

APPLICATION OF THE “STYLES” PRODUCTIVE PROJECT IN THE ACHIEVEMENT OF PERSONAL AESTHETIC CAPABILITIES IN CETPRO JESÚS OROPEZA CHONTA STUDENTS IN COVID-19 PANDEMIC

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ABSTRACT

The objective of the research was to determine the influence of the application of the productive project "Styles" on the achievement of the personal aesthetic capabilities of the Module hairstyles in students of CETPRO Jesús Oropeza Chonta, SJL - 2020. It was a quantitative approach research, of pre-experimental design, worked with an experimental group, was of applied type because it focused on the search for solving the problem in developing capacities for pre-professional practice to a sample of 15 students to whom a rubric was applied as a pre/post test instrument that was validated and subjected to a reliability whose result was 0.778 (acceptable) according to the Cronbach Alpha. Descriptive results showed that 60% of students were placed at the achievement level and statistical test performed using the Wilcoxon non-parametric test, as they are related groups (pre and post) because the data were not distributed as normal, concluding that the application of the productive project "Styles" in achieving the personal aesthetic capabilities of the Module hairstyles in CETPRO students.

Keywords: Productive project, personal aesthetics, CETPRO.

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INTRODUCTION

The globalization of the economy, affected by COVID-19 and the technologic advances, have changed the present job market since we can view how people generate their own jobs. On the same spirit, the United Nations (2015), following the 2030 Agenda, decided to increment the number of young and adult people that meet the necessary standars (technical and proffesional) in order to auto generate jobs with decent work enviroments and entrepreneurship.

The UNESCO (2016) using the SDG (Sustainable Development Goals) as guide, four 2030 Agenda objectives and considering the context of the job markets in Latin America change rapidly; the unemployment raises primordialy between the youth; the aging of the working force in various countries; internal/external migration and technological advances mean that most countries are confronted with the need for people to obtain skills, knowledge and aptitudes

necessary for decent work and to have an entrepreneurial initiative in life that respond to their needs and acquire new ones of self-employment.

The CETPRO Jesús Oropeza Chonta is located in an area of extreme poverty with a population that carries out economic activities of ambulatory commerce (it's a human settlement of extreme poverty), where they work to be able to subsist and live day to day; where many of the young people who graduate from secondary school do not have the resources to pay for private universities or other institutes where they acquire technical or professional careers; In this sense, due to their extreme poverty, young people come to the CETPRO Jesús Oropeza Chonta in their jurisdiction in search of improvement and to be able to forge a future, studying technical careers of one year and then inserting themselves in the work environment. The CETPRO offers, in three shifts, technical careers such as: Arts and Crafts, Gastronomy, Personal Aesthetics, Textiles and

Apparel, Electricity and Electronics, Computing, which are taught through modules that last two to three months; modules conducive to employability and entrepreneurship where the student can generate self-employment in their locality. In this sense, in coherence with the needs of the students of personal aesthetics who carry the Hairstyles Module, a productive project was applied with them with the aim of developing their skills acquired in the aforementioned Module and being able to have 30% of practices as established to obtain their certification of the modules and to be able to perform in a dependent or independent manner.

For the development of the study, the General Objective was projected as it follows: Determine the influence of the application of the productive project "Styles" in the achievement of the Personal Aesthetic capacities of the Hairstyles Module in students of the CETPRO Jesús Oropeza Chonta, SJL - 2020. Specific Objectives: (1) determine the influence of the application of the productive project "Styles" in the achievement of the capacities of simple hairstyles in students of the CETPRO Jesús Oropeza Chonta, SJL - 2020; (2) determine the influence of the application of the productive project "Styles" in the achievement of the capacities of stylized hairstyles in students of the CETPRO Jesús Oropeza Chonta, SJL - 2020; and, (3) Determine the influence of the application of the productive project "Styles" in the achievement of the capacities of hairstyles with brushing in students of the CETPRO Jesús Oropeza Chonta, SJL - 2020.

