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ORIGINAL

The quality educational service and learning by competencies of the students of the Productive Technical Centers of the UGEL N. 01, district of Villa el Salvador, Lima, 2019

El servicio educativo de calidad y el aprendizaje por competencias de los estudiantes de los Centros Técnicos Productivos de la UGEL N. 01, distrito de Villa el Salvador, Lima, 2019

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ABSTRACT

The present investigation called “The quality educational service and the competence learning of the students of the Technical Production Centers of the UGEL N. 01, district of Villa El Salvador, Lima, 2019” had as a general objective, to determine the relationship between the service quality education and competence learning of the students of the CETPROS of the UGEL 01- Villa el Salvador- 2019. The method used was the hypothetical-deductive, the design was non-experimental correlational cross-sectional level. The population was about 200 students; the sample was not probabilistic. To collect the data, a questionnaire on quality education service was applied, which consisted of 21 questions on the Likert scale (Never, Almost Never, Sometimes, Almost Always, Always). In the case of the other variable, the minutes of notes of the teachers of the CETPROS were taken as reference. The investigation concludes that there is evidence to affirm that quality educational service and competence learning are correlated because the Spearman Rho correlation coefficient showed a value of 0,820, which means that if the educational service is excellent, students of CETPROS of UGEL 01 will have an outstanding achievement in competency learning.)

Keywords: Quality Education Service, Skills Learning, Competency Learning, Students.

RESUMEN

La presente investigación denominada “El servicio educativo de calidad y el aprendizaje por competencias de los estudiantes de los Centros Técnicos de Producción de la UGEL N. 01, distrito de

Villa El Salvador, Lima, 2019" tuvo como objetivo general, determinar la relación entre el servicio educativo de calidad y el aprendizaje por competencias de los estudiantes de los CETPROS de la UGEL 01- Villa el Salvador- 2019. El método utilizado fue el hipotético-deductivo, el diseño fue no experimental correlacional de nivel transversal. La población fue de aproximadamente 200 estudiantes, la muestra fue no probabilística. Para la recolección de los datos se aplicó un cuestionario sobre calidad del servicio educativo, el cual constó de 21 preguntas en escala Likert (Nunca, Casi Nunca, Algunas Veces, Casi Siempre, Siempre). En el caso de la otra variable, se tomaron como referencia las actas de notas de los profesores de los CETPROS. La investigación concluye que existen evidencias para afirmar que el servicio educativo de calidad y el aprendizaje por competencias están correlacionados ya que el coeficiente de correlación Rho de Spearman arrojó un valor de 0,820, lo que significa que, si el servicio educativo es excelente, los estudiantes de los CETPROS de la UGEL 01 tendrán un logro sobresaliente en el aprendizaje por competencias).

Palabras clave: Servicio Educativo de Calidad, Aprendizaje de Competencias, Aprendizaje por Competencias, Estudiantes.

INTRODUCTION

At the international level, different organizations have made proposals for the development educational quality; the UNESCO during the last 15 years for Latin America designs public policies to improve and implement the educational service to improve the Technical Education and Training and provide all young people and adults with the skills necessary for employment, decent work, entrepreneurship, and lifelong learning. throughout life, (UNESCO, 2006), has managed to suggest and guide states Latin Americans, strategies regarding the educational service until 2030, having as reference to the economic model for Peru, has also carried out reports of the progress strategic of the training technique, referred to the tights curricular, budget economic, standards and Models of quality, infrastructure.^(1,2,3,4,5)

At the national level, the Ministry of Education (MINEDU) and (SINEACE) have with the objective of guaranteeing through the accreditation of educational institutions, areas and programs or careers offered in productive technical institutions that students have the basic conditions for their training, that is, that they receive a service quality education, improving the capacity of the graduated student and can contribute to the development of the country. For this purpose, the MINEDU issued the Decree Legislative N. 1375, in which the General Education Law is modified with the intention to provide strength in technical training and youth-oriented employment for, in this way, increase the competitiveness.^(6,7,8,9)

