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Journal of Contemporary Sociology

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The first article presents, Quality of life of institutionalized older adults. Quasi-experimental study in a residential center in Tlaltenango, Mexico, by MORALES-MARTÍNEZ, Mario Alberto, REYNOSO-LUNA, María Gabriela and GONZÁLEZ-SANDOVAL, Daniela, with adscription in the Universidad de Guadalajara; as the next article is Anthology of architectural texts, by BRIBIESCA-ORTEGA, Alejandro& VILLANUEVA-GÓMEZ, Leticia, with adscription in the Benemérita Universidad Autónoma de Puebla, Hardiness and coping strategies in soccer players, by PONCE-CARBAJAL, Nancy, RAMÍREZ-NAVA, Rubén, JAENES-SANCHEZ, José Carlos and ESPINO-VERDUGO, Francisco Daniel, with adscription in the Universidad Autónoma de Nuevo León, Universidad Pablo de Olavide; as the next article is Social Participation in Urban Planning Instruments, by OLMOS-CRUZ Liliana, VÁZQUEZ-TORRES, María del Rayo, CASTILLO-REYES, Alberto Rosendo and MONARCA-TEMALATZI, Rogelio, with adscription in the Benemérita Universidad Autónoma de Puebla.

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Quality of life of institutionalized older adults. Quasi-experimental study in a residential center in Tlaltenango, Mexico

Calidad de vida de adultos mayores institucionalizados. Estudio cuasi-experimental en un centro residencial de Tlaltenango, México

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Abstract

This chapter presents the results of a study that sought to modify the level of quality of life reported by older adults institutionalized in a residential center. A quasi-experimental study of repeated measures was carried out, without a control group. The study was carried out in three stages. First, users were evaluated using the WHOQOL-OLD BREF scale. Second, they were provided with treatment to modify their quality of life. Third, they were re-evaluated using the same scale. Adults in the care home reported a low level of quality of life before treatment. After treatment the levels increased. The Student t test was applied to compare the scores reported by the study participants before and after treatment. The result of this test allows us to attribute a statistically significant increase in quality of life to the treatment developed. This result is relevant in practical terms, because it partially suggests that the treatment is effective and can be expanded for clinical purposes.

Quality of life, Older adults, Autonomy, Social interaction, WHOQOL-OLD

Resumen

El presente capítulo expone los resultados de un estudio que buscó modificar el nivel de calidad de vida reportado por adultos mayores institucionalizados en un centro residencial. Se efectuó un estudio cuasi-experimental de medidas repetidas, sin grupo de control. El estudio se desarrolló en tres etapas. En primer lugar, los participantes del estudio fueron evaluados usando la escala WHOQOL-OLD BREF. En segundo lugar, se les proporcionó un tratamiento para modificar su calidad de vida. En tercer lugar, fueron reevaluados usando la misma escala. Los adultos del centro de cuidado reportaron un nivel bajo de calidad de vida antes del tratamiento. Después del tratamiento este nivel se incrementó. Para comparar las puntuaciones, se aplicó la prueba t Student. El resultado de esta prueba permite atribuir un aumento estadísticamente significativo de la calidad de vida al tratamiento desarrollado. Este resultado es relevante en términos prácticos, porque sugiere parcialmente que el tratamiento es efectivo y puede ser expandido a otros contextos con propósitos clínicos.

Calidad de vida, Adultos mayores, Autonomía, Interacción social, WHOQOL-OLD

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Introduction

This article reports the results of a study that sought to determine whether the modification of the quality of life of institutionalised older adults is attributable to an intervention project whose implementation was focused on manipulating the perception of autonomy, social interaction and affective states. For this purpose, we worked with a group of older adults in a residential care centre, located in the municipality of Tlaltenango, Mexico.

The available literature defines older adults as people who live a moment in their life trajectory, in which the organism, and functioning capacities deteriorate (Del Mar-Molero, Pérez-Fuentes, Gázquez, Mercader, 2015).

Some studies report that these conditions of human ageing produce physical and mental health conditions, as well as dependence, loneliness and social disruptions. These are summarised in loss of roles and decreased activities with others (Martínez Reig, Ruano, Sánchez, García, Rizos, Soler, 2016).

Because of this, according to Del Mar-Molero (*ibidem*), they would be expected to adapt less effectively to these conditions; considering that illness, loss of functional abilities and deterioration of mental health are factors that moderate such adaptation.

In this framework, the concept of behavioural plasticity, proposed by Baltes and Baltes (1990), is relevant, as it focuses attention on the processes of adaptation to the changes that occur in the ageing process.

Therefore, it would be presumed that the ability of older adults to adapt to the situations of this stage should be based on adequate types and levels of resources and social support for a more successful transition in this stage of life (Hernández, 2016).

Intuitively, older adults tend to re-signify their perception of themselves and the stage of life they are in based on the material resources and support available to them to adapt to their situation (Hurtado Tabora, Castañeda Valderrama, Ceballos Gómez and Escobar Torres, 2019).

However, older adults do not age in the same way. This process of ageing and adaptation is affected by both positive and negative experiences. These experiences are acquired outside or inside residential care facilities in their old age (Etxeberria Mauleon, 2014; Moral García, Orgaz García, López García, Amatria Jiménez, Maneiro Dios, 2018). When institutionalised, older adults generally generate a negative perception (Reyes Cisneros, 2018).

In this sense, the results of some studies suggest that adequate adaptation to ageing is beneficial for mental and physical health, and that this can be achieved by improving quality of life, for example, through access to resources or through effective interventions on variables such as autonomy (Guerrero, Galván, Vásquez, Lázaro, & Morales, 2015).

Research by Bazargan, Cobb, Assari and Bazargan-Hejazi (2023) provides evidence in this regard. Their findings suggest that adjustment to ageing in African American and Latino older adults in the United States is conditioned by significantly lower levels of quality of life. Financial strain, chronic illness, untreated pain, sleep disorders and unequal access to services all contribute to lower levels of quality of life compared to their white peers.

Similarly, Koponen, Löyttyniemi, Arve, Honkasalo and Rautava (2023), based on the results of an experimental study, suggest that individually tailored cultural activities through work plans can ensure a higher quality of life for older adults in residential care facilities.

Similarly, Justo, Perez Marques and Carvalho (2023) through experimental research have shown that programmes that improve cognition and memory also improve the mood and quality of life of older adults.

In another recent study, Charlton, McQuaid and Wallace (2023) have found that, despite reported anxiety and depression, social support is very important in ensuring quality of life in middle-aged and older autistic adults. Intervening with improvements in social support can have a significant impact on their quality of life. In accordance with this review, which has been aimed at pointing out the importance of intervening in the conditions of ageing.

The hypothesis of the present study states that the positive modification of the quality of life of institutionalised older adults is attributable to a treatment focused on manipulating their autonomy, social interaction and affective states.

Theoretical framework

Quality of life

Quality of life is a complex construct, which has been defined by multiple authors, from different theoretical perspectives from different disciplines, such as economics, psychology, medicine, sociology, as observed in the following paragraphs.

The World Health Organisation initially defined quality of life as a wide-ranging state, complexly interwoven with physical health, physiological state and level of independence. It has subsequently established that this construct refers to "an individual's perception of his or her position in life in the context of the culture and value system in which he or she lives, in relation to his or her expectations, standards and concerns" (WHO, 2002).

For Gómez-Vela and Sabeh, E. (2009), quality of life refers to different objectives, such as people's needs and their levels of satisfaction, access to services.

According to Ardila (2003), quality of life has an objective and a subjective dimension, both characterised by different dimensions.

According to Vera (2007), it refers to well-being and life satisfaction, which is related to one's own life experience, health, social interaction and environment.

Santiesteban, Pérez, Velázquez and García (2009) refer to quality of life as a state of physical, emotional, social, spiritual and occupational well-being that allows people to satisfy their needs.

Components of quality of life

According to Ardila (Ibid.), the concept of quality of life is made up of two main dimensions: an objective one, which refers to the satisfaction of basic needs, health and functional capacities; and a subjective one, related to the evaluation of well-being.

Quality of life in the elderly

Taking into account both dimensions and the previous definitions, in the study reported here, the quality of life of older adults during old age has been defined as a state of both objective and subjective well-being. In the objective dimension, it refers to the ability to function and to satisfy the needs of people. The subjective dimension refers to the assessment of the older adults' own state of psychological well-being.

Functioning capacities

According to Nussbaum (2012), capabilities are the basic minimum requirements for a humanly dignified existence. They do not only refer to the abilities residing within or the physical predispositions of individuals, but include the freedoms and opportunities created by the combination of these personal faculties and the environment.

For Nussbaum (ibid.), the following functional capabilities are the main ones: to live a life of normal length, without dying prematurely; to be in good health, to be adequately nourished, among others; to move freely from place to place and safely; to use the senses, to imagine, think and reason; to have affective ties with other things, animals and people; to live together and engage in various forms of social interaction; to be interested in the environment; to enjoy leisure activities; to have control of the environment or autonomy.

According to this approach, the quality of life of older adults depends on the objective recognition that they are realising, albeit in varying ways, the aspects mentioned in the previous paragraph.

Subjective well-being

Ryff (1989), defines psychological well-being as the effort of individuals to give meaning to life, to set goals and to achieve personal fulfilment. According to Diener (2000), subjective well-being refers to the perception of a state of fulfilment characterised by pleasant affective states of satisfaction, joy and happiness, which people can report. From this definition it can be inferred that quality of life is also associated with the perception of a psychological state of satisfaction and fulfilment with the kind of life that is momentary or long-lasting.

Factors associated with quality of life in old age

According to Zetina (1999), old age is a process of deterioration that occurs at advanced ages and is usually associated with a decrease in physical and mental capacities, unlike other stages of life that are considered to be growth and development.

These physical, psychological and social changes experienced by older adults during old age make them a vulnerable population, i.e., exposed to risks of different types, disabilities, maladaptation to changes or situations in the environment that affect their objective and subjective well-being (Busso, 2002).

Due to these circumstances, it has been found that the main factors associated with the decline in the quality of life of older adults in old age are greater exposure to diseases (mainly chronic degenerative) that are physically incapacitating, conditions of economic dependence, poverty and a decrease in the degree of autonomy (Busso, 2002; Vera, 2007).

In this regard, the results of recent research by Shanbehzadeh, Zanjari, Yassin, M., Yassin, Z. and Tavahomi (2023) are illustrative. These authors found that the symptoms of so-called Long COVID (fatigue, pain, low physical activity and communication problems) have had a negative impact on the quality of life of many adults in residential care facilities.

