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Impact of socio-constructivism on the academic performance of students and teachers in basic education: Evaluation of the approach and Peruvian educational policy

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Abstract

This study examines the impact of the socioconstructivist approach on the academic performance of elementary school students and teachers in Peru to evaluate its implementation within the national educational policy. A mixed approach with a descriptive and causal-explanatory design was adopted, combining documentary analysis with bibliometric studies. The research reviewed the Ministry of Education regulations and empirical studies on basic education in the country. The results show that, although socio-constructivism has solid theoretical support based on the proposals of Piaget, Vygotsky, Bruner and Ausubel, its implementation has been fragmented. National and international evaluations reflect low student and teacher performance suggesting deficiencies in the application of the approach. Obstacles were identified as the lack of effective teacher training strategies, inadequate infrastructure and the absence of monitoring mechanisms. It is essential to strengthen teacher training, improve the conditions of educational institutions and establish monitoring systems to ensure effective application to enhance the impact of socioconstructivism. In practical terms, these findings underscore the need to reformulate the implementation strategies of this approach in Peruvian basic education to improve academic results and the quality of teaching.

Keywords: Academic achievement, Basic education, Educational policy, Meaningful learning, National single test, PISA, Socioconstructivism, Student census evaluation, Teacher evaluation.

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Contents

Contribution of this paper to the literature

This study critically examines the effectiveness of socioconstructivism in Peruvian basic education highlighting its theoretical foundations, implementation challenges, and impact on academic performance. Through a mixed- methods approach, it identifies gaps in policy implementation and teacher training, providing empirical insights to improve educational strategies and learning results.

1. Introduction

Education is a fundamental aspect of human existence since it facilitates the preservation and reproduction of knowledge (Díaz Quintana, Gayle Morejón, & Cabrera Albert, 2023). Therefore, there is a constant concern to look at educational systems. In Peru, different proposals have been implemented from time to time in the educational system to overcome pedagogical gaps that a certain educational current or approach had not been able to solve until then; thus, socioconstructivism was implemented to solve problems of Peruvian education that behaviorism had not been able to solve (Posso, Miranda, & Enríquez, 2020). According to Segarte (2020) in behaviorism, the teacher had become the main axis of the teaching-learning process in an absolute and closed context had not been able to clarify the systematic nature of learning which could not be said of constructivism (Huamanyauri & Chipana, 2019) since the most prominent area of this perspective is shaped by the rules that seek to explain how individual knowledge is generated (Minedu, 2017b) which is defined by the way in which people elaborate their own understanding and knowledge of the world. Ríos (2023) considers that socioconstructivism is an educational perspective that originates in the theories of Jean Piaget and Lev Vygotsky joining them with the founder of constructivism, David Ausubel and the author of learning by discovery, Jerome Brunner.

Jean Piaget's contributions are collected basically regarding the cognitive development of children and young people according to stages of intellectual development that go through stages of knowledge development. Ríos (2023) argues that Vygotsky's contributions on the relationship between language and the mind where language is the one that leads the information from outside explaining that all learning has its origin in a social environment and that this develops the higher mental functions that are collected from Vygotsky. From David Ausubel, according to Tigse (2019) the two pedagogical components that back constructivism are collected. Previous knowledge and new knowledge explain that the human being has new knowledge at every instant (Lazo, 2009). This means that when students face new content to learn, they always do so armed with a series of concepts, conceptions, and knowledge acquired in the course of their previous experiences. Socioconstructivism takes up Brunner's proposal who has theorized his approach based on "*learning by autonomous discovery,*" according to which it is the individual himself who must independently attain the desired knowledge.

From behaviorism to socioconstructivism, there has been a leap of roles in the subjects of education, so in the second approach, the teacher has ceased to be the main subject of education becoming only a mediator of the process, being established that the student is the main subject and the teacher is the secondary. This already allows a critical assessment as to the balanced existence and justice within the approach. This means that only the predominance of the educational subjects has been inverted as a warning. This can lead to the same results because in the first case, the student had no authority or decision in their learning. In the second case, the teacher has lost the authority of teaching predicting anarchy from the student. The teacher's emotional factor and motivation in terms of performance has diminished (Abaunaza, Fonseca, Pedraza, & Sánchez, 2024). Despite the prioritization of the cognitive dimension where logical-mathematical reasoning and reading are especially emphasized by the Ministry of Education. According to Álvarez (2020) the change felt by teachers requires an educational innovation that includes a significant focus on emotions, especially in relation to the subjects of education.