In addition, it is necessary to mention that technical education is based on the approach by competencies, this being eminently practical which compromises that the Students manage to strengthen their abilities to perform in a work environment of first level; also, it is characterized by being pertinent, oriented to the production of goods and services making use of technology, taking advantage of the positive demand in the market labor, locally, nationally and internationally, this being very flexible due to planning which is established in different modules, responding to the equity and peculiarity of its reality; besides, HE has to rescue that this context is changing, that generate modifications of management pedagogical and institutional, addressed to the progress scientist and technological, where finally goes prosecute to a culture with values ethical, moral and the same time protect he ecosystem, ensuring that the resources natural are to favor of human development, carrying out productive activities of all kinds.⁽¹⁰⁾

In the CETPROS of the UGEL 01 located in the district of Villa el Salvador, the following. These institutions provide an educational service in the following specialties: Personal Aesthetics, Textiles and

Clothing, Hospitality, Crafts, Computing and Informatics, these specialties have the approval of the MINEDU according to Supreme Decree N. 011-2012-ED that was approved to improve the service educational pointing out that, these only will provide service educational Yeah count with conditions basic for do it, such as an adequate infrastructure, space, ventilation and lighting; In turn, the equipment must respond to the requirements modules to offer, where the teacher must have work experience and in that sense, a preparation in the modular system, allowing them to determine the training needs of the student, already that in this guy of education HE seeks the competence labor and where individuals are improving the aforementioned skills, as well as the promotion of an innovative culture of the productive sector always recognizing the progress technological that looking for strengthen to level local, regional and national; getting better the personal policies of employability and the personal innovation.^(11,12,13,14)

fits point that, for he compliance of the goals of the present investigation HE will focus the attention in the CETPRO'S Javier Perez of Cuellar and PROMAE, then, currently provides an educational service with an apparent disadvantage in terms of regarding the tangible implementation (environments, machines and equipment), schedules modular outdated, students unmotivated, teachers with little experience in the sector business, it which It represents a problem regard to the service that should offered by these educational institutions, which are obliged to provide a service consistent with current regulations, which helps advance learning processes according to the study programs offered, allowing the student to deploy with attitude and ability entrepreneur managing his own employment, competing successfully in the labor market by being efficient, competitive and productive, that practice values attitudes for the job in equipment taking decisions in view of situations unforeseen, being innovative and dynamic, with sustainability social and productive. However, the absence of these conditions could be a weakness for reply satisfactorily to the requirements of the sector labor and attend the needs of the students, avoiding the scope of an education of quality.^(15,16,17,18,19,20,21)

Therefore, for the present work, it was determined as a general problem the following question: How is the quality educational service related to the learning competences of CETPROS students from UGEL 01, district of Villa el Salvador-Lima-2019? Also, it was determined as specific problems the following: he first: Of that manner the dimension items tangible HE relates with the learning by competences of the students of the CETPROS of the UGEL 01 district of Villa el Salvador-Lima-2019? The second: How is the reliability dimension It is related to the learning by competences of the students of the CETPROS of the UGEL 01 district of Villa el Salvador-Lima-2019? The third: How does the dimension responsiveness is related to student learning competences of the CETPROS of the UGEL 01 district of Villa el Salvador-Lima-2019? The fourth: what? In this way, the security dimension is related to the learning by competences of the students of the CETPROS of the UGEL 01 district of Villa el Salvador-Lima-2019? He fifth: Of that manner the dimension reliability HE relates with the learning competences of the students of the CETPROS of the UGEL 01 district of town he Salvador-Lima-2019?

METHODOLOGY

Type and design of investigation

The research was quantitative, according to stated that scores from the questionnaires are collected, then coding numerical and proceed to prosecutions of data both descriptive as inferential.⁽²²⁾

The hypothetical deductive method was used in the investigation, in which considered that the beginning of an investigation is observation, to describe the reality problematic and propose the hypotheses, use a test statistic and contrast the hypotheses, according to the results decisions are made since the hypothesis submitted is the null hypothesis, the conclusions are established which are generalized to the population where conducted the investigation.

The type of research is basic descriptive, in this regard established that in basic research improve the scientific knowledge and it will serve as foundation for others research.

It is descriptive because it describes the levels of each variable that intervenes in one in an

investigation, it was also correlational because it determined the correlation coefficient between the variables.