It has also been found that the quality of life of older adults results from the combination of different factors such as decent housing, clothing, food, available goods, perceived social support, social interactions (Guantiva and Quiroga, 2018) and personal variables such as age and gender (Rodríguez, 2007).

From the above, the need arose to confirm the effect on quality of life of an intervention proposal, which was focused on manipulating the perception of three variables derived from the functioning capacities approach, namely: autonomy, social interactions and affective states in a group of older adults aged 65 and over, institutionalised in a residential care centre.

Substantive definitions

For the practical purposes of this study, affective states were defined as sustained and persistent emotions, positive or negative, reported as intimate experiences and that can be perceived by those who interact with people (García, Maldonado and Ramírez, 2014).

Autonomy refers to a person's set of abilities to choose, make decisions independently and take responsibility for the consequences of their actions (Álvarez, 2015).

Finally, social interaction refers to the processes that occur when a unit of action produced by one individual acts as a stimulus for another individual's unit of response in co-presence (Marc and Picard, 1992).

Methodology to be developed**Research design**

An explanatory-correlational research was developed, with a quantitative approach, following a quasi-experimental design and without a control group. In particular, a repeated measures design was carried out (Hernández, Fernández, Baptista, 2014), that is, with measurement before and after a treatment designed to modify the quality of life of older adults.

Population and unit of analysis

The population is made up of elderly people institutionalised in a residential centre, in which care and attention functions are performed on a supplementary basis. By definition, in Mexico, the elderly constitute a segment of the total population aged ≥ 65 years. The corresponding unit of analysis is elderly persons who are formally institutionalised by their relatives in a residential care facility. The specific institution that was selected is located in the municipal capital of Tlaltenango, Zacatecas, Mexico.

Inclusion criteria were to be male or female, aged 65 years or older, and to be institutionalised in a residential care centre. Exclusion criteria were having any limitation or mental state that affected participation in the dynamics and the quality of self-reported information (e.g. symptoms of depression, memory failure and senile dementia problems).

Sampling procedure

The selection of the units of analysis was based on the census procedure, since in the municipality of Tlaltenango there is only one residential centre for older adults and the number of people institutionalised in that centre was significantly small, so all adults institutionalised in that residential centre were involved.

Description of participants

Based on the established criteria, older adults who met the inclusion criteria were invited to participate. There were 13 participants aged ≥ 65 years, of whom 5 were men and 8 were women. The minimum age was 69 years and the maximum age was 112 years, with a mean age of 88.

The study participants were assessed on their physical and mental health status using a database of the residential centre, which was generated by the responsible authorities and updated longitudinally during the time of the study.

Collection of information

In order to collect the information relevant to the dependent variable, the Quality of Life in Older Adults Scale was applied World Health Organization Quality of Life of Older Adults (WHOQOL-OLD) (1995).

In particular, the adapted version of the WHOQOL-OLD BREF scale was applied in Mexico (Acosta, Echevarria, Garcia, Serrano, & Vales, 2013), as well as in Peru (Queirolo, Barbosa, & Ventura, 2020). This more compact version consists of 24 Likert-type items, grouped into 6 dimensions or factors: 1) Sensory Skills (HS), 2) Autonomy (AUT), 3) Past, Present and Future Activities (APPF), 4) Social Participation (PS), 5) Death (MA), and 6) Intimacy (INT). Each dimension consists of four items.

For each item, there are five response options to choose from, which represent the state in which each participant perceives himself/herself. The response options follow an ordinal scale, and are paired with numerical values ranging from 1 to 5, so that the highest scores correspond to the most favourable states reported by individuals.

The sum totals for each dimension can range from 4 points to 20. The sum of the scores of the items allows to construct the total score of the scale (120), as well as its expression in a Quality of Life Index (QLI) when divided by the total number of items.

Procedure

The empirical research was conducted in four phases which are described in some detail below. In the first phase of the research, which started in the first week of October 2022, firstly, permission was sought from the management of the residential care centre and, secondly, the informed consent form was given to the family members and authorities of the residential care centre. Thirdly, an initial quality of life assessment of the institutionalised older adults was developed by applying the WHOQOL-OLD BREF scale to all older adults in the residential care facility.

This instrument was administered by two psychologists responsible for the treatment of the older adults in the residential centre. This process involved reading each question (modulating the voice to ensure understanding of each item), as well as showing the adults some alternative answers with figures or emoticons.

In the second phase of the research, which took place between November 2022 and February 2023, different activities were developed as part of the treatment. The aim was to generate a positive impact on the quality of life of the older adults in the nursing home. In this way, various group dynamics were carried out during four months. Some activities were developed to improve functional autonomy and dependency in decision-making. Other activities were carried out to improve the feelings, empathy and self-esteem of the elderly. Finally, some activities were carried out to facilitate communication, social participation and interaction of older adults.

In the third phase of the research, which took place at the end of February 2023, the second measurement with the WHOQOL-OLD BREF scale was carried out on all the older adults in the residential centre, who had previously answered the scale and also completed the intervention activities.

In the fourth and last phase of the empirical research, during the months of March and April 2023, a data base was elaborated and, between the months of May and June, the data were cleaned and analysed, as well as the preliminary report of results.

Plan for the statistical analysis of the data

The information collected from the first and second surveys was used to create a database. Once cleaned, this database was used to carry out the statistical analysis of the variable under study. This process was carried out with SPSS software in two main stages: one of descriptive analysis and the other of inferential analysis.

The first was carried out in five stages. First, a statistical characterisation of the frequency distributions of the items was carried out. Secondly, the normality and homogeneity features of the item distributions were evaluated. Third, a convergent validity analysis was carried out to judge the degree to which the dimensions of the construct were measured. Fourth, the reliability of the scale measurement was analysed using Cronbach's alpha coefficient (α). Fifth, we worked on the characterisation of the frequency distributions of the six dimensions of the scale at the two measurement moments: before and after the treatment.

The second stage of the analysis plan consisted of a hypothesis test to determine the levels of variance achieved in the average scores of the dimensions and the total scale score. In fulfilment of this objective, a Student's t-test was performed to assess the difference in means.

Results

Analysis of normality and homogeneity of the test items

From the analysis of the pre-treatment measurement, mean item scores range from 0.20 to 3.20. This trend of responses can be characterised as a trend of responses in the range of 0.20 to 3.20. This trend of responses can be characterised as a set of low-level scores, taking as a reference that the values of the response options of the items vary from 1 to 5.

When analysing the skewness and kurtosis of their frequency distributions, it is observed that they are close to a normal distribution, with slight biases of negative skewness in the items that make up the following dimensions: Intimacy (INT); Past, Present and Future Activities (APPF); Social Participation (PS) and Death and Dying (MA).

In summary, the above results indicate low scores and an acceptable level of normality in the frequency distributions of most of the scale items (Table 1).

Likewise, the results indicate that most of the items have an adequate degree of homogeneity, since they meet the criteria of presenting corrected item-test correlations (ritc) greater than 0.30 in a positive sense.

However, taking into account the values of the discrimination index and the discrimination coefficient, the decision was taken to remove the scores of items R1, R2 and R10 from the total scale, as they did not meet the homogeneity requirements, as they were lower than 0.30 in the discrimination index and the discrimination coefficient and, in some cases, they were even negative (table 2).

Evidence of validity based on the correlation of dimensions

Prior to the validity analysis, a normality analysis was required. This analysis was carried out using the Kolmogorov-Smirnov technique. As a result, a p-value ≥ 0.05 was recorded as the level of statistical significance in five of the dimensions and in the total score of the scale. Therefore, it was concluded that they have a normal distribution, with the exception of the intimacy dimension.

Therefore, we started with the parametric tests of convergent validity of the dimensions and the total scale. In particular, by means of the maximum likelihood test. The results of this test indicate that all the dimensions of the scale have levels of statistical significance located in the rejection zone (p value ≤ 0.05) for the KMO test and Bartlett's sphericity test.

Likewise, the principal component analysis in the six dimensions yielded an average value above 0.5. This value confirms the existence of a six-dimensional structure in the WHOQOL-OLD BREF scale.

Moreover, validity analysis based on intra-dimension correlations shows that four of the dimensions have positive and significant relationships with other dimensions of the scale as well as with the total scale scores. Only one dimension: Death and Dying has significant negative relationships with several dimensions, and the dimension Sensory Abilities was found to have no significant relationship with the dimensions and the scale. These results suggest an acceptable level of construct measurement validity with the WHOQOL-OLD BREF scale.

Reliability analysis by internal consistency

On the other hand, to determine the reliability of the scale, Cronbach's alpha coefficient (α) was estimated. This was applied to the two measurements taken: before and after the treatment. The analysis with this technique yielded the following values for each dimension: Sensory Abilities ($\alpha = 0.67$); Autonomy ($\alpha = 0.81$); Death and Dying ($\alpha = 0.56$); Present, Past and Future Activities ($\alpha = 0.73$); Social Participation ($\alpha = 0.86$); Intimacy ($\alpha = 0.92$). As can be seen, all values exceed 0.60. This trend indicates an adequate reliability of the WHOQOL-OLD scale measurements performed.

As for the total scale score, the alpha test yielded a value $\alpha = 0.87$, which indicates an excellent reliability of the scale.

Test-retest reliability analysis

In addition to the above analyses, Cronbach's alpha coefficient (α) was calculated to estimate the reliability of the WHOQOL-OLD BREF scale based on the correlation of scores recorded before and after treatment. At the end of the analysis the following results were recorded per dimension: Sensory Abilities ($\alpha = 0.65$); Autonomy ($\alpha = 0.86$); Present, Past and Future Activities ($\alpha = 0.77$); Social Participation ($\alpha = 0.85$); Death and Dying ($\alpha = 0.70$); Intimacy ($\alpha = 0.97$).

As can be seen, all values exceed the value of 0.60. As for the total scale score, the test yielded a very high value ($\alpha = 0.91$), which indicates an excellent level of reliability of the measurements made before and after treatment with the WHOQOL-OLD BREF scale.

Descriptive analysis by dimension

Following the validity and reliability analysis of the scale, a descriptive analysis was carried out for each of the dimensions and the total scale score. The particular aim was to characterise the frequency distributions and some aspects of their position and shape.

