Research Article

Municipal Administration: Challenges for the Implementation of Successful Psychosocial Interventions in Establishments Educational Schools of Rancagua

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Citation: Munoz, L. L., Ventura, D. C. (2023). Municipal Administration: Challenges for the Implementation of Successful Psychosocial Interventions in Establishments Educational Schools of Rancagua. *Int J Psychiatry, 8*(4), 71-87.

Summary

In the present document, the psychosocial pairs present in the educational establishments administered by the municipal sphere in the commune of Rancagua, region of O`Higgins, Chile, are analyzed with the objective of identifying those factors that affect the exercise of their functions from the perspectives of facilitators or hinderers, based on the guidelines established by the Municipal Corporation of the commune, an entity that oversees the direction and administration of the estates associated with education in Rancagua. In this way, an analysis arises whose product will be feedback to know from the perspective of psychosocial professionals, those factors that are present in the exercise of their functions and strengthen from an objective perspective those who identify themselves as such.

Abstract

In the present document is analyze psychosocial double present at school administered for municipality of Rancagua, O'Higgins region, with objective of to identify these factories they influence in the exercise in their functions, from the facilitators and obstacles perspective, in based on the guidelines that establishes the Corporación Municipal of Rancagua, entity that oversees the direction and administration of the estates associated with education in Rancagua.

In this way, an analysis arises whose product will be feedback to know the perspective of psychosocial professionals, those factors that are present in the exercise of their functions and strengthen from an objective point of view those who identify themselves as such.

1. Introduction

The document presented below compiles the research proposal to qualify for the Master's Degree in Municipal Public Management and Local Development. In this area, a contextualized idea has been developed in the Rancagua commune, O'Higgins region, mainly in relation to the municipal administration exercised with respect to educational establishments, whose holder is the Municipal Corporation, considering that the guidelines provided by said entity would affect the interventions carried out by the psychosocial duos that provide services in the 36 municipal establishments of the commune and the results expected from the professionals in said area.

The focus of this research is related to the municipal administration exercised by the Corporation of Transferred Services of Rancagua and the established guidelines directed to the exercise of psychosocial pairs in school contexts and the impact they generate from the interventions carried out in the educational establishments of said Municipal Corporation. The guidelines indicated by the current sponsor and the way of managing the functions, actions and human resources seem to affect the impact of the pairs 4 regarding the intervention of cases and what is expected of their results, a situation for which it is necessary wonder what would be those factors that affect, either positively or negatively, identifying the weaknesses and strengths of the current administration.

For this reason, the research proposed below presents the main idea associated with the research problem, together with the objec-

tives and hypotheses planned by the researcher. In turn, the specific objectives are presented, together with the research methodology, identifying the way to empirically demonstrate the question to be investigated.

Regarding the results of this investigation, these would be an input for the holder of the municipal establishments of the Rancagua commune, due to the fact that to date there are no studies in said city with empirical evidence that allow one to question, reflect and/or reconsider the current municipal administration in relation to the functions and impact of the interventions carried out by psychosocial pairs; This research would be an input for the next guidelines that arise from the Central House of Education.

To obtain the empirical results of this study, the research is based mainly on the possibility of accessing the information survey, whose sample would be the School Coexistence Teams made up of their respective Superintendent, the psychosocial pairs and counselors. Also, the Social Department of the Municipal Corporation of Rancagua will be included, efforts that will be previously coordinated with the Human Resources Manager of the same Corporation and the Head of Education, who directs the educational area in its general context.

Regarding the collection of information, this action is projected through the completion of online forms, applied through the Meet platform, whose massification is carried out simultaneously to all the informants considered, prior coordination with the Central House. These forms would capture qualitative and quantitative information, giving way to a mixed study methodology, background information that is presented in the following document.

1.1. Problem Approach
As a context view, the Municipal Corporation of Rancagua (CORMUN) was created under legal protection on December 7, 1982 under the name of Municipal Corporation of Transferred Public Services of Rancagua, abandoning the legal name of DAEM, becoming a entity that has legal personality under private law, being an autonomous body of the Municipality of the municipality of Rancagua and currently consists of a management organization, which is chaired by the mayor, who delegates certain managerial functions under the figure of a general secretary and active directorates. These directories are visualized as administration areas directed by CORMUN where Health, Cemeteries, Finance and Education stand out.

On the other hand, textually the Mission of the Municipal Corporation of Transferred Public Services of Rancagua focuses on "Delivering to users the transferred public services of libraries, cemeteries, kindergartens, education and health in a participatory, efficient, effective manner. , efficient and timely." In turn, the vision is related to "Being the leading Municipal Corporation in the delivery of excellent services to achieve the best quality of life for users." [1].

As indicated above, CORMUN's exercise is aimed at providing service to the community with a degree of quality that allows access and equitable security among users. For this, they follow the plans issued by the ministry of each portfolio and the guidelines of plans and programs from a centralized perspective, however, with regard to the execution of the plans, officials and professional teams are required to dedicate themselves to these functions.

In this context, those teams that make up educational establishments assume relevance, which are expected to perform functions in favor of delivering quality service to students, along with support services for families that affect the school process and they are directly linked to the educational trajectory.

Within these work teams, the figure of the psychosocial pairs appears, made up of professional psychologists and social workers, who are in charge of addressing the psychosocial field, comprehensively supporting not only the students, but also the family environments that are linked to them, considering their various forms and sociocultural realities.

However, the existence of these professionals working together in the establishments does not ensure that the requirements of the Ministry of Education are met, nor does it ensure the delivery of a quality service. At present, the functions of the psychosocial pairs are not yet defined, but the professional profile is presented independently.

On the other hand, the separate functions of those who make up the psychosocial pairs include actions of which it is necessary to know their impact, strengths and weaknesses in a systematic way with a general analysis that instructs the municipal administration to understand the needs of the establishments run by CORMUN. , thus forming work teams aimed at satisfying the educational needs of students, which is why it is necessary to investigate the perspectives of professionals and their own visions regarding the functions they develop in the educational context.

1.2. Research Question
In consideration of the above, it is worth asking what are those factors that affect the exercise of the functions of the psychosocial pairs that exercise interventions in educational establishments?

2. Objectives
2.1. General objective
❖ Know the factors that facilitate or hinder the exercise of the functions of the psychosocial pairs within the establishments, according to the guidelines delivered by the current municipal administration.

2.2. Specific Objectives
❖ Identify the facilitating factors granted by the municipal administration regarding the exercise of psychosocial duos.
❖ Identify the obstacles of the municipal administration regarding

the exercise of the psychosocial pairs.