It was proposed as General Hypothesis: The productive project "Styles" positively influences the achievement of personal aesthetic abilities of the Hairstyles Module in CETPRO students Jesús Oropeza Chonta, SJL - 2020. The Specific Hypotheses were: (1)

The productive project "Styles" positively influences the achievement of the abilities of simple hairstyles in CETPRO students Jesús Oropeza Chonta, SJL - 2020; (2) The productive project "Styles" positively influences the achievement of the abilities of stylized hairstyles in CETPRO students Jesús Oropeza Chonta, SJL - 2020; and, (3) The "Styles" productive project positively influences the achievement of brushing hairstyles skills in CETPRO students Jesús Oropeza Chonta, SJL - 2020.

MATERIALS AND METHODS

Type of Research

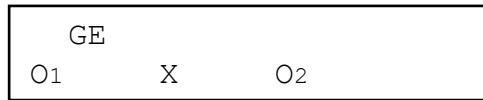
Ellemers (2003) It was a quantitative approach research because data collection and analysis was carried out to test hypotheses (Sánchez, Reyes & Mejía). It was of an applied type because it sought resources for applying the knowledge derived in basic research (Cazau, 2006). A productive project was developed that contributed to the development of the students' personal aesthetic abilities. Likewise, the Concytec technicians (2019, Art. 5) determined that applied research is carried out to achieve new knowledge, leading mainly towards a specific practical objective. In accordance, Reyes (2019) mentioned that an investigation is of an applied type because it was oriented to the solution of a practical problem.

3.1.2. Research Design

The research was a pre-experimental design with measurement before and after (Hernández, Fernández & Baptista, 2014) they call the experiments intervention studies, because a researcher generates a situation to try to explain how it affects those who participate in it compared to those who do not. It is possible to experiment with human beings, living beings and certain objects. Experiments manipulate

treatments, stimuli, influences or interventions (independent variables) to observe their effects on other variables (dependant) in a control situation Gareis (2007).

The scheme is:



Where:

GE = Experimental group

O1 = Pre Test (rubric implementation before)

O2 = Post Test (rubric implementation after)

X = Treatment (implementation of the productive project)

3.2. Variables and operationalization

3.2.1 Independent variable: Productive project "styles"

According to Kerlinger (1988, p.42), it is the variable that the researcher hypothetically assumes as the cause of the dependent variable. For the present investigation the IV was the productive project "Styles". The independent variable was manipulated by applying the productive project.

3.2.2 Dependent variable: Personal aesthetics

Conceptual definition

According to Kerlinger (1988, p.42), the dependent variable constitutes the effects of the independent variable. In the present work it was considered as DV: Personal aesthetics; which refers to personal appearance and presentation.

The professional of this career is trained to exercise skills related to skin care, manicure, pedicure, cutting techniques, hairstyles, dyeing, extensions, hair treatments; makeup, waxing, among other functions

related to personal care (RVM N°178-2018-MINEDU)

Operational definition

The personal aesthetic variable was operationalized taking into consideration the National Catalog of the training offer in Productive Technical Education and Higher Technological Education, approved with the RVM N°178-2018-MINEDU. Likewise, the Curricular Programming of the specialty approved by the CETPRO Jesús Oropeza Chonta was considered. The adaptation was made for the dimensions and indicators that were input for the data collection instrument (rubric). The dimensions were: simple hairstyles, stylized hairstyles, and brushing hairstyles (see Annex 2).

3.3. Population, sample, sampling and unit of analysis

3.3.1. Population

According to Hernández, et al (2014, p. 174) he defines it as the total phenomenon to analyze where the population units common peculiarities. The population amounted to 45 students of the specialty of personal aesthetics the three shifts: morning, afternoon and night.

3.3.2. Sample

The sample, according to Hernández, et al., (2014) are components that are defined by certain peculiarities of a representative need. The sample was selected for convenience for the purpose of the research and there were 15 students from the "hairstyles" module of the morning shift.

3.3.3. Sampling

Sampling refers to the set of operations that are carried out to study the distribution of certain characteristics in the totality of a population called a sample (Sánchez, Reyes & Mejía). The sampling was

non-probabilistic of an intentional type, for the convenience of the proposed objective, considering all the students of the module.

3.3.4. Unit of analysis

The units of analysis are characterized by attributes or characteristics that differentiate one from another according to some criteria (Sánchez, Reyes & Mejía). The unit of analysis is represented by each of the students in the sample.