The research design was non-experimental since neither of the two variables, took the instruments of measurement an alone time to each subject of the sample, so it was transversal.^(23,24,25)

Population, sample, and sampling

(Torres Osorio, 2014) refers that the population is made up of a set of elements in common that they meet a series of specifications. For the study, a population census, to leave of two centers technical productive of the UGEL 01-district of villa el Salvador: 90 students at CETPRO Javier Pérez de Cuellar and 110 students at PROMAE, being a total of 200 students. considered that the sample is a part representative of a population which has the same attributes of the population, being the sample of the investigation of 200 students of the CETPROS of the UGEL 01 of the district of town the Savior.

Non-probabilistic sampling was applied, since the students have been taken as a sample of the CETPROS of Villa el Salvador, because both centers are in strategic places that facilitated the investigation of quality educational service and learning by competencies in students.

Techniques and instruments of harvest of data, validity, and reliability

For data collection, the survey technique was used with its respective instrument questionnaire. A study considered that is the technique of elderly use in the research quantitative, despite the bias that is generated when applying to the subjects of the sample, for the elaboration of the survey takes into account what was the objective of the investigation, that is, in other words, it takes into account how the variable was operationalized so that the questions in questionnaire.

A study indicated that said instrument is executed on a sheet of paper where they are contained the questions which are self-administered by the subjects selected from the study sample, likewise Arias details that the researcher does not intervene on the subject.

It was obtained from the judgment of experts, which means that the instruments were ex- experts on the subject for them to assess relevance, clarity and precision in the contents exposed in each item of the questionnaires.

The pilot test was carried out with 25 students surveyed from the CETPROS of the UGEL 01, in which the Cronbach's Alpha statistic was applied since the questionnaire was measured in ordinal scale. Several studies refer to the validity of the instrument, which is the degree to which the variable is correctly measured, when the instrument measures what it is meant to measure. It also produces adequate results and coherent with what you want to investigate, to the extent that Cronbach's Alpha throws a result by above 0,75, this wants to say that the instrument is reliable.

RESULTS

Quality Educational Service

In the table 1 and figure 1, it presents the distribution descriptive of the variable Quality Educational Service, obtaining the results of the 200 respondents; being that 43 respondents (21,50 %) indicate that the service is bad, 87 respondents (43,50 %), state that the service is regular, 42 respondents (21 %) indicate that the service is good and 28 of the surveyed (14 %) state that is excellent.

Items tangible, reliability, Ability of answer, Security and Empathy

In table 2 and figure 2, the descriptive results of the dimensions of the variable Service educational of quality being: tangible items is 47,5 % (95) regular, 35 % (70) bad, 15 % (30) good, 2,5 % (5) excellent; reliability 31,5 % (63) regular, 25,5 % (51) good, 23,5 % (47) excellent, 19,5 % (39) bad; ability of answer, 40 % (80) regular, 25,5 % (51) excellent, 21 % (42) regular, 13,5 (37) bad; security 37 % (75) regular, 31 % (62) Good, 22.5 % (45) bad, 9 % (18) excellent; empathy 45,5 % (91) Good, 26 % (52) regular, 16,5 % (33)

excellent, 12 % (24) bad.

Table 1. Distribution of frequencies to measure the variables of quality educational service

Valid	levels	No.	%
	Bad	43	21,5
	Regular	87	43,5
	Good	42	21,0
	Excellent	28	14,0
	Total	200	100

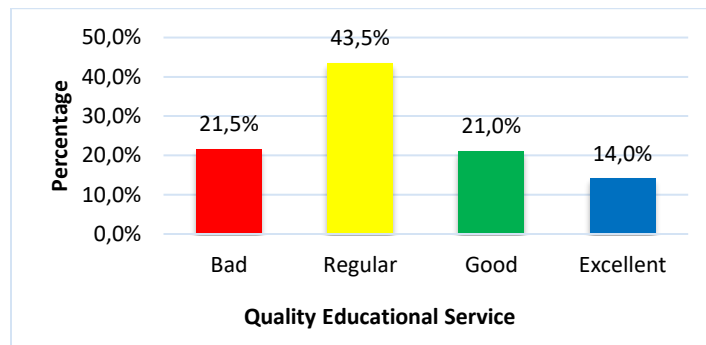


Figure 1. Levels of the data percentage of the service educational of quality in the CETPROS of the UGEL 01 town the Savior.

