



## Research Article

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# Students Resilience and Comprehensive Education: Peruvian Public Universities

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### Abstract

The purpose of this research is to determine which is the relationship between resilience of the students and comprehensive education provided by accounting professional career from peruvian public universities. The population consisted of 191 students and the sample was composed 55 students from the National University of Trujillo (UNT) and 42 students from the National University of Cajamarca (UNC), using non-probabilistic convenience sampling. To measure the variables, this study employed a survey as technique and two questionnaires as instruments, which were composed of twenty questions each and they had the approval by six research experts. The data collected were analyzed using descriptive statistics. The relationship of the variables was determined using Spearman's Rho correlation coefficient. The findings reveal a coefficient of 0.406, that means there is a direct and significant pattern between the variables. Therefore, it can be affirmed that the students are resilient, so they achieve a good comprehensive public education that allows them to achieve their professional objectives and goals.

**Keywords:** Resilience, Comprehensive Education, Public University, Superior Education

## 1. Introduction

The changing times, full of challenges and adverse situations for university students worldwide, regardless of the professional career they study, can be detrimental to their mental health and affect their academic performance, as it involves changes that force them to face situations of academic stress due to demanding schedules, content that they sometimes do not understand and, finally, the continuous evaluations that are required. In addition, there are personal factors, such as the detachment from the family to go in search of his own destiny and the separation from his lifelong friends. (Marenco-Escuderos et al., 2021).

All this leads to the investigation of resilience, defined as the ability to succeed in the face of various changes as a predominant aspect of emotional balance that allows the development of personal resources to achieve the objectives and goals set, through acceptance, persistence, the fact of not letting oneself be defeated, the conviction to generate bonds and the determination to face difficulties. Resilience is an opportunity that allows the development of adaptation skills in the face of diverse risk experiences and lifelong learning; likewise, in the academic context, it is defined as the ability of students to resist and successfully overcome all adverse situations in the academic context, generating and strengthening effective and efficient action strategies. (Axpe et al., 2023); (García-Blanc et al., 2023); (Marenco-Escuderos et al., 2021); (Hernández et al., 2020); (Tello & Cespedes, 2023); (Zumárraga-Espinosa, 2023); (Pérez-Sihuas et al., 2020).

According to the International Labor Organization, the youth population is a segment that is socially excluded, due to the fact that statistics show differentiated and deficient structural conditions of inclusion marked by gender and age. Likewise, the United Nations Children's Fund states that nearly 1.2 billion adolescents between 10 and 19 years of age make up 16% of the world's population, so they are therefore a group that requires special attention. This situation is also present in Spain, where the VIII Report on Social Exclusion and Development verified the increase in the figures from 14.2% in 2007 to 22.6% in 2018, in the age range of 18 to 24 years, whose trend is increasing for future years. (Díaz-Esterri et al., 2022).

In Latin America there is a lot of research done about resilience, but it is still considered deficient, due to the need to complement it with studies that focus specifically on academic resilience where adversity-response factors are included, mainly analyzing the behavioral aspect (Zumarraga-Espinosa, 2023). In Cuba, some researchers suggest that the continuous changes faced by young people have a negative influence on their mental health, presenting symptoms of anxiety, fear, depression and anger (Díaz-Guerra & Hernandez, 2023).

Also, studies conducted in Mexico, Venezuela, Colombia and Ecuador have found that despite the adverse circumstances which students go through, they are resilient and persevere in their objective of studying and achieving academic success. In addition, they are more advanced in academic level and greater resilience to face adverse factors. In the same way, they conclude that resilience, positive traits, character strengths, healthy bonds in the affective and social coexistence with others, contribute to positive changes in the mental health, well-being and social inclusion of young people. For this reason, there is a need for resilient families that generate a healthy environment based on love and reciprocity, supporting each other in difficult situations of the social context, generating as a consequence well-formed individuals with full autonomy; likewise, they propose that interdisciplinary studies should be conducted to determine the academic success of university students, because some aspects such as adaptation and rigor in their new life condition, are closely related to their psychological, personal and social characteristics to cope with their new life condition and stress. Besides, the institutional involvement to achieve an effective educational change aiming at the triad: personal resilience, academic-social commitment and support networks to achieve the adequate management of emotions, providing students with strengths to face adverse situations and stimulating their personal development; therefore, academic resilience will boost their good performance in their studies. (De La Cruz & Muñoz, 2023); (Hernandez et al., 2020); (Guillen de Romero et al., 2022); (Marenco-Escuderos et al., 2021); (Tello & Cespedes, 2023); (Zumarraga-

Espinosa, 2023).