3.4. Research technique and instrument

3.4.1 Technique

For Sánchez and Reyes (2015, p 56) they are procedures and rules that allow establishing the relationship with the objective or subject of the study. The technique used was observation because the capabilities established in the measuring instrument were observed.

3.4.2 Instrument

They are means to proceed to collect data that are required according to the objectives and research hypotheses (Hernández, et al., 2014, p. 199). In the present investigation, the information was collected through a rubric (See Annex 3 and its technical sheet Annex 5).

3.4.3. Instrument validity

Validity is considered as the degree to which an instrument measures the objective it seeks to measure; In this sense, it is important that it be reliable and legal (Hernández et al. 2014). In the study, before applying the rubric, its content validity was carried out, whose qualification for each of the items was applicable, (See Annex 6) and the content validity through expert judgment

3.4.4. Instrument reliability

It was applied with the purpose of verifying if the instrument produces congruent results when it is applied for the second time in conditions that are most similar to the initial one (Sánchez, Reyes and Mejía, 2018, p. 36). Because it is an ordinal measurement instrument (with three options), Cronbach's alpha coefficient was applied. A group of 10 students from the morning shift of CETPRO Jesús Oropeza Chonta, SJL - 2020 was attended. The result of the application was equal to 0.78, which represents an acceptable reliability (Sánchez, Reyes and Mejía, 2018), (see Annex 7).

3.5. Procedures

The investigation began by detecting the problem, the objectives were determined and the methodology was established with the support of the advisor. Then, the application authorization from the CETPRO authorities and the consent of the students were requested. The productive project was planned, organized and executed in coordination with the students; First, the pre-test (rubric) was applied, followed by the application of the sessions established in the project through synchronous training; that is, a teaching-learning in the same time and virtual space with the student through video calls, web camera; as well as asynchronous training with reinforcement videos (RVM N ° 087-2020-Minedu). In the third moment, the post test (rubric) was applied to establish the results before and after regarding the capacities worked. It should be noted that the instrument was developed based on the operationalization carried out, the dimensions and indicators of which were adapted from the National Catalog of the training offer in Productive Technical and Higher Technological Education, approved with RVM No. 178-2018-

MINEDU and Programming Curriculum of the specialty approved by CETPRO.

3.6. Data analysis method

For data processing and statistical analysis, after applying the pre / post, the descriptive statistics were developed to determine the frequencies and percentages using the SPSS version 23 software. For the inferential analysis, the normality test was applied first. of data that determined a non-normal distribution and with this result it was established to use the wilcoxon test because they are correlated samples Andersen (2010).

The formula of the statistic to be used is the following:

$$Z = \frac{S_+ - n(n+1)/4}{\sqrt{n(n+1)(2n+1)/24}}$$

Where:

n = Sample size

S+ = Sum of ranges of positive differences between data

Aldefer (1987) To determine the level obtained by each student according to the application of the rubric and according to the qualitative measurement established: Poor (1); Regular (2) and Satisfactory (3) the following levels and ranges were determined: Start (12 – 20); Process (21 – 28) and Achievement (29 – 36).

3.7. Ethical aspects

In the present investigation, the authors who were cited and referenced according to the APA standards (Moreno & Carrillo, 2019) were respected. Likewise, the corresponding permits were obtained from the institution's authorities and informed consent from the students.