Table 2. Distribution of frequencies for mediate the dimensions of service educational of quality.

Level	tangible items		reliability		Answer's capacity		Security		Empathy	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bad	70	35,0	39	19,5	27	13,5	Four, Five	22,5	24	12,0
Regular	95	47,5	63	31,5	42	21,0	75	37,5	52	26,0
Good	30	15,0	51	25,5	80	40,0	62	31,0	91	45,5
Excellent	5	2,5	47	23,5	51	25,5	18	9,0	33	16,5

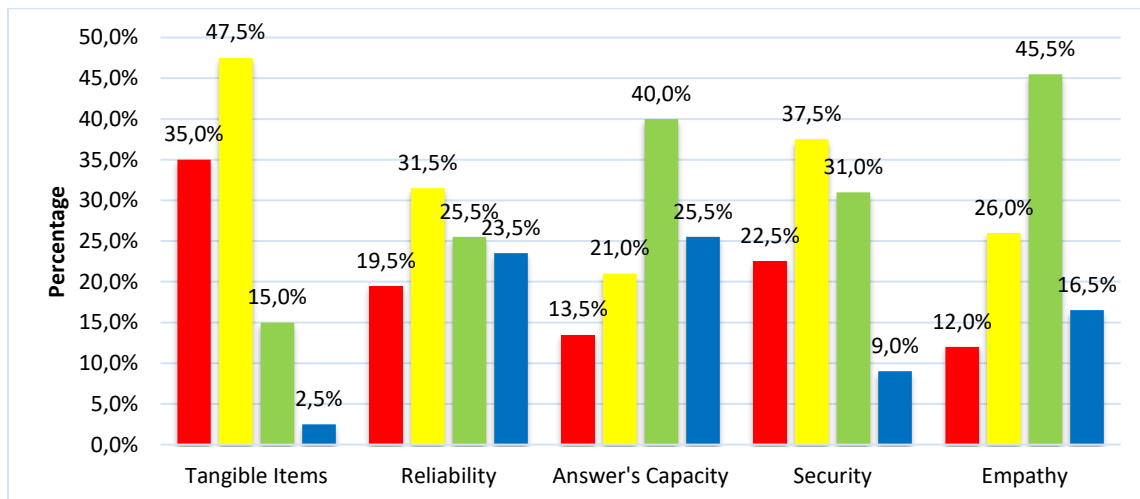


Fig. 2. Graph of the percentage opinion data to measure the dimension of the variable Quality educational service.

Learning by competence

Table 3 and Figure 3 shows the descriptive results of the Learning by Competencies where, 18,50 %

(37) start, 18 % (36) process, 47,50 % (95) accomplished and 16 % (32) achievement outstanding.

Table 3. Distribution of opinion data to measure the Learning by Competence variable

Valid	Level	No.	%
	Start	37	18,5
	Process	36	18,0
	Accomplished	95	47,5
	Achievement outstanding	32	16,0
	Total	200	100

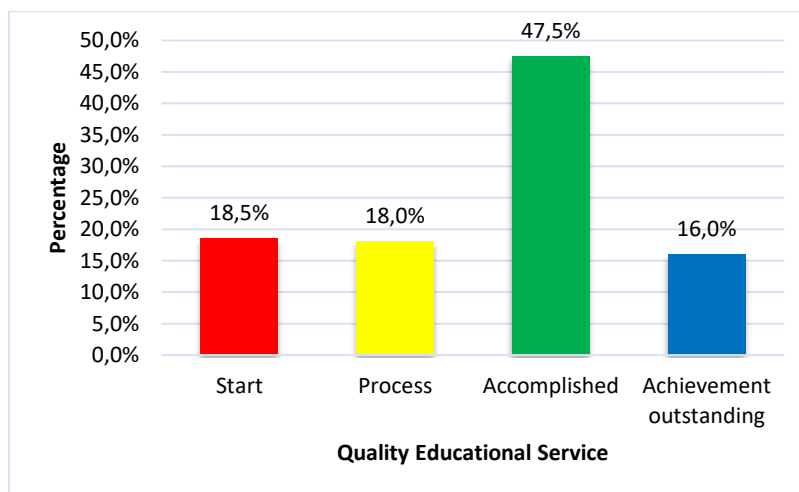


Figure 3. Percentage opinion data to measure the variable Learning by competencies.

