

## Higher Education And The Challenges In The Quality Of Scientific Research

Ing.Elke Jacqueline Yerovi Ricaurte. MSc.<sup>1</sup>,  
Mgtr. Ana María Sánchez Villacrés<sup>2</sup>,  
MSc. Juri Evelyn Nuñez Portilla, Ing.<sup>3</sup>,  
MSc. Juliana Karina Zapa Cedeño<sup>4</sup>

<sup>1</sup>Universidad Agraria del Ecuador  
Guayaquil. Cda. Jardines del salado Mz 185A . Ecuador.  
e-mail: [eyerovi@uagraria.edu.ec](mailto:eyerovi@uagraria.edu.ec)  
<https://orcid.org/0000-0002-9610-372X>

<sup>2</sup>Universidad Estatal de Milagro Cda. Universitaria  
“Dr. Rómulo Minchala Murillo” Km. 1.5 vía  
Milagro – Virgen de Fátima; Milagro EC091050, Ecuador.  
e-mail: [asanchezv1@unemi.edu.ec](mailto:asanchezv1@unemi.edu.ec)  
<https://orcid.org/0000-0003-4428-7405>

<sup>3</sup>Ingeniera en Sistemas Computacionales por la  
Universidad Estatal de Guayaquil. Magister en  
Educación mención en Tecnología e Innovación  
Educativa por la Universidad Estatal de Milagro.  
[Jnunezp2@unemi.edu.ec](mailto:Jnunezp2@unemi.edu.ec);  
<https://orcid.org/0000-0001-5161-9186>.

<sup>4</sup>Directora de la Carrera de Fisioterapia de la  
Facultad de Salud y Servicios Sociales, Universidad  
Estatal de Milagro. Licenciada en Terapia Respiratoria  
por la Universidad Estatal de Milagro. Máster  
Universitario en Actividad Física y Salud por la Universidad  
Europea de Madrid, Madrid (España).  
[jzpac1@unemi.edu.ec](mailto:jzpac1@unemi.edu.ec);  
<https://orcid.org/0000-0003-2222-2352>

### ABSTRACT

Higher education is a system of specialized training in different areas and careers or professions. Higher Education Institutions represent the system that interacts with society in general and within which the activities necessary for the fulfillment of the functions of the higher education system are developed. Within the framework of current university education and the knowledge society, curricular transversality

constitutes an alternative to improve the quality of the processes of integral education and the development of professional competencies.

Keywords: Research, Teaching, Training.

## RESUMEN

La educación superior es un sistema de formación especializada de formación en diferentes áreas y carreras o profesiones. Las Instituciones de Educación Superior representan el sistema que interactúa con la sociedad en general y dentro del cual se desarrollan las actividades necesarias para el cumplimiento de las funciones del sistema de educación superior. En el marco de la educación universitaria actual y de la sociedad del conocimiento, la transversalidad curricular constituye una alternativa para mejorar la calidad de los procesos de formación integral y el desarrollo de competencias profesionales.

**Palabras claves:** Investigación, Docencia, Formación

## INTRODUCTION

Today, higher education is faced with a reality that surrounds it, and that is that technological advances and the demands of scientific research require it to grow, they ask it to advance along with them. Romero et al (2021) explain that "higher education is constantly undergoing drastic changes that are influenced by an increasingly dynamic and complex environment" (p.409). Likewise, Estupiñán et al (2020), add that, "Adapting to new advanced methods and procedures to achieve the desired relevance in correspondence with the growing scientific development demanded by the 21st century represents the priority of the educational system" (p. 52).

The world is constantly changing, society and its interests are increasingly dynamic. For Macanchi et al (2020) describe that "Pedagogy and Didactics of Higher Education in the last decades are called to respond creatively and dynamically to the problems and challenges of education in times of change" (p. 25). On the other hand, Cardona (2020) states that,

It is evident that the reconfiguration of the world economy and society as a result of forces such as globalization and the development of information and communication technologies has permeated higher education and forces universities to face change processes in order to respond to the new demands of an increasingly competitive market (p.256).

In other words, the higher education system must be in a constant transformation, it must be reinventing itself and offering cutting-edge study alternatives that respond to the needs of the current market. Since according to Melo-Becerra et al., (2017) citing in Cardona et al, (2020) "higher education was still facing problems of dropout, funding, quality, inequity and insufficient supply (p.252). This situation is a global reality, young people do not find it interesting to pursue university studies.