RESULTS

Descriptive analysis

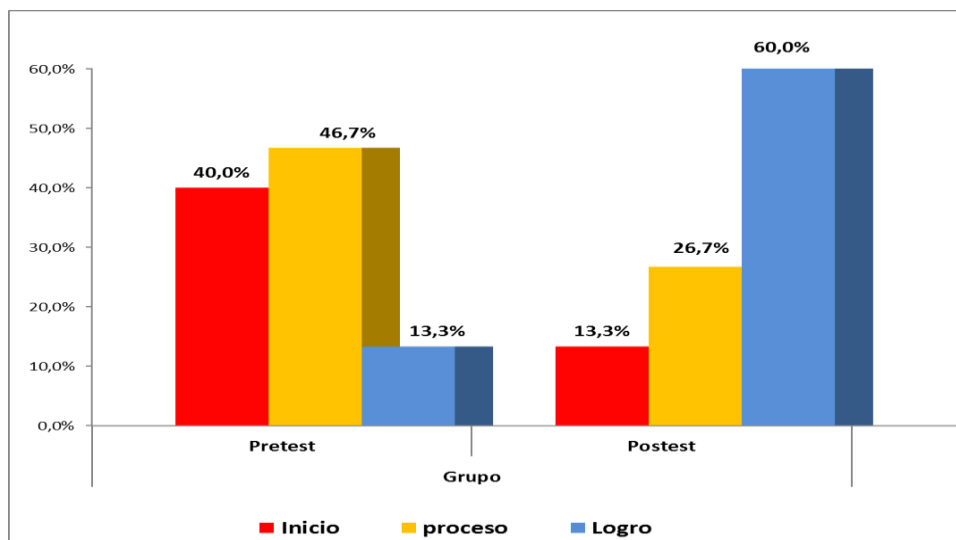
Table 1

Comparative table in the achievement of personal aesthetic abilities in the pre and post test

			GE	
			pre test	Post test
Personal aesthetics	Start	f	6	2
		%	40,0%	13,3%
	Process	f	7	4
		%	46,7%	26,7%
	Achievement	f	2	9
		%	13,3%	60,0%
Total			f	15
			%	100,0%

Figure 1

Achievements obtained in personal aesthetics abilities during the pre-test and post-test

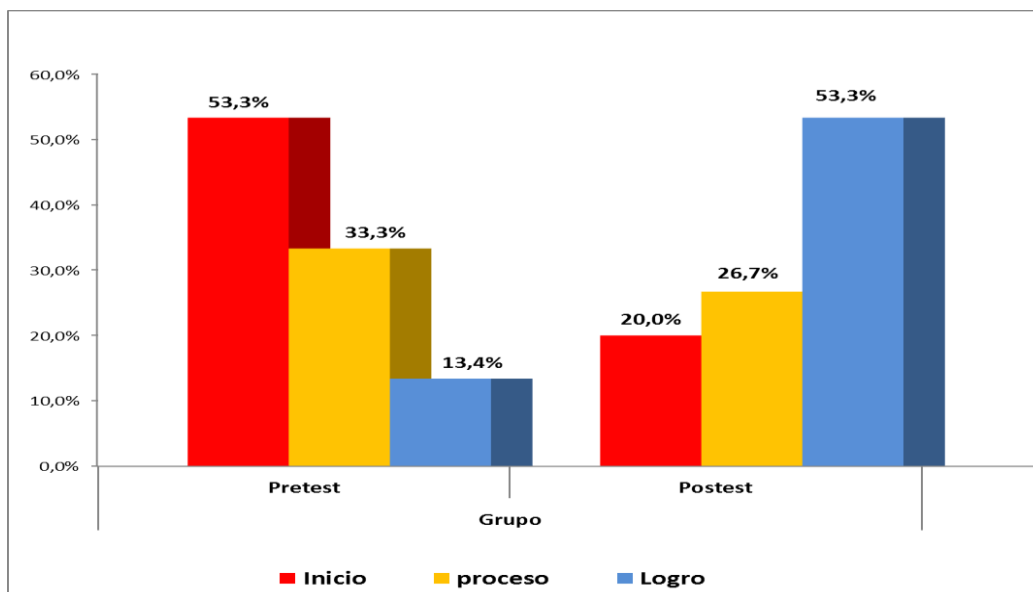
**Table 2**

Comparison table in the achievement of simple hairstyles abilities in pre and post test

			GE	
			pre test	Post test
Simple hairstyles	Start	f	8	3
		%	53,3%	20,0%
	Process	f	5	4
		%	33,3%	26,7%
	Achievement	f	2	8
		%	13,3%	53,3%
Total			15	15
			100,0%	100,0%

Figure 2

Achievements obtained in the capabilities of simple hairstyles in pre test and post test

