

# Competency-based approach to education for a labor society

## Enfoque por competencias en la educación para una sociedad laboral

Miriam Elizabeth Jara Guerrero <sup>1,a</sup> 

Received: 08-11-2024  
Accepted: 13-01-2025  
Online: 18-01-2025

Article available  
by scanning QR



### Cite as

Jara Guerrero, M. E. (2025). Competency-based approach to education for a labor society. *Desafíos*, 16(1), 19-28. <https://doi.org/10.37711/desafios.2025.15.1436>

### ABSTRACT

This article aimed to understand the development of the competency-based approach for life in society within an educational institution. The methodology used was qualitative, basic research type; given the adopted approach, a phenomenological design and inductive method were employed. The sample consisted of six teachers, and data collection techniques included interviews and documentary analysis. The results showed that the competency-based approach allows students to develop practical skills and competencies for the workforce, in addition to theoretical knowledge. The need to train teachers according to current challenges was emphasized. The study concludes that values and attitudes are essential for preparing students in times of change, which requires new knowledge, practical skills, and a strong moral character. In this regard, teachers must not only master what and how to teach but also have a deep understanding of their role as active agents in the construction and transformation of knowledge, adapting to a society in constant change and transformation.

**Keywords:** *communicative competence; communication; social adaptation; teaching and training; collaborative learning.*

### RESUMEN

Este artículo tuvo como objetivo conocer el desarrollo del enfoque por competencias para la vida en sociedad en una institución educativa. La metodología empleada fue de enfoque cualitativo, tipo de investigación básica; dado el enfoque asumido se utilizó el diseño fenomenológico y el método inductivo. La muestra estuvo compuesta por seis docentes, y para la recolección de datos se utilizaron las técnicas de entrevista y análisis documental. Los resultados mostraron que el enfoque por competencias permite a los estudiantes desarrollar habilidades y competencias prácticas para la función laboral, además del conocimiento teórico. Se enfatizó la necesidad de capacitar a los docentes de acuerdo con los retos actuales. Se concluye que los valores y las actitudes son fundamentales para preparar a los estudiantes en tiempos de cambio, lo que requiere conocimientos nuevos, habilidades prácticas y un carácter moral sólido. En este sentido, los docentes no solo deben dominar qué y cómo enseñar, sino también tener una comprensión profunda de su papel como agentes activos en la construcción y transformación del conocimiento, adaptándose a una sociedad en constante cambio y transformación.

**Palabras clave:** *competencia comunicativa; comunicación; adaptación social; enseñanza y formación; aprendizaje colaborativo.*

### Affiliation and academic degree

<sup>1</sup> Universidad Nacional Mayor de San Marcos, Lima, Peru.

<sup>a</sup> Bachelor's Degree in Education.



## INTRODUCCION

In the 1980s, Europe experienced an economic crisis that led the education sector to focus on training competent human resources to strengthen the international economy (Abarca et al., 2022). In Latin America, the competency-based approach has not developed easily due to cultural diversity, and its implementation faces major challenges. For instance, in Colombia, the social reality is so unequal that it resembles a utopia marked by an urban-rural divide (Guzmán & Perales, 2023).

Notably, society has undergone significant changes, revealing a context marked by violence, racism, individualism, homophobia, discrimination, misogyny, among others (Anríquez et al., 2025). Clearly, although education has undergone transformations in recent years, these changes have failed to produce significant social improvements.

In the case of Peru, student training is undergoing a crisis across all levels of education, characterized by a poor development of the competency-based approach aimed at preparing students for life in society (Chuquibala & Vásquez, 2024). Additionally, inadequate infrastructure (46%) and insufficient teacher training (45%) must also be considered (Ipsos Group, 2023). On this matter, Tovar et al. (2023) pointed out that, although education in Peru has undergone transformations, these have not resulted in significant social impact. As a consequence, the competency-based approach presents challenges such as preparing students to face real-life situations and solve everyday problems. As Chanca Amaya and Baltazar Borja (2022) argue, planning the development of this approach enables teachers to determine teaching and learning methods aligned with their experience in student training.

Educational deficiencies are becoming increasingly evident due to the lack of teacher professionalization and the absence of societal recognition of the teaching role. This situation is linked to the poor application of the competency-based approach, which often neglects attitudes, skills, and values in students—elements that are essential to forming integral citizens. According to García-Contreras and Mendoza-Hernández (2023), education must develop competencies aligned with current labor and social demands, capable of addressing real-world problems that hinder sustainable development. Concepts such as innovation, critical thinking, creativity, and teamwork are often reduced to piles of documents that mask the lack of effective implementation. As Martínez et al. (2020) indicate,

companies demand a society capable of adapting to changes driven by technological advances and equipped with digital tools.

On the international landscape, Vargas and Lara (2023) argue that incorporating the competency-based approach in education remains a challenge; however, its implementation has proven beneficial in various areas of social life, as shown through teachers' experiences. Similarly, Mateos-Blanco (2025) emphasizes that education aimed at a labor-oriented society involves creating learning spaces in schools where students can explore work-related themes. Teachers must also facilitate resources and knowledge that contribute to students' life projects. Biesta (2024), in turn, asserts that teachers—as education professionals—have the responsibility to educate for work and must be trained in competencies that allow them to engage in meaningful labor activity and ensure their employability.

