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Socioeducational Observation in the Use of Icts With A Focus on Leadership as a Factor that Favors the Achievement of the Graduate Profile of Business Administration Students at the Centro Universitario De La Costa, Puerto Vallarta Campus in the Rhochrematic

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ABSTRACT: Competency-Based Learning (CBL) is an educational approach that centers teaching and assessment on the development of skills, knowledge, and attitudes applicable to specific contexts. Unlike traditional methods, which emphasize memorization and information transmission, CBL focuses on the student's ability to apply what they have learned in real situations, thus fostering meaningful and lasting learning.

This approach has gained relevance in recent years due to the need to train professionals with practical and adaptable skills that respond to the constant changes in the labor market. In this sense, CBL addresses the demand for education that is more aligned with market needs and employer expectations, promoting the development of competencies such as critical thinking, problem-solving, effective communication, and decision-making.

KEYWORDS: ICT, Leadership, Rhochrematic, Socioeducational, Achievement, Competency-Based Learning.

INTRODUCTION

This research aims to distinguish and define CBL, its efficiency and effectiveness, benefits, achievements, and the importance of applying CBL through ICTs (Information and Communication Technologies) with a focus on leadership. The purpose is to determine what leadership consists of and how its competencies are manifested in achieving the graduate profile of students in the Bachelor of Business Administration program at the Centro Universitario de la Costa, Puerto Vallarta Campus. Likewise, it seeks to understand how ICTs, in conjunction with leadership, provide competitive advantages that enhance students' development, the reasons why key competencies foster collaboration, strengthen effective communication, and promote innovation, as well as the scope of important competencies such as basic digital skills, information search and management, digital communication, creativity, and innovation.

ADVANTAGES OF COMPETENCY-BASED LEARNING

CBL presents several advantages:

- It promotes knowledge, innovation, and the capacity for learning.
- It generates new scientific advances and, especially, the dissemination of new technologies, particularly Information and Communication Technologies (ICTs).
- It transforms the distribution of economic activity among different sectors of the economy and consequently the redistribution of employment.
- It accelerates the internationalization of societies and their economies.

- It raises the level of education and the knowledge base within societies.
- It renews the previous system, which was excessively teacher-centered.
- It contributes to social, cultural, and community development in its local and regional environment.
- It stimulates critical thinking, following opinion leaders, and the emergence of leaders in political and civil society.
- It develops both generic (or transversal) and specific competencies, with the purpose of training individuals in scientific and technical knowledge, integrating these with their own abilities, attitudes, and values for a distinct personal and professional mode of action.

HISTORICAL AND THEORETICAL BACKGROUND

The concept of Competency-Based Learning has its roots in various learning theories and changes in educational paradigms over time. Its background can be traced to constructivism, which emphasizes the construction of knowledge through experience and interaction with the environment. Piaget (1997) and Vygotsky (2020) are two of the main theorists who influenced this approach, with their ideas on active learning and cognitive development.

In the 20th century, the traditional educational model began to be questioned due to its limitations in preparing students for the workforce. Beginning in the 1970s, countries such as the United States, Canada, and some in Europe introduced competency-based approaches in technical and professional education. These models sought to ensure that graduates possessed not only theoretical knowledge but also specific skills required in their professional fields (Antoli, 2023), (Mclaughlin, 2024).

In Latin America, CBL began to be adopted in the 1990s, driven by educational reforms that promoted more contextualized and student-centered teaching. International organizations such as UNESCO and the OECD have supported this approach, highlighting its importance for 21st-century education (Reynolds, 2007).

Currently, Competency-Based Learning is applied at various educational levels and across disciplines—from basic education to higher education and corporate training. Its implementation involves the design of flexible curricula, active methodologies such as problem-based learning, and performance-based assessment. Despite its challenges, CBL continues to consolidate itself as a key strategy for improving education and preparing students to face the challenges of the contemporary world (Antoli, 2023).

Given the necessity of contributing to development in all its personal, social, cultural, political, and economic dimensions, universities must adapt to their national and international contexts. This preparation is essential to satisfactorily respond to the demands of society and to the new problems, needs, and interests that are emerging (Turner, 2014), (Mclaughlin, 2024).

CBL is based on a teaching-learning system that progressively develops students' autonomy and their ability to learn how to learn. It is a pedagogical approach collectively assumed and based on the connection and interrelation of subjects that specifically contribute by providing scientific or technical knowledge and developing both generic and specific competencies. In this model, the student is the true driver of their own learning; therefore, a degree of self-motivation, self-control of effort, and the development of cognitive and metacognitive strategies that support learning and reflection are required (Shontz, 2004).

Competency-Based Learning entails a profound change in universities—a change that can be described as transformational—since it affects both its breadth and depth. This approach loses its meaning and essence if it is incorporated solely as an instructor-used teaching methodology (Owens, 2020), (Cockersell,2025).