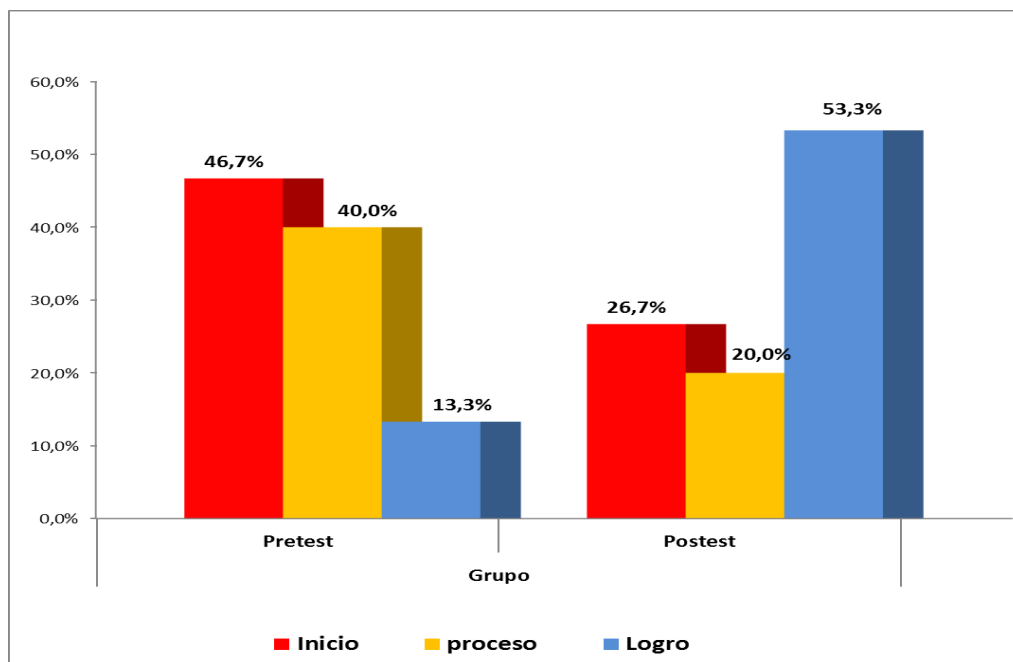
**Table 3**

Comparison table in the achievement of stylized hairstyles abilities in the pre and post test

			GE	
			pre test	Post test
Stylized hairstyles	Start	f	7	4
		%	46,7%	26,7%
	Process	f	6	3
		%	40,0%	20,0%
	Achievement	f	2	8
		%	13,3%	53,3%
Total			15	15
			100,0%	100,0%

Figure 3

Achievements obtained in the abilities of stylized hairstyles in pre test and post test

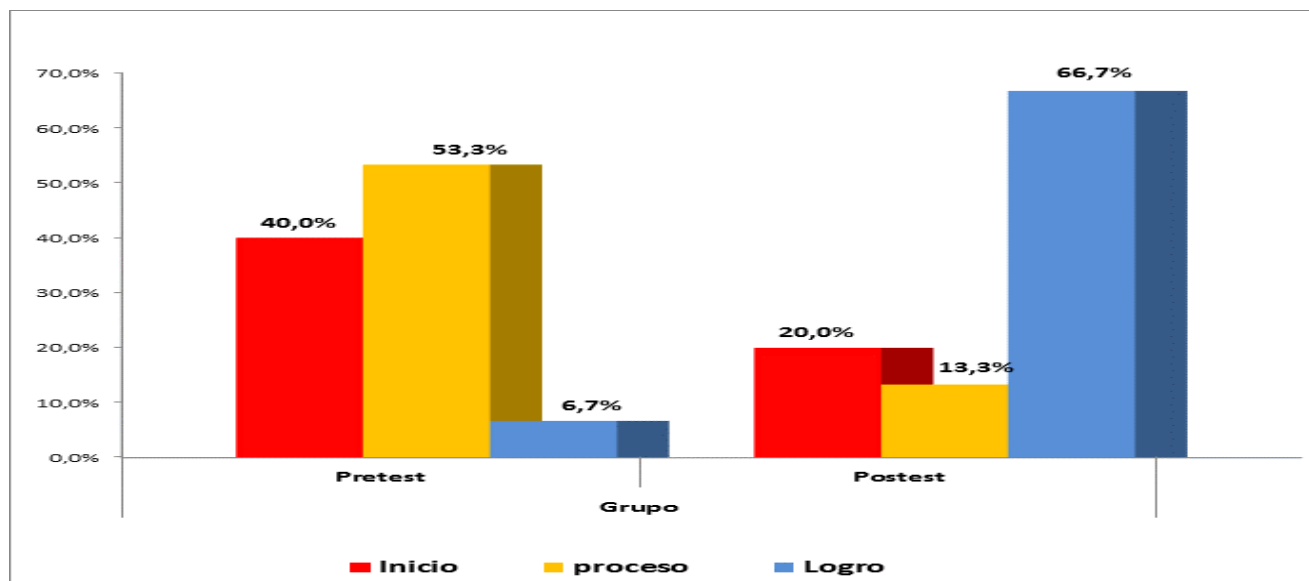
**Table 4**

Comparative table in the achievement of combing abilities with brushing in pre and post test

