



PRE-PROFESSIONAL INTERNSHIPS AND PROFESSIONAL TRAINING OF ADMINISTRATION STUDENTS AT ICA

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Abstract

Pre-professional internships in professional training serve to develop knowledge and practical skills and abilities in students that allow them to have new scenarios of their own professional career, put into practice the knowledge and skills acquired in their study stages. Currently, in Peru, according to Law, pre-professional internships carried out by students for a period equal to or greater than three months are recognized as work experience for performance in public and private institutions, benefiting thousands of interns nationwide, because jobs they ask for a certain amount of work experience; favoring them in a future job position. The purpose of the study was to determine, explain, and

analyze the performance of pre-professional internships by students and the impact they have on their academic stage as well as on their professional life of university administration students.

Keywords: Pre-professional practice, job performance, professional training, pre-professional practical evaluations, pre-professional practice centers.

I. Introduction

Pre-professional internships are constituted as the first step of a student with the exercise of his professional career. In this phase, basic issues of a job (productivity, subordination, etc.) are combined with elements more related to training and learning. Pre-professional internships are essential for students to develop their skills in a workplace by effectively applying their knowledge and learning about the area that concerns them.

Currently, professional unemployment is a difficulty that affects thousands of Peruvians. It happens for many reasons such as high interest rates, global recession, financial crisis, frictional unemployment and structural employment. Pre-professional internships are the subject of the curriculum that brings the student closer to the world of work. Many universities in Peru have taken action in this regard and include pre-employment internships as part of their curriculum. Pre-professional internships are of vital importance to ensure that students develop and enhance their skills, effectively applying the knowledge acquired in a workplace and gaining learning in a certain area of their competence.

Professional formation is a set of activities aimed at the socio-occupational preparation for work and production, the acquisition and improvement of skills and the professional retraining of workers. Professional formation must be comprehensive, humanistic that strengthens professional skills and enables it to contribute to national, regional and local economies. It also ensures the specialization and updating of knowledge and skills both in the different trajectories and higher levels of formal education.

It is characterized by developing and strengthening the future work performance of people; through processes that guarantee the acquisition of scientific-technical knowledge and professional, labor and social skills necessary for the performance of one or more broadly defined occupations within various professional fields.

In Peru, studying a professional career is enshrined in the political constitution of Peru, which establishes that the purpose of education is the integral development of the person. To this end, the Peruvian education system provides professional formation in secondary schools, Productive Technical Education Centres, Higher Technological Institutes and Universities.

The reasons for the elaboration of this investigation work is due to the fact that academic training should focus not only on professional preparation or the improvement of academic skills, but also on the strengthening of research skills that allow the student to receive a comprehensive professional training, and the San Luis Gonzaga National University successfully carries out professional training in the region, Forging the future leaders who will be in front of the interdisciplinary research teams, which today society needs to solve its problems. In addition to contributing to administrative science, the knowledge and action strategies necessary to face times of crisis.

According to Cedeño and Santos (2017), pre-professional practice must contribute to integral training, taking into account reflexivity as a basis for self-evaluation and personal commitment, in which the learner acts as a social, professional, cultural and political subject, assigned to the nation, projects and productive and service sectors must satisfy their life needs. This formative phase implements the subject-profession identity, from the verification of theoretical knowledge and the inquiry into real scenarios of professional participation, for which this participation must be administered and they are co-responsible for the results obtained thereafter. (p.112).

On the other hand, Piña (2016) concludes that undergraduate business students, through the internship experience, will be better prepared in soft skills and analysis. Benefits are also given to organizations that hire interns. Internship programs provide employers with de facto standards for measuring their performance and thereby saving significant hiring costs. Finally, internships offer great potential to improve the connection between the university and the business community. Other training and business alliances forged between universities and employers can act as a catalyst to attract more effective and better performing professionals. In fact, the benefits of practicing are many, and this can be concluded by the research conducted in addition to the study conducted. Internships are a unique opportunity for all agents to shape the labor market. (p.19)

On the significance of Pre-Professional Practice for Students, Guarnizo (2018) refers to the importance of understanding that most occupations require practice before professional, except for HEI, it must be in the labor market, where there are real experiences according to their economy, the academy seeks to publish a general guide on how to face different events, of the work reality, where there are specific situations, not the general ones learned in class, and these solutions are dictated by labour experience. On the other hand, supervising the practice of one of the actors, as a tutor the academy is of utmost importance, this agent depends above all on the application of obligations and responsibilities of employers and students, thus seeking means to effectively achieve the purpose of pre-professional activities, so to speak exposed in this article, will be the first real experience of working with educational tools. (p.24)

Also, Parrales and Tomalá (2021) in their research study concluded that it was demonstrated that there is a relationship between the training of professionals and the digital skills of teachers. 81.25% demonstrated a very high mastery in the vocational training variable as well as in digital competence. It also identifies a correlation between the variable vocational training and the digital competences of teachers. (p.50).