Concerning the pre-treatment measurement, the results show a trend of low scores on all dimensions. The scores lie close to between 2 and 8 maximum points. Contrasting these values with the total possible sum (= 20 points) indicates very low levels in each dimension. Furthermore, a low total score (31.8) of the scale is observed. Comparing this value with the maximum possible sum (= 120 points) suggests a low level of quality of life (Table 3).

On the other hand, the standard deviation values of the pre-treatment measurement do not indicate the presence of outliers. This is consistent with the values recorded in the skewness of each dimension and in the total scale score.

As for the post-treatment measurement, higher scores were recorded for each dimension, ranging from 6 to 10 points. There was also a noticeable increase in the total score (48.6, i.e. 17 points higher than in the first application) (table 3).

In the post-treatment measurement, the standard deviation values also do not indicate the presence of outliers. This is consistent with the skewness values of each dimension and of the total scale score.

On the other hand, when analysing the skewness and kurtosis of each dimension, it is observed that their values are close to a normal distribution, as the skewness does not exceed 1.5, with slight skewness biases in all dimensions.

Overall, although the reported levels remain low, the post-measurement results suggest that study participants reported increases in the WHOQOL-OLD BREF scale measure after treatment.

In theoretical terms, this result suggests that the treatment generated an improvement in the quality of life of the group of institutionalised older adults who participated in the study.

Hypothesis testing

Therefore, in order to attribute the variance or increase in mean quality of life scores to the treatment, a hypothesis test with greater statistical power and precision was performed. For this purpose, a test of difference of means was performed, using the Student t-test. The objective was to evaluate the presence of a statistically significant variance between the mean scores recorded before and after treatment. Once the analysis was completed, the result indicates that the total scale score registers a p-value ≥ 0.05 .

Based on the null hypothesis of this statistical test, it was decided to reject the null hypothesis. This concludes that there was a statistically significant increase in the total score of the quality of life scale recorded after treatment.

Anexxes

Reagent per dimension	Media	Asymmetry	Curtosis
HS R1.	2.70	0.687	-1.043
HS R2.	2.70	0.953	-0.637
AUT R3.	1.00	0.000	-1.393
AUT R4.	0.80	2.261	5.879
AUT R5.	1.70	0.192	1.092
MA R6.	0.70	0.742	-1.640
MA R7.	0.20	1.779	1.406
MA R8.	0.60	2.602	7.135
MA R9.	2.20	-0.237	-2.300
HS R10.	1.60	1.020	2.256
AUT R11.	1.40	0.280	-1.663
APPF R12.	1.50	0.839	-0.468
APPF R13.	0.80	1.241	0.946
PS R14.	0.40	1.658	2.045
APPF R15.	3.20	-0.484	-2.277
PS R16.	1.90	-0.253	-1.898
PS R17.	2.20	-0.453	-1.274
PS R18.	2.00	0.000	-2.571
APPF R19.	2.80	-0.272	-0.896
HS R20.	2.30	-0.042	-1.238
INT R21.	0.40	0.484	-2.277
INT R22.	0.60	-0.484	-2.277
INT R23.	0.50	0.000	-2.571
INT R24.	0.60	-0.484	-2.277

Tabla 1 Estadísticos de los reactivos de la escala WHOQOL-OLD BREF, medición antes del tratamiento
Source: Own Elaboration

Reactivos	ID	CD
R1	-0.125	-0.511
R2	-0.125	-0.251
R3	0.125	0.475
R4	0.375	0.590
R5	0.375	0.739
R6	0.375	0.058
R7	0.25	0.805
R8	0.625	0.771
R9	0.5	0.283
R10	-0.125	-0.083
R11	0.75	0.891
R12	0.375	0.257
R13	0.5	0.855
R14	0.375	0.899
R15	0.5	0.502
R16	0.625	0.815
R17	0.625	0.580
R18	0.5	0.613
R19	0.375	0.560
R20	0.25	0.398
R21	0.25	0.668
R22	0.25	0.729
R23	0.125	0.465
R24	0.25	0.729

Table 2 Discrimination index and discrimination coefficient of the WHOQOL-OLD BREF scale, pre-treatment measurement. Note: ID = Discrimination Index, CD = Discrimination Coefficient
Source: Own Elaboration

Statistic	HS	AUT	MA	APPF	PS	INT
Average before	31.8	8.3	4.9	3.7	6.3	6.5
Average after		10.2	9.1	6.1	8.8	8.1

Table 3 Average scale dimension scores and average total WHOQOL-OLD BREF scale score, pre- and post-treatment measurements
Note: HS = Sensory Skills, AUT = Autonomy, APPF = Present, Past and Future Activities, PS = Social Participation, MA = Death and Dying, INT = Intimacy
Source: Own Elaboration

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Conclusions

The research reported in this article sought to improve the quality of life levels of institutionalised older adults in a residential care centre located in Tlaltenango, Mexico.

As in the study by Acosta et al. (2013) and Queirolo et al. (2020), the results confirm that the measurement of the applied instrument presents a six-dimensional structure, an adequate level of validity, and excellent reliability. These features make this scale a suitable instrument for clinical applications.

Regarding the theoretical implications of the study, it can be concluded that the increase in the quality of life of the older adults participating in the study is attributable to the operation of the treatment, which manipulated the perception of autonomy, affect and social interactions of institutionalised older adults.

Finally, it is important to note that this study was not without limitations. Among the main ones is the type of design used. With the design used in this study, only a possible causal relationship can be suspected from the findings. It is therefore recommended to continue the investigation of the variable under study using an experimental design. This should have a control group and a randomised and paired allocation of participants in the groups.

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Anthology of architectural texts**Antología de textos de arquitectura**

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Abstract

This article presents a meticulously curated anthology of a categorization of influential books in the field of architecture, providing a comprehensive exploration of works that have shaped architectural thought and practice from the late twentieth century to the present day. Through critical and comparative analysis, it examines how each book has contributed to the theoretical and practical development of architecture, highlighting its influence on architectural styles, design principles, and teaching methodologies. The selection encompasses a wide range of perspectives, categories ranging from theoretical to methodological books, emphasizing both classic texts and new interpretations and disruptive approaches. This study not only offers a panoramic view of the architectural literary landscape, but also analyzes how these generate a sociocultural and environmental impact of reflecting and conceiving works, underlining their relevance in modern architectural discourse. This work serves as an essential guide for students, professionals, and architectural enthusiasts, providing an in-depth understanding of the evolution of architectural thought and its practical applications.

Resumen

Este artículo presenta una antología meticulosamente curada de una categorización de libros influyentes en el campo de la arquitectura, proporcionando una exploración integral de las obras que han moldeado el pensamiento y la práctica arquitectónica desde finales del siglo XX hasta la actualidad. A través de un análisis crítico y comparativo, se examina cómo cada libro ha contribuido al desarrollo teórico y práctico de la arquitectura, destacando su influencia en los estilos arquitectónicos, los principios de diseño y las metodologías de enseñanza. La selección abarca una amplia gama de perspectivas, categorías que van desde los libros teóricos hasta los metodológicos, enfatizando tanto los textos clásicos como las nuevas interpretaciones y enfoques disruptivos. Este estudio no sólo ofrece una visión panorámica del paisaje literario arquitectónico, sino que también analiza la manera en que estos generan un impacto sociocultural y ambiental de reflexionar y concebir obras, subrayando su relevancia en el discurso arquitectónico moderno. Este trabajo sirve como una guía esencial para estudiantes, profesionales y entusiastas de la arquitectura, proporcionando una comprensión profunda de la evolución del pensamiento arquitectónico y sus aplicaciones prácticas.

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1. Introduction

The selection of books and texts collected in this Anthology of architectural texts is intended to serve as complementary/additional material in the training process of the students of the Faculty of Architecture. It is intended to provide support not only in the subjects of the branch of design, but in all the subjects that require it during the degree, in order to generate an integral knowledge.

It is not intended as a guide to be used as a salvation in case it is required in class; that is not the aim of this anthology. Each book or text documented here has been carefully selected and included because of the contribution it makes to architecture itself. The ideas, intentions and concerns of great architects, critics and people related to the discipline are brought together in the collected writings, which have been summarised in brief paragraphs to facilitate understanding and comprehension for students who are confronted with a text on architecture for the first time.

These summaries are not intended to be mere academic summaries that only describe the content of the book, but rather to raise questions and reflections in the students. Thus, it is hoped that with the help of the words written here, the desire to learn, explore and experiment will awaken in students so that they themselves will seek their own answers and be able to generate a proactive working method in their careers.

In order to make the readings as comprehensible as possible, a classification of the different types of bibliographies existing in the discipline has been included, which may be useful to the student in subsequent courses for an effective search for architectural literature.

2. Bibliographical classification

The following bibliographical classification has been made with the aim of showing the student the different categories that exist in the literary collection within the discipline. It is also intended to give an understanding of what each type of book has to offer, so a "guide" has been created to make it easier to find the answers. The classification is presented below:

2.1. Catalogues

They can be defined as books that narrow down or reduce a topic such as hotels, bars, schools or summer houses, among many others. This type of text is characterised by its focus on showing images of architectural objects already built (materialised), accompanied by brief texts (often descriptive and not analytical) with few plans or sketches that help to better understand the work shown. These books focus on what is being studied, in this case, the finished work.

For this category, rather than authors, we can mention primarily publishers that are known for producing books, such as Catálogos, AE editores and Loft Publicaciones, which are some of the largest producers in the field.

With a huge variety of images, this type of resource is presented as a quick solution for the learner. However, there is a risk that the student will misinterpret and do no more than copy forms and style because of being able to see only the end result and not the process of the project.

2.3. Biographies

These books are based on bringing together the life and work of an architect, are important to be able to study the evolution he may have had throughout his life, as well as to understand the context in which his works were projected. Therefore, we can affirm that these books focus on who develops the projects: his life and his intentions.

Regarding the type of text, it gives a much more detailed or even analytical description; the work is usually presented chronologically, which allows us to observe and analyse how the architect acquires his own formal language and how he shapes his spatial vision. Some publishers such as Tashen, Arquine or Loft publications publish Complete Works books on important architects.

2.3. Theoretical

Books about architectural theory are based on the why of projects or works. They are often presented by a senior architect, a theoretician or a critic of the discipline, who explains his or her position on certain architectural discourses.

They are usually very profound readings, which require a high level of abstraction and experience in order to understand and analyse them. Many writings of this type do not even include images, as the aim is to convey one or more conceptual ideas. They are very useful to create an architectural cultural background for the student's education, although they can also be used as theoretical support for projects or academic research.