On the other hand, very few have noticed that the approaches that build the socioconstructivist approach present theoretical divergences regarding learning. For example, Bruner pretends to explain that the nature of the child must be respected so that he builds his own learning. According to Vygotsky, it is extrapolated that there must be a greater presence of the adult to provide linguistic information while Piaget suggests that the degree of knowledge depends on the child's maturation. Vygotsky explains that this could be subject to the cultural environment of the learner. Thus, such theoretical divergences would be the cause of the poor results in which Peruvian education is involved. In this sense, the paper addresses these gaps using the results of international standardized tests such as the Program for International Student Assessment (PISA), and national standardized tests such as the Student Census Evaluation (CSE) in the case of students and teachers and the Single National Test (NST). The impact of the socioconstructivist approach and the policies used in Peruvian education have been evaluated which have led to the conclusion that both the socioconstructivist approach and educational policy have not contributed to educational improvements. The CSE is a standardized assessment conducted by the Peruvian Ministry of Education to determine the learning achievements of the country's students while the NST is an exam applied in Peru as part of the teacher appointment competition. This exam evaluates general skills as well as pedagogical, curricular, and disciplinary knowledge specific to the specialty. It is conducted nationwide and is mandatory for all applicants who wish to access a permanent teaching position.

2. Literature Review

The school must be able to keep pace with evolution (Sara Pereira, Fillol, & Moura, 2019). The reason has led to evaluate the socio-constructivist approach in Peruvian education using standardized assessments such as PISA tests, CSE in the case of students and NST in the case of teachers. Ravela (2011) argues that the first thing we need to do in our countries is to overcome the stage of the simplistic media debate on education and move on to submit an in-depth analysis and evaluation of all educational components that have led to unsatisfactory results considering the responsible subjects and programs applied (Pereira, Pinto, & Madureira, 2014). PISA results become irrefutable indicators for comparing and determining educational quality internationally. While they may present some cultural biases, the PISA tests, they have been accepted by different countries for use with their students, have become instruments of irrefutable value. On the other hand, Minedu (2022) recalls that the positive effect of PISA and the different types of large-scale tests has drawn the attention of society and especially of educational communities to the importance of joining efforts to improve learning levels. However, as far as the Peruvian case is concerned, the results of the latest PISA evaluations do not show encouraging results since the country continues to show low

results and is lagging behind in comparison with OECD countries (Cafiero, 2020).

According to Maria Sudbrack and Ramos Fonseca (2020) PISA evaluations imply the hierarchization of countries through knowledge making it clear that, in almost all countries, they serve to question the poor performance of their respective educational systems or to exalt their achievements. Correa-Betancour (2016) mentions that the disclosure of the results of this assessment generates an intense debate both nationally and internationally on the reforms needed in schools to raise student performance (Márquez Jiménez, 2017). In Germany, despite having ranked 20th in 2001, these results were experienced as a serious shock for educational policy which gave rise to a series of debates at the different political levels with the purpose of reversing such results, which for them were catastrophic (Kotthoff & Pereyra, 2009). On the contrary, in Peru, every time PISA results are published, those responsible for educational policies try to discredit the evaluations arguing that they do not measure the true abilities of Peruvian students. However, Khamsi (2017) argue that the state should increasingly become the regulator of the quality and standards of education and not only its provider. This implies that not only the subjects of education (students and teachers) need to be evaluated but also the curricula containing educational approaches and educational policies.

Regarding CSE tests, Minedu (2017a) points out that they are standardized assessments implemented with the purpose of knowing to what degree of measurement students in public and private educational institutions in Peru achieve the expected learning. Demarchi (2020) establishing a mechanism to monitor the quality of education that students receive in educational institutions. However, these evaluations have not been used as a tool to analyze and improve curricula, training processes, educational management and other aspects that impact the academic development of students. Educational policies have not considered it necessary for the CSE to be considered as a commitment of the Minedu for offering the possibility and opportunity to have valid, reliable and verifiable information to reflect on it and on the policies that could be implemented (Pacheco Silva, Navarrete Ramírez, Tamayo Mero, & Guzmán Rugel, 2021; Salas, 2020). This has not allowed transcending the view of CSE and considering it as a socio-political educational process with observable antecedents, processes and effects in very diverse aspects of the educational task and thus abandoning the old idea of forced recontextualization of the educational approach, which through imaginary educational policies with discourses and supposed pedagogical practices, seek to provide defense answers to an educational system that has already failed. Chen (2024) argues the CSE tests not only show the deficiencies of the Peruvian educational system but at the same time the existence of disparity and social injustice among Peruvian children, agreeing with Rojas (2024) who concluded after analyzing the results of the CSE-2018. There is a large gap between children in urban and rural areas, where 82.58% of this gap is explained by differences in observable attributes (endowments) mainly socioeconomic variables and school inputs.