The research on pre-professional internships and professional formation of Villamar (2019), concluded that there is a low level of professional practice carried out by the students of the Faculty of Economic Sciences of the University of Guayaquil, which affects their professional training. Students identified that the work activities were not related to an economic profession (p. 48).

Similarly, Echeverri (2018) in his research related to the meaning and contribution of the internships carried out pre-professionally to the undergraduate psychology career concluded that the students who carried out the pre-professional internships consider them a space where they managed to learn relevant topics for their future performance, as well as integrate the practice to the theory previously studied, In addition, it allowed them to approach the labor market. (p. 574)

Likewise, the contributions of Sifuentes and Chávez (2021) conclude that the qualities of pre-professional internships work influence their employability prospectus. Especially relevant is the significance of the task assigned to interns. In addition, the internship center where the pre-professional internships were carried out is also related to perceived employability.

This relationship arises when the student perceives that the internships provide learning opportunities and is satisfied with the organization in which they are carried out. (p.57). It was also found that there is a relationship between the experience of pre-professional internships and the prospect of employability. (p.57)

In the study of Palomares (2020) on Pre-professional internships of students of the Administration and Entrepreneurship career, it was concluded that it is essential that all universities incorporate experiential learning in professional formation where students can discern when they should put into practice what they have learned. It is emphasized that this new learning model needs to be taught in all institutions, mainly in universities, where the student can capture the information, summarize and put it into practice, because now it is not only enough to have knowledge, but also it must be prioritized and emphasized. the development of soft skills, skills of students. (p.11)

On the other hand, Chauvel (2022) in his research on job satisfaction in pre-professional interns of private companies in the city of Lima, concluded that the participants expressed that they felt satisfied with their current work. Since they had good interpersonal relationships, companionship, union and support in their work team, in the area correspondingly assigned in the practice center.

The characteristics that contribute to the satisfaction of pre-professional interns are working with leaders who empower and motivate them, and who are flexible when students have academic responsibilities to fulfill. They provided feedback for their growth, communication was horizontal, they gave them responsibilities and participated in decisions. On the other hand, they were satisfied with the benefits, resources and tools provided by their company. Companies offered them opportunities, learning and development both personally and professionally. (p.47)

Bravo, Cárdenas and Lucas (2021) in their work related to pre-professional internships and professional instruction of students there is a relationship between pre-professional internships and professional-social formation regarding their personal ostentation, social responsibility, choice of alternatives, intrapersonal relationship, as well as interpersonal, in addition to pedagogical leadership. In the same way, these internships are related to the cultural formation and formation in values of the students. (p. 142)

In addition, Quispe (2017) concludes by mentioning in his research related to pre-professional internships and the contribution of these in professional academic training that vocational training is a set of stages of an educational nature so that the student is prepared to develop professionally and correctly trained to perform in an ideal way in their corresponding profession. Its main objective is to ensure that students are ready to perform in their profession and to adapt to the different changes that may occur in their professional field (p. 108-109).

Similarly, Ochoa (2022) in his research on Quechua learning and professional instruction concluded that there is a great link between the study of the Quechua language and the

academic instruction of students of the academic program of Education belonging to a job preparation and training center in Cusco. (p. 39)

Velásquez (2019) in his research work on the development of the curricular contents of the curriculum and the exercise of pre-professional internships of the students of the academic mention of Language and Literature of the Faculty of Education Sciences and Humanities of the San Luis Gonzaga National University, concludes that the development of the curricular content proposed in the Curriculum is significantly and positively related to the exercise of pre-professional internships by students.

In addition, Huamán (2022) presents the following conclusion about his research, the leadership shown by teachers has a relationship with the training of psychology professionals. The higher the leadership, the higher the quality of such training. (p. 62-63)

The relationship that exists between the development of curricular contents with compliance with the administrative dimension of pre-professional internships exercised by students is positive, high and significant. The curricular execution of the subjects is related in a high and significant positive way with the fulfillment of the investigative dimension of the pre-professional internships exercised by the students.

According to the Regulation of Pre-professional Internships of the San Luis Gonzaga National University, the purpose of pre-professional practice is to consolidate a comprehensive formation of the student in the development of their skills, contribute to their labor insertion in the labor market, especially in the public sector improving their future employability, promote knowledge of the activities and functions carried out by public entities.

The relevance of this research work is to investigate how important and transcendental is the realization of pre-professional internships in university students. This project includes the following aspects: Problem statement, theoretical framework, variables, operationalization of variables, methodological strategies, bibliography, schedule, budget and annexes.

II. Literature Review

Pre-professional Internships

According to Terranova, López and Cabrera (2019), pre-professional internships are a training process that permanently transforms knowledge, skills and values. It exists in the reflection of the subject as a way of orienting their practical actions. As a result, students face many difficult situations that lead them to new tasks of assessing the importance of their future profession. Pre-professional internships are the starting point of each student's future profession, a space for experience, role play and ability to face career situations. (p. 274).