At the national level, Pérez-Morán et al. (2021) report that students across various educational levels in Peru lack critical thinking skills. Therefore, it becomes increasingly important to develop the competency-based approach in educational institutions to prepare students for life in society. Likewise, Begazo (2020) concludes that pedagogical practices can draw on arguments from the socio-formative approach to support teacher performance across six aspects: awareness-raising, problem-solving, product development, ethics, cooperation, and knowledge. Additionally, Tacca et al. (2020) argue that public school students working within a competency-based framework tend to display greater self-confidence. Compared to previous research, there is now a greater emphasis on the comprehensive development of teachers so that they remain up to date with current demands, societal changes, and ongoing transformations. This would strengthen their performance in Regular Basic Education geared toward a labor-oriented society. Such a process requires the provision of content and values through cooperative work in order to prepare future generations.

### Competency-based approach for life in society

The competency-based approach is grounded in the development of student skills to solve essential problems in social life. It guides students toward the labor market and provides them with the knowledge necessary to face an uncertain future (Escuela de Profesores del Perú [EPP], 2024). According to Díaz-Barriga (2011), there are multiple interpretations of the approach that complicate its understanding and

implementation for some teachers due to a lack of didactic clarity; however, this approach fosters progress in educational practices. The competency-based approach is a continuous and systematic process for understanding, analyzing, and evaluating student learning in order to make informed decisions about teaching (Ministry of Education [MINEDU, by its Spanish acronym], 2019).

As Muñoz et al. (2025) stated, "education plays a key role in improving employability, despite persistent challenges such as informality and gender disparities" (p. 1). Similarly, Asprilla (2023) views the competency-based approach as a pathway to enhance the educational process within the complex reality we face. According to Casanova et al. (2018), the competency-based approach for life in society is a formative process shaped by ethics and practical moral skills that contribute to a better standard of living. Furthermore, it represents an interpretation of various pedagogical theories used as a guide for teachers aligned with educational institutions (Gutiérrez, 2018). As Martínez (2013) points out, competence involves multiple agents, including peers, who are essential for generating new knowledge.

Hence, the development of competencies necessitates a deliberate and structured process; it cannot be achieved through improvisation or idealistic notions, nor can complex societal issues be effectively addressed through purely subjective means. It is important to emphasize that learning fosters the social development of students as responsible members of society (Romero et al., 2024). Moreover, Demircüneş and Özcan (2022) argue that human beings are the only ones capable of producing values, which are acquired through experience—an experience that must be fostered by teachers, who are not merely providers of concepts.

The competency-based approach for life in society responds to the call for quality education aimed at building a just and engaged society. Living in society is an essential part of being human, expressed through respect, tolerance, and solidarity, whether implicitly or explicitly (Escobar, 2017). Linares (2020) underscores the importance of coexistence and leadership in modern society, as these elements are crucial for uncovering absolute truths. Guanipa (2019) suggests that education serves as the foundational base for both individual and collective social values. Additionally, Pérez-Morán et al. (2021) emphasize the need to prepare students with skills that enable them to face the challenges of today's reality—implying that teachers

must continually evolve in their knowledge to respond effectively to life in society. As Zavaleta-Pérez (2018) aptly puts it, "The education of a child is the foundation from which they will be able to go out into the world and build their life" (p. 194).

### **Preparation for a responsible society**

Education should not be focused solely on conceptual knowledge but must also provide students with the necessary skills to integrate into a responsible society. This includes empathy and assertive communication, which are essential for building strong interpersonal relationships and resolving conflicts peacefully (Ríos, 2023). Moreover, "the use of competencies has a tangible impact on the development of those who demonstrate them" (Cuadros & Ogosi, 2024, p. 417). Preparing students for responsible social integration is key to balancing the demands of social reality. As Crisol and Romero (2014) suggest, teachers must acquire knowledge and skills during their university training that can be applied in the classroom while always respecting the ethical principles relevant to social needs.

Similarly, well-prepared teachers must consider students' weaknesses in order to foster a more participatory and authentic learning environment (Rico et al., 2008). In this regard, Escobar et al. (2017) propose that student behavior should be guided to promote both value development and cognitive growth. Continuous cooperative learning is also necessary, involving the connection of prior knowledge with new information, reflection on problematic situations, and learning in interaction with society. In this way, teachers should promote social responsibility, including environmental awareness. Within this context, Pegalajar et al. (2022) call for ongoing social change and the development of more just human communities.

### **Adaptation to a constantly changing society**

Ríos (2023) states that adapting to new circumstances within limited time frames is necessary and should involve fostering creativity and the development of innovative solutions. Today's society is undergoing rapid technological and socio-economic changes, making it essential to provide students with continuous learning opportunities that allow them to adapt to a constantly evolving environment. In this regard, Álvarez-Pérez and López-Aguilar (2018) point out that young people need professional training oriented toward the future so they can be active participants in this transforming society.

With respect to constant change, Cantillo (2023) argues that the global economy and technological

advances compel teachers to acquire new competencies across different domains—competencies that are indispensable for achieving social transformation. “The changes that have occurred are undoubtedly part of a global process; this implies, of course, risks, but above all, opportunities that could provide advantages for the continent” (Casanova et al., 2018, p. 116). This change also entails revisiting the educational curriculum.

On this matter, García et al. (2013) recommend that teacher training is vital to student development, considering that society is a constantly changing reality that demands creativity and specific skills. Henderson (2003) likewise affirms that educational institutions provide students with opportunities to overcome challenges through the development of social, academic, and vocational skills in a dynamic context. Regarding the paradigm of modernity, it revolves around the discovery of absolute truth—especially in the development of educational knowledge. However, such truths tend to present incomplete perspectives, detached from reality, and are manifested only as essential truths that allow for no alternatives (Ruiz, 2010).