Turning to the teaching component (Cuenca, 2020; Dominguez, 2021), the NST in the Ministry of Education is used every two years to establish a nationally standardized criterion for teachers who wish to enter the public teaching career and seeks to measure general skills and pedagogical, curricular, and disciplinary knowledge of the specialty, being closely linked to the characteristics of the public career and evaluating basic competencies that every teacher should know. However, it has not been evaluated whether these tests are consistent with the teachings that teachers should impart to students and that they can easily face the challenges presented by the PISA and CSE tests. It has been observed and analyzed that the NST do not include items on scientific and technological training that every teacher should have nor on strategies for teaching reading and mathematics, which is unacceptable in an evaluation given to those who teach and on whom the results of education depend to a great extent. Therefore, although we are aware that the modifications stipulated by a curriculum and guidelines do not immediately lead to changes in educational practices (Valdivia Yábar & Fernández Guillén, 2020). Socioconstructivism in Peru has been around for approximately three decades, so it should have already yielded different results than those being obtained at students and teachers' levels.

3. Methods

The present study adopted a mixed methodological approach, combining documentary research with bibliometric survey analysis techniques. This strategy made it possible to examine the existing literature and generate a detailed analysis of the impact of socioconstructivist on academic performance. The combination of these methods facilitated a comprehensive understanding of the problem allowing an exhaustive review of the academic production on the subject and the establishment of patterns and trends that contribute to the scientific discussion.

Regarding the research design, this study is descriptive and causal-explanatory. The descriptive phase is oriented to the identification of characteristics, components, and factors related to the implementation of the socioconstructivist approach in educational practice. In parallel, the causal-explanatory dimension seeks to determine how the adoption of socioconstructivist strategies influences the academic performance of students and teachers, establishing cause-effect relationships between these variables.

The study population consisted of academic and educational documents that address pedagogical practices based on socioconstructivism in Regular Basic Education (RBE) and the academic performance indicators of students and teachers at different educational levels. For the selection of the sample, a purposive sampling was used based on the relevance and pertinence of the content of the documents. Technical and normative reports from the Ministry of Education (MINEDU) that address socioconstructivism and its relationship with academic performance were included as well as empirical studies on RBE in Latin America.

The study variables are structured around the implementation of the socioconstructivist approach (independent variable) and the academic performance of students and teachers (dependent variable). The independent variable was measured through indicators such as the use of active methodologies and the degree of teacher involvement as a mediator of learning. Academic performance was evaluated through indicators such as the results of standardized assessments (CSE, PISA, and NST), the development of student competencies (cognitive and socioemotional), and the perception of self-efficacy and teacher satisfaction.

Data collection was carried out through the application of documentary analysis forms. The analysis criteria included the description of the socioconstructivist strategies used in the documents, the indicators of impact on the academic performance of students and teachers and the educational context in which the studies reviewed were developed.

Finally, the analysis procedure included a first stage of document selection based on relevance and quality

criteria followed by a documentary analysis based on the application of predefined categories to evaluate the relevance of the selected texts. At the statistical level, a descriptive analysis of frequencies and proportions was used to synthesize the documentary findings.

4. Results

The OECD's Programme for International Student Assessment (PISA) measures the reading, mathematics and science skills of 15-year-old students every three years. The following examination of Peru's performance from 2009 to 2022 is given in Table 1.

Table 1. Observation of the evolution of PISA test scores in Peru (2009-2022).

Competencies	Participation and maximum score per year					Achievement level			
	2009	2012	2015	2018	2022	I	P	L	D
Reading	370	384	398	401	408	---	X	---	---
Mathematics	365	368	387	400	391	---	X	---	---
Science	369	373	397	404	408	---	X	---	---
E. Financial	---	---	---	411	421	---	X	---	---
P. Creative	---	---	---	---	23	---	X	---	---
Achievement level	---	---	---	---	---	---	X	---	---

Note: I=Initial, P=Process, L=Achieved, D=Distinctive.
In creative thinking, the lower score is 0 and the upper score is 60.