According to Bravo, Cárdenas and Lucas (2021), pre-professional internships are formative academic activities that university students carry out before graduating as a professional of a certain career, this with the purpose of gaining experiences before getting a job formally in private companies or public institutions. (p.33) This concept allows us to glimpse that the practice of providing professional expertise to the practitioner allows him to know the social and labor friendship of his future profession. (p.34)

For his part, Peñaloza (2013) (cited by Sánchez, 2019) defines professional internships as: "the exercise of the profession during the time of studies, by a person who is going to be professional and who is not yet professional" (p.235)

For Saldaña (2018) a graduate professional with internships will have better job opportunities than any other who has not done them and is just graduating to face a complicated labor world where they not only demand competence, but ask for the best for a job position. (p.36) He adds that it is important that students begin to carry out pre-professional internships in the middle of the career, since this will allow them to complement their training, develop professional qualities and apply the knowledge acquired in university classrooms. However: it highlights that, because one of the objectives of pre-professional internships is to apply what has been learned in class, it is necessary that students have adequate and sufficient academic knowledge to develop the internships in the best way. (p.37)

Pre-professional internships show characteristics such as integrality, sequentiality, proactivity, systemacity, deontologicality, responsibility, feedback, initiative, among others. In addition, for its development it is necessary to follow a process that involves 4 fundamental phases: Planning, organization, execution and evaluation. If the student successfully develops the pre-professional internships, they will be able to receive a certificate or proof for their curriculum vitae, in addition to some recommendation from their superiors. (Saldaña, L. 2018) (p.34-41)

In the legal framework of pre-professional internships in Peru, there is Law No. 31396 Law that validates Pre-professional Internships and Professional Internships as work experience, which can be carried out by students and graduates of university and non-university higher education institutions in the various public and private institutions.

In accordance with article 3 of this Law, pre-professional internships carried out by university students must be for a period of at least three months or after the student acquires graduate status to be recognized as work experience. As for the professional internships carried out by graduates, those that are carried out for a period of up to a maximum of twenty-four months will be recognized as work experience. In case the university student carries out pre-professional internships that continue until professional internships for a period of no less than three months, they will be recognized cumulatively as labor expertise for public and private activity.

Likewise, University Law No. 30220 states that each university establishes in the curriculum the duration of pre-professional internships according to their specialties. The curriculum must be updated every three years or when necessary, according to scientific and technological advances.

The National University "San Luis Gonzaga" through Rectoral Resolution No. 1228-R-UNICA-2020 establishes that pre-professional practice is a specialty subject of the study plan and constitute a mandatory requirement to opt for the academic degree of bachelor. Likewise, they are determined in the curriculum and are carried out according to the Curriculum of each professional career, with the credits and times established by each specialty. The Faculty of Administration of the San Luis Gonzaga National University through the Curricular Plan for 2021 I, establishes that pre-professional internships begin in the seventh semester with a total of 128 hours and 4 credits, followed by the eighth semester with a total of 160 hours and 5



credits, for the ninth semester with a total of 192 hours and 6 credits and the tenth semester with a total of 224 hours and 7 credits.

Difference between pre-professional internships and professional internships

Pre-professional interns are requested by a public or private company to perform work while they continue studying. They aim to apply the knowledge that has been acquired in the classroom and nourish themselves with more knowledge in the field. In pre-professional internships, it happens under three concordant parts: the practitioner, the vocational or technical formation center and the organization.

If there is a contract involved, pre-professional interns are governed by a working day not exceeding 6 hours per day, subject to a subsidy for every 6 months of service, 15 days of subsidized rest and are entitled to insurance paid by the business organization.

On the other hand, professional interns are recent graduates of the university or technical career and require internships in a company to execute what they have learned. The importance of internships is to get more deeply involved in the world of work within the sector of interest.

The working conditions are subject to a day of up to 48 hours, subsidy not less than the minimum vital and that the internship agreement can cease at any time, unless the company decides to hire you as a stable employee.

The advantages of doing pre-professional internships

- Acquire new skills: Universities and faculties develop theoretical knowledge, but it is the companies themselves that allow them to acquire practical knowledge and become familiar with the daily tasks of each profile. Theoretical preparation is necessary, but executing internships in organizations allows you to strengthen skills and abilities necessary to be a qualified professional.
- Learn to look for work: The search for pre-professional internships will serve as preparation to look for employment. Writing an attractive resume and cover letter, as well as conducting job interviews will later be easier tasks for the student.
- Making contacts: Internships in a company bring with them having contacts with professionals in their area. If the tasks are carried out with commitment and responsibility, co-workers or those responsible for the company become allies to recommend their work.
- Possibility of getting a job: While it is true, executing internships in an organization are learnings, which, if positive, will have more possibilities that the organization considers it for a stable job.
- Improve the resume: Organizations choose the best resumes, where in addition to training and language, professional experience plays a fundamental role. Pre-professional internships enhance the resume and demonstrate a desire to enter the world of work.

