



## La competencia mediática en gerentes de educación universitaria Media competence in managers of university education

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### ABSTRACT

The objective was based on analyzing media competence in university education managers in Peru. We worked with descriptive research with a non-experimental field design. Seventeen percent of the respondents give reliability to the information received from the media, 20% identify stereotypes or prejudices in the media, 30% identify with personal data in social networks, and 33% identify the emotional messages of the media. Media competence allows not only to train professionals trained to perform a particular job, but also to generate reflective, critical people, building a knowledge society based on the effective, aesthetic and ethical use of the media, digital media and social networks.

**Descriptors:** educational administrators; teacher administration relationship; communication technology; mass communication. (Source: UNESCO Thesaurus).

### RESUMEN

El objetivo se basó en analizar la competencia mediática en gerentes de educación universitaria del Perú. Se trabajó con una investigación descriptiva con diseño de campo no experimental. El 17% de los encuestados les brinda fiabilidad a las informaciones recibidas de los medios, un 20% identifica los estereotipos o prejuicios en los medios, un 30% se identifica con datos personales en redes sociales, un 33% identifica los mensajes emocionales de los medios. La competencia mediática permite no solo formar profesionales capacitados para ejercer un determinado trabajo, sino, que genera personas reflexivas, críticas, construyendo la sociedad del conocimiento con base al uso efectivo, estético, ético, de los medios comunicacionales, digitales y redes sociales.

**Descriptores:** administrador de la educación; relación docente-administración; tecnología de la comunicación; comunicación de masas. (Fuente: Tesauro UNESCO).

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## INTRODUCTION

The progressive use of the Internet has positioned information and communication technologies (ICT) as a pedagogical revolution, progressively allowing education to assume new management styles for educational purposes, becoming a transcendental event, where it is pertinent to manage learning in accordance with ICT, with the student as an active protagonist, having greater responsibility as inquiry and research are present as a central part (Mejía-Salazar, 2020).

From the integration training - research, ICT contribute to learning being organized on the constructive process of knowledge and cognitive production relevant to the social, creating possibilities for the student to meet the experiential needs, as well as future profession, based on the interest in science itself, managing the media competence in university education (Rangel-Baca, 2018). From this perspective, it is definitely concretized with the scientific knowledge built collectively between teacher - students, as useful learning for social transformation, in the pedagogical improvement, leading to a pertinent academic training, of quality, constituted by competences, among them the media competence (de-Pablos-Pons & Ballesta-Pagán, 2018).

The media competence allows the educational manager and students to foster their critical-reflective capacity in the face of communicational messages, promoting a responsible culture on consumption, production and information in the media, being useful to achieve meaningful learning, as the analysis, reflection, understanding, coupled with educational management in functionality, to manage an organizational culture in confronting the global social reality, contributes to build a citizen committed to transforming his or her reality.

What has been stated so far, allows formulating the general objective, which is to analyze the media competence in university education managers in Peru.

## METHOD

The research was based on the postulates of the positivist paradigm. Therefore, descriptive research with a non-experimental field design was carried out in a population of 46 educational managers attached to university educational organizations in the department of La Libertad, Peru.

Media competence was measured through six sub-competences: i) Competence related to media language, ii) Competence related to media technology, iii) Competence related to reception and interaction processes, iv) Competence related to production and dissemination processes, v) Competence related to values, attitudes and ideology, vi) Competence related to aesthetic aspects.

The online survey and a Likert scale questionnaire with twenty-seven questions and five alternative questions was applied, being valid by the judgment of five experts and calculation of Cronbach's Alpha with a result of 0.91 being qualified as valid to be applied. The data obtained were arranged in an information base, being processed in descriptive statistics to know the statistical behavior of the study dimensions.