In Peru, there are a lot of university students who study and work hopeful of achieving a better future but despite achieving their goal, they show signs of emotional exhaustion, stress, anxiety, academic procrastination, abuse of stimulants and liquor, or unhealthy eating and resting. In Arequipa, a department in southern Peru, research demonstrated resilience in students with low performance and adolescent parenthood. The study of resilience is important because empirical experience shows that many adolescents achieve their goals and success despite all the adversities they face and are successful in their lives. (Moya y Cunza, 2019); (Villalva & Avello, 2019); (Seperak-Viera et al., 2023).

The students of the professional career of Accounting from the UNT and the UNC also present the characteristics aforementioned; therefore, the present research aimed to demonstrate the relationship between resilience and comprehensive education to know the situation of university students in Peru from a practical perspective, as well as to provide relevant information to improve the university educational experience. Finally, it contributes to the achievement of Sustainable Development Goal (SDG) 4, related to quality education to ensure personal and professional success.

## 2. Literature Review

To talk about resilience is to evoke the capacity of people to face and adapt to adversity, stress, tragedy or difficult situations in their lives; and nowadays, it has become a topic of interest in various disciplines, such as psychology, sociology and education.

On the historical background of resilience, Moreno et al, developed a bibliographic research on Resilient Emotional Intelligence in A Review of Practices and Strategies to Promote Student Well-Being, whose objective was to analyze the importance of emotional intelligence in students, the results allowed the researchers to demonstrate that the development of emotional intelligence can become an essential factor for the development of resilient attitudes in students, which would lead to improve their academic performance, emotional well-being, interpersonal relationships with people and the environment. These results allow us to conclude that it is necessary to include in the didactic and pedagogical practice of educational institutions actions that contribute to strengthening the development of resilient attitudes (Moreno et al., 2023).

In this sense, Trigueros et al (2020), developed correlational research related to the effect of motivation on resilience and anxiety in young athletes, a study that established the cause and effect of motivation on their resilient behaviors coupled with the decrease in anxiety, i.e. it was shown that motivation is associated with the results and resilient attitudes of them, reducing the anxiety that develops in sports activities when trying to improve their skills. The study showed that, to the extent that in the teaching-learning processes, in this case sports, motivation for the activity is promoted, resilience is developed, and anxiety is reduced, improving results, communication, cooperation and relationships.

On the other hand, Lopez-Gajardo et al., (2022), investigated the influence of the coach's leadership on the resilient behaviors of the team and the effect of mediator in the group's conflicts and its cohesion, the objective of the research was to examine the relationship established between leadership, resilience, conflict resolution and group cohesion. In this longitudinal study, students from 13 to 18 years of age participated; the results obtained identified the existence of a positive relationship between the coach's leadership, the resilience developed by the participating group and the effectiveness in resolving conflicts that arise, which is positive for achieving group cohesion. In addition, it was demonstrated that this relationship has a positive influence on the improvement of academic and sports performance, so the application of these results in different training scenarios is recommended.

In Colombia, Marengo-Escuderos et al. (2023) investigated the resilience profiles associated with academic engagement and the need to provide social support to university students. The purpose of the research was to observe resilience styles among the participating students, as well as to observe

the way in which each one was associated with academic engagement and social support networks at the beginning of university studies, so a quantitative observational study was developed. The results obtained are related to: (1) students with low resilience, high engagement and strong relational ties; (2) resilient-in-process, with intermediate levels of resilience, low engagement and social networks with low closeness; (3) resilient-autonomous with high resilience scores, intermediate levels of engagement and weak social networks; and (4) resilient-with-networks, exhibiting high levels of resilience, with high engagement and broad support networks. It is concluded that young people start their university studies presenting a low profile in terms of resilient behaviors, accompanied by high levels of motivation to study, developing networks of relationships and student support.

Regarding comprehensive education, Quispe et al., (2023), developed research with the main purpose of identifying social skills in university life, recognizing their relevance and distinctive characteristics. It is concluded that social skills play a fundamental role in the university context, since they prepare students to face challenges in their future work and personal lives, as they are part of a constantly evolving society, a crucial tool for success.

Salazar et al. (2020), in the article about the differentiated impact of the time spent during university training according to the educational institution and the development of social skills and comprehensive education, showed that this impact can be significant and depends on several factors: the quality of education directly linked to social skills and integral formation, the development of extracurricular activities where varied experiences are shared in terms of social interaction, participation in extracurricular activities and the development of communication skills, flexibility, empathy and assertiveness, that is, developing the capacity to adapt to a university environment and achieve comprehensive education.

In the same line of analysis, Caldera et al., (2018), conducted research in Mexico related to social skills and self-concept as fundamental aspects in the comprehensive education of university students. The results report that social skills and self-concept are key components of students' well-rounded education. Developing strong social skills and cultivating a positive self-concept can contribute significantly to their academic success, emotional well-being, and readiness to face the challenges of college life.