❖ Analyze the variables identified as facilitating factors and/or hindering factors in the exercise of psychosocial pairs.

❖ Describe the variables identified as factors that affect the exercise of the work of the psychosocial pairs in the municipal administration establishments of Rancagua.

2.3. Hypothesis

The functions of the psychosocial pairs indicated by the current municipal administration hinder the favorable results of the interventions carried out by the psychosocial pairs of educational establishments.

2.4. Theoretical Framework

By way of contextualizing the geographical area, Rancagua is a commune belonging to the O'Higgins region and, in turn, maintains the status of capital of the aforementioned region, being the largest urban center in the area and where the most of the public services that consider said urban center. The location of the Rancagua commune is characterized by being part of the central zone of the country, especially because it is located at the southern limit of the Metropolitan region between a distance of approximately 80 kilometers, maintaining a fluid and frequent connection between both regions, which culturally, it keeps Rancagua connected with said city.

Focusing the community context on the educational field by the year 2020 and according to the Community Report reflected in the Educational Indicators, Rancagua had 3 Delegated Administration Corporation establishments, 14 establishments with Private Paid financing, 95 establishments with Subsidized Private support and finally, 36 establishments with financing from the Municipality of the commune, adding a total of 148 schools at the communal level.

Following the same line of education, the data provided according to the "Educational Indicators of the Community Report 2021" the number of students enrolled in establishments financed through the Delegated Administration Corporation amounts to 3,166 students, followed by 5,473 students who study in schools with Private Paid financing. Subsequently, 19,267 students develop their school career in schools with Municipal dependence and, finally, the largest number of students are concentrated in subsidized financing establishments, a number that amounts to 28,825 students (data located in the year 2020).

The figures mentioned above reflect that the Subsidized Administration schools house the largest number of students in the commune, over municipal establishments, noting along with this that there are 59 more establishments with subsidized financing.

According to the 2021 Community Report, of the schools mentioned and categorized by the financial supporter but referring to the results obtained by students in the previously called University Selection Test (PSU), the percentage of students who weigh a score greater than 450 stands out . that 96% of them belong to schools financed through private paid resources. In turn, 68% of students graduating from schools financed with municipal resources would obtain a score above 450, ending with 56% of students from subsidized financing schools that would exceed 450 points.

Based on the background mentioned above, which allow Rancagua to be visualized within various characteristics, it is worth highlighting the educational context, but with a focus on those establishments whose administration and financing correspond to the municipality through the Municipal Corporation of Public Services Transferred from Rancagua: CORMUN.

Although the administration comprises 36 municipal establishments, among them are distributed various modalities of education taught, highlighting pre-basic and basic education schools, basic education itself, basic and secondary education, scientific-humanist secondary education, technical-professional secondary education and adult education. These establishments, regardless of the type of education provided, are governed by the Annual Municipal Education Development Plan (PADEM), document 8 prepared by CORMUN, which is under the legal regulations of Law No. 19,410 in conjunction with the Institutional Educational Projects (PEI) of each school institution and adapted to the social and health contexts if warranted [2].

This is how PADEM 2021 for the municipality of Rancagua presents action guidelines focused on "self-care, curricular prioritization, emotional education" which are "aligned with the skills of the 21st century" which, in turn, would enhance the " positive coexistence, collaborative work and development of critical thinking".

On the other hand, the PADEM prepared as a guideline for the municipal administration establishments of the Rancagua commune fulfills a triangulation function with the Institutional Educational Project (PEI)/Educational Improvement Plan (PME) and the Management Performance Agreement, where Together they seek to "align actions that must be implemented to comply with corporate guidelines, optimizing educational management." However, for a better understanding of the proposed triad approach, Dimensions of Indicative Performance Standards are presented, highlighting four dimensions: Leadership, Pedagogical Management, Training and Coexistence, ending with Resources. In this area and for the purposes of the analysis presented in this document, the dimension of Training and Coexistence stands out, due to the fact that the "policies, procedures and practices that are aimed at promoting personal and social development, together with aspects ethical, moral, affective and physical". These aspects are relevant because they promote the development of students at a personal and social level, visualizing them as children and adolescents, who would learn and develop intrapersonal and interpersonal relationship skills, and where the Multidisciplinary and School Coexistence Teams assume relevance. regarding the procedures and interventions carried out and that would favor compliance and develop-

ment of the Training and Coexistence Dimension [2].

From the perspective of the emergence and relevance of the Training and Coexistence Dimension and the objective that the development of said dimension entails, work teams made up of various professionals from different areas arise, expanding the range of interactions in students, which will beyond the pedagogical and only with teachers. This multiplicity of professionals includes, among others, the formation of School Coexistence Teams made up of a Coexistence Manager and Pairs Psychosocial.

According to Chilean legal regulations, on February 1, 2008, Law 20,248 was published and entered into force, a legal body that establishes the Preferential School Subsidy and colloquially known as the SEP Law. Its publication would have an impact on the school community, since it would benefit 754,236 students, who will receive a new school grant, which is intended to contribute socioeconomically to those students whose families are categorized as vulnerable, promoting and improving quality education, establishing the concepts of priority and preferential students from preschool education (Law 20,248, SEP, 2008).

Law 20,248 defines "priority students" as those students whose families are in a socioeconomic categorization of up to 80% vulnerability according to the Social Registry of Households and belong to the Chile Solidario system, characteristics that would indicate that he or the student would be in a context of risk to face the educational trajectory.

For this reason, new resources are available for the administration of the establishments, which must be allocated exclusively to material resources (equipment and equipment) and human resources, strengthening the work teams in the schools, including the provision of psychosocial personnel, which are financed through resources issued by the SEP Law, thus integrating professionals into the educational area.

This is how Raczynski, et al., textually states that *"the SEP has the purpose of improving the levels of equity in the school system, providing more resources to the schools that serve these children [3]. The State delivers this new subsidy to approximately a third of the students, correcting, at least, in part, the inequalities of origin"* (p. 166).

In this same context, Cárcamo et al., refers to the fact that the SEP Law has a differentiating basis with respect to a temporality in the vision of education and in how educational policies are visualized and created in Chile before the entry into force of Law 20,248 [4]. According to the author, this law aims to give establishments the leading role in terms of management and staffing according to their needs, work carried out in conjunction with the owner, generating work plans based on the contextual reality of the area. In this way, the horizon is opened to an integrating and multidimensional vision in the sphere of learning, which goes beyond the teaching staff

and the pedagogical field, but rather the first indicators regarding the importance of the family in the school trajectories, together with the sociocultural factor, which is why the support of other disciplines is required, which allow for complementary work within the establishments, thus incorporating psychosocial duos made up of professional social workers and psychologists.