PISA classifies student performance into levels that reflect specific competencies: Level I (beginning): Scores between 189 and 334. Students at this level show basic and limited skills in the tested subject. Level P (process): Scores between 335 and 479. Students can perform simple, routine tasks related to the competency. Level L (achieved): Scores between 480 and 697. Students at this level demonstrate strong skills and can tackle more complex problems. Level D (outstanding): Scores above 698 represent exceptional mastery of the assessed competency. When analyzing by proficiency, we can observe that Peru has shown a slow improvement in reading from 370 points in 2009 to 408 in 2022. Although this increase is evidence of a greater proportion of students advancing from level I to level P, significant effort is still required for a majority to reach passing levels. In mathematics proficiency, although there was even slower progress than in reading from 365 points in 2009 to 400 in 2018, it is regretted that instead of continuing to advance, it regressed in 2022, reaching a score of 391. This drop could be attributed to various factors, including challenges in the implementation of educational policies or external impacts such as the COVID-19 pandemic, barring the shortcomings of educational policies in this specific case in terms of educational technologies, which were needed to carry out the teaching-learning process during the pandemic. With respect to science, academic performance shows improvement advancing from 369 points in 2009 to 408 in 2022, however, the L level is not reached either. Although this progress indicates that educational interventions in this area show appropriate signs, it is crucial to continue strengthening these initiatives to reach passing achievement levels. Similarly, in the financial literacy competency introduced in 2018 with a score of 411, Peru reached 421 points in 2022. Although an improvement is evident, there is concern at the same time that such progress evidences slowness. However, the importance of continuing its development is highlighted since the country urgently demands that the education system train generations with knowledge and practices of financial economics. Finally, creative thinking evaluated for the first time in 2022 with a score of 23 out of 60 establishes a baseline for future evaluations. It is critical to foster creative thinking skills in students to prepare them accordingly for the challenges of the 21st century.

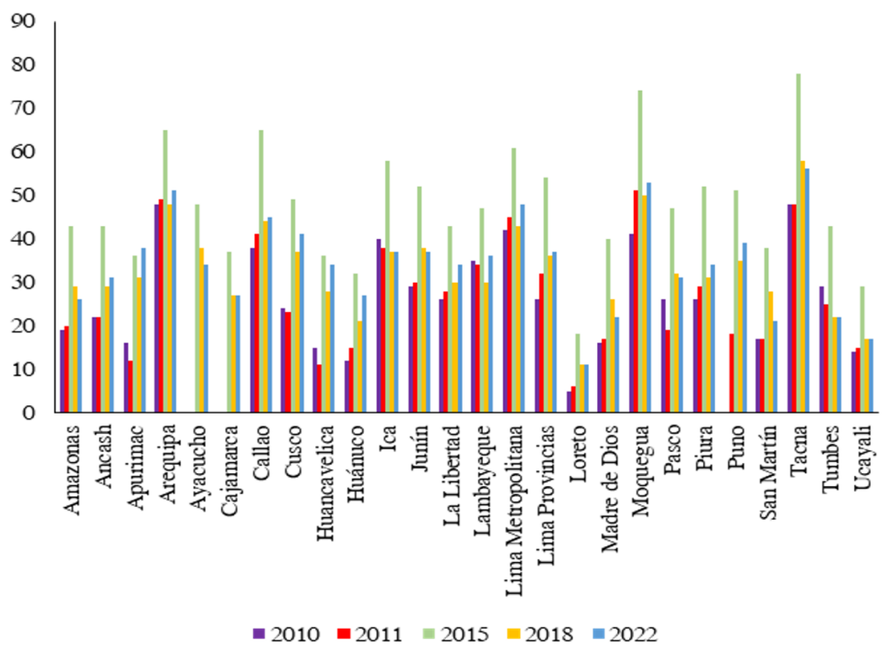

Figure 1. Evolution of CSE-reading comprehension test results: 2010-2022.

On the other hand, the student census evaluation (CSE) annually measures the academic performance in reading comprehension and mathematics of Peruvian students. We observe significant trends in different regions of the country analyzing the reading comprehension results between 2010 and 2022 presented in Figure 1.

Notable improvements can be observed in regions such as Apurímac and Huancavelica which show considerable increases in achievement levels. Apurímac went from 16% in 2010 to 38% in 2022, and Huancavelica from 15% to

34% in the same period. These advances are attributed to targeted educational interventions and the strengthening of regional education policies, a statement that contrasts with the regional education policies of Arequipa, Moquegua, and Tacna where they have been showing concern for educational improvements.

However, regions such as Loreto and Tumbes show stagnation or a decrease in their results. Loreto remained at low levels with 5% in 2010 and 11% in 2022 while Tumbes decreased from 29% in 2010 to 22% in 2022. These data suggest the need to review and reinforce regional educational strategies and the intervention of effective educational policies by the central government.