In the article on challenge-based learning in higher education, De La Cruz et al., (2022), demonstrated the relationship between challenge-based learning, resilience, family dynamics, and comprehensive university education, reaffirming that the latter is a complex and multifaceted process. These elements interact in a variety of ways and can have a significant impact on the college student's experience. Here we explore how these factors relate to each other and how they contribute to comprehensive education.

The term "resilience" comes from the Latin "resilio" which means to turn back, to return from a jump, to stand out, to bounce back and, for some authors, resilience allows to enhance the abilities and personal resources of the subjects to overcome difficult situations (De la Cruz & Muñoz 2023).

In terms of scientific basis, resilience is a concept applicable across disciplines, highlighting the need to address problems in a holistic and transdisciplinary manner. This means that professionals from various disciplines such as psychology, anthropology, sociology, health, economics, social work, law and education can contribute to understanding and promoting resilience in their respective fields. This approach underlines the importance of resilience as a fundamental tool to address social challenges and promote well-being in contexts of adversity, highlights the need for an interdisciplinary, multidisciplinary, transdisciplinary approach of equity and social inclusion deeply humanistic to achieve it (Vergel-Ortega et al., 2021).

The resilience model is a theoretical and conceptual approach that has been developed over time to understand how people can face and overcome adversity, developing the ability to recover and adapt in a positive way; thus, within the key elements of a typical resilience model, Castagnola et al., (2021), propose:

Risk and protective factors: The resilience model recognizes that people are exposed to risk factors, such as situations of stress, trauma or socioeconomic disadvantage, which can increase the

likelihood of experiencing difficulties. Likewise, social support, coping skills and self-esteem, which can mitigate the negative effects of risk factors, are considered protective factors. It should be added that resilience is seen as a dynamic process in which people interact with their environment and use their internal resources to face challenges. This process involves continuous adaptation and learning as they face adverse situations.

**Internal resources:** Resilience models recognize the importance of internal resources, such as self-efficacy, self-esteem, self-acceptance and the capacity for emotional regulation that help people maintain a positive outlook and cope more effectively with difficulties.

**Social support:** This is a key component in most models of resilience. Meaningful relationships and support from friends, family, teachers or mentors can play a critical role in a person's ability to bounce back from adversity. Children, adolescents and adults can learn and improve their coping and resilience skills as they face different challenges throughout their lives.

In addition, that mentioned above, it is necessary to consider that resilience is influenced by the cultural and social context in which a person lives, in addition to cultural values, social norms and community support structures that play a significant role in the way people cope with adversity.

The environment also plays a crucial role in resilience. On the one hand, it acts as a resource by influencing the biological components of the organism and providing elements from which the individual can receive the necessary support to resist and recover from adversity. On the other hand, it acts as a constraint, since resilience depends mostly on what the culture considers as "normal". (Escudero et al., 2023).

The necessary condition for resilience is to be exposed to adversity. This can take various forms such as: problems, difficult situations, pressure, distress, challenges, changes, tragedies, threats, sources of stress, traumas, destructive behaviors or risks. Individual perception and appraisal of an event determines whether it is considered adverse or not, underscoring the subjectivity inherent in the definition of adversity in the context of resilience. In some cases, adversity may even result in the emergence of a quality that improves the previous situation, allows this gain to be applied to new experiences and is known as "thriving" or "overcoming the previous state." (Aguilar-Maldonado et al., 2019); (Carver, 2010).

Another important aspect is the interaction of factors both internal and external to the individual. It is crucial to avoid the permanent labeling of these factors as mere risk or protective factors, as the same factor may play a different role depending on the context, nature and intensity, as well as the stages of the person's life (Aguilar-Maldonado et al., 2019).

Closing, resilience is defined as a dynamic process that is triggered when an organism is exposed to adversity and the stress resulting from this exposure. This process involves the interaction of factors internal and external to the organism, which may belong to both the risk and protective dimensions. Resilience can result in three possible outcomes: sustaining, coping with or overcoming, or adapting to adversity and stress. It is a dynamic phenomenon that does not guarantee immunity against difficulties but provides tools to cope with them.

In relation to comprehensive education, it is based on a variety of theoretical foundations that seek to develop not only the academic competencies of students, but also their social skills, ethical values, personal development, social responsibility and the achievement of competencies for success; these theoretical foundations are based on the following theories:

Erik Erikson's theory of human development, which emphasizes the importance of psychosocial crises throughout the lifespan. Comprehensive education draws on this theory by recognizing that college is a crucial period in which students face challenges of identity and personal development (Regader, 2023).