This is how Gatica, cited in Cárcamo et al, states verbatim that "By having schools with an exclusive professional team for psychosocial intervention, the conditions for carrying out quality work in learning the students, attending to the requirements that the establishment demands, raising coherent plans, with their own needs and outlining 10 strategies according to the social and psychological context of the students and the school community"[4,5].

2.5. Of the Psychosocial Pairs

Considering the relevance assumed by psychosocial pairs in educational contexts, it is important to define what is meant by this concept and what it reflects in the school setting.

According to Cárcamo et al., the psychosocial duos comprise a "professional team made up of a social worker and a psychologist" who will provide "social assistance to students and their families in educational establishments [4]." The support would be aimed at those students who present high levels of vulnerability, whose categorization is measured through the School Vulnerability Index (IVE), a data source from "the National Board of School Aid and Scholarships (JUNAEB)".

The positioning of the psychosocial pairs in schools and in general at the level of the educational system, lies in the consideration of the establishment as an "educational system" that attends to a "complex social phenomenon" and that, in turn, requires an intervention interdisciplinary [4].

Considering the aforementioned, the psychosocial pairs in educational establishments allow a change in the vision of schools, not only as a center where theoretical learning is delivered in terms of curricular content and the practices of said content to meet the pedagogical objective. Schools today and, from the entry into force of the SEP Law, allows to see educational establishments as a meeting point where students converge as protagonists but, in turn, directly linked to the team of each institution and their respective families, so that the understanding of these three actors make up the concept of educational community, giving the possibility of interrelating various disciplines, taking into account the contextual reality of each establishment.

This complex contextual reality is addressed by the author Bellei, cited in Cárcamo, who analyzes establishments as educational spaces that house different areas beyond a day in the classroom, school materials, technological resources [4,6]. Pedagogical hours, among others, but it visualizes an aspect in the economic field, which is related to economic and social inequalities, situations

that would negatively impact the quality of education. This situation would be an influential factor in the possible outcomes of the school trajectories, because the establishments would be socially segregated and fewer material resources and cultures would be allocated, excluding them from those establishments that do have favorable conditions and support to promote successful school trajectories. , made up of qualified teachers, good school life and greater access to learning opportunities.

Considering what was exposed by Bellei, in Cárcamo and his segregating socioeconomic vision, psychosocial pairs assume a fundamental role in schools and that according to Gatica, is strengthened above all in those schools that present high rates of vulnerability, where the psychosocial factors associated with cognitive, language and socio-emotional development will affect the vulnerability of students, together with the support of families and the understanding of an interrelated system in the school context [4-6].

By understanding the psychosocial pairs as part of a team that understands the school trajectory from an integrating vision and relationships between different actors, according to Apablaza, in Arévalo & Santana, cited in Jarpa-Arriagada, et al., the Psychosocial Pairs installed in educational establishments will be presented based on three axes of intervention: School Integration Program (PIE), Preferential School Subsidy (SEP) and the Public Education Support Fund (FAEP) [7,8].

Considering the aforementioned, for Jarpa-Arriagada, et al., the psychosocial pairs are framed in a context where they textually state that they are viewed as "part of a system whose gears are laboriously dedicated to teaching, but which actively mobilizes closure mechanisms against external agents that threaten their existence [8]." stability. The psychosocial duo has been read as a threat within the educational establishments studied". Along with this, the author states that public establishments have a challenge, which is related to "serving children and young people at social risk" and for this it is necessary to "create systematic social policies." For this reason, the creation of the interdisciplinary program that provides a new scope of educational offers, aimed at psychosocial interventions, mechanisms that favor the permanence of the school trajectory in the establishments and improve their academic performance, becomes relevant.

On the other hand, Apablaza, cited in Jarpa-Arriagada, et al., points out that schools are viewed as a "government device where instrumental rationality inherited from positivism predominates", however, the figure of social worker together with the psychologist appears in the school context in Chile approximately 15 years ago [7,8]. Years, constituting the Psychosocial Duo, which is proposed as a bet to face contextual difficulties and social segregation.

From the speeches exposed above, the Psychosocial Duo of the Municipal Corporation of Rancagua, which provides education-al services in the municipal administration schools and assumes functions, which are stipulated and are presented textually as follows:

2.6. Functions Social Worker / Social Assistant
- *Integrate the Team of Healthy School Coexistence.*
- *Design an Annual Psychosocial Intervention Plan together with the psychologist according to the needs detected in the Establishment.*
- *Interview and Apply an Instrument for the Detection of Socio-educational Risk Factors to students.*
- *Carry out a diagnosis of student needs.*
- *Design an Individual Intervention Plan, provide psychosocial support and monitor the Plan.*
- *Care of social cases, detected by diagnoses, referrals, spontaneous demand, carrying out their respective follow-up.*
- *Conduct interviews with fathers, mothers, guardians and/or guardians to reinforce parental commitment, care and upbringing of students, academic responsibilities of students, among others; Follow up on commitments.*
- *Prepare and execute workshops for students on various topics that promote protective factors; Adolescent Criminal Responsibility Law, Violence in Pololeo, Bullying – School Coexistence, School Violence, School Climate, Study Techniques, Drug Prevention, among others.*
- *Prepare and execute workshops for fathers, mothers, guardians and/or guardians to reinforce parental skills, study techniques, among others according to the needs of each Establishment.*
- *Carry out home visits and follow-up on cases.*
- *Prepare Social Reports, when appropriate.*
- *Prepare a work plan with student beneficiaries for the Pro-Retention Subsidy, work based on official Ministry payrolls, conducting a diagnosis of needs, acquisition of uniforms, footwear and support materials.*
- *Refer and channel in a timely manner, according to the demand and needs detected, to external and internal support networks. (Municipality, Senda, Prevents, Sernameg, Family Court, Prosecutor's Office, PDI, Police, Cesfam, Cosam, Cecosf, Family Court, Red Sename Programs, among others.)*
- *Carry out background collection, application and renewal of Junaeb Maintenance Scholarships. (President of the Republic Scholarship and Indigenous Scholarship).*
- *Maintain direct coordination with the Psychologist of the Educational Establishment to carry out joint activities for the benefit of the Students and the Educational Community.*
- *Maintain direct communication with teachers, orientation, general inspector, in charge of coexistence, UTP and the Directorate of the Educational Establishment according to feedback from cases and lines of action to address certain situations of the students.*
- *Study the factors that produce repeated and serious absences, repetition, desertion and poor school performance in the Educational Unit, carrying out an action plan and / or referral*

to whom appropriate.

