



Master program to develop research skills in tourism students in Bolivia

Programa rector para desarrollar habilidades investigativas en estudiantes de la carrera Turismo en Bolivia

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ABSTRACT

The role of research is essential in tourism education, since it enables the understanding, analysis and resolution of problems in the sector, generating updated knowledge that fosters innovation, sustainability and informed decision making in professional training. The present study is carried out with the objective of suggesting a program to develop research skills in the training process in the Bachelor's Degree in Tourism at Universidad Autónoma Tomás Frías (UATF) in Bolivia. It constitutes a response to one of the problems in the educational activity of this major, aligned with the legal university institutional framework to enhance its professional training. With this intent, the theoretical framework concerning research skills is studied, considering the essential guidelines from a holistic training perspective within the educational process. The determination of the current state of research skills development allowed for the identification of deficiencies during their development in the training process. From the theoretical and methodological foundations that define the theoretical framework, contrasting with the diagnostic aspect that marks the beginning of reality, both aspects are interpolated to overcome the identified problem and ultimately result in the proposal of a management program that considers a holistic conception of education and developmental didactics in its foundation, concluding that its practical valuation contributes to the development of the mentioned skills.

Keywords: Tourism students; Comprehensive training; Research skills; Program; Professionals; Bolivia.

RESUMEN

El rol de la investigación es esencial en la enseñanza del Turismo, ya que posibilita la comprensión, análisis y resolución de problemas del sector, generando conocimiento actualizado que fomenta la innovación, la sostenibilidad y la toma de decisiones informadas en la formación profesional. El presente estudio se realiza con el objetivo de sugerir un programa para desarrollar habilidades investigativas en el proceso de formación en la carrera Licenciatura en Turismo de la Universidad Autónoma Tomás Frías (UATF) en Bolivia. Constituye una respuesta a uno de los problemas de la actividad educativa de esta carrera, coherente con lo establecido por el marco institucional jurídico de la universidad para aumentar la formación de sus profesionales. Con esa intencionalidad, se estudia el marco teórico sobre las habilidades investigativas, considerando los lineamientos esenciales desde una perspectiva de formación integral en el marco del proceso docente educativo. La determinación del estado actual del desarrollo de habilidades investigativas permitió detectar deficiencias durante su desarrollo en el proceso de formación. Desde los fundamentos teóricos y metodológicos que señalan el marco teórico, contrastando con la parte diagnóstica que marca el principio de la realidad, se interpolan ambos aspectos para superar el problema planteado y lograr como resultado la propuesta de un programa rector que considera en su fundamentación una concepción de educación y didáctica desarrolladora, concluyendo que su validación práctica contribuye al desarrollo de las habilidades mencionadas.

Palabras clave: Estudiantes de turismo; Formación integral; Habilidades Investigativas; Programa; Profesión; Bolivia.

INTRODUCTION

In the 21st century, knowledge has become the most valuable resource in social dynamics. In this context, universities, in their role as academic communities, are key centers to the creation and dissemination of knowledge through research. Therefore, it is essential that these institutions ensure the development of research competencies and skills in the academic training of the various professionals who attend these institutions (Garro-Aburto et al., 2022).

During the major technological changes taking place in the field of research and the knowledge society, universities are faced with the need to respond to the social mandate of developing human resources who can effectively contribute to the development of the country and its communities. Knowledge is disseminated and generated so rapidly that it brings with it new challenges for the university, which historically and traditionally has been primarily responsible for transmitting and disseminating scientific knowledge in society.

The author of this research assumes that this rapid dissemination of new knowledge is associated with Huong et al. (2025), who consider the current digital era and various social networks to be essential resources that impact education and other areas of society. In the educational field, these platforms contribute to the accelerated development of

new communication approaches, collaborative activities, and learning materials; and are therefore essential for the fulfillment of the functions of university institutions, including the development of research skills.

From a classical perspective, the functions of these institutions are considered to include training, research, and university outreach. The three functions interrelate and complement each other to fulfill their social mandate, that is, to train competent professionals. However, research contributes to consolidating the first and second functions, because the university produces and disseminates knowledge while taking into account the historical and social reality in which it operates.

Indeed, university research is an essential function, since if a university as an educational institution that contributes to higher education, does not carry out research activities and is not a breeding ground for researchers, it would be difficult for any other entity in society to fulfill that function.