### Relevance for a labor-oriented society

Companies value practical skills and competencies in the workplace, in addition to theoretical knowledge. In this sense, the competency-based approach equips students with the necessary abilities for professional success in a labor-oriented society (Ríos, 2023). Preparing students for the labor market means that educational institutions, in all their modalities, must promote transformation through training techniques and real-world experiences beyond the classroom, as modern society requires qualified individuals capable of performing innovative roles and functions.

Accordingly, Mederos-Piñeiro (2016) states that education at all levels should promote the knowledge necessary to contribute to a labor-oriented society and face new challenges. Similarly, Varela (2020) concludes that values, as an educational discipline, must integrate knowledge and coexistence. Casanova et al. (2018) argue that competencies embody students’ abilities and aptitudes, and such combinations allow for the performance of related tasks. Undoubtedly, competency-based education enhances students’ capacity to integrate into the workforce.

In the same vein, Vargas and Lara (2023) suggest that competency training is the appropriate way to prepare future professionals for quality employment. According to Triminio-Zavala et al. (2023), the development of this approach prioritizes the skills needed to adapt

to the labor world. Moreover, Espinoza-Freire et al. (2020) highlight that companies demand talent with the ability to work collaboratively. It is important to highlight that teamwork fosters a healthy environment for organizational success. Similarly, Ulloa (2015) points out that employees trained in technical and technological systems are closely linked to organizational development. These capabilities refer to the competencies, experience, skills, and background individuals possess to efficiently perform their duties (Bermejo, 2017).

The relevance of this approach for a labor-oriented society lies in teaching students to perform specific roles based on their abilities and skills, thereby enabling them to add value to their work. Based on these arguments, the objective of this study was to examine the development of the competency-based approach for life in society within an educational institution.

## METHODOLOGY

This study adopted a qualitative research approach, focusing on a category that was explored without numerical measurement. As noted by Olivares et al. (2023), it “emphasizes the analysis and subjective value of a particular situation” (p. 306). Furthermore, the type of research was basic, as its main objective was to generate theoretical knowledge (Escudero & Cortez, 2018). This research aims to contribute to scientific understanding rather than provide immediate practical applications, grounding its inquiry in a theoretical context to explore, describe, and comprehend the phenomenon (Madriz, 2019).

The adopted design was phenomenological, as the study sought to understand teachers’ professional experiences. According to Hernández-Sampieri and Mendoza (2018), the goal of a phenomenological design is to explore, describe, and understand individuals’ lived experiences, which form the essence of human life. In this regard, the study aimed to qualitatively assess how individuals interpret their environment (Valderrama, 2018). The research method was inductive, moving from specific observations to general conclusions. Olivares et al. (2023) explain that this method involves comparing data to support emerging insights.

The study sample consisted of six (6) professionals currently engaged in teaching. The sample was selected precisely using non-probabilistic, convenience, and purposive sampling techniques (Hernández-Sampieri

& Mendoza, 2018). Inclusion criteria considered teachers who accepted and agreed to participate in the study. Exclusion criteria ruled out teachers with less than one year of service, those on leave at the time of the interviews, and those who declined to participate.

To collect data, the researchers used a semi-structured interview technique. The interview guide comprised 15 questions: six addressing the first subcategory, five addressing the second, and four addressing the third. The instrument was validated by three experts—one in methodology and two in the subject matter—who all rated its applicability at 100%. Additionally, documentary analysis was conducted using a document analysis form, which contributed to a deeper understanding of the research problem.

The participants were six Basic Regular Education teachers from a public educational institution. All were informed about the informed consent process, and interviews were conducted based on their experience related to the research topic. To uphold ethical standards, the participants' names were coded to protect their identities. This strategy fostered trust and encouraged honest and open responses.

The interview data were analyzed manually using a discourse analysis tool, which allowed for the selection, organization, summarization, structuring, and orientation of the information. As Izcara (2014) notes, "qualitative data analysis is a craft-based process that largely depends on the researcher's creativity" (p. 53).

## RESULTS

### Student preparation for a responsible society

Some teachers continue to apply traditional teaching practices and do not employ appropriate methods or effective teaching-learning strategies, such as case analysis or problem-solving. This obstructs the development of students who are capable of integrating responsibly into society. Additionally, they fail to take advantage of virtual platforms that could stimulate cognitive development, nor do they place sufficient importance on personalized support through tutoring. In many cases, there is also no support from an educational psychologist. As a result, some students develop superiority attitudes, seek to dominate others, or behave with excessive freedom. This may lead to learning difficulties, behavioral problems, and a lack of critical thinking.

Interviewee DCT noted that some teachers remain attached to traditional methods. It was also mentioned in the interviews that virtual platforms can stimulate students' mental development through psychological support; however, various circumstances inhibit the organization of informational talks and workshops. The EPP (2024) emphasized the importance of the competency-based approach in education, as it fosters the acquisition of skills, knowledge, and creativity, thereby preparing responsible students for society. In the same vein, teachers must adapt to this approach to develop critical thinking and solve real-life problems. The competency-based approach is also presented as a driver of change in contemporary education; beyond the transmission of theoretical knowledge, it promotes the formation of ethical citizens capable of living with dignity.

### Student adaptation to a ever-evolving society

Some teachers do not master the competency-based approach nor apply it with their students, due to insufficient training provided by the State or the Ministry of Education, reflecting a lack of commitment to strengthening this educational perspective. In addition, some teachers are unfamiliar with digital and virtual platforms and do not take advantage of information technologies to adapt to the demands of a ever-evolving society. As a result, many students struggle to develop skills such as critical thinking, which limits their ability to meet current demands and successfully face challenges.