- *Support the coordination of the student's school health program. (Coordination of medical attention and appointments, delivery of benefits, follow-up and monitoring of non-attendance to benefits.)*
- *Hold periodic meetings with the Support teams: psychosocial teams, coexistence team, teachers and management team.*
- *Prepare and carry out an impact evaluation of their work and external support programs.*

2.7. Functions of the psychologist

- *Carry out administrative tasks of their position (register, enter, organize, update and deliver information necessary for the proper development of the academic process).*
- *Execute actions and strategies that promote good coexistence among the different actors of the educational community, promoting collaborative work, and a good climate, among others, according to institutional guidelines.*
- *Advise and guide the educational community in compliance with internal regulations.*
- *Investigate difficulties in the learning process of students, proposing the most appropriate measures to address the case.*
- *Carry out a psychoeducational diagnosis through evaluation instruments (test, classroom observation guidelines, among others).*
- *Intervene in groups and individually in the educational community.*
- *Report through reports and meetings about the situation of students referred to school coexistence, indicating progress and deficient areas, and perform necessary remedial actions for each case.*
- *Make home visits to students when the occasion warrants.*
- *Manage support networks and make referrals, according to the complexity of the case.*
- *Establish and implement strategies to support students in order to contribute to the training process.*
- *Promote and participate in the guidance and professional and vocational counseling of students with the aim of clarifying their personal projects.*
- *Promote the participation of fathers, mothers, and guardians in the educational community.*
- *Carry out collaborative work with other professionals to intervene directly in situations that may act as barriers to the educational and personal development of students (serious economic problems and family breakdown).*
- *Provide socio-educational tools to teachers and education assistants through workshops to promote the development of skills in carrying out their duties (family-school bond, self-care, counseling at parent meetings, among others).*

Having described the above, a series of activities that each professional has but which, in turn, complement each other, with the aim of promoting the educational trajectories of children and adolescents, is visualized; however, it is worth analyzing whether the way described effectively complies with the expected objectives, providing an inclusive, inclusive, quality education and universal access for the students of the Rancagua commune.

On the other hand, professional training focused on the profile of social workers is related to those professionals capable of acquiring skills whose objective is to change the vision and perspectives that focus on the guidelines for training programs, enabling the wide range of knowledge and skills related to cognitive and motivational fields (Gómez 2010).

According to Vásquez, in Gómez, a social worker must be trained to use and apply diagnoses, treatments and conflict resolution, applying intervention methodology in various contexts: family, group or community, as well as , be trained for planning, programming, coordination and capacity for analysis of public policies [9,10]. Likewise, the professionals in this area fulfill functions associated with information and content guidance on preventive social issues, assistance, teaching, content promotion, research management, and coordination. In this way, these professionals are viewed as versatile to the contexts according to social needs in their various fields, which must develop skills and knowledge according to the requests of the labor field in which they work.

Within the interventions carried out by professionals, there is empirical evidence that promotes the acquisition of systematized knowledge that allows generating analysis of the interventions, which in turn, allow feedback on future interventions, complementing what has been done before.

On the other hand, analyzing the profile expected of a professional psychologist, this is based on a professional who develops and intervenes with respect to human behavior on a personal and/or collective level, so a professional capable of creating actions is expected. according to the needs of the context and, in turn, make its exercise more flexible according to the needs, ethical criteria, cultural aspects, among others [11].

Psychologists focus their intervention on subjective mental processes, understanding human behavior from this perspective, associating development according to various factors, which affect well-being at the individual or group level [11].

Although both professional areas: social work and psychology have their own theoretical-practical principles, the exercise of both is complemented by interventions, whose models allow the understanding of the various contexts. However, for this it is necessary to know and analyze according to the local reality the strengths and weaknesses that affect the exercise of the psychosocial pairs to guide their execution in favor of the students of Rancagua.

3. Proposed Research Methodology
3.1. Research Focus
For the present investigation, it is highlighted that the methodol-

ogy to be used would be of a mixed nature, which is related to a mixture of qualitative and quantitative methodology, considering that data will be analyzed from the collection of a quantitative section and, on the other hand, an area qualitative through content analysis.

According to Hernandez et al. in Hernández et al., the mixture of both methodologies implies the development of an interaction and empowerment of both, becoming a hybrid with semantic, empirical and critical research characteristics, which, in turn, involves data collection and analysis of the same, a procedure that would allow an integration and discussion of the object of study, allowing a greater understanding [12,13].

3.2. Scope of the Investigation

Within the scope of the proposed research, this refers to "the degree of depth with which a phenomenon is addressed" [14]. In turn, there are different types of research scope, which according to Hernández et al., cited in Lara et al. define them as a continuum within an investigative process based on "exploratory, descriptive, correlational or explanatory" according to the proposed study, since they can be interrelated depending on the phenomenon investigated [13,14].

In the case of the study presented in this report, the scope of the research would be descriptive-correlational because the nature of its general objective would be "to know the causes that influence the interventions of the psychosocial pairs of the educational establishments of Rancagua ", administered by the Municipal Corporation. In addition, it is considered that previously there are no studies based on this question for the municipality of Rancagua, however, being descriptive, the study would focus on specifying characteristics and, in turn, would be correlational due to the cause and effect that The study has variables that would explain the phenomenon studied, providing an explanation as a conclusion [14].

3.3. Universe/Population/Analysis and Sample Unit/Observation Unit

Regarding the target population of this research, it is reduced to informants who present service in the municipal educational establishments of the Rancagua commune. Those in charge of School Coexistence of each establishment together with the psychosocial pairs will be considered among them, taking a number of 3 people per establishment, where when considering 36 institutions, the sum would amount to 108 informants. In addition, 3 professionals from the Headquarters itself will be included who direct and accompany the work carried out in the establishments and who evaluate the results of the professionals' work; Thus, the total number of informants considered amounts to 111 professionals.

The sampling will be of "typical cases", because the selection of the same will be made based on the function they fulfill in each educational establishment and in the offices of the Central House, considering the area of School coexistence and psychosocial area,

being representative of the majority of the population [14].

3.4. Data Collection and Production Techniques

In relation to the collection of information and data collection necessary to validate the study carried out, it will be based on the application of surveys via online forms, mainly through the Gmail platform, in its extension of "forms" which will be sent to the Coexistence teams. School of each municipal establishment of Rancagua managing the answers that will be issued by the psychosocial pairs of each school and high school. There will be two items; a quantitative one analyzed through data comparison and a qualitative one studied through Content Analysis, which will allow it to be established as a mixed study.