David Kolb's Experiential Learning Theory, which postulated a learning model emphasizing the importance of experience, reflection, conceptualization and active experimentation. Comprehensive education is often based on this approach by encouraging students to learn through practical experiences and reflection on them (Espinar & Viguera, 2020).

Albert Bandura's Social Learning Theory, which emphasizes the role of observation and social

learning in the development of a person's skills and behavior. Integral training promotes the learning of social skills through observation and interaction with others (Sanchez, 2009).

Jean Piaget's Constructivism theory, which postulates that individuals construct their own knowledge through interaction with their environment. Comprehensive education is based on this theory by encouraging critical thinking, problem solving and the active construction of knowledge (Ranaudo & Peralta, 2017).

Active and Participative Learning Theory, which focuses on the idea that students learn best when they are actively involved in the learning process, participating in discussions, projects, practical activities and collaboration with other students (Araya-Crisóstomo & Urrutia, 2022).

Holistic education theory, which considers the whole person, encompassing cognitive, emotional, social and physical aspects. Holistic university education is based on the notion that the complete development of a person goes beyond the mere acquisition of academic knowledge (Bustamante, 2020).

Theory of Education for Citizenship and Sustainable Development considers that comprehensive university education is based on the promotion of civic, ethical and social responsibility values, as well as awareness and commitment to sustainability and social justice. (Mesa, 2019).

The Comprehensive Education of students, according to Nova-Herrera (2016), is an educational style or practice that understands the human being as a being composed of dimensions, which implies that, by assuming this type of formation, there will be a recognition of the dimensions of the being, in order to propose pedagogical strategies that privilege the development of all.

It means recognizing in the social subject values and potentialities proper to his nature as a person, seeking his integral development and noticing the needs of the environment in order to orient efforts to improve the quality of life. Therefore, comprehensive education implies recognizing these capacities in students and promoting their coexistence with the environment in congruence with a reflective, critical, sensitive, creative and responsible personality, touching the dimensions that as a social subject are inherent to them.

The objective of comprehensive education is to form individuals capable of facing the challenges of the world with solid knowledge, social skills, ethical values and a deep understanding of themselves and their environment.

In Peru, the Ministry of Education has generated the Quality Assurance Policy for University Higher Education MINEDU (2015), which states:

The university is an academic community oriented to the generation of knowledge through research; to the integral, humanistic, scientific and technological formation, through the exercise of teaching, and to the development of the country, through its various forms of presence in society. It establishes that the provision of university educational services is of quality and identifies and values various categories, including students.

In this research, since it deals with Peruvian public universities, emphasis is placed on comprehensive education as part of the academic training provided to students, training desired by the Ministry of Education through quality assurance models, specifically, the SINEACE Accreditation Model for university careers.

University students are committed to their formative process and have high levels of cognitive ability. The university educational service guarantees students the development of competencies for professional practice, scientific production and a sense of identity committed to the country's development. In this sense, within this policy, all the actors involved in the university system concentrate their actions on the welfare of the student and the improvement of the quality of the educational service he/she receives.

As subjects with the right to a quality higher education, young people have the necessary and timely information to make appropriate decisions regarding their university education. University education is comprehensive and, in that sense, when it is provided, it contributes to the student's socialization process, for which it refines their intellect and sensitivity through the development of

intellectual, artistic, moral and critical thinking skills. Finally, when it is completed, it allows the graduate to enter the world of work with dignity, to be productive, competitive and valued by the labor market; and in turn, to become part of and an actor in the promotion of a society mobilized by the principles of justice, ethics, solidarity and respect for difference.

In this same sense, the National Policy for Superior and Technical Productive Education, ESTP, MINEDU (2020), in its priority objective N°2, aims to promote comprehensive education in the ESTP, through the strengthening and development of skills, knowledge and competencies of the population, necessary to enter the labor market and contribute to the sustainable development and competitiveness of the country. To this end, the institutions implement relevant programs of study according to the characteristics and needs of the students and the social, cultural and productive contexts, promoting diverse educational trajectories throughout life. It should be noted that comprehensive education, transversally, plays a key role in the development of citizenship values. The guidelines of this objective include:

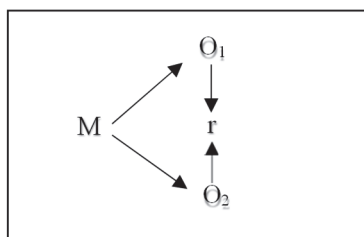
1. Strengthen the pertinent academic training of students in educational institutions, in accordance with social, cultural and productive demands, contributing to the employability of graduates.
2. Implement support mechanisms for ESTP students that contribute to their permanence and timely graduation.
3. Promote cultural outreach and social projection in students, with the support and participation of teachers, to consolidate their training and respond to the demands of the scope of action of ESTP institutions.