In this regard, interviewee VDF stated that ongoing training is necessary in accordance with the times we live in, emphasizing the need to constantly work so that students stay up to date and can take charge of their own futures. It was observed that the development of emotional skills is only practiced during tutoring sessions.

Furthermore, the interviewees stated that they must always remain at the forefront of technology, particularly by incorporating innovative activities in the classroom through information and communication technologies (ICT). Nevertheless, interviewee DCT acknowledged not using technology in education to respond to the challenges of a constantly changing society. A documentary review by *PerúRetail* (2023) reported that in a constantly evolving society, education must be of high quality, especially to develop students' skills; thus, trained and committed teachers are required to ensure educational excellence. The EPP (2024) also emphasized that we live in a society

in permanent transformation and that education is part of this change. Therefore, the quality of education depends on the development of critical skills to build an informed society; in this sense, the competency-based approach aligns with the transformations of reality.

### Student relevance in a labor-oriented society

The data revealed that most teachers do not use strategies that promote active and participatory learning with their students, nor do they adjust to labor market demands. This is partly due to the persistence of traditional teaching methodologies and the lack of demand for teacher training and professional development aligned with current needs. As a consequence, students often lack reasoning and creativity in relation to their real-world context and the needs of the labor market, which may hamper their ability to secure formal employment and, in many cases, lead them to work in the informal sector.

The interviews revealed the necessity of preparing students for the labor market by fostering critical and analytical thinking in practical situations, as well as enhancing their various abilities to solve real-world problems. Interviewee AAR noted that one of the challenges teachers face during classes is enabling greater student participation and initiative, particularly in terms of contributions, ideas, or expressed needs. The interview also emphasized that students should be equipped to face life with the best possible preparation to solve everyday challenges.

Additionally, a documentary review from *Business Empresarial* (2023) emphasized that education is fundamental for the workforce and promotes a country's sustainable growth. It also highlighted that competency-based education equips students with essential skills and knowledge in areas such as information technology, creativity, and business. *PerúRetail* (2023) added that job market demands are constantly evolving, and that hiring processes increasingly prioritize competencies such as critical thinking, effective communication, and problem-solving—skills that are highly valued in professional environments.

### Competency-based approach for life in society

In the development of the competency-based approach for life in society, it was observed that some teachers still rely on traditional, memorization-focused methods. One of the main issues identified was the lack of ongoing, updated professional development. Although some teachers do receive training through

virtual formats that align with current demands, such training often lacks follow-up and feedback, making it an incomplete process.

The findings revealed several limitations affecting students' critical and analytical thinking, which can hinder their ability to apply knowledge in real-world situations and limit their orientation toward a labor-oriented society. It was also noted that some teachers remain attached to traditional practices and are unfamiliar with the competency-based approach.

On the other hand, tutoring was found to improve behavior and academic performance by offering informational sessions on emotional regulation. Interviews emphasized the importance of training and updating teachers in accordance with contemporary demands, though it was noted that emotional development is addressed solely in tutoring sessions. Furthermore, some teachers do not incorporate educational technologies due to a lack of familiarity, and student participation in the classroom remains minimal. The EPP (2024) publication underlines the importance of the competency-based approach in education, as it fosters the acquisition of skills, knowledge, creativity, and innovation for everyday life.

Luján (2024) proposes the formation of ethical and responsible citizens who can live with dignity and respect. Correspondingly, *PerúRetail* (2023) stresses the need for teachers trained in competencies and committed to educational excellence, while *Business Empresarial* (2023) highlights that this approach prepares students to meet the changing needs of the labor market.

## DISCUSSION

### Student preparation for a responsible society

The findings of this study align with those of Vargas and Lara (2023), who noted that the competency-based approach is one of the current challenges in Basic Education. For some students, life in society becomes more manageable when they understand and respect personal and interpersonal boundaries. Unfortunately, some students attempt to dominate others, underscoring the need for motivation across all subject areas.

It is essential to apply knowledge in the context of a responsible society, one grounded in the practice of values that promote social development. According to Ríos (2023), education should equip students with the skills needed to become responsible, aware, and



committed citizens. However, some students do not practice these values, and many parents fail to fulfill their responsibilities. Furthermore, institutional activities are organized and implemented through various committees based on student needs. It is concerning that only the Tutoring Committee is responsible for promoting mental health within the educational institution.

Crisol and Romero (2014) argue that teachers must possess the knowledge and skills to apply effectively in the classroom—an idea echoed by Escobar et al. (2017), who emphasized the need for competent educators to guide student behavior. Nevertheless, some teachers continue to rely on traditional teaching methods. According to Rico et al. (2008), achieving high levels of educational quality requires meaningful activities conducted in a more participatory learning environment.

Virtual platforms also contribute to improving student behavior through informational sessions. In this regard, the EPP (2024) emphasizes that teachers must adapt methods and content to foster critical thinking. Competency, in turn, strengthens the skills, attitudes, and abilities necessary to act ethically and competently in the face of challenges. Similarly, Luján (2024) asserts that student preparation is a key driver of change in contemporary education, advocating for the development of ethical and responsible citizens equipped with socioemotional skills. This aligns with the views of Mateos-Blanco (2025), who states that labor-oriented education should create school environments where students learn about work, and that teachers must provide the necessary resources and knowledge to contribute to students' life projects.

### **Student adaptation to a changing society**

The goal is to develop students who can meaningfully solve real-world problems, encouraging both individual and collaborative work as a way to adapt to a rapidly changing society. These pedagogical practices promote discovery and cooperation through discussion groups, case analysis, and debates that support real problem-solving. In agreement, Henderson (2003) highlights that educational institutions play a crucial role in overcoming challenges and developing students' social, academic, and vocational skills. A determining factor here is ongoing teacher training.