Regarding this modality of collecting information online, it is associated with the field of surveys, however, its usefulness would allow to cover a large number of informants considered in the unit of analysis and in a limited time, making it easier for the researcher to travel to each establishment. In turn, the number of responses can be obtained in a limited time. On the other hand, the informants will have a time for reflection for each answer and freedom to express their answers anonymously (Ander Egg, 1995).

4. Results

The methodology corresponding to the following study is positioned in a mixed way, collecting quantitative and qualitative data concurrently, which will be collected in an instrument elaborated exclusively for the study, in which, simultaneously, the data that would respond can be collected. to the fulfillment of the objectives of the present investigation.

The elaborated instrument corresponds to a form called "Challenges for the implementation of successful psychosocial interventions in Rancagua establishments" and consists of 10 questions, of which 8 request a response through alternatives and 2 request development responses (See Annex 1).

Through the collection of information, a concurrent triangulation design will be applied as stated by Hernández Sampieri (2010), where two classes of results are explained where the comparison of the statistical data of each variable is produced in conjunction with the qualitative categories. to confirm them [13].

Understanding the nature of the study and the analysis of the data, the instrument is composed of a question that allows to know the context of the establishment with respect to the students who develop their school career there, followed by a question that allows to identify the composition of the psychosocial professionals who are involved in it. In turn, in relation to professionals, it is necessary to know the hourly load in which the pairs that intervene in the establishments provide services.

On the other hand, a question focused on the resources that the establishment grants according to the CORMUN guidelines, to carry

out functions in the field outside the premises and that corresponds to tasks that the holder indicates as part of the professional practice, is destined. Along with this, one of the questions addresses whether the functions of the psychosocial pairs have a document that specifically indicates the work of the pairs, different from the functions that CORMUN indicates as specific in the exercise of the professional worker/ to social and psychologist separately.

Regarding the psychosocial staff, a question is addressed that allows knowing the dynamics of turnover of professionals with respect to the time spent in the school and the factors that can be attributed to the turnover evidenced.

Finally, focused on the questions whose answers are based on alternatives, the need to know if the psychosocial couples perform complementary and annexed functions, beyond those established within their psychosocial role, is considered.

In relation to the questions whose answers are development, number 1 is based on the informant describing those functions that can be fully performed, according to the guidelines of the Municipal Corporation of Rancagua, ending with a descriptive question of those functions. that they cannot fully perform according to the holder's guidelines.

Subsequently, the form that will be sent and answered through the Google Drive extension, will show the statistics of the number of responses collected and the responses evidenced, with which the triangulation will be worked in relation to the analysis of the responses, to end with the content analysis to be carried out, referring to the two qualitative questions, from which extracts (citations) will be taken, to obtain the analysis projected in the present investigation.

5. Analysis of the Results
5.1. Quantitative Analysis

1. Number of students enrolled in the year 2022 in their educational establishment (number of schools).

Tuition amount	Number of schools
0-300	9
301-600	12
601-900	7
901-1200	2
more than 1201	1

From the responses presented, it can be seen that the largest number of psychosocial professionals perform functions in educational establishments with enrollments between the ranges of 301 to 600 students.

In addition, for this response it is highlighted that its representativeness is associated with the number of schools whose professionals execute their responses, making the difference that it is not by number of responses, but by number of participating establishments.

2. How many psychosocial pairs exist in your school? (number of responses)

Number of pairs	Pairs by schools
1 duo	43
2 duo	4

3 pairs	1
4 or more pairs	0
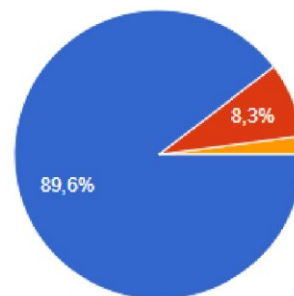
- 1 dupla.
- 2 dupla.
- 3 dupla.
- 4 dupla o más.
- No existe dupla.

89,6% 8,3%

Cantidad de horas	Cantidad de duplas
44 horas	35
40 horas	4
30 horas	2
15 horas	1
44 tso y 38 ps	2
44 ps y 20 tso	2
44tso y 42 ps	2

*tso: trabajador/a social. - *ps: psicólogo/a

- 44 horas
- 30 horas
- 22 horas
- 40
- Trabajadora social 44 horas - psicólog...
- 15 horas
- 44 hrs T. Social / 38 hrs psicóloga
- 44 Trabajadora Social - 38 Psicóloga
- 44 hrs psicóloga y 20 asistente so
- 44 horas Psicologo y 20 Asistente
- Entre 35 y 44 hrs
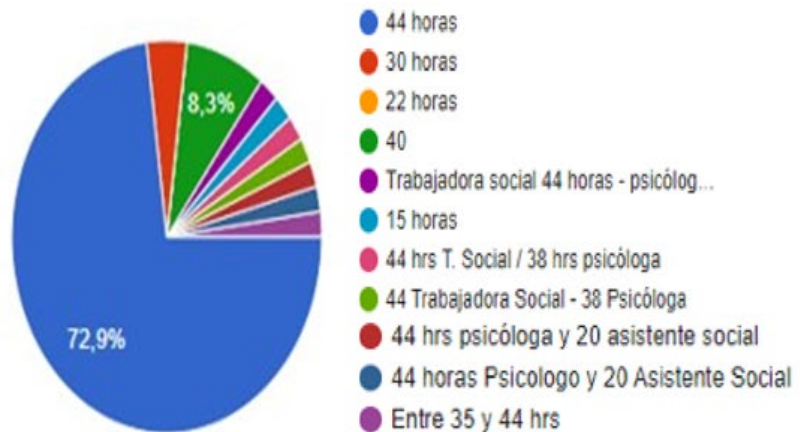
89.6% of the responses indicate that there is a psychosocial duo made up of a psychologist and a social worker per school.

3. What is the hourly load of the psychosocial pairs in your establishment?

Cantidad de horas	Cantidad de duplas
44 horas	35
40 horas	4
30 horas	2
15 horas	1
44 tso y 38 ps	2
44 ps y 20 tso	2
44tso y 42 ps	2

*tso: trabajador/a social.- *ps: psicólogo/a

- 44 horas
- 30 horas
- 22 horas
- 40
- Trabajadora social 44 horas - psicólog...
- 15 horas
- 44 hrs T. Social / 38 hrs psicóloga
- 44 Trabajadora Social - 38 Psicóloga
- 44 hrs psicóloga y 20 asistente social
- 44 horas Psicologo y 20 Asistente Social
- Entre 35 y 44 hrs

72.9% of the responses indicate that the psychosocial duo maintains a workload of 44 working hours per establishment, with the social worker and psychologist who maintain said workload equally. However, there are some pairs whose workload differs in their distribution.