Likewise, the Model of Accreditation of University Superior Education Programs SINEACE (2017), presents a structure and in its dimension 2, maintains that comprehensive education is the central axis of the process. Here, the teaching-learning process, the support to students and teachers, as well as the research and social responsibility processes are evaluated. Within the teaching-learning process, it is verified whether the study program manages the curricular document, including a flexible curriculum that ensures a comprehensive university education and the achievement of competencies throughout the training. The teaching-learning process is articulated with research, technological development, innovation and social responsibility, as well as strengthened by the exchange of national and international experiences.

The objective of this research was to determine the relationship between resilience and comprehensive education in students of the professional career of accounting in peruvian public universities.

### 3. Research Methodology

The research was non-experimental, with a cross-sectional, correlational-causal design, relating independent variable: resilience with dependent variable: comprehensive education.



**Figure 1:** Graphical representation of the correlational-causal design.

**Source:** Hernández, et al (2014).



Where,

M = Sample

O<sub>1</sub> = Resilience

O<sub>2</sub> = Comprehensive education

r = Correlation between both variables

The approach was quantitative, the population consisted of students in the last cycle from the professional career of accounting, with 101 and 90 students respectively, making a total population of 191. The sample consisted of 42 students from the UNC and 55 students from the UNT, using non-probabilistic convenience sampling, in which the most accessible and willing to collaborate participants were selected, facilitating the collection of data in a quick and economical manner, capturing different points of view (opinions and experiences). To increase the rigor of the study, a detailed description of the sample was made: It provided a detailed description of the participants, including their demographic and socioeconomic characteristics, and from this to evaluate the representativeness of the sample and the applicability of the results obtained.

A survey was used as a technique and two questionnaires (with a total of 20 questions each) were used as instruments to measure the variables resilience and comprehensive education. The resilience variable was measured through the following dimensions: risk and protective factors, internal resources and social support; while the comprehensive education variable was measured through the dimensions of: academic competencies, personal development, social responsibility, social skills and achieving competencies. The instruments were previously validated by six experts in the field of psychology and education. The criteria of clarity, objectivity, timeliness, sufficiency, intentionality, consistency, coherence, methodology and relevance were considered. A content validity coefficient (Aiken's V) was obtained for the instrument for resilience of 97% and comprehensive education of 95%.

The validation for the constructs resilience and comprehensive education was performed by principal component analysis with orthogonal rotation, since the correlations between the items were between 0.2 and 0.4. Items that were not grouped in a factor with factor loadings at 0.4, that were grouped within a theoretical factor other than the one proposed or that were not grouped in a factor with at least 3 items were eliminated. The resilience construct consisted of 20 items with the barlett's sphericity test (256.664; P<0.05) and the Kaiser-Meyer-Olkin sample size adequacy indicator (0.707). For the comprehensive education construct, it consisted of 20 items with barlett's test of sphericity (393.333; P<0.05) and the Kaiser-Meyer-Olkin sample size adequacy indicator (0.766). Reliability was performed by means of an internal consistency test by Cronbach's alpha reliability analysis, item-total correctness was evaluated; also with the squared correlation (variance explained) of the instrument scores; it was not necessary to eliminate an item in any of the instruments. For the instrument measuring resilience and integral formation were (0.805) and (0.837) respectively. Concluding that both instruments are reliable for use.

Descriptive statistics were used to analyze the data, presenting the results in tables and figures specifying the frequency and percentage; Finally, the correlation of the variables was determined through Spearman's Rho, in accordance with the objective set.

#### 4. Results

**Table 1:** Level of the dimensions of the variable: resilience

Dimension	Level	UNC		UNT	
		fi	%	fi	%
Risk and protective factors	Low	1	3	1	2
	Medium	27	64	44	80
	High	14	33	10	18
Internal resources	Low	0	0	0	0
	Medium	16	38	22	40



Dimension	Level	UNC		UNT	
		fi	%	fi	%
Social support	High	26	62	33	60
	Low	2	5	4	7
	Medium	26	62	32	58
Resilience	High	14	33	19	35
	Low	0	0	0	0
	Medium	23	55	35	64
	High	19	45	20	36

Source: Questionnaire applied to students.

Table 1 presents the levels of dimensions of the variable resilience of students in both universities. It shows that the dimension of risk and protection factors, students are at a regular level in both universities, about 64% of the UNC and 80% of the UNT. On the other hand, regarding the internal resources dimension, the data show that the students of both universities are at a high level, about 62% of the UNC and 60% in the UNT. Regarding the last dimension of social support, it was determined that students of both universities are at a regular level, about 62% and 58%, of the UNC and the UNT, respectively. Finally, the resilience variable, in general, reaches a regular level in students in both universities, about 55% of the UNC and 64% of the UNT. Considering the regular level as positive, besides to the high level, it is determined that it exceeds 93% in the students of both universities. The results presented reflect the importance of these dimensions of resilience in the lives of university students.