Consistent with Cantillo (2023), teachers are increasingly required to develop new competencies in personal, community, and vocational domains—skills that are essential today. García et al. (2013) similarly argue that teacher training is a fundamental need for

student development, especially considering society's rapidly evolving nature. Nonetheless, the reality often falls short, with emotional development confined to tutoring sessions. In this context, Ruiz (2010) warns that such "truths" often represent biased and incomplete perspectives of reality that reject alternatives.

It is also essential to integrate Information and Communication Technology (ICT) into classroom activities to reinforce school learning. This reflects Ríos (2023), who stresses the importance of engaging in continuous learning and adapting to new circumstances with a growth-oriented mindset. Nonetheless, it is concerning that some teachers still do not incorporate technology into their teaching practices. Moreover, *PerúRetail* (2023) reported that Basic Education requires teachers trained in competencies.

Furthermore, the EPP (2024) notes that we live in a society marked by diverse changes and social transformations driven by technological advancements, within a context shaped by scientific and technological innovation under globalization. Álvarez-Pérez and López-Aguilar (2018) assert that it is evident students need future-oriented education in order to become active members of a ever-evolving society. In this sense, the competency-based approach continuously prepares students for the new changes and transformations of reality.

### **Student relevance in a labor-oriented society**

Preparing students for professional success entails developing critical and analytical thinking skills to solve societal challenges. In this regard, Pérez-Morán et al. (2021) point out that Basic Education students often lack critical thinking—an issue that underscores the urgency of implementing competency-based strategies. This is supported by Muñoz et al. (2025), who state that education improves employability by reducing informality and addressing gender disparities. Among the mechanisms used by students to develop their abilities, collaborative and meaningful learning stand out as they enhance individual competencies. Triminio-Zavala et al. (2023) emphasize that the competency-based approach values the development of essential skills for adapting to the labor market.

It is therefore necessary for students to cultivate reasoning, creativity, and critical thinking aligned with real-world labor needs. Ríos (2023) highlights that companies increasingly seek individuals with practical skills and job-specific competencies. In doing so, students' experiences are enriched and better aligned with societal needs.

This perspective is reinforced by Tacca et al. (2020), who found that public-school students educated under a competency-based model tend to exhibit greater self-confidence. Mederos-Piñeiro (2016) similarly advocates for education that promotes knowledge applicable to real life and contributes to proper training for a labor-oriented society. *Business Empresarial* (2023) affirms that education is fundamental to the workforce, providing skills and knowledge in fields like IT, creativity, and business. Additionally, *PerúRetail* (2023) reports that employment demands are constantly evolving and influenced by economic, technological, and social factors, including critical thinking, effective communication, and problem-solving. In this context, Ulloa (2015) underscores the imperative nature of technical and technological skills, which are closely tied to organizational development.

### Competency-based approach for life in society

The development of values and attitudes is essential for preparing students in times of change, where teamwork and social skills are increasingly in demand. As Casanova et al. (2018) affirm, education is a formative process of moral character. Nevertheless, it is important to note that some students boast superiority and seek to dominate others. Gutiérrez (2018) explains that the competency-based approach is a synthesis of various pedagogical theories, primarily used as a guide for educators. Through this framework, students cultivate the skills needed to become responsible citizens, grounded in the practice of values that support social development. Romero et al. (2024) contend that student development is reflected in attitudes, skills, and values that make individuals productive and valuable members of society.

Nevertheless, based on interviews, it is evident that some students show limited practice of these values, and parents often fail to fulfill their responsibilities. In this context, Demirgüneş and Özcan (2022) argue that human beings are uniquely capable of generating values, which are acquired through lived experiences facilitated by educators—who should not be limited to merely conveying concepts. It is also noted that some teachers remain attached to traditional, mechanized, and memorization-based practices. Biesta (2024) emphasizes that educators, as professionals, are responsible for preparing students for work. They must themselves be trained in competencies that allow them to perform professionally and ensure job security.

It is clear that tutoring improves student behavior and academic performance through informational sessions. However, preparing students for a society in

constant transformation must align with present-day realities. Asprilla (2023) states that the competency-based approach is the path to improving educational processes. Teachers, in parallel, must be consistently trained and updated to meet current demands. It is concerning that emotional development and case study analysis are confined solely to tutoring sessions. This is supported by Begazo (2020), who concludes that pedagogical practices—used as a strategy for learning—provide socio-formative foundations that support teacher performance. Additionally, the use of ICTs is crucial in this process.

The EPP (2024) publication highlights the importance of the competency-based approach in education, particularly within a context marked by diverse social changes and transformations driven by scientific and technological innovation. Similarly, Luján (2024) notes that educational social responsibility calls for the development of ethical and responsible citizens. Along the same lines, the documentary review by *PerúRetail* (2023) emphasizes that Basic Education requires teachers trained in competencies, and *Business Empresarial* (2023) asserts that the competency-based approach prepares students to meet the evolving demands of the labor market.

On another note, one limitation of this study was the limited availability of teachers to participate in interviews and support the research on this topic, which caused some discomfort during the interview process. Finally, from the perspective of a primary education teacher, the importance of a teacher's comprehensive development is emphasized, so that educators remain up-to-date with current demands, changes, and social transformations. This would enhance their performance in Basic Education, which is oriented toward a labor-driven society. Such a process involves delivering both content and values through cooperative work, with the aim of preparing new generations.