Arequipa and Tacna (see Figure 2) maintain results above the national average throughout the period. Arequipa reached 48% in 2010 and 51% in 2022, and Tacna showed an increase from 48% to 56% in the same period. This indicates a continuity in effective educational practices and an environment conducive to learning.

Metropolitan Lima maintains relatively high levels from 42% in 2010 to 48% in 2022 although showing slight variability. The stability in the results suggests consistent educational management in the capital.

The data reflect significant disparities between regions evidencing the influence of socioeconomic, geographic and cultural factors on academic performance as well as the absence of a clear and efficient policy at the national level, since, according to UNESCO (2017) there is a limitation in Peruvian education policy, it has not been possible to articulate the regional education projects (REP) which are the tools for education planning at the regional level to the general policy guidelines at the national level. Similarly, it is crucial that education policies are adapted to the specific needs of each region, promoting contextualized interventions that address local particularities. However, all local policies must consider a joint vision of the country which is lacking for reasons described above.

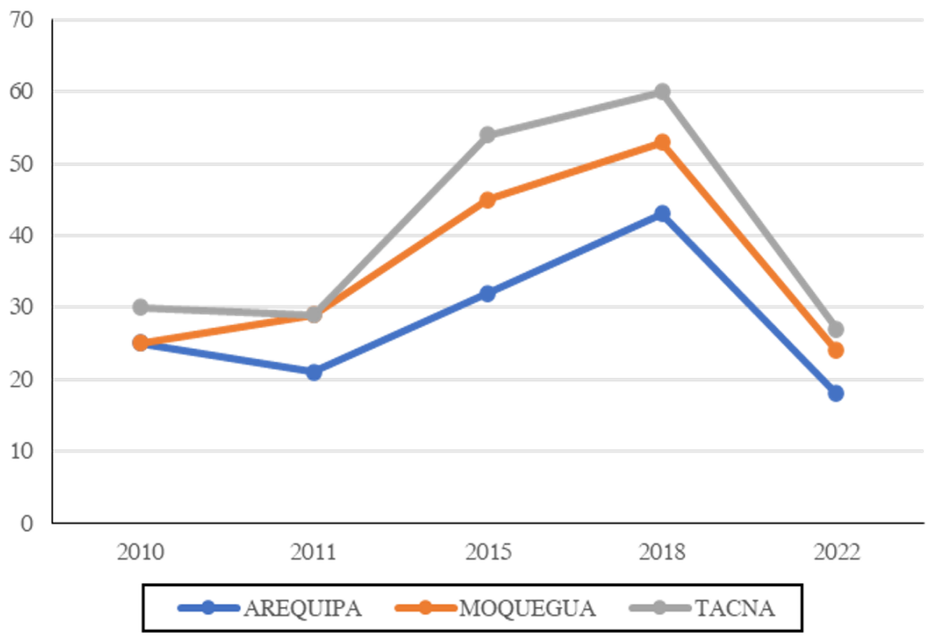

Figure 2. Regions with the highest number of passing scores in CSE-mathematics tests.

The single national test (NST) shown in Table 2 is a key assessment in the Peruvian education system, designed to measure the pedagogical and disciplinary competencies of teachers seeking entry or promotion in the public teaching career. Below is a detailed analysis of the historical results of the NST between 2015 and 2024, based on the data provided.

Table 2. Consolidated historical teaching performance at the national level in the NST by year, according to total number of participants and passes.

Year	No. of applicants	No. of successful applicants	Passed %	Level of performance			
				D	L	P	I
2015	205021	25109	12.24%	---	---	---	X
2017	226831	22115	9.74%	---	---	---	X
2019	230952	15874	6.87%	---	---	---	X
2022	315000	127700	40.53%	---	---	X	---
2024	228332	65445	28.66%	---	---	X	---
Achievement	---	---	---	---	---	---	X

Note: I=Initial, P=Process, L=Achieved, D=Distinctive.

Between 2015 and 2024, there is a general upward trend in the number of applicants to the NST. In 2015, 205,021 teachers participated which peaked in 2022 with 315,000 applicants. However, in 2024, the number of participants decreased to 228,332. This increase in participation up to 2022 reflects a growing interest of teachers to improve their position in the teaching career.

In terms of pass rates, there is significant variability in pass rates over the years. In 2015, 12.24% of applicants passed the test while in 2017 and 2019, the percentages decreased to 9.74% and 6.87%, respectively.

This behavior suggests possible changes in the difficulty of the test, in the evaluation policies or in the preparation of teachers.