Table 2: Level of the dimensions of the variable: comprehensive education

Dimension	Level	UNC		UNT	
		fi	%	fi	%
Academic competencies	Low	0	0	0	0
	Medium	17	40	17	31
	High	25	60	38	69
Personal development	Low	0	0	0	0
	Medium	8	19	11	20
	High	34	81	44	80
Social responsibility	Low	0	0	0	0
	Medium	11	26	16	29
	High	31	74	39	71
Social skills	Low	0	0	0	0
	Medium	18	43	24	43
	High	24	57	31	57
Achieving competencies	Low	0	0	0	0
	Medium	21	50	22	40
	High	21	50	33	60
Comprehensive university education	Low	0	0	0	0
	Medium	6	14	11	20
	High	36	86	44	80

Source: Questionnaire applied to students.

Table 2 presents the levels of dimensions of the variable comprehensive university education of students in both universities. It shows that academic competencies dimension is at a high level in both universities, about 60% of the UNC and 69% of the UNT. For the personal development dimension, the results show that students at both universities are at a high level, about 81% of the

UNC and 80% of the UNT. Similarly, regarding social responsibility dimension, it was determined that students of both universities are at a high level, about 74% and 71% of the UNC and the UNT, respectively. On the other hand, regarding social skills dimension, the results show that students from both universities coincide at a high level, about 57%. Finally, with respect to competency achievement dimension, the UNC and the UNT students are at a high level, about 50% and 60%, respectively. In this sense, the comprehensive education variable, in general, reaches a high level in the students of both universities, reaching 86% and 80% of the UNC and the UNT, respectively. These results reflect the transcendence of these dimensions of comprehensive education in students during their university career.

**Table 3:** Correlation between both variables: resilience and comprehensive education

			Resilience	Comprehensive education
Spearman's Rho	Resilience	Correlation coefficient	1,000	,406**
		Sig. (bilateral)	.	,000
		N	97	97
	Comprehensive education	Correlation coefficient	,406**	1,000
		Sig. (bilateral)	,000	.
		N	97	97
Note: **. Correlation is significant at the 0.01 level (bilateral).				
Source: Questionnaire applied to students.				

Table 3 shows that the correlation between resilience of students and comprehensive education, in which Spearman's Rho correlation coefficient (0.406) expresses a direct and significant relationship, with statistical evidence ( $p < 0.001$ ). This demonstrates that the more resilient the students are, the better the comprehensive education they get.

## 5. Discussion

In the statistical processes to demonstrate the relationship between resilience and the comprehensive education of Peruvian public university students, it is observed in Table 3 that Spearman's Rho correlation coefficient (0.406) expresses a direct and significant relationship, as there is statistical evidence ( $p < 0.001$ ); this finding is aligned with previous studies, which suggest that resilience, understood as the ability to face and overcome adversities, plays a fundamental role in the academic and personal development of university students. Aguilar-Maldonado et al. (2019) highlight that resilience involves internal and external processes that allow individuals to adapt and thrive despite difficulties, which is essential for their integral growth. Likewise, Díaz and Hernández (2023) emphasize that resilience acts as a protective factor in the face of negative experiences, which favors psychological well-being and contributes to a more solid academic formation.

The relationship between resilience and comprehensive education is moderate, which can be explained by the levels observed in the dimensions of both variables. The resilience of the students, which is mostly regular with some high aspects, seems to have a positive impact on their comprehensive education, which as a whole is high. Although resilience is not the only factor influencing integral formation, its moderate presence favors students' academic and personal development. The positive link between resilience and comprehensive education can also be explained through the competencies acquired by students during their higher education. Bustamante (2020) points out that integral formation in universities not only encompasses academic development, but also the strengthening of social, emotional and ethical skills, which allows students to face both academic and personal challenges more effectively. In this sense, resilient students tend to develop skills such as emotional self-regulation and critical thinking, which are essential for their academic performance and adaptation to the educational environment, as referred to in studies such

as Escudero et al. (2022).

This result also coincides with recent studies on the importance of fostering educational environments that promote both the academic and personal development of students. Castagnola et al. (2021) highlight that resilience is a key factor during periods of crisis, and its strengthening through appropriate pedagogical strategies contributes to the formation of more complete students prepared to face the demands of the modern world.