			GE	
			pre test	Post test
Brushed hairstyles	Start	f	6	3
		%	40,0%	20,0%
	Process	f	8	2
		%	53,3%	13,3%
	Achievement	f	1	10
		%	6,7%	66,7%
Total			F	15
			%	100,0%

Figure 4

Achievements obtained in the abilities of hairstyles with brushing during the pre and post test



4.2. Normality Test Shapiro – Wilk Test

The Shapiro-Wilk test was applied, it is used to contrast the distribution of the data with small samples $n < 50$, because shapiro-Wilk data is less than 50.

Table 5

Normality Test Results

	Estadistic	Shapiro-Wilk gl	Sig.
Pre test			
V. Personal aesthetics	,798	15	,000
Simple hairstyles	,755	15	,001
Stylized hairstyles	,783	15	,002
Brushed hairstyles	,766	15	,001
Post test			
V: Personal aesthetics	,716	15	,000
Simple hairstyles	,749	15	,001
Stylized hairstyles	,734	15	,001
Brushed hairstyles	,649	15	,000

Source SPSS vr 25.

4.3. Inferential analysis

General Hypothesis Contrast

H_0 ($Me_1 = Me_2$): The “Styles” productive project does not significantly influence the achievement of personal aesthetic abilities of the Hairstyles Module in students.

H_1 ($Me_1 \neq me_2$): The “Styles” productive project has a significant influence on the achievement of personal

aesthetic abilities of the Hairstyles Module in students.

Table 6

Wilcoxon signed rank test to test the general hypothesis according to rank and contrast statistics

		N	Average range	Sum of ranges	Contrast statistics	
Pre/post Personal aesthetics	Negative ranges	2 ^a	5,00	10,00	Z =	-2,392
	Positive ranges	10 ^b	6,8	68,00	P value=	,017
	Ties	3 ^c				
	Total	15				
a. Personal aesthetics pre < Personal aesthetics post						
b. Personal aesthetics pre > Personal aesthetics post						
c. Personal aesthetics pre = Personal aesthetics post						

It is observed that after applying the productive project; The 15 students in the sample obtained positive advances in the achievement of personal aesthetic abilities, according to positive ranges (10) with respect to the two negative and three ties. Likewise, the value of the Z statistic = -2.392 < 1.96 and whose p value = 0.017, which is < 0.05, confirm that there are statistically significant differences between the pre-test and post-test data where better levels were obtained. of achievement; Also, an increase in the median of the post-test data compared to the pre-test is observed in the figure.

Consequently: The “Styles” production project has a significant influence on the achievement of personal aesthetic capabilities of the Hairstyles Module.

Specific Hypothesis Contrast 1.

H₀ ($Me_1 = Me_2$): The productive project "Styles" does not significantly influence the achievement of the abilities of simple hairstyles in students.

H_1 ($Me_1 \neq me_2$) The productive project “Styles” has a significant influence on the achievement of the abilities of simple hairstyles in students

Table 7

Wilcoxon signed rank test to test the specific hypothesis according to rank and contrast statistics

		N	Average range	Sum of ranges	Contrast statistics	
Pre Simple hairstyles – Post Simple hairstyles	Negative ranges	3 ^a	4,00	12,00	Z =	-2,183
	Positive ranges	9 ^b	7,33	66,00	P value=	,029
	Ties	3 ^c				
	Total	15				
a. Simple hairstyles pre < Simple hairstyles post						
b. Simple hairstyles pre > Simple hairstyles post						
c. Simple hairstyles pre = Simple hairstyles post						

It is observed that after applying the productive project, the students obtained positive advances in the achievement of the abilities of simple hairstyles according to the positive ranges (9) with respect to the three negatives and three ties. Likewise, the value of the statistic $Z = -2.183 < 1.96$ and whose p value = $0.029 < 0.05$, confirm that there are statistically significant differences between the pre-test and post-test data where they obtained better levels of

achievement. Also, observe in the figure, an increase in the median of the post-test data compared to the pre-test. Consequently: The “Styles” production project has a significant influence on the achievement of the capabilities of simple hairstyles.