These books help students or readers to have a better conception of architecture, however, they leave aside the form of the discourse. Consequently, if one does not accompany the reading with additional bibliography where the formal-spatial language is developed, one runs the risk of remaining only in theory, in other words, one risks not being a desk architect any more. On the contrary, if one does not delve into the "content of form", one will create superfluous architecture, devoid of proposal.

Publishers such as Actar and Gustavo Gili have a wide repertoire of theoretical books on various subjects related to the discipline of architecture. It is worth mentioning the GG Minimal collection of the Gustavo Gili publishing house, which presents short essays written by great figures in architecture, its content is rich in knowledge and invites reflection and questioning of architectural works.

2.4. Dictionaries

These are alphabetically organised reference books that show concepts or formal elements and define their meaning. However, by limiting itself to a definition, the meaning can be reductionist and the why, when, how and where to use the concept is not understood, reducing it to a formal consultation tool. Generally, they help the student to form a visual lexicon that helps to understand and write the architectural space explaining where one or another element is located or placed.

Actar publishers have some valuable books in this category such as the *Metapolis Dictionary of Advanced Architecture* (Metapolis Group, 2008), *Phylogenesis: Foa's Ark* (Foreign Office Architects, 2003) and *Total Housing* (Ferre, 2010).

2.5. Analytical

This category of books tends to be the one that contributes most to the student's education, as it presents reflective analyses of works, projects and even architects. Analytical texts are written by leading architects or critics.

They tend to focus on the how, as they identify the components of a whole, separate them and examine them critically and methodologically in order to access the most fundamental principles of the project. The analysis is not quantitative, but qualitative, allowing a diagnosis of the gestation of a building and the architect's intention in terms of the themes of the decisions taken. Here the work is understood in its parts: plans, façades, elevations, sections, structures and lighting, or any variable that brings greater understanding to the study.

Books such as *Ten Canonical Buildings* by Peter Eisenman (2011) and *Theoretical Concern and Design Strategy in the Work of Eight Contemporary Architects* by Rafael Moneo (2004) are examples of analytical works. Both books present a critical and analytical look at the project-works collected and are based on the experience of both writers.

2.6. Consultation

These are the type of books most commonly used by students because of their easy communication through pictures and explanatory text. They are books that do not present an analysis of works, projects or architects; their main function is to explain or transmit techniques related to the degree, such as drawing, anthropometric measurements, costing or construction details.

This category will not be explored in depth because they do not make a notable contribution to architectural design and understanding, although it is true that they are necessary books in the student's training. The risks of using this type of text is to think of them as encyclopaedias from which information is only emptied into the students' projects, and so we speak of an architecture without a proposal.

In this category, books such as Neufert (Ernst Neufert, 1973), Enciclopedia arquitectónica Plazola (Alfredo Plazola, 1995) and the wide variety of books presented by F.D.K. Ching such as *Forma, espacio y arquitectura* (2010) stand out. These bring together a variety of recurrent data in a project, such as: architectural programmes, relationship diagrams, minimum measurements, technical plans and some regulations. The drawback of all this is that it corresponds to a model of design method that seems to be outdated for the present time.

2.7. Conversations with students

These books are short accounts of interviews, lectures or messages that great masters of architecture have addressed to university students. In them, the aim is to break down the barrier between teacher-student and to be able to engage in a "chat between colleagues".

They are of great support to the student because the stories of the masters lose the formality that is found in the lectures of congresses. In these texts the architects talk about and show their works, describing their design and work processes, and they do not limit themselves to using exclusively formal-spatial language, but also transform the explanations into architectural experiences.

The student reader empathises with these experiences as the teacher expresses the doubts, fears, inconveniences and even the casual successes he had during the development of his projects. These experiences are communicated in simple and colloquial language, which enhances the student's attention and facilitates the absorption of knowledge.

Within this category, the publications of the Gustavo Gili publishing house stand out with their collection *Conversations with students* in which great architects such as Souto de Moura (2008), Siza Viera (2005), Calatrava (2008) and Van der Rohe (2010) express their processes, experiences and occurrences to young architects. Special mention should be made of the book *Message to Architecture Students* by the great master Le Corbusier (1957), which has remained an icon for several generations.

2.8. Journals

These are periodicals that are often multidisciplinary, i.e. they present works of architecture, art, fashion and design. They are good sources of cultural background for the student, and the following is a subdivision of the types of magazines that can be consulted during the course of the degree:

2.8.1. Global

These are magazines that bring together contemporary architectural works, which are accompanied by plans, construction details and some sketches. The texts are usually descriptive or analytical. They usually contain sections called "Dossiers", which bring together the opinions of specialists on a current issue; they also include opinion articles by different columnists related to architecture.

These types of magazines tend to be commercial and there are publishing houses with a long tradition in the field, such as *Domus* (Italy), which has expanded worldwide, and *Arquitectura Viva* (Spain), which has three types of publications: *Arquitectura viva*, *AV*, monographs and *AV*, projects. Other magazines with good content are *Arquine* (Mexico), *Plot* and *Summa+* (Argentina).

2.8.2. Monographs

These can be similar to biographical books, since they analyse all or part of an architect's work, and usually present an in-depth analysis. The images of the works are accompanied by interviews to better understand the context in which they were designed; this category represents a combination of architectural theory and practice.

There are specialised magazines such as *AV Monografías*, *En blanco*, *2G* and *Croquis*, all Spanish. Among them, *2G* and *Croquis* stand out for the quality of their content and their way of publishing, which consists of commissioning each issue to a different editor, in this case, renowned architects. In this way, the study and critique is carried out by a specialist in the discipline.

2.8.3. Competitions

These are magazines that showcase architectural competitions worldwide. They compile the proposals of the different architectural firms and show them in a descriptive way. These help the student to keep informed about the type of architecture that is now being designed in the world. The magazines *Future and AV*, projects produce editions and compilations where these types of projects are shown.

3. Readings

3.1. Atmospheres by Peter Zumthor

3.1.1. Summary

"Atmospheres, architectural environments. Things around me" is the title of the lecture that the Swiss architect Peter Zumthor gave to about 400 people in the Renaissance palace in the town of Wendlinghausen, Germany, on 1 June 2003 during the celebration of the Festival of Literature and Music: *Wege durch das land* (Paths through the country).

In this lecture, Zumthor shows and explains his vision of architecture: What does architecture mean to him, what is its primary function, and what do buildings convey, were questions that guided the casual and natural conversation offered by the architect. In addition to showing his way of seeing and perceiving architecture, he shared nine points and two annexes that he observes and that, from his perspective, are fundamental for good architecture. Among these points, concepts and elements of the discipline are the materials with which it is built, sound, temperature, people and their objects, time, scale and light. These are explained through experiences, showing the importance they have to form a whole, an atmospheric space; where each element is necessary and the absence of any of these concepts would not produce the same effect in the space.

This text is a great contribution for students and, although a certain degree of abstraction is required to fully understand it, it represents a great first approach to architecture. It allows students to reflect on and make a retrospective analysis of the spaces they have lived in before studying architecture, which will give them a first insight into architecture and what it does to people.

3.1.2. About the author

Peter Zumthor was born in 1943 in Basel, Switzerland. He trained as a cabinetmaker and architect at the Kunstgewerbeschule in Basel and at the Pratt Institute in New York. In 1979 he decided to open his own studio in Haldenstein, Switzerland. He also teaches at the *Accademia di Architettura* of the *Università della Svizzera Italiana* in Mendrisio, Italy.

He is considered one of the best contemporary architects, with a unique and original style, which produces great contributions to his environment. His work has been recognised with numerous awards, including the Pritzker Prize in 2009.

3.1.3. Contributions to methodology

The content of this book makes an important contribution to three phases of the proposed design methodology: *Atmospheres* (Zumthor, 2009), integration (modelled context) and spatial conception. What the author sets out in the text is what the student is intended to achieve: to be able to understand the concept of atmosphere and generate this phenomenon in their projects in an integrated manner.

As for the spatial conception part, the book gives the student a sample of how to break down the different components of atmospheres, with which he manages to identify the elements that make up the physical space (materiality) and the phenomenological space (sensations). Zumthor's architecture provides the student with a reference on how to treat the environment of the works, respecting it and taking it into account to such a degree that it becomes the guiding axis of the work.

The student is recommended to complement this reading with others of similar characteristics, such as *Thinking architecture* (2014) by Peter Zumthor himself offers a collection of essays that the architect has produced during his career, each essay explaining a part of what he considers to make up architecture, such as materials, form, light. The second reading is *Questions of perception, phenomenology of architecture* (2014) in which the author, Steven Holl, explains in detail the elements of what Zumthor calls the *Atmospheres*.

In relation to the integration phase, reading books by the Portuguese architect Eduardo Souto de Moura will be of great support to the student, since both the Swiss and the Portuguese architect respect the place so that this does not affect the quality of their projects. In contrast, one can read texts by Rem Koolhaas, the architect of the famous phrase "Fuck the context".

3.2. The eyes of the skin by Juhani Pallasmaa

As if a house should be designed for the pleasure of the eye rather than for the well-being of the inhabitants. A piece of architecture should not become transparent in its utilitarian and rational intentions; it has to keep its secret in order to engage our imagination and our emotions. [...] Tadao Ando expresses "I believe that we must move architecture away from function after ensuring the observation of functional bases" (Pallasmaa, J. 2022, 63).

3.2.1. Synthesis

Touch, taste, smell, hearing and sight are the five senses that human beings possess, but does architecture contemplate all the senses? Juhani Pallasmaa presents an analytical critique of the way in which architects have designed architecture in recent times, making it a purely visual discipline, it remains to be asked, why do we design for the eyes?

Thus, *The Eyes of the Skin* immerses the reader in a rethinking of the Western paradigm in which sight is "the noblest of the senses", to such a degree that thought itself is considered only in visual terms. While it is true that most people think in images, sight has taken on a high level of importance compared to the other senses to the extent of exercising hegemonic control over them. This phenomenon is explained by the author and posited as *ocularcentrism* and it is this that has led to a spatial crisis. This crisis is that vision largely dominates the fields of cultural production. It is because of vision that there is art and architecture; however, due to commercial onslaughts, images and visuals have also become commodities. Architects and clients are relegated to being mere observers, unable to show empathy through the other senses and this has resulted in superfluous architecture, devoid of tectonic logic, absent of a sense of materiality and with forms that represent nothing. Architecture has become routine.

This is where Pallasmaa shows his stance towards the way architecture is designed. His proposal is to conceive an architecture with hapticity, in which the senses are linked to create spaces for all touch, but why touch? The skin is the largest organ of the human being, it helps us to feel and represents an extension of the other senses, including sight.