Table 1 shows that the absolute and relative frequencies with respect to the level of the dimensions of the variable resilience in the students from both universities. Considering the risk and protection factors dimension, it is observed that there is at a regular level in both universities, being 64% of the UNC and 80% of the UNT, in its indicators of security, strength, problem solving, stress management, time management, life projects, limit setting and lack of economic resources. This is in accordance with the Holistic Education theory, which advocates education that considers the whole person, including cognitive, emotional, social and physical aspects. Likewise, this theory supports the idea that comprehensive education is based on the notion that the complete development of a person goes beyond the simple acquisition of academic knowledge. Other important aspects to consider are the resources necessary for resilience, such as the interaction of individual factors both internal and external. The author responsible for this research indicates that it is crucial to avoid permanently labeling these factors as mere risk or protective factors, since the same factor can play a different role depending on the context, nature and intensity, as well as the stages of a person's life. Regarding conflict management and group cohesion, the results coincide with those of researchers who identified the positive relationship of resilience and its effectiveness in conflict resolution and group cohesion, and how this positively influences the improvement of academic performance; Likewise, resilient behaviors accompanied by high levels of study motivation will develop networks of relationships and student support, Bustamante (2020); Aguilar-Maldonado et al., (2019); Carver, (2010); López-Gajardo et al., (2022); and, Marengo-Escuderos et al., (2023).

Regarding internal resources dimension, it is at a high level in both universities, with 62% of the UNC students and 60% of the UNT students, considering the indicators of self-esteem, willpower, empathy, optimism, warmth, assertiveness and sense of humor. These results are in line with the theories on Education for Citizenship and Sustainable Development, whose basic principles propose that in an increasingly interconnected and globalized world, comprehensive education is based on the promotion of civic, ethical and socially responsible values, as well as awareness of and commitment to sustainability and social justice. (Mesa, 2019).

In the social support dimension, it is at a regular level in both universities about 62% and 58% of the UNC and the UNT, respectively; considering the indicators: support from an adult, bond with parents, sincere friendship from friends, support from professors and mentoring. These results are consistent with the institutional policy guidelines developed in Peru, which state that the university is an academic community oriented to the generation of knowledge through research to the integral, humanistic, scientific and technological training through teaching, and to the development of the country in its various forms of presence in society. (MINEDU 2015).

In conclusion, the results on resilience in general indicate that resilience is at a regular level in both universities, reaching 55% of the UNC and 64% of the UNT; these results are in agreement with Escudero et al., (2023), who state that it is necessary to consider that resilience is influenced by the cultural and social context in which a person lives, as well as the cultural values, social norms and community support structures that play a significant role in the way people cope with adversity from a variety of internal and external factors. As for the necessary condition for resilience, it is essential to be exposed to adversity, which can take various forms, such as problems, difficult situations, pressure, anguish, challenges, changes, tragedies, threats, sources of stress, traumas, destructive behaviors or risks. In some cases, adversity may even result in the emergence of a quality that improves the previous situation, allowing this gain to be applied to new experiences, this is known as "thriving" or "overcoming the previous state". (Aguilar-Maldonado et al., 2019).

Table 2 shows the absolute and relative frequencies with respect to the level of the dimensions

of comprehensive education variable from students of the UNC and the UNT. In the academic competencies dimension, the high level is the most outstanding about 60% of the UNC and 69% of the UNT; considering the indicators: knowledge, previous experiences, reflection, knowledge construction and critical thinking; these results are in accordance with what is indicated by Moreno et al., (2023), who demonstrated that the development of emotional intelligence is an essential factor for the development of resilient attitudes in students, which leads to improved academic performance, emotional well-being and interpersonal relationships.

Regarding personal development dimension, the research showed that it is at a high level in both universities, representing 81% of the UNC and 80% of the UNT; considering the indicators of tutoring, extracurricular activities, values, integral development and sensitivity; the results are consistent with what they state Trigueros et al., (2020), who investigated the effect of motivation on the resilience and anxiety of young athletes, demonstrating that motivation is associated with the results and resilient attitudes of young people, decreasing anxiety, improving results, communication, cooperation and interpersonal relationships.

Regarding social responsibility dimension, a high level was found in both universities, representing 74% and 71% of the UNC and the UNT, respectively, in their indicators of: volunteering, commitment to the country's development, employability and society's demands; the results found are in line with the research conducted by Salazar et al. (2020), who showed that the impact of university education is significant, according to the concurrent factors, among which are the factors analyzed in this research.

Respect to social skills dimension, this is found at a high level to both universities with 57%, also here the indicators of interaction with students, collaborative learning and, socioemotional aspects were considered; the finding agrees with the research conducted by Quispe et al., (2023), who concluded that social skills play a fundamental role in the university context, since they prepare students to face challenges in their future work and personal life.