In this context, it is recognized that society is increasingly based on knowledge. Today, higher education and research are key elements for the cultural, socioeconomic, and sustainable development of individuals, communities, and nations. Therefore, the conference highlights the importance of fostering, generating, and disseminating knowledge through research. As part of the services that higher education provides to the

community, it is essential to provide the necessary technical skills that contribute to the cultural, social, and economic development of societies, affirming and promoting research in both the scientific and technological fields and in the social sciences, humanities, and creative arts.

During the professional studies phase, research provides a guarantee for university graduates to maintain a positive attitude and consistent discipline, ensuring success in graduate training programs and improving their career prospects. Integrating the development of research skills into the professional training process is a task that falls under the responsibility of the university, and this promotion should be integrated into the regular curriculum of undergraduate and professional development programs. It is also important to foster an institutional program that promotes this development and, consequently, its dissemination.

Skills are developed because they evolve toward superior performance, are stable, applicable, and shared in diverse situations of the same nature; therefore, the skills a subject partially develops are internalized as habits that shape a specific way of performing or solving problems in the context of a given activity (Badillo, 2021).

The university effectively links teaching and research in academic endeavors, thereby elevating the level of higher education, and as a natural result, the quality of skill development is redefined. For Guerrero

(2007), higher education plays a strategic and important role both in the conception of knowledge and technological inventions, as well as in the training of professionals who study and contribute to the understanding and solution of environmental problems. Furthermore, the author emphasizes the need to design and implement programs at the undergraduate level to promote the development of skills that contribute to the development of research and innovation activities.

In higher education, the importance of developing research competence is recognized. It is typically integrated into the curriculum from a practical and formal perspective. The development of skills derived from this competence is often recognized when students write their undergraduate thesis or present research papers. In these instances, students demonstrate the appropriate use of scientific research methodology and solve a research problem.

In higher education, problems related to research skills have been addressed as an object of research in recent years by many authors such as (Guerrero, 2007, Benites et al., 2023, Leal-Barreto and Rodríguez-Hernández, 2024), among others who provide theoretical and methodological elements, from the perspective of psychology, didactics and pedagogy.

A study of the curriculum for the Bachelor's Degree in Tourism indicates that professionals are trained in conducting tourism

and cultural research to develop and evaluate tourism development plans, programs, and projects. However, in the training process at the UATF, there are shortcomings related to the development of investigative skills in a systematic and organized manner.

Among other causes, there is a lack of a curricular methodological guide that promotes and develops these skills in students in an orderly and coherent manner. In other words, each teacher includes research activities from their subject matter in their classes, but only empirically. Although they are aware of their importance in developing research skills, they do so without considering a methodological framework to follow; thus, students are left with gaps in their development.

Another shortcoming is related to the current curriculum, which includes subjects such as Research Methods and Techniques, which is taught in the first level (first year) and contributes to developing research skills. However, in the fourth level, when taking the subject Research Seminar I, whose objective is the development of the "thesis profile," students exhibit difficulties during the development of activities where they must apply previously acquired research skills, even forgetting the basic criteria of Research Methodology.

According to Moreno (2005), passing the subject Research Methods and Techniques is not a "magic wand" for the student to master research skills, and consequently, carry out the research that the social environment

demands from the university, assuming that there is a notable difference between passing and approving methodology courses, and knowing how to research.

The development of research skills in Higher Education needs to be continuously and constantly developed. In light of this situation, teachers are asking themselves: What can be done to bridge this gap? How can research skills be promoted across disciplines and interdisciplinary areas throughout their training? How can teachers continuously and consistently foster research skills in students?

Based on the above, there is a lack of a guide or program that gradually and methodologically guides teachers on how to promote and intervene in the development of these skills in the students' undergraduate training process. This leads to difficulties in successfully meeting the requirements of the undergraduate final project and research work in their personal and professional lives.

Therefore, the following question is formulated as a problem for research: How can research skills be developed in the undergraduate education process of students in the Bachelor's Degree in Tourism at the UATF? The stated objective is to suggest a master program to develop research skills. The need for a master program and the development of research skills are recognized as research variables.