Professional Formation

According to Casanova (2003) professional formation is defined as "an activity whose purpose is to discover and develop human skills for an active, productive and satisfying life". It also points out that it is an educational activity aimed at providing skills and knowledge necessary to perform a job in a particular position, profession or professional field in the labor sector. It can also complement forms of education and educate people as workers and as citizens. (p 10)

It is also defined as "set of activities aimed at integration into business life, providing knowledge, skills and attitudes useful for the exercise of the profession. What distinguishes it from other educational and training activities is its direct link with the productive and business environment." as indicated by Climent (1997) p.13

Espinoza and Perez (2003) in their research affirms that the formation of an integrated person is the axis of personal and social transformation, of which students, teachers and educational institutions are part, as well as other actors involved in the processes of joint learning".

Evolution of Professional Formation as a Concept

The International Labour Organization defined professional formation as training received at school or in the workplace that enables the acquisition of new professional knowledge.

Subsequently, the ILO indicates that the formation of professionals was a means that allows people to develop attitudes and their personality in relation to employment.

The International Labour Conference expands this concept in 1975 where it points out that this formation improves attitudes at the individual level through different forms present in education that allow to lead a life that is productive but also satisfying.

Already in 2000, the International Labour Conference of the International Labour Organization indicated that this formation benefited society and the economy, not only the person and the company. In addition, formation must go hand in hand with policies in the economic, labor and other fields. Education and professional formation help to improve the employability of learners and professionals.

At present, professional formation has become more important, since it means improving the skills of a professional in different work areas, managing to respond to changes in the labor market.

Basic and Specific Professional Formation Courses

According to Peñaloza (2005), professional development courses are divided into courses of:

- a. Basic professional formation, which "includes the subjects that serve as the foundations for the (specific) knowledge that each profession requires. They are in many cases subjects that refer to certain pure sciences" (p.332)
- b. Specific vocational training, which "includes subjects that directly deal with the knowledge that the profession uses. Each career can easily identify them" and distinguish "the essential lines of knowledge" (p. 341)



Professional Formation Classifications

-Social professional formation: universities play a very important role in the formation of students not only academically but also personally and socially. Llerena (2015) indicates that if the "qualities and virtues in the personality of the professional that allow him to conduct himself successfully in society" do not accompany the knowledge acquired in the study center, then one cannot speak of integral training. (p.6)

-Axiological training I: García, Corrales and Reyes (2015) describe that "Educating in values is of vital importance for the development of the integral education of people; It's a permanent process."

Moncayo and others (2021) indicate that "The axiological training of professionals has its main foundation in the educational work, the application of methods and the deployment of the contents of the subjects, to form from instruction, the values that characterize each professional." thus contributing to the preparation of professionals not only rich in knowledge but also in values"

-Cultural formation: the cultural training of a professional implies that people alter their behavior according to the activities they develop in their practice center. It is suggested that the curricula and activities carried out by future professionals be carried out within a framework that considers the different cultures present in society, as well as the beliefs and values existing in each of them.

Professional Formation and Autonomous Learning

Considering autonomous learning as the main axis affecting professional formation, Ríos (2012) concludes that "autonomous learning style contributes to raising the quality of professional formation of students in the last semesters" and that "students need to learn as an essential vehicle to acquire knowledge autonomously, in the midst of the learning structures imposed by the institutional framework in which they participate."

Elements involved in Professional Formation

It is a process with interacting components. For the acquisition of professional skills with the objective of achieving a better performance of the individual at work, personal and social development. According to different conceptions and definitions of curriculum that are assumed in this way, the number of elements that are detailed vary. For example, the most traditional, assumed by **Bolaño & Molina (2007)**, includes only: Objectives, Contents, activities and Evaluation. There are several definitions with common elements: Elements of university didactics from purposes or objectives to resources. The definition of curriculum must now be added other actors (parents, graduates and others), socio-cultural context, evaluation and institutional environment. According to Soto (2003), there is a global vision of comprehensive academic formation.



Elements of academic formation

1. Generators

They come to be those elements that contribute culture

2. Activators o Methodical

Element referred to the execution of the curricular, teaching process.

3. Multimedia

Resources used in the implementation of the financial year.

4. Intervention

When we refer to the curriculum we can appreciate two ways of executing: Theory and practice- In theory study and analysis of knowledge of the subject. In practice, study and execution of the components that are applied from the curriculum.

5. Educational Research

It must continue to make commitments realistically and consider the consequences. The objective of educational research should be to build educational values in practice. What is considered valuable is not a priori, but is illuminated by internal search, analysis and reflection, the research process itself, as research and the process of determining what and how educational practice can be improved.

6. Cultural content

It's what we should learn, in other words, the disciplines, the courses, the specialties, the theory itself.

7. Planification

It tries to distinguish between designing, programming, etc and to be able to define the structure of the curriculum..

8. Curricular Approaches

They form the theoretical approach used in the educational system. To represent and order the elements of a composition..

9. Cognitive Process

Process that has attitude. Psychology is applied in the curriculum and has an emphasis on content and internal cognitive processes.

10. Educational Process

The practice is positioned as the nucleus between the subject and the real.

III. Methodology

The research was developed remotely and on-site along with the students of the seedbed of 2022, aimed at students who carry out pre-professional internships who are studying the last two years at the Faculty of Administration of the San Luis Gonzaga National University.