Regarding the competency achievement dimension, it was found that it is at a high level to both universities, representing 50% and 60%, of the UNC and the UNT respectively, having considered their indicators of flexible curriculum, insertion in the labor world and, labor competitiveness; these results agree with what was proposed by Quispe et al, (2023), who argue that achievement of competencies plays a fundamental role in the university context, since they prepare students to face challenges both in their future work and in their personal lives, given that they are part of a society in constant evolution, a crucial tool for success.

In conclusion, regarding the comprehensive education variable, the general results indicate that it is at a high level in each of its indicators of both universities; these results represent 86% of the UNC and 80% of the UNT, agreeing with researchers, who affirm that developing social skills and self-concept, are key components of comprehensive education in students, and that they contribute significantly to academic success, emotional well-being and preparation to face the challenges of university life Caldera et al., (2018); Regader (2023); Espinar & Viguera (2020); Sánchez (2009); Ranaudo & Peralta (2017); Araya-Crisóstomo & Urrutia (2022). Likewise, in Peru, the Ministry of Education aims to promote comprehensive university education in public technological higher education by strengthening and developing the skills, knowledge and competencies of the population, necessary to enter the labor market and contribute to the sustainable development and competitiveness of the country. (MINEDU, 2020). Similarly, the Model of Accreditation of University Higher Education Programs presents a structure that maintains that comprehensive education is the central axis of the process (SINEACE, 2017).

Finally, in statistical processes to demonstrate the relationship between resilience and comprehensive education of peruvian public universities students, Table 3 shows that Spearman's Rho correlation coefficient (0.406) expresses a direct and significant relationship, as there is statistical evidence ( $p < 0.001$ ). This underscores the importance of resilience as a fundamental tool for addressing social challenges and promoting well-being in contexts of adversity, emphasizing the need for an interdisciplinary, multidisciplinary and transdisciplinary approach to equity and social

inclusion that is profoundly humanistic in order to achieve this, as proposed by Vergel-Ortega et al., (2021), Castagnola et al. also consider this to be the case., (2021); and, De La Cruz & Muñoz (2023); who argue that the resilience model is a theoretical and conceptual approach that has been developed over time to understand how people can cope with and overcome adversity, developing the ability to recover and adapt in a positive manner. Likewise, these results coincide with those obtained by De La Cruz et al., (2022), who in their challenge-based research in higher education demonstrated the relationship between challenge-based learning, resilience, family dynamics and comprehensive education.

## 6. Conclusion

From the results of this research, we can come to the following conclusions:

With respect to variable resilience, it is found the levels of its dimensions are as follows: risk and protective factors is regular, internal resources is high and social support is regular. In general, for students of both universities, the resilience variable reaches a regular level. Nevertheless, considering the regular level as positive added to the high level, it exceeds 93% at a global level, indicating a high resilience in the sample investigated.

Regarding comprehensive education variable, it is obtained the levels of its dimensions are high for all of them: academic competencies, personal development, social responsibility, social skills and achieving competencies. Therefore, in general, this variable reaches a high level, denoting an adequate comprehensive education of students from both universities.

As a result of this research, applied to students of accounting careers of the National University of Trujillo (UNT) and the National University of Cajamarca (UNC), it has been determined that there is a direct and significant relationship between the variables: resilience and comprehensive education. Therefore, it can be affirmed that despite the adversities that arise, the students of Peruvian public universities are resilient, so they achieve a good comprehensive education that has an impact on achieving their objectives and goals in life.

After these conclusions and with the purpose of fostering students' resilience in order to improve their comprehensive education, we would like to propose the following recommendations:

**To educators**, develop strategies in the classroom so that students can strengthen their self-confidence, to overcome adversity and their ability to solve problems, manage stress in a healthy way, as well as properly manage their free time, identifying and avoiding distractions in their academic training. Likewise, generate in student skills and competencies to strengthen their self-esteem, develop empathy and optimism, as well as learn to show their emotions and be assertive. Finally, to sensitize their students through tutorials, the importance of family and friendship bonding and attachment in the formative process as well as to provide continuous support for reinforcement, permanently promoting the practice of ethical values, justice, solidarity and respect. That is to say, to motivate and become mentors of their students in order to encourage them to achieve their projects and life goals.

**To the administrators**, to institute in the universities tutoring and mentoring programs of continuous accompaniment for students as a transversal axis in all professional careers from the first academic cycle, which in addition to academic competencies, are complemented by incorporating soft and social competencies and skills, personal development programs, social responsibility, through the implementation of extracurricular activities and volunteering.

**To policy makers**, generate norms, directives and other documents that promote the comprehensive education of university students with the incorporation of successful programs, so that the new professionals can be inserted with dignity in the world of work, be productive, competitive and valued by the labor market.

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