The information on the performance levels achieved by teachers (outstanding, good, fair, poor, insufficient) indicates that in 2022 and 2024, teachers achieved considerable performance levels, marked with an 'x' in the corresponding categories. This could be interpreted as an improvement in the quality of teaching, however, they are only contrastable with the CSE results of some regions, but in PISA such results are comparable. The national education policy shows its inefficiency, by not showing positive and contrastable results of students with teachers.

The increase in the pass rate in 2022 was associated with the following several factors: 1. The Ministry of

Education implemented adjustments in the structure and criteria of the NST to make it more accessible, aligning it with the real competencies of teachers according to the approach. 2. Training programs and the emergence of several NST preparation academies strengthened teachers' competencies, resulting in better results. 3. Government initiatives with incentives for teacher professional development encouraged better preparation.

The decrease in the percentage of those who passed in 2024 is associated with the fact that the vast majority of teachers had already passed and entered the public teaching career in 2022 in addition to the fact that in 2024, a significant number of applicants were teachers with little experience and most of them were recent graduates from pedagogical training schools. Finally, it is impossible not to take a look at the teacher evaluation policy and the profession itself as suggested by UNESCO (2017) teaching continues to be a profession with a low social appreciation and compared to other professions of equal responsibility or demand, it is at a disadvantage, and the state still does not show traits of establishing clear policies of teacher revaluation to improve the results in Peruvian education.

5. Discussion

People who lack awareness of the theoretical inconsistencies in the socioconstructivist method think that it encourages students to actively participate in their education by acquiring information through collaboration and social interaction (Mishra, 2023). In addition, this pedagogical model seeks to promote meaningful learning where students discuss ideas, solve problems, and work on joint projects (Le & Nguyen, 2024) or as a model that incorporates technical level competencies, incorporating problems based on the real world, and at the same time allowing the development of critical thinking (Sarnoko, Pérez, López, & González, 2024; Toma, Yánez-Pérez, & Meneses-Villagrá, 2024).

The impacts of this approach on Peruvian academic achievement are not encouraging. A study conducted in an educational institution concluded that there is no statistically significant correlation between cooperative learning techniques associated with socioconstructivism and students' academic performance (Cafiero, 2020; Minedu, 2017a). However, it is important to note that this is a specific study and that the implementation and effectiveness of socioconstructivism may vary according to the context and pedagogical application (Ríos, 2023).

Regarding international assessments, such as the PISA 2022 test, Peru has shown fairly parsimonious improvements in reading and science competencies in the last decade (Minedu, 2017a). This increases the significant challenges. For example, only 34% of Peruvian students reach at least level 2 proficiency in mathematics, a figure considerably lower than the average of 69% recorded in other countries (Ravela, 2011). These results reflect the need to establish new and better pedagogical strategies and an approach free of contradictions in its theoretical corpus which is efficient in obtaining positive results.

Vygotsky's approach to medialization consists of the possibility of using external or internal means of the child's psychological activity which initially arise in the culture which will be part of the development process. González and Solovieva (2024) state that external conditions are superior to internal ones. However, a large number of educational theories suggest that student performance is explained on the basis of an internal psychological predominance (Gaete & Núñez, 2024). On the other hand, From Vygotsky's approach, it follows that teachers must consider the cultural background and socioeconomic reality of their students, which according to Govender (2022) implies considering the individual rights of students. Students in more vulnerable socioeconomic conditions tend to obtain lower academic results compared to those more privileged (Rodrigues, 2024). This implies the relevance of Vygotsky's approach. In this sense, this study raises questions such as to universalize Piaget's proposal of stages of knowledge in contexts of social injustice or if we review Brunner's proposal, to what extent can a child in marginal conditions construct his learning and how significant it will be?(García Santana & Briones Palacios, 2023; Jaramillo, 2018). Learning is a process through which students develop basic skills and abilities for the construction of meaningful knowledge and functions. At the same time, learning involves the transfer of culture which significantly broadens and deepens knowledge. Therefore, the educational approaches that are applied in an educational context and reality such as the Peruvian must comply with coherent mechanisms acting as a consensual community of standards and approaches that pursue a single objective. Otherwise, it is impossible to meet the demands of the meaning of learning.