However, it is not only a question of providing answers, but also of offering tools that guarantee the quality and functionality of professional training. According to Orozco et al (2020) mentions that "quality in higher education institutions is a necessity and an unavoidable challenge in contemporary society, which includes all its functions and activities: academic programs, research, personnel, students, infrastructure, services to the community and the university world" (p.15).

Therefore, we understand that universities must offer or open their range of opportunities, but these opportunities must be of quality, and quality is achieved, especially in the academic field, through scientific research. In view of this, Leyva et al (2021) point out that, "scientific research is important and allows us to know why and how things work. Access to this information allows human beings to adapt to their reality and to continuously seek to improve their quality of life" (p. 59).

In this sense, Estacio (2020), is not wrong when he says that "We cannot speak of a quality university education if it does not have as its main axis the development of research policies that promote scientific production and innovation" (p.347). Quality scientific research guarantees the survival of higher education, for this, in the words of Ortiz et al (2020) "The academic-research training of higher education teachers is the way to achieve educational quality standards" (p. 2).

### **METHODOLOGY**

Higher education is a system of specialized training in different areas and careers or professions. According to Estupiñán et al (2020), "Higher Education Institutions represent the system that interacts with society in general and within which the activities necessary for the fulfillment of the functions of the higher education system are developed" (p. 52).

In the words of Romero et al (2021) "In the framework of current university education and the knowledge society, curricular transversality constitutes an alternative to improve the quality of comprehensive training processes and

the development of professional competencies" (p.410). However, it is a reality that higher education institutions are complex, the distribution of authority, unlike other companies, is based on professional experience rather than administrative leadership, the work is usually organized by departments or academic units whose grouping criterion is the academic discipline.

Today, universities must reinvent themselves, innovate, and adapt to the demands and needs of today's society. In the words of Macanchi et al (2020)

Innovation has become a strategic line of Higher Education policies and university strategies. Even though there are countless products, technology and methodologies that have promoted educational change, the search for solutions and answers to other problems, to solve needs identified in the training processes of students and university teachers themselves, does not exhaust the need (p.13).

On the other hand, Barboza et al (2020) adds that, The contemporary university must play a leading role in this regard and provide its students with an education that prepares them for both current demands and those of the next seventy years of their lives. The constant investigative, analytical, vigilant and honest capacity becomes what distinguishes the professional who is able to face the challenges of contemporary society (p. 3).

It is necessary to clarify that the university, as an institution that forges culture, is called to make a change in its fundamental orientations and in the central processes that constitute its *raison d'être*: training, research and university extension or linkage, to contribute to the execution of quality educational management, understood in the global sense of knowledge in training, personal and professional development and social commitment, where equity in the distribution of wealth among classes and social groups is privileged, work is done around the sustainable development of natural resources and democracy is practiced, conceived as respect for individualities (Ortiz et al. 2020. p.3).

## **RESULTS**

In order to give that turnaround that higher education needs, quality scientific research is necessary, and according to Barceló and González (2022) "In the academic context, scientific and research activity is of vital importance, since it becomes a basic indicator for measuring the quality of universities" (p. 78). Therefore, as expressed by Leyva et al. (2021) "Research

is an activity aimed at obtaining new knowledge or expanding it, for its application in the solution of scientific problems or questions" (p.57).

Quality scientific research should be instilled from the first day of training, i.e., it should be a transversal axis, and for this to be accomplished, teachers should be the first to be prepared. For Hernandez et al (2019) mentions that, It is also necessary that the curricula provide spaces for research and establish research as a cross-cutting curricular axis in the training of professionals. The leading role of the university professor in the research process, which should be present in all teaching activities, should be emphasized (p. 72).

Research achieves the adaptation of human beings to their reality and the continuous search for the improvement of their quality of life. Man's scientific curiosity implies asking questions, for which answers can only be found through objective research (Leyva et al, 2021). In addition to this, Hernández et al, (2019) points out that "it is necessary the assimilation and early practice of the scientific method by students from undergraduate" (p. 73).

## **CONCLUSION**

Quality scientific research is therefore a necessary factor for growth and transformation, not only for the higher education system, but also for society. It is important to mention that, Hernandez et al (2019) "A measure of the research competencies of teachers and students is the scientific production. It is a current problem in America" (p.74). It is time to change this reality. The idea is to train all teachers, regardless of their area of training, in the subject of quality scientific research, so that they, in turn, can multiply their knowledge with their students. Research is not just another subject, it is a transversal axis.

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