4. Does the psychosocial duo have fixed financial resources (for example, petty cash) to finance field work? (home visits, external coordination, workshops, among others).

Economic resources	Number of responses
Yeah	10
No	38

- Si
- No
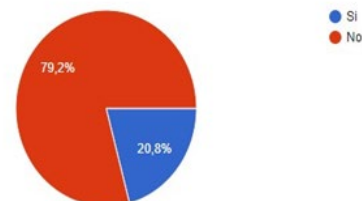
With respect to financial resources, 79.2% of the responses issued indicate that they do not have petty cash to finance the field work of the psychosocial pairs, versus 20.8% that indicate whether they have such a resource.

5. Does your school have specific psychosocial duo work functions? (Different from those indicated for the functions of psychologist and social worker, and before the delivery of the job description?

Specific functions	Number of responses
Yeah	27
No	twenty-one
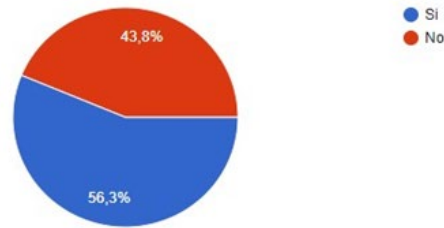
Of the responses issued, 56.3% indicate that, if you have specific functions that must be executed through the work of a psychosocial duo, versus 43.8% who indicate that they do not have work guidelines from said perspective.

6. Is there rotation of psychosocial personnel within the establishment?

staff turnover	Number of responses
1 or 2 times a year	4
Every year	7
Every two years	12
More than three years	25
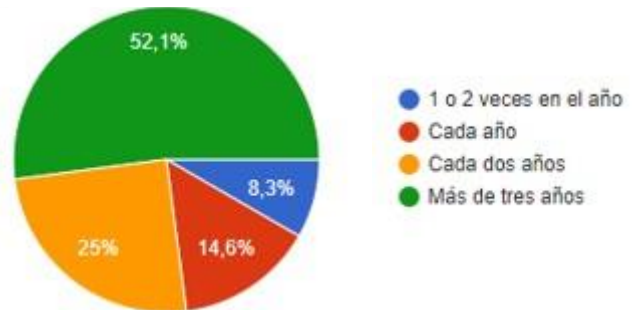
Regarding staff turnover, 52.1% of the responses reflect that there is staff turnover every 3 years or more, followed by 25% corresponding to turnover every two years.

**7. To what factors do you attribute the turnover of psychosocial personnel?**

staff turnover	Number of responses
economic	13
work environment	5
Workload	8
Doctor	5
Others	
double day	2
Transfer and professional evaluation	3
Pregnancy	1
personal situations	4
there is no rotation	5
unidentified	2

27.1% indicate that the main factor for turnover is due to economic issues, followed by 16.7% who associate it with medical issues. However, in the "others" category, new categories emerge such as: double shift, transfer and professional evaluation, pregnancy, personal situations, there is no rotation and unidentified.

8. In addition to your functions as a psychosocial duo, is there a request or execution of related functions in support of other positions?

| attached functions	Response Quantity	% response
No	twenty	30.3%
Yes (describe and which)		
School Feeding Program	5	7.6%
JUNAEB Health Program	14	21.2%
COVID manager	2	3%
School transportation manager	5	7.6%
Cover teaching hours with medical license	5	7.6%
School life	3	4.5%
UTP	4	6%
Taking care of students during recess	2	3%
Inspectorate	2	3%
room hygiene	1	1.5%
foot support	3	4.5%
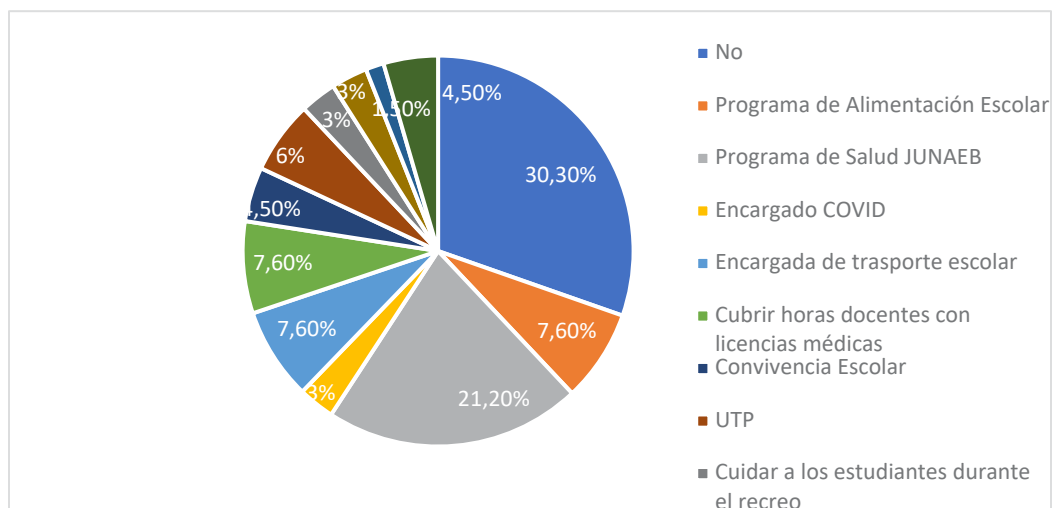
30.3% of the responses indicate that they do not comply with functions attached to those of a psychosocial duo; on the other hand, of the responses that indicate that if they fulfill related functions, they are distributed in the following functions: School Food Program, JUNAEB Health, COVID Manager, School Transportation, covering hours for teachers with medical licenses, School Coexistence, UTP, caring for students at breaks, inspectorate, room hygiene and support for the School Integration Program.

9. Is there constant communication and collaborative work with the CORMUN education department?

Communication cormun	Number of responses
Yeah	39
No	9
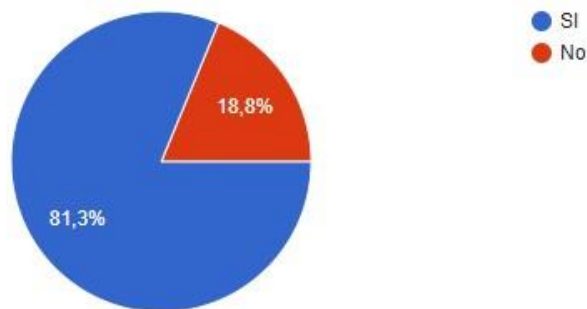
Regarding the collaborative work and constant communication of the pairs with the Department of Education of COMRUN, 81.3% indicate that they do maintain communication.

Qualitative Analysis

10. Describes which functions are fully performed according to the CORMUN guidelines (Functions of the professional role).