Socioconstructivist little criticism has been raised rather positive allegations are appreciated (Morales, 2023) which considers an educational proposal that turns the student into an active participant in the process of knowledge organization through research and the proposition of new ideas (Sánchez Carlessi, Reyes Romero, & Mejía Sáenz, 2018). Ausubel as one of the theorists proposes to know and explain the conditions and properties of learning which can be related to effective and efficient ways to deliberately provoke stable cognitive changes, such an approach has universalized that the pedagogue's problem is not to have an education sector with the latest technology but to use all the necessary tools to make it dynamic and at the same time motivate student participation (Maldonado, 2012). Similarly, it can be seen that the approach does not give importance to the social conditions and the type of affective relationship that teachers establish with children (Toro et al., 2023). If we look closely at the results obtained in PISA in the competencies evaluated, we are still in the process level of learning achievement which for PISA is to move from level 1 to level 2 between pass or fail which would be equal to obtaining a score of 11.

The CSE test also shows too slow progress even setbacks as has occurred with the results in mathematics between 2018 and 2022. A similar fact is seen in the results of the single national test (NST) provided to teachers where according to the data collected, only in 2022 a 40, 53% pass rate reached dropping abruptly in 2024, previous years had not gone beyond a 15% pass rate. The table and graphs shown here attest to the enormous educational deficiency Peru is going through which could be due to the negative impact of socio-constructivism on the academic performance of students and teachers without detracting from the external conditions as mentioned above. Such results lead us to accept that certain myths have been generated regarding meaningful learning such as meaningful learning occurs when the student has fun while learning as if the main objective of teaching were to provide entertainment or that the contents must be adapted to the interests of the students as if we knew with certainty what those interests are should we discard a content just because it is not attractive? Another myth is that learning is given by the child's desire to learn, this would imply not teaching if

the student does not have the desire or intention to learn, the fourth myth is that the student discovers by himself what he should learn, as this would annul learning by transference, even going against Vygotsky's approach. Finally the fifth myth would be that learning is meaningful if the student can apply what he has learnt , admitting that all learning is valid if it is applicable, ignoring even the storage of cultural information (Huerta, 2001).

On the other hand, Sorrachai, Chawarangkoon, and Kucharoenthavorn (2023) argue that, in these times of technological development, educational institutions need to have a blended learning approach to digital technology, effective cognitive learning strategies improve comprehension and calculation (Ayay-Arista, Huaman-Romani, Coronel-Chugden, Uceda, & Julon-Sanchez, 2025). The inclusion of digital technologies in educational policies at regional and national level is an unavoidable need considering that today's children are born with certain innate skills to technology although this assertion is still in the process of being contrasted (Ruiz & Gallagher, 2025). The theoretical foundations of the socioconstructivist approach do not present proposals for such an event; this has been reflected during the COVID-19 pandemic where students were abandoned. However, countries where they have developed educational models combined with technology were favored during the pandemic, for example, a study conducted in Tunisia showed that there is positive satisfaction between perceived quality and student satisfaction with an e-learning service (Erragcha & Babay, 2023). These results can only be obtained when the student uses technological means that favor the acquisition of learning, a reality that Peruvian education is far from being achieved. Finally, Arias and Oblitas (2014) argue that the implementation of constructivism during the 1990s has not yielded the expected results since Peruvian students are in the last places in academic performance in mathematics and reading comprehension results that are still valid in 2024.

6. Conclusion

The impact of socioconstructivism as a pedagogical proposal used by the Ministry of Education has not been significant. The PISA results show that Peru during the last decade has not managed to obtain favorable results, the maximum has reached level 2 (Organización de las Naciones Unidas para la Educación la Ciencia y la Cultura (UNESCO), 2017) in reading with a score of 408 points when the maximum level is equal or higher than 698 even more unfavorable results have been observed in mathematics, reaching a maximum score of 400 in 2018, a score that is still located at level 1 below the baseline according to the PISA report. Likewise, in science results, a maximum of 408 points has been obtained, placing it at level 1a below the baseline of the PISA report.

The results of the CSE evaluations show that the impact of socioconstructivist as a pedagogical proposal used by the Ministry of Education has not been significant since according to the percentage number of students passed by region, only 3 regions out of 25, including Metropolitan Lima have managed to exceed 50% of students passed in reading comprehension, less fortunate are the results of the CSE assessments in mathematics, since no region has managed to place at least 50% of its students with a passing grade where only 10 regions of the 25, including Metropolitan Lima are located in the process level interval of the percentage number of passing grades.

The results of the NST evaluations show that the impact of socioconstructivism as a pedagogical proposal used by the Ministry of Education has not been significant since the percentage of teachers who passed such evaluation per year is quite low. Thus the number of passes in 2015 was 12. 24 %, in 2017 9.74%, in 2019 6. 87%, in 2022 40. 53% and in 2024 28. 66%. In 2022, there was a significant increase with respect to the total number of passing percentages, it is also appreciated that in 2024 again there was a decrease in the number of passing percentages.