The research was developed with a basic type quantitative approach, of an explanatory level and ex post-facto design, that links the variables: cause - effect

The population was made up of students who carry out pre-professional internships at the Faculty of Administration of the San Luis Gonzaga National University, with a total of 327 interns; The sample according to the application of the formula was 115 students who carry out their pre-professional internship.

Sample of the research

The sample was obtained with our own statistical sampling criteria. The formula used to find the overall sample was as follows::

Dónde:

- n = Sample size
- N = Population
- Z = Confidence level (95% 1,96)
- e = Permissible error (5%)
- p = (Assuming maximum heterogeneity of 50% x 50%) 0.50
- q = 1- p = 0.50

$$n = \frac{1.96^2 * 327 * 0.5 * 0.5}{0.05^2 * 326 + 1.96^2 * 0.5 * 0.5}$$

n=177 students

Next, we show how the final sample for the Investigation was obtained:

$$N = \frac{n'}{1 + \frac{n'}{N}} = \frac{177}{1 + \frac{177}{327}} = 115 \text{ students}$$

As technique was used: observation: through a checklist, Records: Bibliographic records, or hemerographic records, textual records were used for the development of the theoretical framework

Surveys: this instrument was designed based on a questionnaire of 20 closed questions, it was carried out with the purpose of knowing the relationship that exists between the Pre-professional internship and the professional training of the students of the Faculty of Administration.

As an observation guide instrument, content sheet and questionnaire. For the selection of students who carry out pre-professional internship from the Faculty of Administration, the simple random criterion was used.

Regarding the processing and classification of information, it was organized, tabulated using the descriptive tool, tables and statistical representations of the data were elaborated, for this the statistical package SPSS was used, in which the results of the study were graphically presented, as a consequence of the tabulation of data and at the same time was useful for the analysis and interpretation of the information obtained from the reserch. In the same way, for the acceptance of the research hypotheses, the existence in relation between the variables was tested, the inferential statistical methods were used, applying the chi-square statistical test, at a 95% confidence level and the contingency coefficient. , using the statistical package SPSS.

The use of SPSS allowed us to group the data into categories, that is, a category was noted for each specific research problem. In addition, the contingency table allowed us to carry out the analysis and interpretation of the information obtained from the investigation.

IV. Results

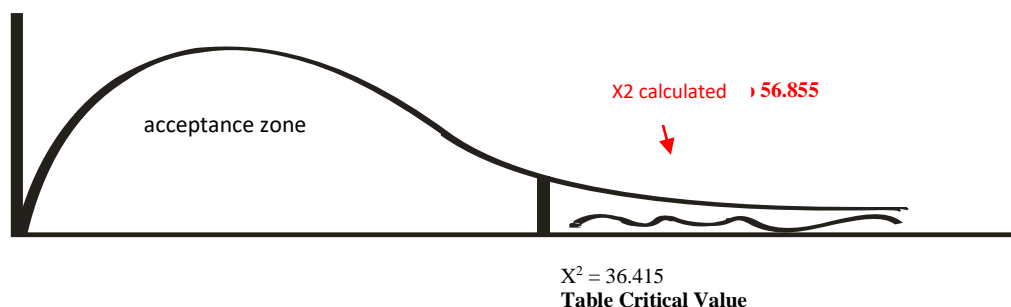
For the acceptance of the Hypotheses of this investigation, the Inferential Statistics methods were used, applying the Chi Square statistical test, at a 95% confidence level and the contingency coefficient, using the SPSS statistical package.

Contrasting the General Hypothesis

Hipótesis Nula (Ho): Las prácticas preprofesionales no se relacionan con la formación profesional de los estudiantes de la Facultad de Administración de la Universidad Nacional San Luis Gonzaga, 2022. **Null Hypothesis (Ho):** Pre-professional internships are not related to the professional formation of students of the Faculty of Administration of the San Luis Gonzaga National University, 2022.

General Hypothesis (H1): Pre-professional internships are related to the professional formation of students of the Faculty of Administration of the San Luis Gonzaga National University. , 2022. The results after the application of the statistical methods of the Chi Square; the contingency coefficient, were the following

Figure 1
Contrasting main hypothesis



Note: Administration Research Seedbed San Luis Gonzaga National University 2022

En consecuencia: al obtener el valor de X^2 -Chi Cuadrado- (donde su valor obtenido es de $56.855 > 36.415$) con un nivel de confianza del 95% y con 24 grados de libertad en el SPSS da como resultado del sig asintótica = $.000 < .05$; decidiendo además contrastar hallando el coeficiente de contingencia cuyo valor es de $.540$ que verifica

Consequently: when obtaining the value of X^2 -Chi Square- (where its value obtained is $56.855 > 36.415$) with a confidence level of 95% and with 24 degrees of freedom in the SPSS results in the asymptotic sig = $.000 < .05$; deciding also to contrast finding the contingency coefficient whose value is $.540$ that verifies there is moderate intensity in the in the relationship between the moderate variables with p value= $.000 < .05$. Then, the null hypothesis is rejected and it is accepted that: Pre-professional internships are related to the professional formation of students of the Faculty of Administration of the San Luis Gonzaga National University. , 2022.