It is a personal learning system that combines theory and practice, distancing itself from the previous system based mainly on memorization, which allowed for concentrated or intensive study during specific moments. Universities are making efforts to incorporate strategies, methodologies, and teaching-learning techniques that foster students' autonomous development and more meaningful learning, achieved through more active methodologies that integrate individual and group work, as well as greater reflection on their own tasks and actions (Ololube, 20215).

Implementing Competency-Based Learning requires adapting curricula, structures, and infrastructure, modifying the teacher's role, and preparing students for a new type of teaching-learning process. In summary, adapting and adjusting the university to this transformational change can only be achieved through the commitment and involvement of the highest levels of university leadership (Greenberg, 2021), (Mclaughlin, 2024).

RESEARCH FRAMEWORK

Research Question To what extent does the use of ICTs with a focus on leadership serve as a factor that favors the achievement of the graduate profile of Business Administration students at the Centro Universitario de la Costa, Puerto Vallarta Campus?

Objective: To analyze how the use of ICTs with a focus on leadership serves as a factor that favors the achievement of the graduate profile of Business Administration students at the Centro Universitario de la Costa, Puerto Vallarta Campus.

Hypothesis: The use of ICTs with a focus on leadership is a factor that enables the development of students with competencies related to creativity, innovation, risk-taking, and resilience in the Bachelor of Business Administration program at the Centro Universitario de la Costa, Puerto Vallarta Campus.

Influence of ICTs on the Opportunities and Graduate Skills of University Students

- Development of leadership skills: The use of ICTs in an educational context provides opportunities for students to develop leadership abilities.
- Access to information: ICTs provide access to a wide range of online information and educational resources.
- Promotion of collaboration and teamwork: Effective leadership involves the ability to work as a team and collaborate with others.
- Development of communication skills: ICTs offer numerous opportunities for students to develop both written and verbal communication skills.
- Promotion of innovation and creativity: ICTs provide tools that encourage innovation and creativity.

SYSTEMIC GENERIC COMPETENCIES

What Are They? They involve skills and abilities related to understanding the entirety of a system or set. They are grouped into three categories:

1. Organization
2. Entrepreneurial Capacity
3. Leadership

In the Organization category, there are three competencies: management by objectives, project management, and quality orientation. The second category is Entrepreneurial Capacity, which includes three competencies: creativity, entrepreneurial spirit, and innovation.

These require a combination of imagination, sensitivity, and ability that allows one to see how the parts relate and combine to form a whole.

The first two competencies in the Organization section refer to two basic tools: management by objectives, a technique that can be applied to any personal, social, or institutional field; and project management, a competency that is highly developed in the university setting. Quality orientation is a current-world requirement: it is not enough to simply do things; they must be done well, and excellence must be sought in everything we do.

Creativity implies the ability to respond originally to the demands of a given context. It means applying knowledge creatively to solve common situations within a specific environment. Entrepreneurial spirit is a highly demanded competency today. There is a lack of individuals with entrepreneurial characteristics—those who take risks, believe in themselves, and take initiative to launch projects, activities, or businesses that can promote growth and innovation.

Finally, the third competency in this category is innovation. Innovation, as a personal competency, is understood as the ability to provide satisfactory responses to personal, organizational, and social needs by modifying processes and results. The development of this competency requires an open disposition to think differently and the capacity to view and consider situations from different perspectives; hence, it relies heavily on creative thinking.

Lastly, within the systemic competencies, there is Leadership, which integrates two key competencies: achievement orientation and leadership itself.

Achievement orientation ultimately means directing one's activities toward the results one wishes to achieve. The leadership competency is understood as the ability to influence others to obtain from them the best they are capable of giving and contributing. The leadership competency is not easy to acquire or develop. Some authors consider leadership a competency with a strong personality basis and, to a large extent, innate—implying that not all people can be leaders. However, nowadays, leadership is considered a competency that can be acquired and, above all, developed through training, experience, and continuous practice. This is a very positive aspect, as it demonstrates that leadership can be developed and is not merely something innate that one either possesses or does not possess (Turner, 2014), (Cockersell, 2025).

METHODOLOGY AND STUDY DESCRIPTION

The research used a non-experimental, cross-sectional study design. The purpose was to determine whether the use of ICTs with a focus on leadership enables the development of students with competencies related to creativity, innovation, risk-taking, and resilience.

The current population of students enrolled in the Bachelor of Business Administration program consists of 538 active students. A sample of 231 students was selected to determine whether the use of ICTs with a focus on leadership fosters the development of competencies related to creativity, innovation, risk-taking, and resilience. The study was conducted with a 90% confidence level, 50% heterogeneity, and a 10% margin of error.

ANALYSIS

A total of 231 questionnaires with 25 items each were applied to 231 students from the Business Administration program. Results indicated that 90% of students agreed that the use of technology is necessary in the classroom. Given the significant advances in our environment and the new demands within organizations, the use of ICTs is increasingly essential. Therefore, it is necessary for those leading student groups to apply various ICT support tools to strengthen the learning processes that are so necessary in society.