With the critical analysis of the theoretical approaches of the socioconstructivist educational approach in contrast to the academic results obtained from PISA, CSE and NST over time, its ineffectiveness and inapplicability in the Peruvian educational system have been determined. Similarly, extrapolating the epistemological contradictions of socioconstructivism, it can be accurately deduced that it does not allow teachers to clearly understand the logic and ultimate purpose of education whose insistence on the continuity of the approach puts the future of Peruvian education at risk. Different researchers have already proposed to analyze the influence of education for the future (Abaunaza et al., 2024). It is also considered essential to establish relationships between the past, present and future that are consistent with human evolution (Castelli, Escribano, Santos, & Morolla, 2022). This leads us to reflect on how good and useful it is to apply a proposal that after decades of implementation does not produce the expected effects. Therefore, it is necessary to understand the dialectical relationship of time to understand what socioconstructivism has done so far, what it is doing and what it will be able to do in Peruvian education (Santisteban Fernández, 2007). With the results obtained from the standardized evaluations used in the research, it is concluded that while the OECD countries advance five, Peru advances one. For this reason, we need a new educational approach to prepare for what is to come and to provide solutions to the different problems that are already being experienced (Escribano, 2021).

Although there are few studies on the emotional impact on students and teachers of national or international standardized evaluations and common assessments, it is undeniable that test results determine a large part of the academic life of students and teachers (Hardy, Hamid, Reyes, & Phillips, 2025). In this sense, it should be kept in mind that for any educational policy to work, it should not be forgotten that an educational system is composed of a set of well-connected elements, i.e., teachers, students, learning processes, curricula, facilities and infrastructure. Therefore, efficient management is essential to adequately strengthen each of these elements.

Due to the low results in the PISA, CSE and NST tests, the deficient articulation of the Regional Education Projects (REP) to the National Education Project (PEN) as well as the absence of specific plans containing educational strategies to face the challenges of PISA, CSE and NST, Peruvian education policy presents a failing grade, even more so, when Peruvian education has not been declared an emergency. It has become a policy to hold teachers responsible for the low results of students and themselves, as if teachers were not immersed in the national education policy.

7. Suggestions and Implications

7.1. Suggestions

The results obtained in this research show the need to review and rethink the implementation of the socioconstructivist approach in the Peruvian educational system. First, it is recommended that teachers be continuously trained in effective teaching strategies emphasizing mediation and the active participation of students in their own learning process. Similarly, it is essential to strengthen initial teacher training, incorporating active methodologies that allow them to apply these principles efficiently in the classroom. Secondly, the creation of policies for monitoring and evaluating the impact of socioconstructivism on academic performance is suggested through clear indicators and standardized measurement mechanisms that allow for adjustments in the implementation of the approach. In addition, articulation between the Ministry of Education and universities is recommended to generate longitudinal research to evaluate the evolution of students' academic performance over time. On the other hand, it is crucial to improve educational materials and didactic resources to meet the needs of teachers and students. Finally, the implementation of pedagogical support programs in the classroom is proposed, in which specialists can advise teachers on the effective application of the approach.

On the other hand, considering the scarce studies that exist on the emotional impact on students and teachers of national or international standardized assessments and common assessments, it is also undeniable that test results determine a large part of the academic life of both students and teachers (Hardy et al., 2025). It is necessary to increase the number of research studies on the topic in question. Finally, it should be kept in mind that for any educational policy to work, it should not be forgotten that an educational system is composed of a set of interrelated elements, i.e., teachers, students, learning processes, curricula, facilities and infrastructure. Therefore, efficient management is essential to adequately strengthen each of these elements.

7.2. Limitations

This research has some limitations that should be considered when interpreting the results. First, the study was based on documentary and bibliometric analysis which implies that the findings depend on the availability and quality of the literature reviewed. The heterogeneity of the studies and the variability in the methods of evaluating academic performance may influence the interpretation of the results. In addition, the ex post facto approach limits the possibility of establishing direct causal relationships between the implementation of socioconstructivist and academic performance given that the data analyzed come from previous studies and official reports without direct intervention by the researchers. Similarly, specific contextual factors such as the socioeconomic level of the students or the educational infrastructure conditions, which could have an impact on the results obtained, were not considered. Finally, the data analyzed from assessments such as PISA, CSE and NST reflect general trends but do not allow us to identify significant differences between population subgroups or to explain in detail the reasons behind the low performance observed. It is recommended that future research combine quantitative and qualitative methodologies to offer a more comprehensive view of the impact of socioconstructivism in basic education in Peru and other regions of the world.

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