The book invites to a reflection, not only on the way to project, but also to think: to stop thinking only about images and to include the other senses, thus generating unique spaces that move the user.

3.2.2. About the author

Born in 1936 in Hämeenlinna, Finland. He has his studio in the city of Helsinki, has been a professor at the Helsinki University of Technology, director of the Finnish Museum of Architecture, as well as a guest lecturer at architecture schools all over the world. His books *The Eyes of the Skin*, *The Corporeal Hand* and *The Hand that Thinks* have become compulsory reading for architecture students.

3.2.3. Contributions to the methodology

Pallasmaa's text is a good complement to the methodology, specifically in the phases of Atmospheres and spatial qualities, as his contributions regarding the way in which architecture should be designed provoke in the student the ability to transmit sensations to the five senses of the human being, using the body as an extension of space.

The generation of atmospheres is something casual in Pallasmaa's architecture, as the architect's primary intention is not to generate them; it can be said that he makes an analysis similar to the atmospheric one because he detects which tangible or intangible elements alter his sensations.

The reading can be complemented by the other two books by the same author: *The Thinking Hand* and *The Corporeal Hand*, both of which follow the same line of research and work that the Finn has shown throughout his career.

3.3. Ten canonical buildings by Peter Eisenman

3.3.1. Synthesis

Peter Eisenman is considered to be one of the contemporary architects who best combines theory and practice, in the book *Ten canonical buildings are proof of this*. Here, Eisenman selects ten buildings from the recent history of architecture (1950-2000) which, despite not being the most iconic or commercial, are those that have marked a turning point in their time, rethinking the way of designing in their era and, thus, creating a change of paradigms.

The author carries out a critical-analytical study in which he breaks down the parts of the projects and buildings in order to understand them; he makes a vision from two perspectives: a joint one and an individual one, which allow us to grasp and understand the essence of these. In this way, a spatial-contextual understanding of the process, the factors that influenced the development of the project and the architect himself is achieved. Eisenman does not use the same mode of analysis for each work, he first separates these three buildings by temporal context and, from there, understands the characteristics of the building, of the period and of the reading to be made in particular.

It is worth noting two important contributions that the book can offer students: the first is the use of diagrams. These simple diagrams seek to express a lot in a few images and are a good exercise for students to synthesise their ideas in an ideal way.

The author uses the diagram as a descriptive piece, which also allows for a better understanding of the space; likewise, it is used as an analytical tool, in which an emphasis on elements that the critic wants to highlight or exhibit can be observed.

The second contribution is the implementation of basic concepts of semiotics, with the use of 'sign' and 'meaning' with which the student will be able to see how to make his architecture transmit something.

3.3.2. About the author

Peter Eisenman is an architect from Yale University School of Architecture, where he is also a professor. He was a member of the Five Architects and in 1967 was a founding member of the Institute for Architecture and Urban Studies (IAUS) in New York, an institution dedicated to architectural research and teaching, of which he was director until 1982. In 1980 he founded Eisenman Architects, a New York firm of which he is a principal. He has received numerous prizes and awards, including the Golden Lion for his entire career at the 2004 Venice Architecture Biennale.

3.3.3. Contributions to methodology

Eisenman's critical analytical work in this book provides the student with a description of the spatial qualities of the buildings presented. He does this in a comprehensive way by considering every element that contributes to the understanding of the description he gives. The content of the text accompanies the student in the phases of spatial qualities and reflection.

The analyses made take into account both the process and the final result, making the student observe how he/she can make a retroactive reflection of his/her projects, generating feedback on how the work was developed (process) and making a comparison with the final result: Was it what was expected? What could have been done better? In this way, growth is encouraged for future projects.

As a complement to this text, *Theoretical concerns and design strategy* (2004) by the Spaniard and Pritzker Prize winner Rafael Moneo is a comprehensive book that analyses the careers of eight contemporary architects.

3.4. Metapolis Dictionary of Advanced Architecture by Manuel Gausa, et al.

Action

Action-Architecture:

To activate, to generate, to produce, to express, to move, to exchange and to relate. To "shake up" events, spaces, concepts and inertias.

Action-Criticism (counter-chronic explorations):

Alternative possibilities-risk of every random adventure. Qualitative anticipation of emerging potentials. Counter-chronic explorations

Action or Contemplation:

Today-media or interactive world (Gausa, M., et al., 2001).

3.4.1. Synthesis

More than a dictionary, the work gathered in this book represents a space where different points of view and opinions are presented and explained, which seek to offer the student the most complete definitions and references on the different concepts of architecture.

The way in which the dictionary combines text and images in an explanatory and equally analytical way makes it easier for students to seek references on the concepts found and, as a result, to begin to produce and develop their own definitions, in a discipline in which it is increasingly difficult to be clear about things.

In this book, the authors do not empty academic information that could be found in any specialised library encyclopaedia, but show the work they have collected jointly or individually over the years and explain through the only way their experience allows them to do: in a simple and concise way, complemented by the rigid definition of a common dictionary, together with the definition that architecture has given them throughout their careers.

3.4.2. About the authors

Manuel Gausa, Vicent Guallart, Willy Müller, Federico Soriano, Fernando Porrás and José Morales are all architects who have dedicated a large part of their careers to the study and research of architecture; at some point in their lives each has participated in the IAAC (Institute of Advanced Architecture of Catalonia) where they have edited numerous publications.

All except Willy Müller (U. de la Plata, Arg.) are architects from the most prestigious faculties in Spain: ETSAM (Madrid), ETSAB (Barcelona) and ETSAV (Valencia).

3.4.3. Contributions to methodology

The Metapolis Dictionary influences the generation of cultural baggage for the student, which functions as an input in the "Association of space" phase, this being the most basic phase for which the student will need reliable references. This will provide them with the knowledge to be able to understand concepts that at the beginning of the course seem complex. It also gives a taste of the architectural vision that is gained over the years.

Phylogenesis by FOA (Foreign Office Architects) is an option for the student to discover new variants in the discipline, as the book can be considered an experimental dictionary, in which an office shows 20 years of its work in a singular way by classifying its projects based on scientific theories.

3.5. Introduction to semiotics in architecture by María Teresa Paláu

3.5.1. Synthesis

The book presents an introduction to the complex but interesting world of communication, a world that nowadays seems to be more exploited than ever. But what does communication have to do with architecture? A lot! Nowadays everything seeks to be more expressive, to create more communication with users, with people, but it seems that what it is to communicate has been forgotten. Reading this book provides a complete vision of communication and its relationship with architecture.

Semiotics, semiology and semiosis are concepts that the book develops extensively; although loaded with a high level of abstraction, it makes the reader reflect on the way in which he expresses and gives an understanding of his intentions in architecture, where the architect will acquire an importance unknown to most: that of encoding a message. In this way, what the works denote will be the result of the quality of the significant work, that is to say, the message with which our works are loaded.

The contribution of the book is of vital importance for the students to be initiated in the semiotic science; it helps them to develop their own architectural syntax that they will apply in future projects, so as not to fall into superfluous works lacking in sense and meaning.

3.5.2. Contributions to methodology

Architectural syntax is one of the qualities that the book projects in the students. This quality helps the student to be able to produce his own architectural discourse that is applicable to his projects, which is no more than the explanation of the coherent support of his architecture or description of the qualities that his architecture presents, as well as the influences that were had and how they are applied, which is developed in the programme phase (discourse) of the project methodology presented in this course.

3.6. Umberto Eco's General Treatise on Semiotics

3.6.1. Synthesis

Treatise on general semiotics (Umberto Eco, 2018) marks a turning point in the discipline, it is considered one of the most serious and well-founded texts in the branch of semiotics, since it seeks to define and constitute the science of semiotics, its terminology and its contents on the basis of the classical definitions of Saussure and Pierce, who are pioneers of contemporary semiotics.

Saussure saw semiotics from a social perspective, in which language represents a system of signs, and conceived it as a "science that studies the life of signs in the framework of social life"; he thus generated the concept of Semiology, in which he assigned two faces to the sign: that of the signified and that of the signifier. For his part, Pierce focused his research on the 'how', on the process of communication, which he calls Semiosis; in which three objects are involved: a sign, its object and its interpreter.

Eco uses both definitions not as opposites, but as complementary for the creation of the foundations that will lead semiotics to become a verifiable and truthful science. The reading covers content purely from the discipline of semiotics and provides the student with the opportunity to develop his or her own links to architecture.

3.6.2. About the author

Umberto Eco was born in Alessandria, Piedmont (Italy) in 1932, studied at the University of Turin and graduated in 1954.

He has taught at the universities of Florence, Turin, Milan and Bologna since 2001, where he founded the Scuola Superiore di Studi Humanistici. He has received more than 30 doctorates Honoris Causa, and was co-founder of the International Association of Semiotics in 1969.

3.6.3. Contributions to methodology

Architectural syntax is one of the qualities that *Tratado de semiótica general* (2018) generates in students; it helps students to be able to produce their own architectural discourse that is applicable to their projects. This discourse is nothing more than the explanation of the coherent underpinning of their architecture, i.e. the description of the qualities of their architecture, as well as the influences they have had and the way in which they are applied, which is developed in the programme (discourse) phase of the project methodology presented in this course.

Semiotics applied to architecture helps students to generate an architecture with a message, charged with intentions that, when experienced by the users, creates spaces of well-being for them.

4. Conclusion

Through the texts explained above, it can be concluded that *Anthology of architectural texts* focuses on several important aspects of the learning process in architecture and its social and cultural impact:

- Learning process of space: it is highlighted that learning about the phenomenon of space led students away from a two-dimensional and purely utilitarian view of architecture, bringing them closer to a richer understanding of architecture, including sensorial and spatial aspects.

- Epistemological value of the research: It is mentioned that, unlike other methodologies that promote formal experimentation, this approach offers clarity in the design process, supported by a solid theoretical basis. This means that learning does not depend solely on the interpretation and skill of the teacher or student, avoiding superficial replication of results. The proposed methodology is based on successive and systematised approaches, emphasising the teaching and learning of design as a transmissible and learnable process.

- Socio-cultural value of the research: From a social point of view, the proposed methodology allows a larger number of students to develop a deeper and multidimensional understanding of architecture. Unlike conventional teaching, where the quality of training may depend on innate skills, this methodology opens doors for a broader and deeper development in architecture. On a cultural level, the adoption of this methodology can contribute to the creation of more congruent and harmonious spaces, which in turn can generate better mental states and a higher quality of life for users.