METHOD

The approach of this research was mixed, combining quantitative and qualitative methods. To achieve this objective, the synthetic analytical method was used to understand and delve deeper into the content regarding the development of research skills in the teaching-learning process of Higher Education. It also allowed for a critical examination of the development of the skills of problematizing, theorizing, verifying, and communicating relationships to structure criteria that quantitatively and qualitatively synthesized the data collected in the assessment, as well as their contribution to the structuring of the master's program proposal and its respective validation.

The study population included 197 students in the Bachelor's Degree in Tourism at the UATF (University of Bolivia) in Bolivia. A sample of 51 students and 11 faculty members was included. Data were processed using instruments (a questionnaire and interview guide) to enhance the criteria for qualitative assessments, both for the diagnostic phase of the research and for the validation of the proposed master's program. The results of the questionnaire administered to students and the interview guide administered to faculty members were processed using the following scale of results interpretation, ensuring that the responses were as accurate as possible:

Questionnaire

It was structured into four criteria: 1)

problematizing reality, which included the dimensions of observation and description, problem diagnosis, and explaining causes and effects. 2) Theorizing which involves classifying and analyzing information, synthesizing key data, and conceptualizing the ideas necessary to explain situations and facts. It also requires interpreting theories, comparing scientific criteria, and substantiating said criteria to effectively draw theoretical conclusions and model scientific solutions. 3) Verifying reality which focuses on comparing and interpreting data. Research methods and instruments must be selected and applied, organizing and tabulating the collected information to accurately evaluate the results. 4) Communicating, which focuses on the ability to present, argue, and defend findings before different audiences, ensuring that the conclusions are understood and accepted within the scientific community.

Interview Guide

It was used a 0 to 5 point scale where 0 = No opinion, 1 = Strongly agree, 2 = Agree, 3 = Somewhat, 4 = Disagree, 5 = Strongly disagree.

Another instrument used was the course syllabus analysis guide to verify whether the development of research skills was considered in curriculum planning. A total of 34 course syllabi were reviewed. To evaluate this guide, responses were given a score of 1 to 3, where 1 = Meets, 2 = Partially meets, 3 = Does not meet.

The triangulation technique enabled the program's validation, which included the selection of 30 academic research professionals with research experience and academic qualifications. The validation instrument included assessments of the guiding program's principles, conceptual categories, pedagogical and didactic foundation, problematizing themes, methodological guidelines, and guidelines for coordinating the program's curriculum with the program's curriculum. The assessment categories included VA = Very Adequate, FA = Fairly Adequate, A = Adequate, SA = Slightly Adequate, and I = Inadequate.

RESULTS

To determine the dimensions of the “need variables of the governing program” and the “development of research skills”, Leal-Barreto and Rodríguez-Hernández (2024) are taken into account, for whom research competencies in higher education must be viewed from different perspectives of teachers and academics on the subject.

The first perspective points to the importance of these competencies in the profile of graduates. The second highlights the need to design and implement strategies that foster skills associated with these competencies, such as critical and reflective thinking, problem formulation and solving, and innovation and creativity. The third addresses the identification of other knowledge and competencies indirectly

related to research methodology, such as ethics and scientific integrity, as well as social, communicative, and digital competencies. Finally, the fourth perspective examines the knowledge and experience of teachers, analyzing how teachers perceive research competencies, their inclusion in the curriculum, and the interconnection between teaching and research.

From this, the authors of this study derive research skills as operations of the scientific method that strengthen the subject to solve problems, theorize, verify, and communicate results about their professional reality. The skills of problematizing, theorizing, verifying, and communicating are invariant skills linked to knowledge, given that for developmental didactics, there is an essential link between knowledge and skill. The integration of these skills favors the formation and development of research skills in students.

The analysis of each of the research variables allows to characterize the current status of the development of research skills in the training process of professionals in the Bachelor's Degree in Tourism, the results of which are shown below: Figure 1 shows that of the 51 students interviewed, 49% stated that they had acquired the skill of problematizing reality, 41% stated that they neither agreed nor disagreed with having achieved this skill, and 8% denied this possibility. Therefore, the percentage that neither agreed nor disagreed is concerning.