Learn to know, learn to be, learn to learn, learn to do.

In table 4 and figure 4, the descriptive results of the dimensions of the variable learning by competences being: learning to know that 44,5 % (89) achieved, 22,5 % (45) start, 19 % (38) process and 14 % (28) achievement outstanding; Learn to be, 44,5 % (89) accomplished, 22,5 % (45) start, 19 % (38) process and 14 % (28) achievement outstanding; learning to learn, 34 % (68) process, 31 % (62) achieved, 24 % (48) start and he 11 % (22) achievement outstanding; learn to do, 51 % (102) achieved, 19 % (38) process, 17 % (34) achievement outstanding and 13 % (34) start.

Table 4. Distribution of frequencies to measure the dimensions of learning by competence Learning to know, learning to be, learning to learn, learning to do

Level	learn to know		Learn to be		Learn to learn		To learn to do	
	No.	%	No.	%	No.	%	No.	%
Start	45	22,5	45	22,5	48	24,0	26	13,0
Process	38	19,0	38	19,0	68	34,0	38	19,0
Accomplished	89	44,5	89	44,5	62	31,0	102	51,0
Achieved Outstanding	28	14,0	28	14,0	22	11,0	3, 4	17,0

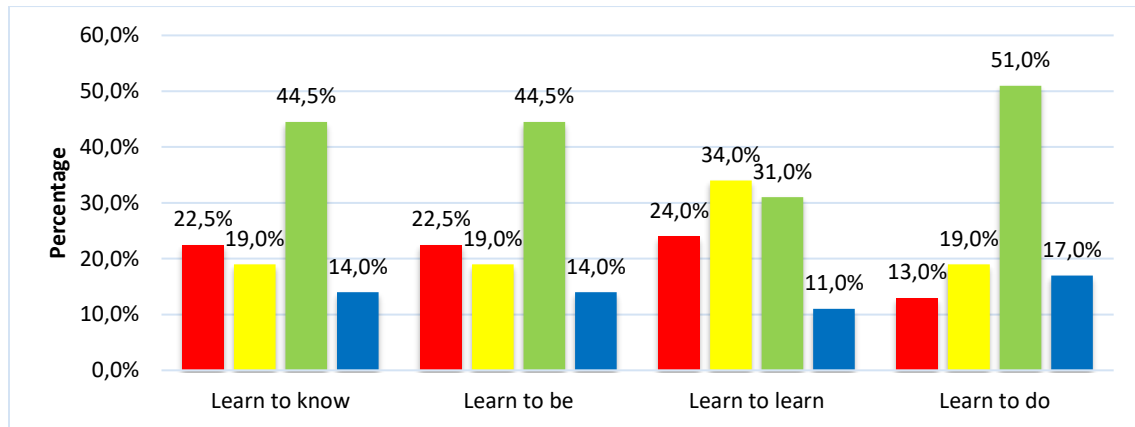


Fig. 4: Percentage data of opinion to measure the variable Learning by competences.

Contrasting General Hypothesis

Ho. No exists relationship between the Quality Educational Services and learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lime, 2019.

H1. Exists relationship between Quality Educational Services and learning by competences of the students of the Productive Technical Centers of the UGEL N. 01, district of town the Savior, Lime, 2019.

The results to contrast the general hypothesis, where obtained a correlation coefficient of Spearman's Rho = 0,820, which means that there is a strong significant positive correlation at the 0,01 level (bilateral), likewise the $p < 0,5$ is equivalent to 0,000, the margin of error being within reliable values. Therefore, the Ho is rejected and admits the alternative hypothesis.