Other research results:

Chart 3

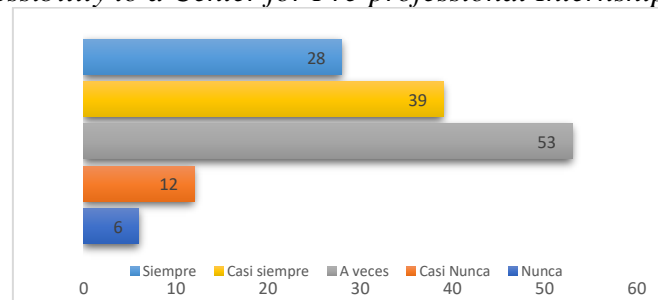
Checking by the student of the calls for pre-professional internships

		Frequency	Percent	Valid Percent	Accumulated Percent
Válid	Never	9	6,5	6,5	6,5
	Almost never	19	13,8	13,8	20,3
	Sometimes	54	39,1	39,1	59,4
	Almost always	38	27,5	27,5	87,0
	Always	18	13,0	13,0	100,0
	Total	138	100,0	100,0	

The student from the Faculty of Administration involved in this research offered us important information about the frequency with which they check the calls for pre-professional practices, in this sense, that 40.5% state that they are almost always or always aware of the calls of pre-professional practices, while 39.1% of the others argue that sometimes they check these calls, however, there are 20.3% who state that they almost never or never check the calls, it may be that they consider that the faculty where they study their professional career must provide them with the the place where they can carry out their pre-professional practice internship.

Figure 4

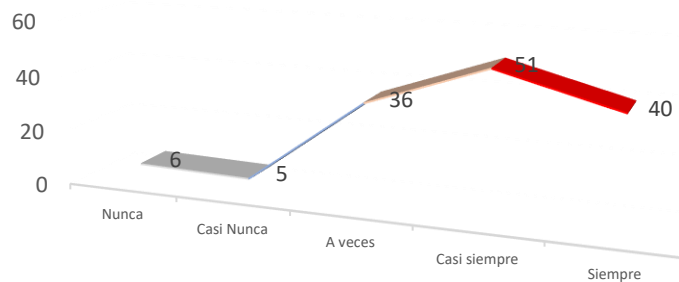
Appreciation of accessibility to a Center for Pre-professional Internships



The information that is summarized in the statistical figure presented on the appreciation of accessibility to a Center for Pre-professional Internship, which can be public organizations or private organizations, they answer: the possibility of accessing a center for pre-professional internship, to 48.6% almost always or have always had the option of accessing a Center for Pre-Professional Practices, however 36.4% state that access is sometimes given to them, while for 11% they are never or almost never given the easily accessible.

Figure 5

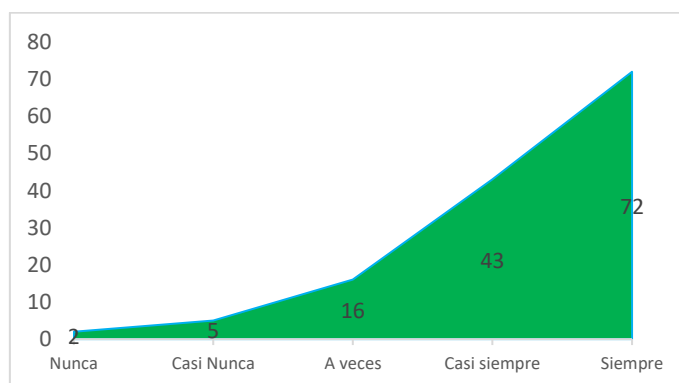
Assessment whether remuneration is a determining factor in the development of Pre-professional internships.



The summary of the information on the assessment of, whether the remuneration in the Pre-Professional Practices, is a preponderant factor in their development of capacities, skills and practical knowledge of the student's professional career, and they answer: 66% say that they always or almost always a determining factor, and that student interns access to organizations is regulated, especially those in the public sector; on the other hand, their managers claim that they don't have the Budget for it, and that they represent actions that would not favor the organization, as well as for 26.1%, they state that sometimes this factor is significant, however, for 7.9% they think that remuneration is never or almost never a determining factor to carry out their pre-professional internship.

Figure 8

Appreciation of whether the work environment influences the realization of the Pre-professional internship



The statistical figure shows us the summary of the information obtained about the question about whether the work environment of the organization contributes to the realization of Pre-Professional internship, and 83.4% of them state that always or almost always work events in the organization contributes to carry out their internships, but for 11.6% of the others they think that sometimes this work environment affects their performance of their internships and only 5% respond that almost never or never does the work environment of the Pre-professional internship Centers affect the integration of the practicing student.