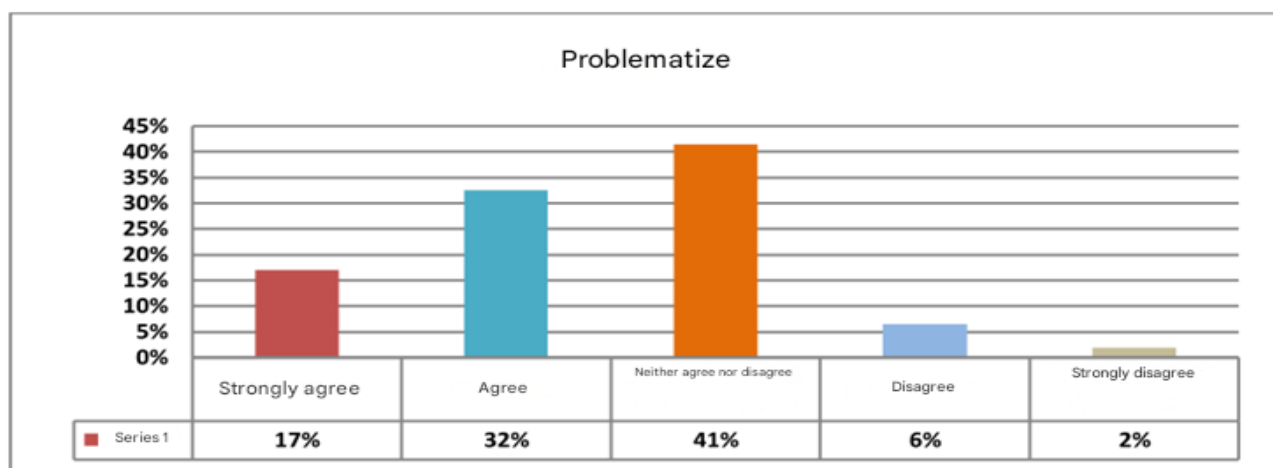
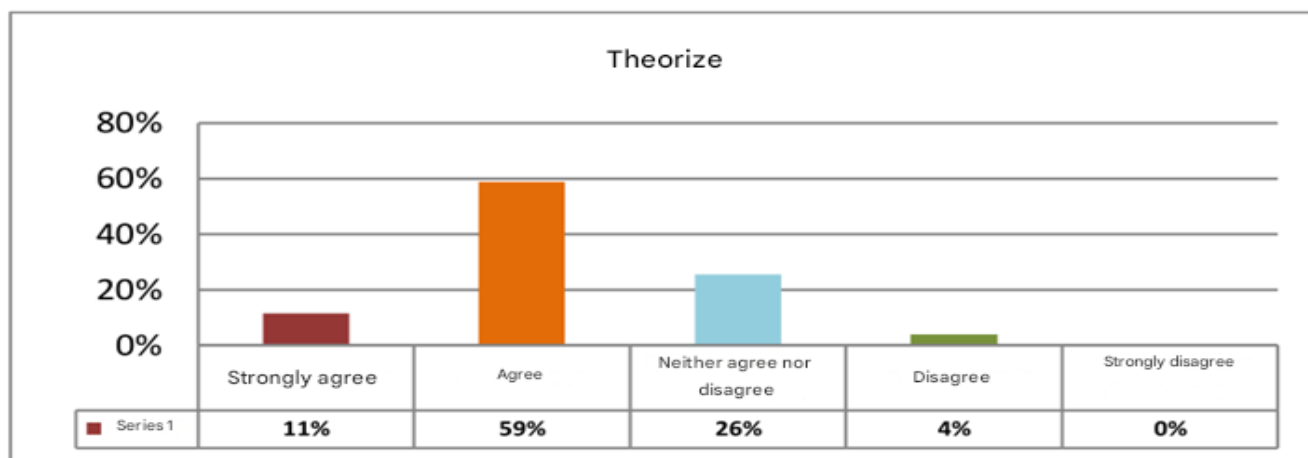
Figure 1. *Ability to problematize reality*

Figure 2 then shows that of the total number of respondents, 70% indicate that they have managed to develop the ability to

theorize, 4% deny its development and 26% express some disagreement with its development.

Figure 2. *Ability to theorize*

In Chart 3, of the total number of respondents, more than 50% stated that they had developed the ability to check reality,

while 12% stated that they had not developed this ability, and finally, 36% neither confirmed nor denied having developed this ability.