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Hardiness and coping strategies in soccer players**Personalidad resistente y estrategias de afrontamiento en jugadores de futbol soccer**

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Abstract

The objective of the present study is to identify the correlations between resistant personality variables and coping strategies in soccer players. Methods: The design of this research was transversal, non-experimental, and correlational, the sample was 72 athletes, aged between 15 and 39 years of age, $M = 20.29$ $SD = 4.11$, 53 men (73.6%) and 19 women (26.4%). Hardiness in Central American and Caribbean Athletes (HPCACA; Ponce et al. 2015) instruments were used, composed of 18 items. The second is the Approach to Coping in Sport Questionnaire (ACSQ-1) in Spanish version (Kim et al., 2003), made up of 28 items. The contribution of the research is focused on the training environment closest to the athlete, be it his family, the coach, the administrative staff of the sports institutes of the various states, who can be psychologists, physiatrists, doctors, facility administrators. and even to the athlete himself since this information guides the possible skills to work on or the identification of areas of opportunity.

Control, Coping, Challenge**Resumen**

El objetivo del presente estudio es identificar las correlaciones entre variables de la personalidad resistente y las de las estrategias de afrontamiento en jugadores de futbol soccer. Métodos: El diseño de esta investigación fue de tipo transversal, no experimental, y correlacional, la muestra fue de 72 deportistas, con edades entre 15 y 39 años de edad, $M = 20.29$ $DT = 4.11$, 53 hombres (73.6%) y 19 mujeres (26.4%). Se emplearon los instrumentos de Personalidad Resistente en Deportistas de Centroamericanos y del Caribe (PRDCC; Ponce et al. 2015) compuesto por 18 ítems. El segundo es el Cuestionario de Aproximación al Afrontamiento en el Deporte (Approach to Coping in Sport Questionnaire, ACSQ-1) en versión en castellano (Kim et al., 2003), integrado por 28 ítems. La contribución de la investigación está centrada en el ambiente de formación más cercano al deportista, ya sea su familia, el entrenador, el personal administrativo de los institutos del deporte de los diversos estados, que pueden ser psicólogos, fisiatras, médico, administradores de instalaciones e incluso al propio deportista ya que esta información es orientadora de las habilidades posibles a trabajar o la identificación de las áreas de oportunidad.

Control, Afrontamiento, Desafío

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Introduction

Stress is currently a relevant factor in daily life, since it interferes with people's activities, affecting people's emotions in a negative or positive way (Correa and Crespo, 2022). In the case of athletes, stressful situations can cause injuries to the lower limbs (Molina-Moreira et al., 2022), speaking of the physical part, however, it also affects the emotional part (Mata et al., 2023), affecting the results or enhancing them, which is why some researchers have been interested in studying stress from various aspects of sports psychology, for example in emotional intelligence, resilience (Miranda-Rochín et al., 2023), motivation (Hernández, Hernández, 2023) resistant personality (Jaenes, 2009; Ponce-Carabajal et al., 2015; Ponce, 2017) or coping strategies (Kim et al., 2003; Ponce-Carabajal et al., 2021; Ponce-Carabajal et al., 2022).

Within existential psychology, the concept of Resilient Personality or Hardiness arose as it was called by Kobasa and Maddi in 1974, since they were interested in investigating more deeply with their research (Maddi, 2002), this phenomenon because some people in situations of stress, they presented significant wear and even illness, but some others were healthy and even the challenge of solving a stressful situation or a problem represented an opportunity for personal development and growth and they perceived that as a benefit, as these were two opposite situations. For the team of these researchers, it was interesting and the beginning of a whole line of research that was complemented with the creation of an Institute dedicated to the study of resistant personality (Maddi, 2004).

The concept of the resilient personality is made up of the famous 3 CS Control, Commitment and Challenge, (Mund, 2017). Kobasa, Maddi and Puccetti in 1982, in their publication, mentioned that a stress protector was physical exercise, a fact that shares the interests of research because exercise, physical activity and sports are allies in people's emotional well-being.

In the last decade, the resistant personality has been studied more frequently in sports such as diving (Villarreal-Aranda et al., 2022), soccer players (Sheard and Golby, 2010), crossfit (Vezzani, 2015), marathon (Jaenes, 2009), swimming (Prieto et al., 2014

Coping strategies are a construct that involves the various skills with which individuals face problems or stressful situations where they have the opportunity to use various ways to resolve it (Marques 2006). This situation implies a difficulty for everyone, whether cognitive or behavioral, internal or external that can be perceived in two ways as threatening or as learning to overcome when facing these difficulties, so it is precisely in these situations where various paths or strategies can be used to face this problem.

The way in which problems are faced has two objectives, the first is to control emotions and the second is to ensure that they do not have an effect during any activity. As an example, in sports, in milliseconds or centimeters they can win or lose a competition and this It can lead to failure if not handled properly. Usually in the competitive sports environment, the goal is for the athlete to remain in a state of balance, positive and optimistic (Lazarus & Folkman, 1984) in the pursuit of achieving a goal, whether it is a medal or improving their marks.

Coping strategies are a concept considered multilateral and we can identify two aspects, the first is goal-oriented, where the search for change remains through planning and thorough analysis (Smith et al., 2011). , the second is directly connected to emotions where the objective is to balance or regulate them through self-control and seeking support (Poliseo & McDonough, 2012), in sport in particular, stress is present given the natural circumstances of the competition. and constant evaluation, so decision making or choosing strategies to face a problem is almost always present, hence the importance of studying this topic, so athletes will have the possibility of choosing a better option each time.

To provide a solution to any stressful problem, it is clear that providing a solution to what arises is solely in the hands of the person experiencing that problem, their psychological abilities and their emotional strategies so that they can make appropriate decisions (Cantón-Chirivella et al., 2015).

The approach to coping in sport is composed of various variables such as emotional calm, active planning or cognitive restructuring, mental withdrawal, risk behaviors, and search for social support. Currently, coping strategies have been studied by some researchers in sports such as golf (Pinto, 2011; Pinto & Vazquez, 2013), Soccer (Catalá & Peñacoba, 2019) and athletics, boxing, cycling, diving, gymnastics, lifting, weight training, karate, modern pentathlon, taekwondo and volleyball (Ponce-Carbajal et al., 2021).

Methodology to be developed

Design

The design of this research was transversal, non-experimental, and correlational, the sample was 72 athletes, aged between 15 and 39 years of age, $M = 20.29$ $SD = 4.11$, 53 men (73.6%) and 19 women (26.4%).

Instruments

The first is from Hardiness in Central American and Caribbean Athletes questionnaire (HPCACA; Ponce-Carbajal et al. 2015; Ponce, 2017) this questionnaire is composed of 18 items, and three variables: commitment (7 to 12), control (1 to 6) and challenge (13 to 18) of 6 items. In some research, resilient personality has been treated as a unifactorial concept since its creation (Kobasa, 1979; Kobasa, Maddi and Kahn, 1982) but it has also been analyzed in a trifactorial way, since this scale is integrated by three variables such as control, commitment and challenge (Jaenes, Godoy-Izquierdo and Román, 2008), generally in both cases this instrument in its reliability analysis properties are adequate ($\alpha > 0.7$) so it is used in both ways. This instrument has a Likert-type response scale from 0 to 3 where 0 is "totally disagree" and 3 is "totally agree".

The second is the Approach to Coping in Sport Questionnaire (ACSQ-1), this questionnaire was developed by Kim and Duda (1997) and was translated into Spanish by Kim, Duda, Tomás and Balaguer (2003).

It is composed of 5 variables, Emotional Calmness (7), Active Planning/Cognitive Restructuring (6), Mental Withdrawal (6), Risky Behaviors (4), and Seeking Social Support (5), using 28 items, with a 5-point Likert format, where 1 takes the value of "never" and 5 the value of "always". This scale has validity based on its internal test structure and its relationship with other variables, as well as adequate levels of reliability ($\alpha > 0.7$) (Kim, Duda and Ntoumanis, 2003).

Procedure

The procedure began with the design of the digital questionnaire using Google Forms. The link to the test was sent to the coaches and in turn to the active university players. It was made clear to them that participation is completely anonymous and voluntary. And that the study could be reviewed at any time.

Results

The results found in this study with respect to reliability are that all the variables presented positive and significant values in the case of the resistant personality in the control variable the reliability was .81, in commitment it was .79 and in the .85 challenge.

In the variables of the coping approach questionnaire, values above .70 were found, for example in the variable of emotional calm with .87, active planning or cognitive restructuring with .84, mental withdrawal with .74, and in the risk behaviors .71, and search for social support .80. and in the total resistant personality a .92 which confirms its adequate unifactorial value.

The correlations confirm the relationships between the variables in a three-factorial and one-factorial manner. The most interesting thing is that the control and commitment variables correlated in all the coping approach variables in sport and in the case of total resistant personality they correlated in their entirety.

With the control they correlated emotional calm with a value of .579**, active planning or cognitive restructuring with values of .566**, mental withdrawal with values of .285* risk behaviors with a value of .397** and search for social support .383**.

The correlations with commitment were presented in emotional calm with a value of .433**, active planning or cognitive restructuring with values of .339**, mental withdrawal with -.318**, risk behaviors with a value of .313**, and search for social support .240*.

With the challenge they correlated emotional calm.496** active planning or cognitive restructuring with .527** and search for social support .320** and risk behaviors with values of .521**

In a unifactorial way, the results were that the resistant personality correlates with emotional calm with .558**, active planning or cognitive restructuring with values of .565**, mental withdrawal with -.285, risk behaviors with a value of .478* * and search for social support .334**.

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Conclusiones

Soccer players present diverse coping strategies based on adequate control of their emotions, with resistance to stress that they can manage and allow them to analyze and make good decisions in stressful situations.

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Social Participation in Urban Planning Instruments

Participación Social en los instrumentos de planeación Urbana

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Abstract

People's participation is rooted in democracy; in Mexico it is a right that is circumscribed by the Constitution of the United Mexican States, and is established as the power that the social collective has to materialize equality, security and freedom, with its rulers; of such importance that it focuses on the validation of people's fundamental rights. Today, the participation of people has become an essential tool that is recognized worldwide as a fundamental axis of development for decision-making. Even the 17 SDGs (2030 Sustainable Development Goals) are based on the well-being of all people, regardless of their condition; that is, under the precept of social inclusion on a permanent basis. The method used was qualitative, the result of bibliographic research and the application of activities in the community to raise awareness about the importance of social participation for the rescue of public space.