## RESULTS

Once the data have been collected and statistically processed, they are presented in frequencies and percentages with the intention of characterizing the behavior of the object of study, under consideration:

**Table 1:** Competence in relation to media language

Indicators	Fr	%
Codes and records used by the issuer	13	28
PDA or digital agent utilities	15	33
Versatility of language across media	18	39
<b>Total</b>	<b>46</b>	<b>100</b>

Own elaboration.

The respondents in 28% analyze codes and registers used by the issuer, 33% are in the dimension PDA utilities or digital agents, 39% are represented in versatility of language through the media.

**Table 2:** Competency in relation to media technology

Indicators	Fr	%
Internet search engines exempt from commercial advertising	9	20
Utility of mobile telephony	6	13
Application of media in education	8	17
Educational resources used in the classroom	6	13
Use of computer programs to edit and create	17	37
<b>Total</b>	<b>46</b>	<b>100</b>

Own elaboration.

20% use Internet search engines free of commercial advertising, 13% use mobile telephony, 17% use the application of media in education, 13% make use of technological educational resources in the classroom, 37% indicate that they use computer programs to edit and create.

**Table 3:** Competence related to the processes of reception and interaction

Indicators	Fr	%
Socio-political trends in the media	6	13
Personal autonomy and social transformation	21	46
Personal and professional relationships in education	13	28
Use of technology and communication media	6	13
<b>Total</b>	<b>46</b>	<b>100</b>

Own elaboration.

13% indicate that they analyze socio-political trends in the media, 46% say they have personal autonomy and social transformation, 28% say they promote personal and professional relationships in the educational sphere, 13% indicate that they use technology and communication media to generate reception and interaction.

**Table 4:** Competence in production and dissemination processes

Indicators	Fr	%
Codes of ethics	6	13
Official user protection organizations	9	20
Child protection legislation	7	15
Privacy permissions on social networks	9	20
Programs to protect copyrights on the network	8	17
Personal data precautions	7	15
<b>Total</b>	<b>46</b>	<b>100</b>

Own elaboration.

13% are aware of and implement production and dissemination codes of ethics, 20% choose to follow the processes of official user protection organizations, 15% indicate that they are aware of child protection legislation, 20% know about privacy permissions on social networks, 17% are aware of programs to protect copyrights on the Internet, while 15% are aware of personal data precautions.

**Table 5:** Competence related to values, attitudes and ideology

Indicators	Fr	%
Reliability of information received from the media	8	17
Stereotypes or biases in the media	9	20
Personal data in social networks	14	30
Emotional identification in the media	15	33
<b>Total</b>	<b>46</b>	<b>100</b>

Own elaboration.

El 17% de los encuestados les brinda fiabilidad a las informaciones recibidas de los medios, un 20% identifica los estereotipos o prejuicios en los medios, un 30% se identifica con datos personales en redes sociales, un 33% identifica los mensajes emocionales de los medios.

**Table 6:** Competence related to aesthetic aspects

Indicators	Fr	%
Experience of aesthetic taste	9	20
Aesthetic or artistic trends	8	17
Use of programs to modify images	7	15
Media competency training	6	13
Research and innovation projects on media competencies	9	20
<b>Total</b>	<b>7</b>	<b>15</b>

Own elaboration.

20% of the respondents indicate that they have experience in aesthetic taste, 17% identify aesthetic or artistic trends, 15% use programs to modify images, 13% say they have received training in media literacy, 20% have worked on research and innovation projects on media literacy.

## Discussion

Media competence is a process in which a series of competencies are developed that interact with each other to achieve effective communication, being necessary to promote it in educational managers as a basis to strengthen the media, confronting reality through decoding analysis, as a formative part in university educational organizations, with a greater possibility of having a critical-reflective society.

Likewise, the competence in relation to media technology is not necessary, it is part of the life of the global citizen, connected to a systemic reality based on the Internet, a situation that implies the permanent updating of educational managers at the forefront of the critical management of this competence, as indicated by (Bernal-Meneses, Gabelas-Barroso & Marta-Lazo, 2019), since this constitutes a fundamental axis in current and future education.

