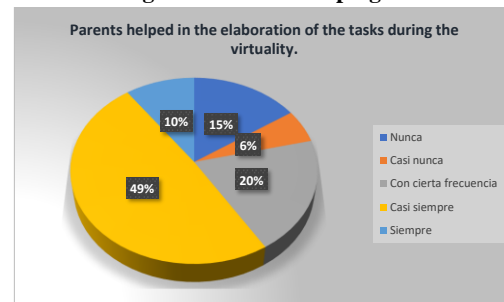
Figure 4 Signs and symptoms of Covid at the return to face-to-face classes



Prepared by: (Campoverde et.al.)

50% of the children experienced the presence of the signs and symptoms of COVID as a response to the pandemic that still occurs in the year 2022; the difference in risk lies in the partial immunity of the vaccines. 20% heard or saw how the effect of the pandemic manifested itself even during face-to-face classes, which has kept teachers and students with inflammatory processes, especially in the larynx and pharynx.

Figure 5: Parents helping with homework.



Prepared by: (Campoverde et.al.)

49% of parents helped with homework online, only 15% were never helped, and 10% always looked after their child. 20% were helped frequently, and 6% were hardly ever helped with both physical and virtual homework.

Analysis of the results

A large number of students, representing 48.99%, lived with their parents most of the time during the Covid 19 pandemic, in small houses in Guayaquil, showing the families the lack of education in values; children with lack of adaptation, and families with unemployed parents or without a profession, exacerbated the pandemic, in addition to parents who do not live with them because they have other homes.

This means that the different families that are present in the student body are not always complete and the sociological knowledge that universities must impart is still lacking, and the anthropological vision that is needed in modern education to cope with the development of administration and pedagogy in institutional life is still far removed from the reality of the classroom and the children.

As there are some teachers and students who have never adapted to this reality, that of virtuality, and 20% were almost always adapted to virtuality, a restructuring is needed in terms of teacher training and an increase in the quality of computer laboratories, which

many still do not have 50% of the children experienced the presence of the signs and symptoms of Covid as a response to the pandemic that is still present in the year 2022; the sanitary controls of the pandemic are not carried out by the Ministry of Health, with the idea that with the vaccine everything is fixed and it is not so. Guayaquil is still suffering from a pandemic that will take a long time to control and its control should be in the hands of epidemiologists and not politicians.

Discussion of the results

The crisis caused by the pandemic made many organisations accept teleworking, however, in the institutional IEPs, it was already recommended that technology should be used as a strategy and instrument of work, and with it, the manifestation of the contents could have an adequate quality for learning, but this was not the case. Many teachers found it difficult to use technology, and it should be remembered that many courses implemented by the Ministry are more theoretical than practical, and therefore do not reach the level needed to tackle the pandemic.

This margin that 49% of the parents helped in the elaboration of homework during virtuality shows that there are still many gaps in the children that must mean a new reality of recovery in order for the necessary nuclear learning to take place.

The state of alarm as a fundamental element to inform the community of the true biological dimension of the virus should belong to the Ministry of Health, and not to other ministries, even organisations such as Risk Management or the COE should maintain strategic alliances for the well-being of the community.

Despite the time that has passed, the organisational culture of many companies and institutions today, especially medium and large ones, is still somewhat lacking in an institutional policy that, together with labour laws, protects their workers.

A large number of students, representing 48.99% lived with parents most of the time during the Covid-19 pandemic, few did not live with them, representing 19.84%; but what is most striking is that many of them really got to know what the children are like during the virtual classes.

One of the relevant aspects that affected educational communities was that of hunger, which highlighted the need for administrative strategies that would allow municipalities and states to implement contingency strategies in the face of pandemics and wars.

The technological trend should lead to structures that are more accessible to all, given the fact that 25% of students have never adapted to the virtual reality, and 20% have almost always adapted to virtuality.

Today, Ecuador suffers the consequences of the mismanagement of health information, a kind of *beatus populus*; of a political kind, hiding the truth in order to please part of the people, despite the regrettable consequences and expenses that this has meant so that in another part of the country, they continue to lament the death.

Conclusions and recommendations

One of the relevant aspects that affected the educational

communities was that of hunger, and the nutritional imbalance should be studied by the Ministry of Health through experimental studies and reports.

The technological trend is an instrument during the pandemic, not the cause of the educational process itself, and that pandemic must lead teachers to transform IEPs and prepare for any contingency.

While 50% of children experienced the presence of the signs and symptoms of Covid 19 in response to the pandemic still present in 2022, political calculations failed to substantively alter the reality presented to a family that was worn out and under-resourced due to debts incurred during the peak of the pandemic.

Just as 20% heard or saw the effect of the pandemic manifest itself even during classroom lectures, which has kept teachers and students with inflammatory processes, especially in the larynx and pharynx; laws and regulations must be flexible in the face of this reality.

As 49% of the parents helped in the elaboration of the tasks during virtuality, the mismatch of the contents is evident, it is not known when and how it will be possible to recover the pedagogical elasticity that makes visible the effort of the students, like those who never helped.

The media made significant advances in being a standard bearer of social awareness. It allowed communities to be aware of what was happening elsewhere, not only in their own city or country but also around the world. Some journalists even lost their lives in the face of the high rate of transmissibility of the virus.

By preferring to content the people with unscientific measures such as the return to school, it should have been kept in semi-presential mode, in order to allow a large number of families affected by the ravages of Covid to recover biologically and financially.

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