Testing of Specific Hypotheses

Quality Educational Service		Learning competences	Items tangible	Reliability	Ability of answer	Security	Empathy
Items tangible	Coefficient of correlation	0,453 **	1,000				
	Sig. (bilateral)						
Reliability	N.	200	200	1,000			
	Coefficient of correlation	0,511 **	0,505 **				
Ability of answer	Sig. (bilateral)	0,000	0,000				
	N.	200	200	200	200		
Ability of answer	Coefficient of correlation	0,089	0,220 **	0,005	1,000		
	Sig. (bilateral)	0,210	0,002	0,948			
	N.	200	200	200	200		

Security	Coefficient of correlation	0,968 **	0,421 **	0,525 **	0,066	1,000	
	Sig. (bilateral)	0,000	0,000	0,000	0,354		
	N.	200	200	200	200	200	
Empathy	Coefficient of correlation	0,614 **	0,520 **	0,669 **	0,248 **	0,431 **	1,000
	Sig. (bilateral)	0,000	0,000	0,000	0,000	0,000	
	N.	200	200	200	200	200	200

** . The correlation is significant in the level 0.01 (bilateral).

Specific hypothesis 1

Ho. There is no direct and significant relationship between tangible items and learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019.

H1. There is a direct and significant relationship between the tangible items and the learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019.

As visualizes in table 5, the coefficient of correlation of Rho of Spearman between tangible elements and learning by competences resulting in a level of correlation of 0,453; interpreting that exists a moderate correlation positive significant at the 0,01 level (bilateral), in addition $p < 0,5$ is equivalent to 0.000 being the margin of error within reliable values. Therefore, the Ho is rejected and admits the alternative hypothesis.

Hypothesis specify 2.

Ho. There is no direct and significant relationship between the reliability and the learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019.

H1. There is a direct and significant relationship between the reliability and the learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lime, 2019.

As shown in Table 5, the Spearman's Rho correlation coefficient between reliability and learning by competencies resulting in a level of: 0,511; interpreting that there is a strong significant positive correlation at the 0,01 level (bilateral), In addition, $p < 0,5$ is equivalent to 0,000, the margin of error being within the values con-reliable. Therefore, the Ho is rejected and admits the alternative hypothesis.

Specific hypothesis 3

Ho. No exists relationship direct and significant between the ability of answer and learning competences of the students of the Productive Technical Centers of the UGEL 01, district of town he Savior, Lima, 2019.

H1. There is a direct and significant relationship between the ability of answer and learning competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019.

As shown in Table 6, the Spearman's Rho correlation coefficient between the ability of answer and the learning by competences resulting in a level from: 0,089; interpreting that there is a weak significant positive correlation at the level 0,01 (bilateral), besides he $p > 0,5$ is equivalent 0,000 being the margin

of mistake elderly than allowed from the reliable values. Therefore, the null hypothesis is rejected and admits the alternative hypothesis.

Specific hypothesis 4

Ho. There is no direct and significant relationship between security and learning competences of the students of the Centers technicians productive of the UGEL 01, district of town the Savior, Lima, 2019.

H1. There is a direct and significant relationship between security and learning competences of the students of the Productive Technical Centers of UGEL 01, district of town the Savior, Lima, 2019.

As shown in Table 5, the Spearman's Rho correlation coefficient between the security and learning competences resulting a level of 0,968; interpreting that exists a strong correlation positive, significant to the level 0,01 (bilateral), in addition, $p < 0,5$ is equivalent to 0,000, with the margin of error within the reliable values. Therefore, the null hypothesis is rejected, and the hypothesis is accepted. alternative.

Hypothesis specific 5

Ho. No exists relationship direct and significant between the empathy and learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019.

H1. There is a direct and significant relationship between empathy and learning by competences of the students of the Productive Technical Centers of the UGEL 01, district of town the Savior, Lima, 2019

As shown in Table 5, the Spearman's Rho correlation coefficient between the empathy and learning by competences resulting a level of 0,614; interpreting that exists a strong correlation positive, significant to the level 0,01 (bilateral), in addition, $p < 0,5$ is equivalent to 0,000, with the margin of error within the allowed values. Therefore, the null hypothesis is rejected, and the hypothesis is accepted. alternative.