Specific Hypothesis Contrast 2.

H_0 ($Me_1 = Me_2$): The “Styles” production project does not significantly influence the achievement of the styling capabilities.

H_1 ($Me_1 \neq me_2$) The “Styles” production project has a significant influence on the achievement of stylized hairstyle capabilities.

Table 8

Wilcoxon signed rank test to test the general hypothesis according to rank and contrast statistics

		N	Average range	Sum of ranges	Contrast statistics	
Pre Stylized hairstyles – Post Stylized hairstyles	Negative ranges	1 ^a	3,00	3,00	Z =	-2,165
	Positive ranges	7 ^b	4,71	33,00	P value=	,030
	Ties	7 ^c				
	Total	15				
a. Stylized hairstyles pre < Stylized hairstyles post						
b. Stylized hairstyles pre > Stylized hairstyles post						
c. Stylized hairstyles pre = Stylized hairstyles post						

After applying the productive project, the 15 students obtained positive advances in the achievement of the abilities of stylized hairstyles according to the positive ranges (7) with respect to a single negative and seven ties. Likewise, the value of the Z statistic = $-2.165 < 1.96$ and whose p value = $0.030 < 0.05$, confirm that there are statistically significant differences between the pre-test and post-test data where better levels of achievement were obtained. Also, an increase in the median of the post-test data compared to the pre-test is evidenced in the figure.

Consequently: The “Styles” production project has a significant influence on the achievement of the styling capabilities.

Specific Hypothesis Contrast 3.

H_0 ($Me_1 = Me_2$): The “Styles” production project does not significantly influence the achievement of brushing capabilities.

H_1 ($Me_1 \neq me_2$) The “Styles” production project has a significant influence on the achievement of brushing hair capabilities.

Table 9.

Wilcoxon signed rank test to test the specific hypothesis according to rank and contrast statistics

		N	Average range	Sum of ranges	Contrast statistics	
Pre Brushed hairstyles – Post Brushed hairstyles	Negative ranges	2 ^a	5,50	11,00	Z =	-2,546
	Positive ranges	11 ^b	7,27	80,00	P value=	,011
	Ties	2 ^c				
	Total	15				
a. Brushed hairstyles pre < Brushed hairstyles post						
b. Brushed hairstyles pre > Brushed hairstyles post						
c. Brushed hairstyles pre = Brushed hairstyles post						

It is observed that after applying the productive project; The 15 students obtained positive advances in the achievement of the skills of brushing hair according to the positive ranges (11) with respect to the two negatives and two ties. Likewise, the value of the Z statistic = -2.546 < 1.96 and whose p value = 0.011 < 0.05 confirm that there are statistically significant differences between the pre-test and post-test data where they obtained better levels of achievement. Also, an increase in the median of the post-test data compared to the pre-test is observed in the figure. Consequently: The “Styles” production project has a significant influence on the achievement of brushing styling capabilities.

CONCLUSIONS

First: It was determined that the “Styles” productive project had a significant influence of 60% in the achievement of personal aesthetic abilities of the Hairstyles Module of the CETPRO students Jesús Oropeza Chonta, SJL - 2020, with $p = 0.017 < 0.05$ having

significant advances in 10 female students in the sample. (Model)

Second: It was determined that the productive project "Styles" had a significant influence of 53.3% in the achievement of the abilities of simple hairstyles of the CETPRO students with a $p = 0.029 < 0.05$, having significant progress in 9 female students of the sample.

Third: It was determined that the productive project "Styles" has a significant influence of 53.3% in the achievement of the stylized hairstyles capabilities of the CETPRO students with a $p = 0.030 < 0.05$, having significant progress in 7 female students of the sample.

Fourth: It was determined that the “Styles” productive project has a significant influence of 66.7% in the achievement of the brushing hair abilities of the CETPRO

students with a $p = 0.011 < 0.05$, having significant progress in 11 students of the shows.

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