Social participation, Playful workshops and Results

Resumen

La participación de las personas tiene origen en la democracia; en México es un derecho que se circunscribe desde la Constitución de los Estados Unidos Mexicanos, y se establece como el poder que tiene el colectivo social para materializar la igualdad, seguridad y libertad, con sus gobernantes; de tal importancia que enfoca la validación de los derechos fundamentales de las personas. Hoy la participación de las personas se ha convertido en una herramienta imprescindible y de reconocimiento mundial como eje fundamental del desarrollo para la toma de decisiones. Incluso los 17 ODS (Objetivos del Desarrollo Sostenible 2030) tienen base en el bienestar de todas las personas cualquiera que fuera su condición; es decir, bajo el precepto de inclusión social de manera permanente. El método que se utilizó fue el cualitativo, resultado de la investigación bibliográfica y aplicación de actividades en la comunidad para concientizar sobre la importancia de la participación social para el rescate del espacio público.

Participación social, El método y los resultados

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Introduction

The policies, strategies and actions linked to territorial processes, including urban development, have congruently appropriated the processes of social participation to the recognition of the needs and problems in this field, linked to the characteristics of the territory and the identity of the people, with the aim of giving a real response to the most socially felt demands.

In recent times, urban planning has also been strongly promoted in the national territory, in such a way that its formulation processes include the formality of social participation, established in the different laws and regulations of the national, state and local spheres, correspondingly.

Urban planning as a regulatory axis of socio-territorial and economic synergies, has led to successful actions; not least, the intervention of institutions such as the Ministry of Agrarian, Territorial and Urban Development (SEDATU), which has designed guidelines for the elaboration of the contents of instruments such as the Municipal Urban Development Programmes (PMDU), State Programmes of Territorial Planning and Urban Development (PEOTDU), Metropolitan and Partial, etc. Generating universal guidelines and criteria for access to information, citizen participation and inclusion; especially for the cartographic section, one of the most important products of these instruments; likewise, the guidelines establish the obligation to include "Citizen Participation Workshops - Public Consultation" in the process of urban-social diagnosis and solution strategies, being these processes the subject that concerns us for this section and that we will address in greater detail later on.

In this research work we present the case of the Municipality of Chiautzingo, Puebla, where the Municipal Urban Development Programme (PMDU) was elaborated, for which the participatory process was designed through Workshops and Public Consultation, the latter in accordance with the state law on land use planning and urban development.

It is worth mentioning that the intention of carefully designing the process of social participation is to value and capture the needs and problems expressed by the people, being translators of these contributions and at the same time facilitators to incorporate them into the processes of urban planning, without biasing the work team. The aim is to leave behind the image of social participation seen as a protocol compliance, using the call only for the purpose of social validation.

In the selection of the dynamics, the socio-economic and cultural profile of the Chiautzinguense population was considered, as well as the selection of the criteria proposed by the SEDATU guide "Trazando Cuidades", published in 2020, its purpose is to make known the different tools and processes that can be used with people in relation to the perception of their territory.

It is necessary to recognise that these participatory processes cannot depend solely on the work of the consultancy or the staff who are drawing up the PMDU, it is a process coordinated with the authorities of the municipality, as this collaboration allows for the assertive orientation of the procedures of convocation, invitations to social groups and other representations of collective groups, locating the most disadvantaged people (vulnerable sectors).

In addition to this coordination, it is no less important to manage the space to hold the meetings, since the municipality recognises the spaces with accessibility to appeal to the majority of the population.

The first process of social participation in the framework of the preparation of the PMDU was used during the social urban diagnosis stage, one of the most important processes that allow to collect the real needs and problems of the inhabitants in relation to the territorial processes. This type of diagnosis, like other studies, has a logical order that allows the success of the information to be obtained, adding that this step goes beyond being just a process in the management of the PMDU, it is the way to materialise and respect the people of a community and its territory.

Therefore, it is necessary to define community public space as the place where physical characteristics, uses, customs and their associated meanings interact; that is, in the space the structural and functional characteristics of a community are related, where social groups are created whose objective is mutual knowledge and the establishment of personal or affective relationships (Berroeta, Vidal, & Di masso, 2016).

In the public space, collective life is organised and the identity of the place is constructed, in accordance with the conditions of the community.

Public space is a polysemous term that designates a space that is both metaphorical and material. As a metaphorical space, public space is synonymous with public sphere or public debate. As a material space, public spaces correspond both to meeting places and social interaction, sometimes geographical spaces open to the public, sometimes with a category of action. (Toussaint & Zimmermann, 2001).

That is, the concept of public space can have more than one meaning depending on the approach used. Meaningful public spaces are those where people attach value when they establish a personal connection to the place and to the community; making the place a part of people's lives. This is about the evolution of attachment to the place, be it for memories, projects for the future, culture, individual and collective memory contents (Berroeta, Vidal, & Di masso, 2016).

Under the material approach, the content attributed to the concept of public space has a conception coming from the theories of operational urbanism and real estate speculation; which consider public space as residual. The urban structure is composed of spaces that have different destinations where roads link to other public spaces. These public spaces can be commerce, administration, recreation and leisure in squares, parks, shopping centres, fairs, and so on. Although from a legal point of view, public space (collective space that is not private) is considered as a property and its appropriation of space (Carrión, 2007).

These three conceptions coexist in the way public space is defined, and this is precisely what makes it a general and restrictive concept. Public space should not be residual, it should be a space that is the product of freedom in its composition, of the relationship with the city and of its past.

In terms of the philosophical conception, public spaces are considered to be a set of isolated nodes where individuality disappears... "In its symbolic condition, space constructs identity under two forms, that of belonging and that of function, which are often contradictory" (Carrión, 2007, p.92).

The author refers to the fact that the meaning of public space will depend on the interest that people have in it, since the resident of the area, consciously or not, takes public space as part of his daily life, that is to say, of his life. The investor sees public space as a business that will provide him with profits. Moreover, public space can have a symbolic character of patrimonial representation...". The urban centrality as the public space par excellence is the most symbolic place" (Carrión, 2007, p. 92).

Public spaces such as parks, esplanades, avenues and streets are places used for recreation, i.e. they are spaces where citizens can express themselves in artistic, sporting and cultural ways. However, the accelerated growth of cities together with the increase in population and private spaces (houses, buildings, shopping centres, etc.) have led to the reduction of these free spaces for recreation and meeting, which has repercussions on the quality of life of the inhabitants (Borja and Muxi, 2000).

Likewise, interest in these public spaces has diminished and has possibly been centralised because not all inhabitants have easy access to them and the reasons for this may be varied; some causes for the abandonment of public space may be crime, carelessness, lack of time, or lack of interest on the part of citizens and the authorities in turn, mobility difficulties added to economic difficulties.

Contradictorily, nowadays, cities show a remarkable growth of social recreation, but only in specific and central points of them, public spaces such as urban parks, pavements of large avenues, esplanades of certain urban facilities where both personal and collective activities are developed. For this reason, there are different ways of appropriating public space when carrying out certain activities.

One of the public spaces is the park, which has also been called a play space, a special place for children or a space where children can play, run, walk, be distracted, express feelings, communicate and interact or socialise with other people. Public spaces are parks where activities are usually done outside, but, it may be the case that there are some parks with covered areas such as toilets and food (Tonucci, 1997).

Outdoor space provides more opportunities than indoor space to satisfy children's motor needs, their eagerness to experiment, their need for new stimuli, their anxiety to understand the world. Therefore, spaces designed for them are created, which is why there are institutions that describe and define the characteristics of playgrounds.

Social participation

Social participation is conceived as the intervention of citizens in their community, which is feasible when the community establishes a consensus regarding the management of its environment, its resources and the strategies available for the improvement of the existing conditions of its environment.

Social participation is associated with the intervention of individuals, families, groups, social and community organisations, public, private or solidarity-based institutions and other sectors in economic, social, cultural or political processes that affect their lives (CONEVAL, 2013, p. 4).

In this sense, social participation is conceived as a citizens' right that allows for the recovery of community spaces. Participatory recovery is a process where the community and the municipality come together to rescue the deteriorated public space, benefiting the social relations of the people who make up the community, fostering a sense of community co-responsibility and at the same time recovering the quality of life of the people who live there.

The concept of social participation is described as the intervention of people in all fields in which they are affected or in economic, social, cultural and political processes.

The concept of social participation was first used in Rio de Janeiro in 1992, whose focus was directed towards the transformation of civil society for environmental conservation, where it states... "Environmental issues are best addressed with the participation of all concerned citizens, at the appropriate level" (Oberhuber, 2011, p. 7).

Sanabria (2001) defines social and community participation as "systemic in nature", as social participation is the interaction of many actors within the social system that influence particularly for health at the local level, however, these processes must be considered dynamic, and therefore must be continuously observed to resolve new conditions.

Social processes through which groups, organisations, institutions or different sectors (all social actors including the community), intervene in the identification of health issues or other related problems and join together in a strong partnership to design, implement and evaluate solutions (PAHO, 1984).

On the other hand, child participation generates trust in people, children and adolescents are seen as social beings who are capable of expressing their opinions and making decisions in matters that belong directly to them such as family, school and society in general. Child participation should be seen as a learning process where everyone involved learns and children are engines of knowledge generation and propagation.

Participation is one of the most relevant elements and of primary consideration to ensure respect for the views of children and young people. It states that all children and young people have the right to play an active role in their environment. Furthermore, the use of this right enables the fulfilment of other children's rights (Domínguez, et al., 2003, p. 4).

It is for this reason that children and young people should be considered in participation projects, as it becomes an educational process that involves the promotion of attitudes and values and the acquisition of skills and abilities that are pillars of education. For this reason, the support of the teachers and directors of the primary schools José Juan Martínez Amaro and the Cuauhtémoc Institute was requested.

The benefits of child participation are that children and young people see work as an opportunity to share, to demonstrate their capacity and their first expressions of autonomy. In addition, the fact of motivating their creative capacity in participation programmes or projects will allow them to become aware of the conditions that surround them and that they can change that reality; furthermore, in the adolescent stage, participation work allows them to consolidate their place in society (Domínguez, et al., 2003).

The Method

The method determines to a large extent the area of study to which the research and technique corresponds, it is applicable regardless of the area of study; therefore, observation as a technique allows the organisation, coherence and economy of the efforts made during the development of a research (Campos & Lule, 2012).