DISCUSSION

In reference to the variables of the present investigation, quality educational service and the learning competences, the relationship between both variables was analyzed, observing what following a correlation index $r = 0,820$ was obtained, interpreting that there is a strong significant correlation at the 0.01 level (bilateral), furthermore $p < 0,5$ is equivalent 0,000 being the margin of error within the reliable values. Therefore, it is rejected the null hypothesis and admits the hypothesis alternate with a level highly significant. ^(26,27,28,29,30,31,32,33,34,35,36,37,38,39,40)

In this regard, affirms that when an educational institution complies with a service of quality the consequence is that the students achieve learning easily. In addition, complements saying that the students' progress in their learning due to the conditions of the service that provides the institution educational. ⁽⁴¹⁾

In addition, more than one scholar on the subject has expressed the importance of the quality in academic results, for example, both also state that the quality of education is manifested through the student learning outcomes. Similarly, (Al Helal, 2012) argues that the quality educational service will allow the person to develop in all aspects of their life. ^(42,43,44,45,46,47,48,49,50)

Regarding the first specific hypothesis, the correlation coefficient is measured of Rho of Spearman of the dimension tangible items with Learning by competences whose value was 0,453; interpreting that there is a moderate significant correlation at the 0.01 level (bilateral), in addition $p < 0,5$ is equivalent to 0,000 being the margin of mistake inside of reliable values. ⁽⁵¹⁾

To the regard, research done by coincide with the dimensions under study, that the tangible elements are related to the appearance of the facilities physical, equipment, staffs, and the materials of communication. Likewise, defines spaces as tangible elements auspicious for student

learning.^(52,53,54,55,56,57,58,59,60,61,62,63,64,65)

It should be noted that tangible items play an important role in the visit of the customer to the interiors of the company either institution, are frequently employees in physical representations or images to assess the quality of a service; is measured the physical appearance of the service facilities and infrastructure, as well as the equipment, the materials, and supplies and of person.^(66,67)

For the second specific hypothesis where the correlation coefficient of Rho is measured of Spearman of the dimension reliability with Learning competences, worth thrown was 0,511; interpreting that there is a strong significant correlation at the level 0,01 (bilateral), besides $p < 0,5$ is equivalent 0,000 being the margin of error inside of the reliable values.⁽⁶⁸⁾ Therefore, the null hypothesis is rejected, and the hypothesis is accepted. alternative or statistical, where reliability refers to the ability to perform the service promised reliably and security.⁽⁶⁹⁾ In other words, it deals with compliance with the promises, deliveries, service provision, problem solving and pricing. It should be noted that the RAE (2001) defines reliability as reliable quality, providing security and good results ensuring probability of good functioning.^(70,71)

For the third specific hypothesis where is the measured Rho correlation coefficient of Spearman of the dimension Responsiveness with Learning by competencies where worth thrown off was 0,089; interpreting that exists a weak correlation significant at the 0,01 level (bilateral), in addition $p < 0,5$ is equivalent to 0,000 being the margin of error within reliable values. Therefore, the null hypothesis is rejected. and HE admits the alternative hypothesis or statistics.^(72,73,74,75,76,77,78)

A study refers to the provision to help users to provide them with a fast and adequate service as a response capacity. Likewise, defines as the ability to respond or comply responsibly and together with agree in affirming that it is the willingness to help customers and for provide the service quickly.^(79,80,81,82)

This dimension measures the willingness or capacity to respond, to help users to offer a fast and adequate service. Highlights the aptitude of staff to the attention and the answers to the requests, questions, complaints, and problems of the client, in a certain waiting time and assistance, the answers to your questions or the attention to problems.^(83,84,85)

For the fourth specific hypothesis where the Rho correlation coefficient of Spearman of the Security dimension with Learning by competences the value thrown it was 0,968; interpreting that there is a strong almost perfect significant correlation to the level 0,01 (bilateral), in addition $p < 0,5$ is equivalent to 0,000 being the margin of error within the reliable values.⁽⁸⁶⁾ Therefore, the null hypothesis is rejected and the hypothesis alternative either statistic.⁽⁸⁷⁾ About of this dimension, define such as Security, to the help provided by the staff to their clients, giving a fast and prompt. Similarly, define that knowledge is related to safety, attentiveness of employees and their abilities to inspire credibility and trust. In addition, accurate that the security is he knowledge of the service and the courtesy rendered, friendliness of the employees; as well as his ability to transfer trust to the client.^(88,89,90,91,92,93)