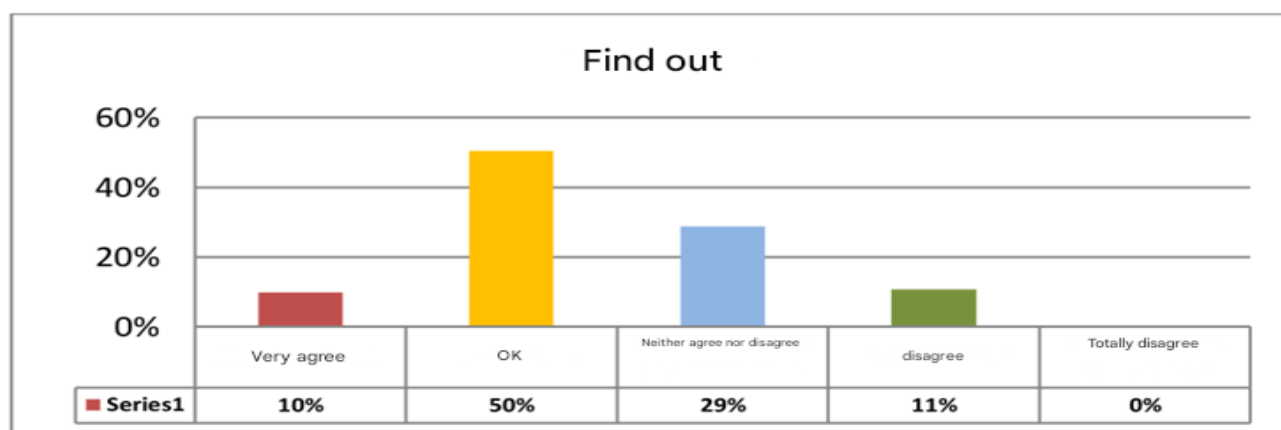
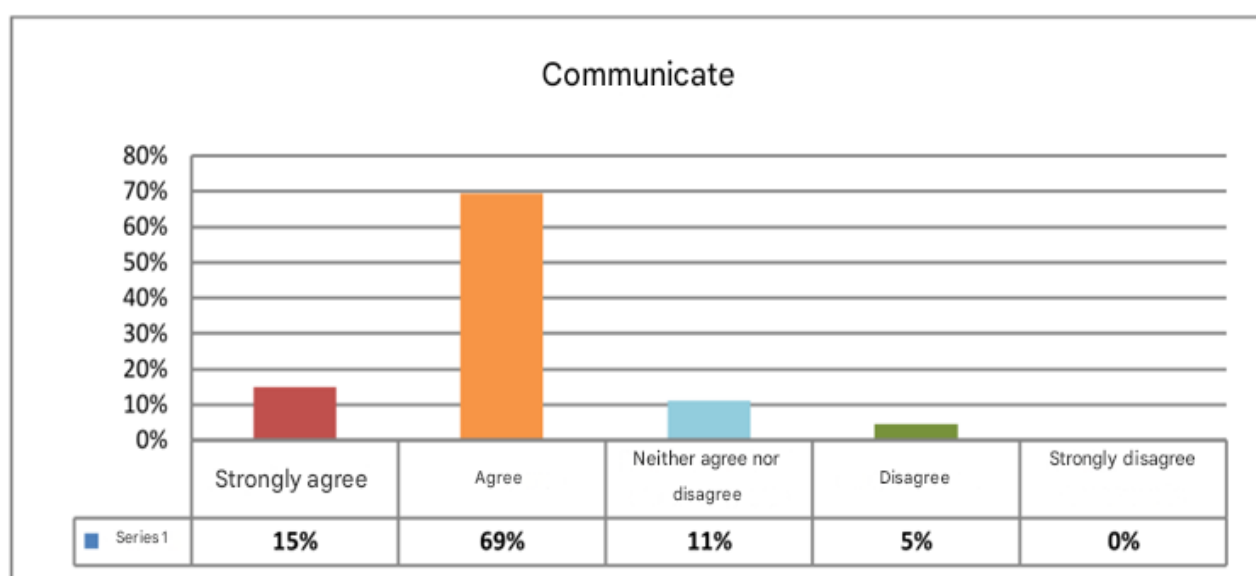
Figure 3. *Ability to check*

Figure 4 shows that 84% of the total respondents stated they had developed communication skills, while 5% denied this achievement and 11% expressed dissatisfaction. Consequently, it is concluded that there are deficiencies in promoting and developing research skills in students.