Chart 11

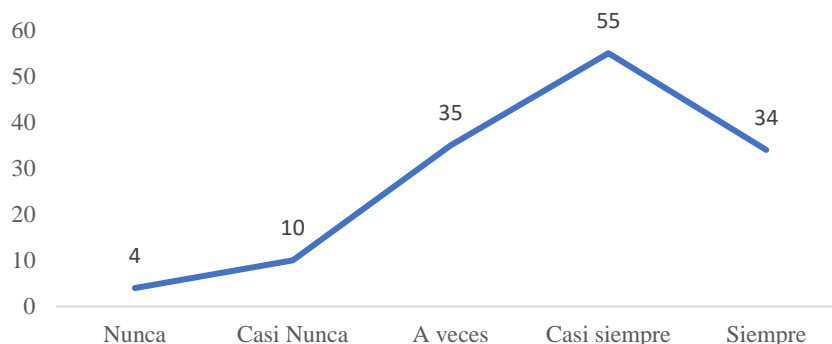
Identification of the tasks that they carry out in their Pre-Professional internship are related to their professional career

		Frequency	Percent	Valid Percent	Accumulated Percent
Valid	Never	6	4,3	4,3	4,3
	Almost never	7	5,1	5,1	9,4
	Sometimes	34	24,6	24,6	34,1
	Almost always	56	40,6	40,6	74,6
	Always	35	25,4	25,4	100,0
	Total	138	100,0	100,0	

The statistical table contains information on the activities that are carried out in the Pre-Professional Internship Centers related to their professional career, the same as 66% respond that almost always or always said activities are related to their professional career, but for 24.6% of the other interns believe that this sometimes happens, while 9.4% respond that what they do is never or almost never related to their professional career, giving us the message that there are students who are dissatisfied with what they do in the internship.

Figure 12

Assessment of whether the Center for Pre-professional internship met their quality expectations



The statistical figure shows the information obtained from the interns about whether the organization that gave them the opportunity to carry out their Pre-Professional Practices met their quality expectations, for them the opinion was the following: 64.5% say that always or Almost always, their quality expectations were met in the Center for Pre-Professional internship, as well as for 25.4% of the others, sometimes their expectations and purposes were met by the organization to which they belonged, and only 9.1% are of the opinion that almost never or never their purposes and quality objectives were met by the organization that gave them the opportunity to belong to it as an intern.

Chart 12

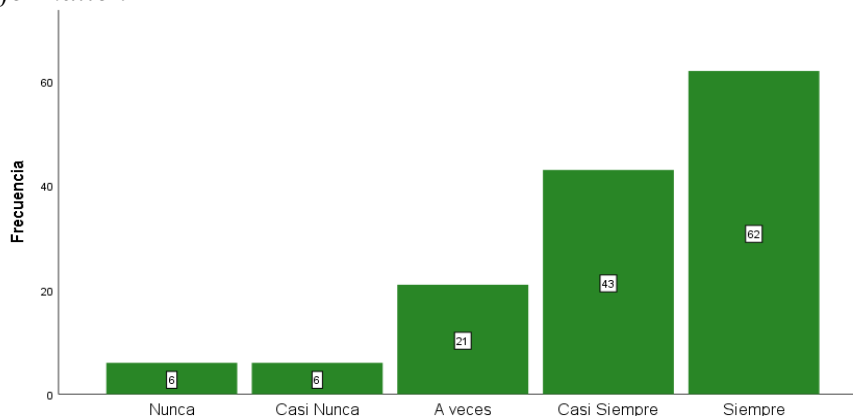
Identificación si en los centros de Practicas Pre Profesionales se ponen en práctica los valores y la Ética

		Frequency	Percent	Valid Percent	Accumulated Percent
Valid	Never	6	4,3	4,3	4,3
	Almost never	7	5,1	5,1	9,4
	Sometimes	15	10,9	10,9	20,3
	Almost always	56	40,6	40,6	60,9
	Always	54	39,1	39,1	100,0
	Total	138	100,0	100,0	

The professional formation of the new Administrator that is given in this University is under the approach of developing competencies and capacities of the administrator profession, accompanied by the implementation of attitudes and values typical of a new integral and humanistic professional, and they respond in 79.7% always or almost always in the internship Centers the activities they carry out are marked by ethics and values, but for 10% of the rest, they think that sometimes values and ethics are present in their work, as well as the other 9.3% their answer is that values are almost never or never practiced in the pre-professional internships centers

Figure 13

Appreciation of whether the experiences acquired in pre-professional practices affect their Professional formation



La información sobre la trascendencia de las prácticas pre profesionales en los aprendizajes logrados por el estudiante o el futuro egresado de la facultad de Administración, es importante para la incidencia en la formación laboral , ellos opinan en un 76.1% que casi siempre o siempre las Practicas Pre Profesionales fortalecen su formación laboral en su carrera profesional, en sus diversas áreas laborales que tiene, pero para el 15.2% manifiestan que a veces las Prácticas Pre Profesionales fortalecen su formación laboral y solamente para el 8.6% de los otros estudiantes que intervienen en la investigación responden que nunca o casi nunca las actividades de sus prácticas mejorar su formación profesional, lo cual se podría señalar que las Practicas Pre Profesionales no son las que fortalecen la formación profesional.