For the fifth hypothesis specific, the value was 0,614 of the Rho Spearman correlation coefficient of the dimension Empathy with Learning by competences; interpreting that there is a strong significant correlation at the 0,01 level (bilateral), in addition, $p < 0,5$ is equivalent to 0,000, with the margin of error within the reliable values. Therefore, the null hypothesis is rejected, and the hypothesis is accepted. alternative or statistical. In this sense, define empathy as the level of personalized attention that companies offer to their users, which must transmit through a personalized service or adapted to their taste. Likewise, it is known that empathy is the cognitive ability of the person to put himself in the perspective of the other or of understand some of their structures of world.

Empathy defines the individualized and careful attention of the personnel that company provides to internalize the expectations of customers, adapted to the liking and complacency of the customer. For the customers is important feel understood and important in the services offered to you; the level of individualized attention is measured that offer the companies to the clients.

CONCLUSIONS

Research has found a strong positive correlation between the quality service and learning competences according to the students who attend the CETPROS of UGEL 01, with a correlation coefficient of ($r = 0,820$) and ($p < 0,05$); Therefore, it follows that the null hypothesis is rejected so, accept the hypothesis alternative, concluding that are two variables investigated they are correlational.

The investigation has found a moderate positive correlation between the dimension of tangible elements and learning by competencies according to the students who attend the CETPROS of the UGEL 01, with a coefficient of correlation of ($r = 0,453$), and ($p < 0,05$); so, the null hypothesis is rejected, and accept the hypothesis alternative, concludes that are correlational.

Research has found a strong positive correlation between the dimension reliability, and he is learning competences according to the students who come from the CETPROS of UGEL 01, with a correlation coefficient of ($r = 0,511$) and ($p < 0,05$) so the null hypothesis is rejected, and the hypothesis alternative is accepted, concludes that are correlational.

In research, it has been found a strong positive correlation between the dimension response capacity and learning by competencies according to the students who attend the CETPROS of the UGEL 01, with a coefficient of correlation of ($r = 0,089$) and ($p < 0,05$) so the null hypothesis is rejected, and accept the alternative hypothesis, concludes that they are correlational.

Research has found a strong positive correlation between the safety dimension and learning by competencies of the students of the CETPROS of the UGEL 01, with a coefficient of correlation of ($r = 0,968$) and ($p < 0,05$) Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, concludes that are correlational.

Research has found a strong positive correlation between the empathy dimension and learning by competencies of the students of the CETPROS of the UGEL 01, of ($r = 0,614$) and ($p < 0,05$) for which reason the hypothesis null, and accept the hypothesis alternative, concludes that are correlational.

RECOMMENDATIONS

In merit of the present investigation where the level of correlation was determined between the variables of quality educational service and learning by competencies according to the assessment to the students of the CETPROS of the UGEL 01. It's recommended that all the CETPROS of metropolitan Lima to work together are two features already that exists a significant correlation.

In merit of the present investigation where the level of correlation was determined between tangible elements and the variable learning by competences according to the evaluation of the students of the CETPROS of the UGEL 01. It is recommended that all the CETPROS of metropolitan Lima to work together are two features already that exists a significant correlation.

In merit of the present investigation where the level of correlation was determined between the reliability and the variable learning competences according to the evaluation to students. It is recommended that all CETPROS of lime metropolitan It is recommended that all CETPROS of metropolitan Lima work of a shape joint are two characteristics already that exists a correlation significant.

In merit of the present investigation where the level of correlation was determined between the response capacity and the variable learning by competences according to the evaluation to the students of the CETPROS of the UGEL 01. It is recommended that all the CETPROS of lime metropolitan of work of a shape joint are two characteristics already that exists a significant correlation.

In merit of the present investigation where the level of correlation was determined between the security and the variable learning competences according to the evaluation to students. It is recommended that all CETPROS of lime metropolitan area to work together these two characteristics since exists a significant correlation.

In merit of the present investigation where the level of correlation was determined between empathy and the variable learning by competencies. It's recommended that all the CETPROS of metropolitan Lima

to work together are two features given that exists a correlation significant.

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