In continuation, the competence related to the processes of reception and interaction is related to the socio-political analysis, a situation that allows the university educational management to focus on strengthening the educational curriculum, promoting citizens with critical thinking (Medina-Vidal et al. 2017), promoting autonomous development as interrelation with their peers by focusing on cooperative work for common achievement.

In reason to the competence around the production and dissemination processes, they are linked to the research processes, how it is researched and what it is done for, digital communication, is a reason to analyze the deontological codes in the transmitted messages, (Pérez-Zuñiga et al. 2018), complementing that university management must be in line with the social construction based on knowledge.

The competence related to values, attitudes and ideology, allows analyzing the role of universities, through the learning generated in social networks and other digital spaces, making necessary the incorporation in the curricula of the various training programs, the ethical



management of the messages that are disseminated, the code generated in function of developing a pedagogical process according to the functioning of the society based on ICT, (Martínez-Gil et al. 2016), accompany this position in reason of adapting careers to the new challenges of information management by social networks, being a challenge for university management, to consolidate this process.

As for the competence related to aesthetic aspects, it allows analyzing the values transmitted by the message, being invaluable for the conformation of media competence as a fundamental axis to establish a relationship of the code from a humanistic perspective, (Varona-Domínguez, 2016), promoting the balance between reason and spirituality as an associative foundation, where the person builds an analysis in function of not harming the receiver, promoting an aesthetic education as a transversal axis of a knowledge society based on spiritual growth.

It is revealed that university educational managers work on the basis of media competence, being necessary to promote permanent training based on the adequate use of digital communicational media, projecting training in students, promoting their critical capacity before the transmitted facts, which allows building a society based on the investigative discernment to realize an objective analysis.

The educational management must keep in mind the media competence as a process which allows to analyze the global reality transmitted by digital media and social networks, this makes it possible not only to train for a particular profession, but for life, being a generator axis of critical citizens to the facts that are generated mediatically with hidden objectives, being relevant to identify them to know the plans leading to a particular social-political context. Therefore, it is considerable the promotion of competences for the reflection and analysis of the reality transmitted through the communicational and social media, being important to have the understanding to discriminate the transmitted contents, before which a media literacy can lead to have students, with an educational management in discriminatory capacity on the multiple messages transmitted, generating changes in the communicational conception, being an alternative for such purpose, the media literacy.

On the other hand, paraphrasing (Schleifer, 2018), it would be necessary for the university educational manager, to understand the ideological meta messages transmitted by the mass media, social networks, as this allows him to encourage in students, a reflective thinking for the analysis of the social context, a situation related to form students with critical citizen thinking, being relevant also to promote a transformational management as an integrative process of an assertive communication as effective organizational management (Solórzano-Soto, 2018).

Media competence in the educational manager allows educating for a democratic-based citizenship (Cortés-Montalvo et al. 2015). This allows promoting a managerial relationship in educational function, not from a mechanistic relationship, but, constructive, where the integration of ICT reduces such gap, (Gómez-Domínguez et al. 2019), the educational context from this aspect becomes conducive to articulate a social positioning of education (Garrido-Bermúdez et al. 2020).

Understood from this point, university education is constituted in a context where the media competence of the educational manager must promote an alternative to build a managerial organization in social projection that is intended to have, being this critical to global socio-political processes, a leadership according to educational trends focused on constructivist approaches (Bertrand & Rodela, 2018).

## CONCLUSION

The media competence allows not only to train professionals trained to perform a particular job, but also generates reflective, critical people, building the knowledge society based on the effective, aesthetic, ethical use of communication, digital media and social networks, shaping everyday life, forcing the university educational management to promote media training as a necessary axis for a transformative education. Therefore, it should be incorporated as part of the formative process in universities, a transversal foundation to form due to consolidate an education



based on critical knowledge, global citizens, therefore, it is necessary to base a management in educational organizations, articulating with an assertive and ethical communication.

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## CONFLICT OF INTEREST

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