Category	Subcategory
school dropout	School retention – school absenteeism -Monitoring class attendance -School transportation
student intervention	research - psychosocial intervention - diagnosis - socio-emotional - behavioral support - socio-emotional development - home visits -student follow-up -Support learning process -Work with parents
School life	Conflict resolution – diagnostic forms – Activation of protocols -compliance with internal regulations
Educative community	Workshops, talks, preventive training, psychoeducation, self-care, work environment, awareness
school estates	Collaborate with teachers – management team
networking	Complaint of violation of law- Derivations coordinations -social benefits - municipality
Administrative tasks	reports-documents

11. Describes which functions are NOT fully performed according to the CORMUN guidelines and why it is not achieved (Functions of the professional role).

student interventions	She does not work in a psychosocial pair - Home visits for economic resources - mobilization - Spontaneous care, to replace other functions - SEP psychologist functions due to lack of resources
	human - identify risk behaviors- socio-emotional development
school estates	Articulation with UTP due to lack of disposition - Coordination between work teams - Coordination of school coexistence teams follow-ups-coordination with teachers-school for parents -train teachers in professional work-
networking	Linking with the environment-coordinate-refer to support networks.

12. Which are the obstacles that you observe in the role of Psychosocial Duo in your establishment?

Resources	Physical resources, lack of space- Mobilization- economic resources for home visits - Lack of human resources - Psychosocial duo -psychologist - high turnover- Low workload- Double shift
Educative community	High demand for attention by the students- Low adherence of the parents to the establishment- Constant change of telephone numbers of the parents-
classes of the school	Little delivery of information from the teams to the psychosocial pairs -lack of coordination - UTP - resistance on the part of the teachers - punitive nature of the teacher - invalidation on the part of the teams - Pupla guidelines are not met -They do not exist clear guidelines - Validation of the role of the inspector
networking	External networks (Slow response – lack of coordination – low support)

13.Which are the facilitators that you observe in the role of Psychosocial Duo in your establishment?

school estates	Good interpersonal relationships (psychosocial duo - school coexistence team - positive work environment - Collaborative work between estates - knowledge roles and functions -Validation (management - School Coexistence Managers - community - CORMUN - students - Autonomy
Support networks	Good communication - workshops Community- proximity student homes

According to the results obtained, it is verified that the hypothesis that indicates that "The functions of the psychosocial pairs indicated by the current municipal administration, hinder the favorable results of the interventions carried out by the psychosocial pairs of educational establishments", it is correct that In the first instance, there are no psychosocial duo functions, but there are job descriptors independently of the professions of psychologist and social worker.

6. Conclusions
In the first instance, it stands out that the responses were obtained from 31 educational establishments out of a total of 35 considered for the present investigation, resulting in 89% representativeness.

Following the line of participating establishments, according to the question associated with the enrollment number, it indicates that 12 of them maintain between 301 and 600 students, followed by 9 establishments that indicated that they maintain an enrollment between 0 and 300 students. Subsequently, 7 schools highlighted maintaining enrollment between 601 and 900 students, continuing with 2 schools that stand out between 901 and 1,200 students, ending with 1 establishment that maintains more than 1,200 students in its enrollment.

In relation to the psychosocial pairs, according to the number of responses issued, 89.2% indicate that there is 1 pair per establishment, which is made up of a psychologist and a social worker, while only 4 responses indicate having 2 pairs per school, and only 1 establishment states that it has 3 psychosocial pairs.

Regarding the workload assigned to the work of the psychosocial duo, 72.9% of the responses indicated that it corresponds to 44 hours of weekly work, followed by some duoes with 40 hours, then 30 hours and another 15 hours. In turn, new categories arise where the distribution of workload is made up of 44 hours for the position of social worker and 38 hours for a psychologist, another 44 hours for a psychologist and 20 hours for a social worker, ending with 44 hours for a social worker and 42 hours for a psychologist. In general, the distribution of hours is the same for each of the professionals, except for cases where said situation differs.

On the other hand, within the functions of the psychosocial duo there is an area that considers field work, which requires mobilization outside educational establishments, such as home visits, coordination, workshops, among others. For this, 72.9% indicated that their establishment does not have petty cash or exclusive financing to carry out said work, so it is inferred that the expense is covered or with its own resources or it is not carried out.

Regarding the functions as a professional in the psychosocial area, from CORMUN there are guidelines as a social worker and psychologist separately. However, in recent times the work at the psychosocial duo level within the School Coexistence Teams has gained emphasis, which is why it is necessary to know if there

are work guidelines associated with the common function of both professionals. In this context, 56.3% indicate that they do maintain work guidelines as a couple versus 43.8% who state that they do not have joint guidelines.

In relation to the rotation of psychosocial personnel, 52.1% of the responses indicate that this occurs every three years or more, followed by 25% whose response is attributed to 2 years of rotation, along with this, the associated question to the factors to which turnover is attributed, 27% of the answers indicate that it is due to economics, with the majority of the answers being, followed by 16.7% attributable to workload, which is related to what economic, understanding that less hours of work is less salary.

In the field of functions performed in support of other positions within the establishment, 30.3% state that they are not assigned an extra function, however, 67.9% indicate that if they have extra functions assigned, , being mostly destined to the development of the JUNAEB HEALTH program with 21.2%, the rest of the percentage is distributed among the functions of: School Food Program, COVID Manager, school transportation manager, covering hours of teachers with medical licenses , school coexistence, UTP support, taking care of students during breaks, inspection, room hygiene and support for the School Integration Program.

On the other hand, regarding the effective communication of the psychosocial pairs of the schools with the Department of Education of CORMUN, 81.3% state that they do maintain fluid and constant communication in terms of support.

Within the functions that are fully developed according to the CORMUN guidelines and what is stated by the professionals in the psychosocial area of the establishments, 7 categories arise on the topics addressed, which are related to: 1.- School dropout, where they work Thematic through school retention, school absenteeism, monitoring class attendance, school transportation. 2.- Also, the category of Student Intervention arises, where situations associated with investigating cases, psychosocial intervention, diagnosis, socio-emotional, behavioral support, socio-emotional development, home visits, student follow-ups, support for the learning process, work with parents are addressed. . 3.- In turn, the School Coexistence category is displayed , which is related to actions such as conflict resolution, diagnostic forms, activation of protocols, compliance with internal regulations. 4.- Subsequently, it is found in the category of Educational Community, which is related to actions associated with workshops / talks, preventive training, psychoeducation, self-care, work environment, awareness. 5.- As the fifth category, the scope of the School Estates is positioned , considering two aspects such as collaborating with teachers and collaborating with the management team. 6.- Category number six is associated with Networking , fulfilling actions related to denouncing violations of rights, referrals, coordination, social benefits - municipality. 7.- ending with the number seven, whose category is based on administrative tasks , which translates into the

writing of reports and documents.