According to Kaplún (1970) cited by Prieto (2019), in a precise sense, the objective of communication is to create supportive and democratic connections, as well as

affectionate and effective ones, since inefficiency wears down the processes of change until they stop. Furthermore, it generates clear, shared and creative meanings, since rigid revolutions tend to fail due to a lack of vitality. In other words, it is a perspective on communication that seeks to promote social changes that deeply question the established order. Hence, the importance of this skill which the author of this research considers it essential for the development of the others.

Figure 4. *Ability to communicate*

To complement the assessment of skills development, 11 teachers were interviewed to determine their opinions on the development of students' research skills. Analyzing the results illustrated in Table 1, taking into

account the scale stated above, it is clear that although many teachers agree that their students' development of one skill or another is insufficient, and strengthening it is necessary given the important role of Tourism Bachelor's students in society.

Table 1. *Results of the teacher interview guide*

		0	1	2	3	4	5
1	Students problematize reality based on exploration and observation of reality.			40%	60%		
2	Students are trained to theorize research papers.			40%	60%		
3	Students use bibliographic cards appropriately to argue and prepare a theoretical framework.		20%	60%	20%		
4	Students express ability to plan the steps of the research activity.		10%	40%	40%		10%
5	Students are prepared to read and interpret data information resulting from their individual or collective research.		10%	20%	50%	20%	
6	Students are able to apply research methods and techniques to verify research.		10%	30%	30%	20%	10%
7	Students are prepared to present and defend the research work given in their subject.			40%	50%	10%	
8	Students use ICT resources to complete assignments and research tasks.			60%	40%		
9	Students are able to communicate and socialize their research work.			60%	40%		
10	Students can prepare written reports of research tasks containing bibliographic citations.			70%	30%		

An analysis of Table 2 allows to corroborate whether the programs are designed to develop research skills and to what extent they meet or fail to meet each of the established parameters. An analysis of the 34 subject plans in the curriculum, including the research subjects, was conducted. The results show that the objectives are related to

the development of academic, research, occupational, and outreach skills established in the professional profile. One hundred percent of the subjects are based on the professional profile of the current curriculum.

The objectives relate to the development of academic, research, labor, and outreach skills established in the professional profile; 22%

meet this aspect, and 35% partially meet them. Fifty-nine percent meet the methodology declaration for problematic methods, case studies, statistical methods, and other methods that foster research, while 41% of the plans partially meet them.

Similarly, 65% of the schools implement teaching-learning techniques such as presentations, demonstrations, panel discussions, and debate forums, developing research activities, but 35% do so only partially. Also, 85% implement extracurricular activities such as lectures, seminars, and exhibitions, and 15% only partially implement them.

Finally, 71% of the programs establish evaluation strategies for research projects, and 29% partially comply with them. Therefore, it is confirmed that although a large percentage of the programs meet the parameters analyzed, the author of this research reflects that these percentages can be increased through the design of future programs. It is also noted that although each program contributes in one way or another to the development of research skills, some teachers do not always consider these strategies when formulating the objective, and in many cases, they consider the methods but not the procedures and techniques that could be used to develop research skills.

Table 2. *Result of the analysis of the subject plans*

No.	Criterion: Objectives	Complies	%	Partially complies	%	Does not comply
1	The objectives of the subject establish a relationship with the development of academic, research, labor and extension skills included in the professional profile.	34	100	0	0%	

2	The objectives of the subject are declared based on the development of investigative skills.	22	65%	12	35%
Criterion: Methodology and procedures					
3	The methodology declares methods such as the so-called problematic, case studies, statistical methods, and others that promote research.	20	59%	14	41%
4	The course plan establishes teaching-learning techniques, such as presentations, demonstrations, discussion panels and debate forums.	22	65%	12	35%
5	The course plan establishes extracurricular activities such as attending lectures, seminars, exhibitions, and other activities.	29	85%	5	15%
Criterion: Evaluation					
6	The work establishes evaluation criteria for the research work	24	71%	10	29%
Total:		25	74%	9	26%

The results of the consultation with specialists who validated the program are shown below in Table 3. Those surveyed broadly accept the principles of the guiding

program developed. Considering the VA and FA categories, the percentage rises to 73%, while 26.7% perceive it as adequate.