It is essential to provide more training to academic staff so that they can act as facilitators within these new teaching-learning environments. There must also be rules regarding their use to maintain control over the information being accessed in learning environments and thereby reduce distractions that interfere with learning.

Today, there are numerous ways in which Information and Communication Technologies (ICTs) can be effectively used in teaching and learning, which undoubtedly promote not only knowledge acquisition but also environments that allow leadership in countless activities and the generation of excellent results in all areas.

EXAMPLES OF ICT TOOLS IN EDUCATION

Some of these tools include:

- **Online Learning Platforms:** Use online educational platforms such as Moodle, Canvas, or Blackboard to create interactive courses.
- **Multimedia Resources:** Incorporate multimedia resources such as videos, animations, podcasts, and interactive presentations to enrich educational content.
- **Collaborative Learning:** Encourage collaboration among students using online collaborative tools such as Google Docs, Microsoft Teams, or wikis.
- **Mobile Learning:** Take advantage of mobile devices (smartphones and tablets) to provide educational content accessible anytime and anywhere.
- **Augmented and Virtual Reality:** Integrate augmented reality (AR) and virtual reality (VR) experiences to create immersive and engaging learning environments.
- **Social Networks and Online Communities:** Use educational social networks such as Edmodo or Schoology to create online communities where students can interact, collaborate, and share resources.
- **Adaptation to Learning Styles:** Personalize learning using tools and resources that adapt to each student's learning style.

By integrating these strategies, teachers can make the most of ICTs to improve teaching and learning, promote student participation, facilitate understanding of concepts, and prepare students to face the challenges of the digital world. This has an impact on the following areas:

- Development of interpersonal and managerial skills, self-esteem, increased knowledge, and feedback.
- Communication, career advancement, higher compensation, and conflict reduction.
- Development of competencies, attitudes, and decision-making skills, self-awareness, and social relationships.
- Facilitates the development of future leaders and promotion to managerial positions.
- Enables the recruitment and retention of high-potential individuals with high competency levels.
- Reduces staff turnover.
- Leads to competitive learning and development of human capital within the company or organization.

CONCLUSION

This research aimed to analyze the extent to which the strategic use of Information and Communication Technologies (ICTs), specifically focused on leadership development, serves as a factor in achieving the desired graduate profile for Business Administration students at the Centro Universitario de la Costa, Puerto Vallarta Campus. Based on the theoretical framework surrounding Competency-Based Learning (CBL) and the empirical data gathered from the student body, the hypothesis is strongly supported: the use of ICTs with a focus on leadership is indeed a factor that enables the development of critical entrepreneurial competencies, including creativity, innovation, risk-taking, long-suffering, and resilience.

The study employed a non-experimental, cross-sectional design, surveying a representative sample of 231 active students. The finding that a compelling 90% of students agree on the necessity of technology in the classroom underscores a significant institutional opportunity and a clear mandate for educational modernization. This high level of acceptance confirms the students' recognition of ICTs not merely as tools but as essential components of their professional preparation. CBL is a 'transformational' change—a deep, holistic shift in the university paradigm—that moves away from traditional memorization and requires the student to become the true driver of their learning through autonomy, reflection, and active engagement.

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The theoretical discussion linking ICT integration to the development of systemic generic competencies (Organization, Entrepreneurial Capacity, and Leadership) provides a crucial framework. ICT tools, from online platforms for project management to collaborative environments and augmented reality experiences, directly facilitate the practice of these skills. For instance, the demand for entrepreneurial spirit—manifested as risk-taking and initiative—is nurtured through digital projects where students must innovate and adapt, thereby building resilience from failure in a controlled environment. The study confirms that technology is central to fostering the leadership competency itself, which is now understood as an acquired and developed skill rather than a purely innate one.

For the Centro Universitario de la Costa, these findings serve as a strategic imperative. The university must accelerate the comprehensive adaptation of its curricula and infrastructure. Beyond adopting new tools, the focus must be on continuous professional development for academic staff, positioning them as facilitators rather than just instructors. Furthermore, the necessity of establishing clear protocols for digital engagement is paramount to minimize distractions and maximize the efficiency of technology-enhanced learning environments. The commitment and involvement of university leadership are non-negotiable for successfully navigating this transformational change, ensuring that CBL through ICTs is woven into the institution's core strategy.

In closing, the evidence confirms that blending Competency-Based Learning with a strategic, leadership-focused integration of ICTs is highly effective in producing graduates who are not only academically proficient but also possess the agile, innovative, and resilient characteristics demanded by the modern global economy. Future research should consider a longitudinal study to track the career trajectory of these graduates, providing quantitative data that correlates competency development within the program to measurable success in the competitive professional landscape. This would solidify the strategic educational choices made today and guide continuous improvement in higher education.

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