Regarding the functions that are not fully fulfilled according to the vision of the professionals at the psychosocial duo level, 3 categories arise associated with: 1.- Intervention with students , where they directly point out that work is not carried out in psychosocial duo, home visits for economic resources-mobilization, spontaneous care to replace other functions, psychological care financed by SEP due to lack of human resources, identify risk behaviors, promote socio-emotional development. 2.- As a second category, it is identified that functions associated with work with School Estates are not fulfilled , which involves Articulation with UTP due to lack of willingness, coordination between work teams, coordination of school coexistence teams, follow-ups , coordination with teachers, school for parents, training teachers in professional work. 3.- In third place, the category of networking arises , which translates into non-compliance with the relationship with the environment, coordination, referral to support networks.

From the field associated with the obstacles visualized for the exercise of psychosocial duo work, 4 categories emerge, identifying themselves as follows: 1.- Resources, which is based on lack of physical resources, lack of space, resources for mobilization- resources economic for home visits, lack of human resources (psychosocial-psychologist duo), high turnover of psychosocial staff, low workload, double shift. 2.- In second place, the Educational Community category arises , which is associated with the high demand for attention by the students, low adherence of the parents to the establishment, constant change of telephone numbers of the parents. 3.- As a third category to school levels , which translates into little delivery of information from the teams to the psychosocial pairs, lack of UTP coordination, resistance on the part of the teachers, teachers with a punitive vision, invalidation on the part of the teams, pairing guidelines are not met, there are no clear guidelines, validation of the inspector's role. 4.- To finalize the field of hinderers, networking arises, which is based on external networks, whose hinderer is the slow response of the institutions, lack of coordination, low support.

Regarding the facilitators visualized by the professionals, two categories emerge, which translate into: 1.- school levels , based on good interpersonal relationships at the psychosocial duo level - school coexistence team - positive work environment. Collaborative work between estates, knowledge of roles and functions, validation from the management team. Collaborative work between School Coexistence Managers - community - CORMUN - students, autonomy for the execution of the work. 2.- As a second category, it is viewed as a facilitator for support networks, in terms of Good communication with external entities, workshops with the community, proximity to student homes for intervention.

7. Work Projection
From the results presented above, 5 factors can be highlighted, which represent areas to be worked on by the Department of Ed-

ucation of the Municipal Corporation of Rancagua, focused on the exercise of the functions and actions of the psychosocial pairs within the municipal establishments, highlighting:

7.1. Guidelines on Work Spaces
For this area, it is important to establish work criteria at the level of psychosocial dupla, which would lead to comprehensive interventions is between the two areas (psychology and social work) at the educational level, considering that currently in the municipal schools of Rancagua there are only independent work guidelines between both professions linked to the psychosocial dupla. Regarding the guidelines, there was no collaborative work between the pairs and the Department of Education for the creation of said job description. Along with this, it is highlighted that there is no job descriptor referring to the work of a "psychosocial duo" together.

The aforementioned hinders the development of an interventional work standardized for the municipal educational establishments of Rancagua and there is no global vision of the pairs in the job descriptions and in the reality of the exercise of the functions.

Due to the exposed background, it is pertinent to generate a work space at the community level with the psychosocial pairs, an instance where work criteria relevant to the reality of the establishments can be established, with the aim of specifying functions and actions that may already be carried out at present, however, they are not visualized from the teams managers and/or municipal supporter. In this way, by identifying global aspects that allow the descent to the reality of each school, it would allow a comprehensive intervention to the educational community.

7.2. Communication with Internal Levels And Support Networks
Regarding this point, the existence of difficulties in communication was analyzed between the different levels of an establishment, identifying the management team, Technical Pedagogy Unit (UTP) and teachers.

In the first instance, there are difficulties in downloading information from
the management team, which hinders the work of the psychosocial pairs, for not obtaining the information in a timely manner. On the other hand, there is evidence of a decreased validation from UTP and the teaching team regarding the psychosocial pairs, which can conclude in a hostile dynamic at the work level, mainly associated with work visions not understood by professional training in another area.

In relation to the above, the importance of generating spaces for work between the management teams and psychosocial pairs in a systematic and permanent way over time, with the aim of unifying criteria from the different professional visions for the intervention of the educational community, validating the professional prac-

tice of each area and its work methodologies, generating cohesive work.

In relation to the teaching team, it is suggested to give reflection days at the psychosocial, considering that social problems are characterized by the dynamism of communities, therefore, it is important that the teaching team understand the work of the psychosocial duo, achieving validation of both works.

7.3. Intervention Tools
Regarding the results of the analysis, it would be of great importance to consider that At the psychosocial duo level, standardized tools are developed that allow access to case information between the different establishments, considering professional ethical criteria, as well as the generation of spaces for the analysis of cases and visualization of experiences, which would allow feedback. and suggestions according to the different intervention experiences at a professional level.

7.4. Knowledge Update
By identifying that social realities are of a dynamic nature and the question psychosocial is transformed according to the needs of the context, it is important to keep updating knowledge that allows a renewed approach to the needs of the educational community, such as legal issues, individual and community intervention, social benefits, among others.

On the other hand, it would be relevant that the psychosocial professionals of the Rancagua municipal establishments raise empirical evidence of professional work, generating verifiable knowledge of their own experiences, contributing to theoretical and social enrichment.

7.5. Psychosocial Duo Seminars
Considering point four and updating the necessary knowledge For professional work, it is necessary to generate seminars focused on psychosocial intervention with updated experiences and according to today's society, promoting spaces for dialogue, reflection and acquisition of knowledge that can be applied in the different educational communities. As well as, it would be pertinent to carry out seminars led by psychosocial pairs from the same educational establishments, empowering and validating the psychosocial pairs, generating a link with the local environment through activities oriented to the Rancagüina community.

Finally, it can be seen that there is currently dynamism and dialogue between the psychosocial pairs and the School Coexistence team of the Municipal Corporation of Rancagua, which implies a collaborative work space to receive the proposals raised in this document, as well as ,from the pairs of the establishment.

What is exposed in this study responds to the need to generate changes from the standardized guidelines issued by the municipal administration towards the expected impact both by the administration and by the different levels that make up the educational community in educational establishments, respecting and listening to the professionals that make up the psychosocial duo and the School Coexistence team, understanding the current needs of the educational community according to its characteristics, which is directly visualized by the psychosocial professionals of each establishment.

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