Table 3. *Assessment of the principles of the master program*

Item to be assessed		Category				
Program Principles	VA	FA	TO	A	I	TOTAL
Frequency	11	11	8	0	0	30
Percentage	36.7	36.7	26.7	0	0	100

Table 4 shows that specialists agree with the objectives of the master program. Nearly

24% express that the formulation of the objectives could be improved.

Table 4. *Assessment of the program objectives*

Item to be assessed		Category				
Program objectives	VA	FA	A	SA	I	TOTAL
Frequency	10	13	7	0	0	30
Percentage	33.3	43.3	23.3	0	0	100

Table 5 shows that all respondents accept the reasons, as when considering the first two

categories the percentage raises to 80%.

Table 5. *Assessment of the pedagogical and didactic foundation*

Item to be assessed		Category				
Pedagogical and didactic foundation	VA	FA	A	SA	I	TOTAL
Frequency	10	14	6	0	0	30
Percentage	33.3	46.7	20	0	0	100

Table 6 shows that the problematizing themes are widely accepted as they guide the core program by focusing on the skill to be developed. Furthermore, these themes lead to the development of creativity, which is relevant in the training of professionals in the

tourism sector, as highlighted by Sanz-Marcos (2021). The results of his study indicate that, although the preparation of public relations graduates is generally adequate, the education received in the area of creativity is not sufficient to meet the demands of the labor

market, thus highlighting the role of problem-based teaching based on creativity.

Table 6. *Assessment of the problematizing themes*

Item to be assessed	Category					
Problematizing themes	VA	FA	A	SA	I	TOTAL
Frequency	13	10	7	0	0	30
Percentage	43.3	33.3	23.3	0	0	100

Characterization of the master program developed

The program's development takes into account the idea that with time and technological progress, research becomes more rigorous. Currently, there are several technological resources that help determine the quality of a research project (Benites Valverde, 2023). This underscores the need to develop a program that strengthens the research skills of students in the population selected for this study.

The master program developed serves as a guide for the professional development of the students studied in this research. It is justified by the need to continuously promote and regulate research competencies in a context where research guidelines and approaches are lacking at the UATF in Bolivia. This program constitutes an instrument that complements the teaching-learning process, promoting the development of transversal and transdisciplinary skills among students, allowing them to acquire the necessary tools to face future professional challenges.

In terms of objectives, the program's general purpose is to contribute to the

development of research skills during professional training, while its specific objectives focus on establishing the program's nature and structure, as well as disseminating it among teachers and students for validation. Furthermore, it is based on the organization and coordination of actions that facilitate its effective implementation. The program's structure includes fundamental principles that guide its design, such as complementarity, transversality, and social relevance, ensuring that research training is organized in accordance with the social demands of the current context.

The program places special emphasis on research skills from a didactic perspective, understanding these skills as a set of intentional actions that empower students to use the scientific method in identifying problems, formulating theories, and verifying reality. A distinction is made between fundamental skills that all students must acquire and specific skills related to their field of study and scientific research. This ensures that graduates possess the necessary theoretical knowledge and also the ability to apply these concepts in practical contexts.

The program's comprehensive methodology is based on different teaching strategies that can be adapted to the diverse needs of students. A variety of methods are used, from expository to more participatory and creative, thus fostering active and reflective learning. The relationship between teacher and student is crucial in this process, promoting self-management and the construction of knowledge through interaction and critical reflection.

Finally, assessment is established as a continuous process that allows for verification of mastery of acquired research skills. Assessment is considered comprehensive, considering aspects such as academic performance and the student's overall development, including their attitudes, values, and communication and research skills. In this way, the program contributes to the development of competent tourism professionals committed to research, capable of contributing to the development of their discipline and to society at large.

DISCUSSION

The results demonstrate that developing research skills is important for students pursuing a Bachelor's degree in Tourism, as they must analyze, describe, and interpret the events they face in the sector, taking into account the political, sociocultural, and economic variables of the environment. They must also provide information that helps decision-makers and policy planners

understand the specific situations in the sector and prepare for the business they will undertake.

Likewise, it is necessary to explain and prepare reports on current situations, establishing future predictions that will serve as a basis for decision-making and the control of tourism systems. Research on the tourism phenomenon is essential because it promotes the competitiveness of companies in this sector. Addressing questions that arise in the field of tourism to solve problems or position themselves in more competitive environments is one of the objectives established during the research training of these university students.