## CONCLUSIONS

In times of rapid change, preparing students requires new knowledge and practical skills. It also calls for a mindset shift to improve quality of life and promote societal well-being. The competency-based approach for a labor-oriented society represents an interpretation of various pedagogical theories, mainly used as a guide for teachers, especially since some students do not fully grasp its scope or intent.

In this regard, teachers must possess the knowledge necessary to act as active agents in constructing student



knowledge through their professional practice. However, it was observed that some teachers lack sufficient understanding of the competency-based approach, highlighting the need for ongoing training and updating in accordance with the current era—one characterized by significant social change and transformation.

Preparing students for a responsible society is one of the main challenges in education today. This can be strengthened through interpersonal relationships based on the practice of values, respect, acceptance of mistakes, adherence to behavioral agreements, and teamwork—all essential skills for a responsible society. Additionally, adapting students to a constantly changing society is crucial for multiple reasons. In this sense, educational institutions play a critical role by providing students with opportunities to develop social skills; hence, it is essential to invest in teacher training aligned with the demands of contemporary society. Preparing students for a labor-oriented society also involves promoting collaborative learning, creativity, and critical and analytical thinking, based on the real-life contexts and needs of each learner. It is therefore essential to promote active student engagement, allowing them to contribute ideas and exercise initiative throughout the learning process.

## REFERENCES

- Anríquez, G., Moral, A., & Pérez, A. (2025). El estado del arte en la educación en valores en la escuela primaria: Estado del arte de la educación en valores en enseñanza primaria. *Papeles*, 17 (33). <https://doi.org/10.54104/papeles.v17n33.1963>
- Abarca, S., García, M., & Ortiz, A. (2022). Percepción de la formación profesional en el contexto peruano, alternativa desde las competencias. *Revista Estudios del Desarrollo Social: Cuba y América Latina*, 10(1). [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S2308-01322022000100020](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2308-01322022000100020).
- Asprilla, F. (2023). El enfoque por competencias, desde lo general hasta la Educación Física. *Emergentes - Revista Científica*, 3(2), 107–135. <https://doi.org/10.60112/erc.v3i2.82>
- Álvarez-Pérez, P., & López-Aguilar, D. (2018). Competencias genéricas y resultados de aprendizaje en los estudios de grado de Pedagogía. *Revista de Docencia Universitaria*, 16(1), 137. <https://doi.org/10.4995/redu.2018.8895>
- Bermejo, M. (2017). Alineamiento de las competencias laborales desde un enfoque sistémico. *Retos de la Dirección*, 11(1), 60–81. <http://scielo.sld.cu/pdf/rdir/v11n1/rdir05117.pdf>
- Begazo, C. (2020). Prácticas pedagógicas desde el enfoque socioformativo: Una autoevaluación docente en Perú. *Revista de Ciencias Sociales*, 26(2), 260–274. <https://dialnet.unirioja.es/servlet/articulo?codigo=7599944>
- Biesta, G. (2024). Desinstrumentalizando la educación. *Teoría De La Educación. Revista Interuniversitaria*, 36(1), 1–12. <https://doi.org/10.14201/teri.31487>
- Business Empresarial (2023 Sep 11). ¿Qué importancia tiene la educación técnica en la sociedad peruana? <https://www.businessempresarial.com.pe/que-importancia-tiene-la-educacion-tecnica-en-la-sociedad-peruana/>
- Casanova, I., Canquiz, L., Paredes Chacín, Í., & Inciarte González, A. (2018). Visión general del enfoque por competencias en Latinoamérica. *Revista de Ciencias Sociales*, 24(4), 114–125. <https://repositorio.cuc.edu.co/bitstream/handle/11323/5282/Visi%C3%B3n%20general%20del%20enfoque%20por%20competencias%20en%20Latinoamerica.pdf?sequ>
- Cantillo, N. (2023). Competencias docentes para fomentar una praxis contextualizada de la educación ética y valores morales. *Revista Latinoamericana Ogmios*, 3(7), 25–38. <file:///C:/Users/USER/Downloads/206.pdf>
- Cuadros, E., & Ogosi, R. (2024). Competencias comunicativas en la educación. *Horizontes. Revista De Investigación En Ciencias De La Educación*, 8(32), 417–430. <https://doi.org/10.33996/revistahorizontes.v8i32.733>
- Crisol, M., & Romero, M. (2014). Práctica docente versus ética docente. Hacia la mejora de la práctica docente a partir de la ética profesional. *Journal for Educators, Teachers and Trainers*, 5(2), 23–35. <https://digibug.ugr.es/handle/10481/39345>
- Chanca Amaya, E. A., & Baltazar Borja, V. R. (2022). Planificación curricular y el desempeño académico en estudiantes de la UNCP en tiempos de covid-19. *Ciencia Latina Revista Científica Multidisciplinar*, 6(4), 3420–3430. [https://doi.org/10.37811/cl\\_rcm.v6i4.2849](https://doi.org/10.37811/cl_rcm.v6i4.2849)
- Chuquibala, L., & Vásquez, A. (2024). *Enfoque por competencias y planificación curricular en docentes de una Institución Educativa de la Provincia de Rioja 2023*. [Master's thesis, Universidad Católica de Trujillo]. Universidad Católica de Trujillo institutional repository. <https://repositorio.uct.edu.pe/handle/123456789/5338>
- Demirgüneş, S., & Özcan, E. (2022). Values education in turkish textbooks in primary education. *European Journal of Educational Sciences*, 9(3), 1–11. <http://dx.doi.org/10.19044/ejes.v9no3a1>
- Espinoza-Freire, D., Lema-Ruiz, M., & Rivas-Cun, M. (2020). Las competencias comunicativas en el proceso formativo profesional: Array. *Maestro Y Sociedad*, 17(1), 132–146. Available from <https://maestroysociedad.uo.edu.cu/index.php/MyS/article/view/5154>
- Escobar, M., Maya, M., Pantoja, M., & López, W. (2017). *Diseño de una estrategia pedagógica en la formación de valores* [Master's thesis. Universidad Pontificia Bolivariana]. Universidad Pontificia Bolivariana institutional repository. <https://repository.upb.edu.co/handle/20.500.11912/3368>
- Escobar, J. (2017). El espectáculo en las sociedades modernas: a propósito de dos tesis de Debord. *Civilizar Ciencias Sociales y Humanas*, 17(32), 245–256. <https://doi.org/10.22518/16578953.829>
- Escudero, C., & Cortés, L. (2018). *Las técnicas y estudios cualitativos para la investigación científica*. Editorial UTMACH.
- Escuela de Profesores del Perú [EPP]. (2024). *Enfoque por Competencias en la Educación Básica*. <https://epperu.org/enfoque-por-competencias-en-la-educacion-basica/>
- García-Contreras, J., & Mendoza-Hernández, L. (2023). El impacto de la Industria y Sociedad 5.0 en la educación. *Uno Sapiens Boletín Científico De La Escuela Preparatoria No. 1*, 5(10), 15–18. <https://repository.uaeh.edu.mx/revistas/index.php/prepa1/article/view/10387>
- García, M., Ortiz, T., & González, M. (2013). La formación de competencias y la dirección en educación superior, una necesidad ineludible. *Revista Caribeña de Ciencias Sociales*, 2013(10), 19–30. [https://econpapers.repec.org/article/ervccsrc/ly\\_3a2013\\_3ai\\_3a2013\\_5f10\\_3a06.ht](https://econpapers.repec.org/article/ervccsrc/ly_3a2013_3ai_3a2013_5f10_3a06.ht)
- Guzmán, R., & Perales, J. (2023). Dificultades en la Implementación de Competencias: una Mirada desde la Ruralidad Colombiana. *Ciencia Latina Revista Científica Multidisciplinar*, 7(3), 963–978. [https://doi.org/10.37811/cl\\_rcm.v7i3.6239](https://doi.org/10.37811/cl_rcm.v7i3.6239)