The information on the importance of pre-professional internships in the learning achieved by the student or the future graduate of the Faculty of Administration, is important for the



incidence in professional formation, they state in 76.1% that almost always or always the internship strengthen their professional formation in their professional career, in their various work areas, but for 15.2% state that sometimes internships strengthen their professional formation and only for 8.6% of the other students involved in the research respond that never or almost never the activities of their internship improve their professional formation, which could indicate that Pre-Professional internship are not those that strengthen professional formation.

V. Discussion of results

The present research, fulfilling its objectives, managed to add to the contributions to the references, validating that the pre-professional internships are related to the training of the administration student with an intensity in the ratio of .540, putting into practice their capacities, abilities and attitudes of the professional future, Pre-professional internships contributes to the comprehensive, scientific, and humanistic training of future professionals, corroborating what was said by Cedeño and Santos (2017), with regard to the new learning scenario that is the pre-professional internship centers acting under their responsibility. and ethics that ensure new practical learning in their professional career, making a difference in the 76.1% who accept that pre-professional internship strengthen their professional formation.

Sifuentes and Chávez (2021) conclude that the characteristics of the tasks assigned to the intern in a pre-professional internship center, allowed them to later specialize in a certain area of their professional career, likewise in our research these arrivals were validated, with 66% of the students who expressed that carrying out the assigned tasks allowed them to challenge themselves to find their solutions and innovative strategies in solving their activities, such as giving them the opportunity to meet their expectations of quality that they have.

The professional formation that the administration student acquires is consolidated in eminently practical subjects such as pre-professional internships where they learn to be a junior administrator who puts their values, attitudes and ethics into practice that strengthens their leadership and mentoring skills in a organization identifying with it and its work environment, results obtained and corroborated with those obtained by Bravo, Cárdenas and Lucas (2021)

Other results of outstanding significance that contribute beyond what was obtained by Velásquez (2019) is that pre-professional internships allow students to carry out their pre-professional internship in situ, applying problem-solving, leadership, management, mentoring strategies in it seeks that the activities be carried out to achieve the proposed objectives of the organization where they work.

V. Conclusions

The following conclusions were obtained

- 40.5% of those surveyed indicate that they are almost always or always aware of calls for pre-professional interns, while 48% have managed to easily access a Pre-professional internship Center, therefore, the hypothesis that there is a relationship between the accessibility to an organization of the Pre-professional internships and the professional formation of the students of the Faculty of Administration of the National University San Luis Gonzaga, 2022, is accepted.



- 68% of the students who answered the survey responded that it is almost always or always possible for them to adapt to their internship center, 83% indicating that the work environment of the institution where they do the internship contributes to their training and that 40% have education opportunities. training at these centers. The hypothesis, that the ability to adapt in Pre-professional internships is positively related to the professional training of students of the Faculty of Administration of the San Luis Gonzaga National University, 2022, is accepted.
- Although 66% of the interns who were surveyed indicate that remuneration is important, 60% of the people surveyed in the research indicate that they almost never or never receive salary incentives; Therefore, the hypothesis that the remuneration of the Pre-professional internships is not directly related to the professional training of the students of the Faculty of Administration of San Luis Gonzaga National University, 2022, is accepted.
- 63% of the students doing internships state that they are given flexibility in schedules, schedules within which 70% receive mentoring from their immediate boss. Thus, the hypothesis that the flexible schedules of the Pre-professional internships are significantly related to the professional formation of the students of the Faculty of Administration of the San Luis Gonzaga National University, 2022, is accepted.
- 66% of the interns state that the activities they carry out are related to their professional career and 76% respond that almost always or always Pre-professional internships affect their professional formation, for which reason we finally conclude that Pre-professional Internships are related to the Professional Formation of the students of the Faculty of Administration of San Luis Gonzaga National University, 2022.

VI. Recommendations

The following recommendations were reached:

- It is necessary that the Faculty of Administration of the Universidad Nacional San Luis Gonzaga informs through its media about the new calls and existing agreements for students, also that they update the agreements of pre-professional internships with other public and private entities, to facilitate the access of students to the internships centers.
- It is important that students receive training to adapt to a work environment, which allows the student to adapt to different unforeseen situations, managing to carry out their work in a way that generates high-value ideas, knowing how to anticipate problems, therefore, the faculty of administration should provide training on different topics free of charge for students.
- Given that it is important for students to receive remuneration, it is essential that internship centers provide remuneration or incentives to students in order to help with transportation costs and motivate them to continue performing efficiently.
- The internship centers must provide facilities and flexibility in schedules, since students are still in the process of learning at the university. Same that is directly related to the professional training of the students of the Faculty of Administration of San Luis Gonzaga National University.
- Pre-professional internships are of vital importance, therefore it is essential that students carry out pre-professional internships in different public or private entities and that the Faculty of Administration give more importance to pre-professional internship agreements, since pre-professional internships are related to the professional training of the students of the Faculty of Administration of San Luis Gonzaga National University.



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