In this regard, there is agreement with García et al. (2018), who conclude in their study that formative research has positive effects on the development of communication and research skills. It is demonstrated that the use of strategies such as information gathering, research seminars, and monograph writing, along with a professor who promotes research, contributes to the development of these skills. These aspects are considered in the guiding program designed in this research.

When analyzing Rueda's (2022) study, similarities with current research are found, since the results of his study suggest conducting quasi-experimental design research that promotes the development of research skills in university students through the implementation of programs and strategies that enhance their research capacities; subsequently, it would be necessary to verify

the results after the application of said experimental process. This last idea constitutes a limitation of the present study at the UATF of Bolivia because it is necessary to put the suggested program into practice to assess its effectiveness through a quasi-experimental design.

Another limitation identified is that only 60% of students use ICTs to conduct research activities. According to Estrada et al. (2022), as the gap between the traditional learning model and the amount of time students spend online increases, current teaching programs must adapt and evolve to include virtual activities as skills indirectly related to research methodology.

The development of these technological skills is also highlighted by Mateus (2019), who considers that in education and the current contemporary era, from the economic and social configuration, media education and its interested role in developing capacities to critically interact with digital, analog and all media is exposed to inevitable debates. Álvarez and Abrahão (2024) are also considered, who conclude their study by stating that it is necessary to integrate scientific, critical and creative thinking competencies with digital competence, as well as to develop a pedagogical practice that is related to criticism and dialogue. Consequently, the challenge of the proposal for this program is to increase the number of activities to be developed through interaction with technology.

When comparing the results achieved with other studies, common points are observed. For example, Castro-Rodríguez (2023) highlights that despite the importance of developing research skills in higher education, some students do not consider them necessary and show deficiencies when carrying out academic work. That is, the development of basic research skills in students is influenced by various epistemological, curricular, teaching, institutional variables, and by social perceptions about research.

Another necessary observation in this study is to consider a methodological line to follow, taking into account the way in which investigative competencies are classified, and within them, the skills; this is considered an aspect worth exploring further, as there are studies such as that of Ochoa (2024), which among its results asserts that the way in which investigative competencies are classified is indistinct, since each person defines them based on their context.

Despite the highlighted limitations, Salazar et al. (2023) is accepted, and they approve the possibility of making modifications to the proposed programs according to the context. The authors consider that from a comprehensive curriculum perspective, there are relationships between the objectives and content of the different educational and development spaces that comprise it to promote and respond to the maximum comprehensive development of students. Therefore, it does not require complementary

programs, but rather sources that allow for its continuous improvement and support its implementation in educational practice.

Also, along with a comprehensive perspective, it defines these modifications as flexible because, due to the rapid changes in the economy, society, and culture, stability, efficiency, and quality are achieved, and curricula are openly designed in such a way that they can be adapted to new demands and conditions.

Finally, the relevance of the developed program is reflected upon, which could influence both the development of investigative skills and the guarantee of a high level of entrepreneurship, by achieving adequate professionalism in tourism students, perseverance, vision, entrepreneurial attitude and business culture are guaranteed, since students will be able to face and solve challenges within the tourism sector, staying motivated in the face of obstacles (Cajas and Arteaga, 2022).

CONCLUSIONS

At the UATF in Bolivia, developing research skills in tourism students contributes to the preparation of competent professionals who respond to the current demands of the sector. The analysis conducted in this study shows that research training enhances the critical and analytical skills of future graduates and provides them with the necessary tools to address relevant problems in the field of tourism. The implemented

master's program, which strengthens these skills, is a viable solution to address the deficiencies identified in the current training process.

The results reveal the need to systematically integrate research into the curriculum. Some teachers promote research activities, but they still lack coherent methodological guidance, resulting in uneven development of research skills among students. The proposed program allows for structuring this teaching and ensures that the academic activities developed are aligned with the research training objectives, thus achieving meaningful learning that is applicable to the professional context.

Finally, the university needs to adopt an interdisciplinary approach to promoting research skills, ensuring that research is an integral part of the curriculum and that different sectors of the institution are committed to this process to drive the growth of the tourism sector in Bolivia, adapting to the ongoing transformations and challenges of globalization and digitalization.

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