- Gutiérrez, P. (2018). Modelo educativo y desafíos en la formación docente. *Horizonte de la Ciencia*, 8(15), 175–191. <https://doi.org/10.26490/uncp.horizonteciencia.2018.15.462>
- Guanipa, L. (2019). Las personas y las organizaciones: el equilibrio laboral. *Emprende y Transforma*, 1(1), 29–38. <https://doi.org/10.21142/DES-1201-2020-0010>
- Hernández-Sampieri, R., & Mendoza, C. (2018). *Metodología de la investigación: las tres rutas cuantitativa, cualitativa y mixta* (6ª ed.). McGraw-Hill.
- Henderson, V. (2003). El proceso de urbanización y el crecimiento económico: Lapreguntaclave. *Journal of Economic Growth*, 8, 47–71. <https://doi.org/10.1023/A:1022860800744>
- Ipsos Group (2023). 61% de peruanos conectados cree que la educación en Perú es mediocre. <https://www.ipsos.com/es-pe/61-de-peruanos-conectados-cree-que-la-educacion-en-peru-es-mediocre>
- Izcara, S. (2014). *Manual de investigación cualitativa* (1ª ed.). Fontamara. <https://www.grupocieg.org/archivos>
- Linares, L. (2020). Hacia Una Pedagogía de la Cotidianidad en la Educación Inicial. Profesorado. *Revista De Currículum Y Formación Del Profesorado*, 25(1), 31–151. <https://doi.org/10.30827/profesorado.v25i1.8635>
- Lujan, M. (2024 Mar 30). *Explorando la Responsabilidad Social Educativa: Implicaciones, Desafíos y Perspectivas* [LinkedIn page]. LinkedIn. <https://www.linkedin.com/pulse/explorando-la-responsabilidad-social-educativa-y-maccarrone-5ygzf/>
- Madriz, J. (2019). *Metodología de la investigación. Actuación humana orientada al conocimiento de la realidad observable*. Centro de Investigación y Desarrollo. Ecuador. Editorial CIDE. <http://repositorio.cidecuador.org/handle/123456789/75>
- Mateos-Blanco, T. (2025). Transitar desde el sistema educativo al mercado laboral: Un enfoque basado en la educación para el trabajo. *Márgenes, Revista de Educación de la Universidad de Málaga*, 6(1), 70–88. <https://doi.org/10.24310/mar.6.1.2025.20763>
- Mederos-Piñeiro, M. (2016). La formación de competencias para la vida. *Ra Ximhai*, 12(5), 129–144. <https://www.redalyc.org/pdf/461/46147584009.pdf>
- Martínez, R., Palma, A., & Velásquez, A. (2020). *Revolución tecnológica e inclusión social*. Comisión Económica para América Latina y el Caribe. [https://www.cepal.org/sites/default/files/publication/files/45901/S2000401\\_es.pdf](https://www.cepal.org/sites/default/files/publication/files/45901/S2000401_es.pdf)
- Martínez, H. (2013). El enfoque por competencias desde la perspectiva del desarrollo humano. Aspectos básicos y diseño curricular. *Avances en Psicología*, 21(1), 9–22. [https://www.unife.edu.pe/publicaciones/revistas/psicologia/2013/9\\_martinez.pdf](https://www.unife.edu.pe/publicaciones/revistas/psicologia/2013/9_martinez.pdf)
- Ministry of Education (2019). *Planificación, mediación y evaluación de los aprendizajes en la Educación Secundaria*. MINEDU.
- Muñoz, A., Rojas, V., & Vega, A. (2025). Oportunidades laborales en Ecuador: factores determinantes y tendencias del empleo 2013–2022. *Revista InveCom*, 5(2). <https://ve.scielo.org/pdf/ric/v5n2/2739-0063-ric-5-02-e502001.pdf>
- Olivares, G., Nolasco-Mamani, M., Quispe-Quezada, U., Flórez, R., Haro, M., Carranza, S., Llanos, S., Zulueta, C., Sardón, W., Cubas, C., Delgado, L., Céspedes, B., & Gonzales, A. (2023). Mejorando los Componentes de la Metodología de la Investigación Científica para la Enseñanza de Idiomas. *Revista mundial de idioma inglés*, 13(6), 303–313. <https://doi.org/10.5430/wjel.v13n6p303>
- Pérez-Morán, G., Bazalar-Palacios, J., & Arhuis-Inca, W. (2021). Diagnóstico del pensamiento crítico de estudiantes de educación primaria de Chimbote, Peru. *Revista Electrónica Educare*, 25(1), 289–299. <http://doi.org/10.15359/ree.25-1.15>
- Pegalajar, M., Burgos A., & Martínez, E. (2022). Educación para el Desarrollo Sostenible y Responsabilidad Social: claves en la formación inicial del docente desde una revisión sistemática. *Revista de Investigación Educativa*, 40(2), 421–437. <https://doi.org/10.6018/rie.458301>
- PerúRetail (2023 Jul 31). ¿Cuáles son las carreras más demandadas en Perú? [https://www.peru-retail.com/cuales-son-las-carreras-mas-demandadas-en-peru/#google\\_vignette](https://www.peru-retail.com/cuales-son-las-carreras-mas-demandadas-en-peru/#google_vignette)
- Rico, P., Santos, E., Martín-Viña, V., García, M., & Castillo, S. (2008). *El modelo de escuela primaria cubana: una propuesta desarrolladora de educación, enseñanza y aprendizaje*. Pueblo y Educación. [https://www.mined.gob.cu/wp-content/uploads/2019/03/modelo\\_primaria.pdf](https://www.mined.gob.cu/wp-content/uploads/2019/03/modelo_primaria.pdf)
- Ríos, R. (2023 Sep 15). *Enfoque por Competencias en la Educación Básica*. Escuela de Profesores del Perú. <https://epperu.org/enfoque-por-competencias-en-la-educacion-basica/>
- Ruiz, C. (2010). La Educación en la sociedad postmoderna: Desafíos y oportunidades. *Revista Complutense de Educación*, 21(1), 173–188. <https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/124001/16093-16169-1-PB.PDF?sequence=1>
- Romero, R., Ulloa, M., Suazo, C., Pavés, H., & Palma, J. (2024). Impacto de la aplicación del enfoque basado en competencias en el rendimiento académico de los alumnos de una universidad estatal chilena. *International Journal of Professional Business Review*, 9(3), e04452. <https://doi.org/10.26668/businessreview/2024.v9i3.4452>
- Tacca, R., Cuarez, R., & Quispe, R. (2020). Habilidades Sociales, Autoconcepto y Autoestima en Adolescentes Peruanos de Educación Secundaria. *International Journal of Sociology of Education*, 9(3), 293–324. <http://doi.org/10.17583/ris.2020.5186>
- Triminio-Zavala, C. M., Herrera-Castrillo, C. J., & Medina-Martínez, W. I. (2023). Formación investigativa del estudiante universitario en el Modelo por competencia de UNAN-Managua. *Revista Científica Estelí*, 5(48), 108–128. <https://doi.org/10.5377/farem.v12i48.17529>
- Tovar, G., Vera, D., Soto, M., & Alcívar, G. (2023). Enfoque holístico por competencias para mejorar la formación integral en los estudiantes de la Universidad Técnica de Babahoyo, Ecuador. *Universidad y Sociedad*, 15(4), 523–530. <http://scielo.sld.cu/pdf/rus/v15n4/2218-3620-rus-15-04-523.pdf>
- Ulloa, M. (2015) La importancia de la formación y desarrollo por competencias en las organizaciones en el mundo actual [Essay, Universidad Militar Nueva Granada]. Repositorio Institucional UMNG. <http://hdl.handle.net/10654/7461>
- Vargas, M., & Lara, D. (2023). La importancia de la formación por competencias para el ámbito laboral. *Ciencia Latina Revista Científica Multidisciplinar*, 7(2), 9608–9630. [https://doi.org/10.37811/cl\\_rcm.v7i2.6056](https://doi.org/10.37811/cl_rcm.v7i2.6056)
- Varela, D. (2020). Caminos de liberación: ética y ontología del cautiverio. *Ruta Antropológica*, 1(1), 129–136. <https://www.aacademica.org/david.a.varela.trejo/3>
- Valderrama, S. (2018). *Pasos para elaborar proyecto de investigación científica* (2ª ed.). San Marcos.
- Zavaleta-Pérez, M. (2018). *María de la Consagración* (3ª ed.). Mystic Rosse

#### Funding sources

This research was conducted with the author's own resources.

#### Conflict of interest statement

The author declares no conflicts of interest.

#### Correspondence

Miriam Elizabeth Jara Guerrero  
Lima, Perú.

E-mail: Miriamjara20@gmail.com