This is why, throughout the research process, participant observation, as a definition of a methodological activity, favours the extrospective method to monitor all research actions where it separates the observer from the objects. However, action research is a multidisciplinary, structure-oriented set of practices, which is developed through a collaboration between a professional researcher and the people who experience the problem... "Basically anthropologists say that participant observation is research that is based on living with (or near) a group of informants for an extended period of time, during which you have extended conversations with them and participate to some degree in local life" (Greenwood, 2000, p. 30).

Participatory Action Research (PAR) has other names such as Participatory Research (PR) or Action Research (AR); its approach is based on the power of knowledge with its different expressions and ways of producing it. In addition, it encourages collaborative work towards the solution of community problems, which is oriented towards action based on knowledge, experience and reflection (Zapata and Rondán, 2016).

Participatory action research (PAR) is defined as the coming together of people belonging to oppressed groups or communities understood as a group with an ideological and political position in favour of minority groups or groups experiencing conditions of exploitation and/or marginalisation. Participatory action research encourages people to recognise their problems and their causes so that they can take action. In this process, it is seen that oppression can exist and this in turn can produce domination, subordination and resistance. Domination is exercised by restricting material resources and by propagating negative beliefs of the same group. That is why the objective of the research is focused on modifying the conditions of their social reality by reducing injustice in society, promoting the participation of the participants of the group or community and providing solutions to their own problems (Balcazar, 2003).

It should be noted that PRA produces new knowledge because the researcher is introduced into real problems with various characteristics that when applied to vulnerable populations under the guidance of professionals allow the solution and strengthening of these communities and in turn produces changes in people and their reality... "Participatory Action Research (PAR) is research for social change carried out by people in a community1 who seek to improve their living conditions and those of their environment" (Zapata and Rondán, 2016, p. 5).

Furthermore, PRA, by involving the people who make up a community in the research, become agents of change and not objects of study, as the person is not seen as a person waiting for their problems to be solved, but as a person who is not satisfied with being the object of study and who can participate with their knowledge and labour force, also allowing the participant to "learn to learn" (Zapata and Rondán, 2016, p. 5). (Balcazar, 2003).

The process of "traditional" academic or scientific research is carried out by one or more researchers who may or may not address their topics in relation to a specific reality. In contrast to participatory action research, although it is carried out by one or more researchers, it involves the community as an active participant in the research and in the solution of whatever issue is being addressed and even in the elaboration of the conclusions. Scientific research is divided into pure or basic research and applied research. In pure research the aim is to build up knowledge, even if it has no practical application in the present, future or real life. Applied research aims to solve concrete problems (Zapata and Rondán, 2016).

Based on the above, it can be said that by this definition PRA is considered as applied research, however, PRA goes beyond this, as the goal is to intervene in the social change of the people who participate in the research, as by modifying reality everyone learns new knowledge that can be reproduced in other areas.

The process can be divided into three central activities in participatory action research as follows: Research where participants document the history of their experience or their community, the current conditions of their reality as well as the consequences that changes in their community may have and identify their needs in order to plan the process of solving the problems...". Participants learn to develop a critical awareness that enables them to identify the causes of their problems (moving away from victimizing positions such as superstition and learned hopelessness) and identify possible solutions" ((Balcazar, 2003, p. 62 and 63).

Participating community members implement practical solutions to their problems either alone or in partnership with other groups including the government and its institutions. The role of the researcher is that of an external agent applying a method that supports the process, and it is common for the researcher to work as a resource manager or as a facilitator of the process of educating the group members.

In short, participatory action research considers the participants as social actors who manifest themselves in order to intervene in the public space to modify their reality, acquiring a sense of responsibility and commitment to their community.

The activity of the facilitator will be to help community members to develop their critical and reflective thinking so that they can develop proposals for change to concrete problems.

For all of the above, a 'methodological process was established according to Zapata and Rondán (2016), considering the following:

1. Identification of problems
2. Detailed analysis of the problems
3. Choice of the research topic
4. Research on the topic
5. Planning, defining actions, roles, responsibilities, criteria for measuring progress and results, based on a of progress and results, based on a collective reflection.
6. Planning the research. Collective construction of concepts, collective construction of objectives, identification of activities, timetable, roles and responsibilities, selection of methods and tools,
7. Monitoring planning. Identification of indicators, identification of means of verification and monitoring tools. Monitoring, Elaboration of timetable, definition of roles and responsibilities.
8. Research
9. Monitoring and reflection
10. Analysis and communication of results
11. Implementation of research results
12. Identification and prioritisation of problems.

The method is an orderly process that prepares the social participation strategy for the collection of qualitative information based on the perceptions of the social sectors, in the diagnosis phase, in this case of the Municipal Urban Development Programme. Its development follows a series of stages that involve the unwavering accompaniment of the authorities, starting from:

Report to the urban development and housing council on the start of the social participation workshops.

Call and invitations to the different social sectors with wide dissemination by the authorities, making use of media such as the official website of the municipality, loudspeakers, other advertising media, house-to-house surveys, etc.

Management of adequate space for the development of the activities and attention of the participants.

Multidisciplinary team in charge, training, establishing responsibilities.

Selection of the tools to be provided, such as cartography, graphic inputs, presentations, trained personnel for consultancy, sound equipment to optimise communication.

Selection of questions addressed to the main urban issues to be addressed

Explanation of urban systems, potentials and disadvantages of the territory.

Presence of the municipal authorities and of the directorates and institutions in charge of urban systems

Information processing

Mapping of problems

Evaluation of the information

Synthesis of issues in the Municipal Urban Development Programme document (SEDATU, 2021, p. 52-57).

The qualitative-participatory methodology seeks to address community needs from the perspective of the citizens themselves, who are the ones who live the realities in their broadest sense, from those bad or good experiences. In addition to being complementary to quantitative-statistical analysis.

The type of research is classified as inductive, that is, through the compiled information, the characteristics of the central points for attention were developed, it is worth mentioning that the number of citizens is not a transcendental point that can break the process; it is worth mentioning that this process was even managed in COVID-19 pandemic.

Advantages of the qualitative - participatory methodology:

1. They provide greater content in terms of the needs, motivations,
2. They provide greater content in terms of people's needs, motivations, behaviours and problems.
3. They provide much more up-to-date information because they incorporate the present vision of the people who live and inhabit a space.
4. They incorporate the perspective of people in conditions of vulnerability.
5. The participation process helps to ensure its continuity and improves the exercise of human rights. (SEDATU, 2020, p. 9).

Convening citizens and social groups, is a coordinated work, authorities - consultancy, it is a first step of inclusion where the mix of social sectors should be sought, so that everyone can participate, since each citizen is an actor in his community who perceives the advantages or disadvantages of his physical environment differently, according to his age, activity and condition.

Dissemination media:

Perifoneo and other graphic forms. Chiautzingo has four auxiliary boards and the municipal seat, the dissemination was carried out in each one of them by means of loudspeakers, posters and tarpaulins, in the presidencies of each locality and in the municipal seat.

Personalised invitations were prepared to convene representatives of associations or groups that, like the rest of the citizens, play an important role in municipal development, given that some of these groups have an impact on economic, transport, land tenure and agriculture areas, among others, due to their activities. An example of this were invitations to representatives of florists, ejidatarios, taxi drivers, farmers, and other groups such as secondary and high school students.

Social networks, the official website of the municipality is a means to officialise the process, in this case the website offered a form of interactive, permanent publicity with all the data and spaces for participation in this way.

Inclusion in the participatory process.

The new perspective of urban planning welcomes inclusion by seeking the incorporation of needs, behaviours, problems and motivations of groups such as: women, children, adolescents, older adults, migrants, people with disabilities, people living on the streets, people who ascribe themselves as indigenous, LGBTTTIQA+ community, among others, who at some time have suffered inequalities in territorial processes, in such a way that, considering gender, age groups and population characteristics of the municipality of Chiautzingo, the participation of groups in vulnerable conditions was sought:

Girls, boys and adolescents (11 to 16 years old).

Adult women (30 to 45 years) caregivers of young children (0 to 9 years)

Elderly people aged 60+ years

Without excluding indigenous groups, people with disabilities, migrants, among others, who, according to demographic data of the municipality, have a low representation in the population of Chiautzingo.

Citizen participation workshops.

The workshops were materialised with the proposal of five themes that allowed to bring together all those who identified more closely with the issues of: Urban Development, Environment, Mobility, Social Development.

Participation tools must not lose sight of the qualitative-participative sense.

Visual presentations.

The presentations were carried out with each specialist involved in the PMDU; urban planners, economists, biologists and sociologists, the purpose was to generate an atmosphere of trust and friendliness with the inhabitants, which is why advance talks with the team in charge are required, this is one of the most important processes of the diagnosis, awakening social sensitivity is crucial, both of the executing team and of the participants.

Participatory mapping.

The association of the people with their territory enriches the process, as it provides readings of the inhabitants such as: rootedness, sense of location, recognition of their spatial environment, as well as a dynamic between the same neighbours, which marks a pleasant interaction with a mixture of points of view; for the consulting team, the location of problems and needs becomes very useful, as it is the basis for the field comparison.

Surveys and interviews

Obtaining qualitative and quantitative information on specific topics and in depth for the construction of meanings of the community. This tool becomes a different participation alternative to reach other sectors of the population that could not participate directly in the workshops.

Permanent means of participation.

During and after carrying out the participatory workshops, permanent means were established to provide everyone with the opportunity to participate and express their requests and observations, remembering that the process of urban-social diagnosis must be flexible while the PMDU is being developed, it will always be important to diversify and exhaust the means of communication available: permanent email to receive information, availability of WhatsApp instant messaging, space on the web, Facebook, among others. As long as the law does not establish specific periods of time in the jurisdiction of execution, the spaces can remain open as long as there is consensus with the authorities and the consulting team.

Below are images of the participatory workshops of the diagnostic process of the PMDU of Chiautzingo, where the aforementioned methodology was applied:



Figure 1 Presentation of general urban development issues



Figure 2 Presentation on the advantages of a planning instrument Presentation on the advantages of a planning instrument



Figure 3 Participating citizens.



Figure 4 Young people in basic education in the process.



Figure 5 Presentation of the importance of social participation



Figure 6 Citizens participating

Results

The results, this phase is derived from the processing of the information of the method used, it becomes the reliable selection of coincidences through cause and effect, collated with field trips and photographic evidence, in this way it is guaranteed that information obtained from a qualitative process is truthful and valuable to determine part of the diagnosis.

Among the survey instruments, the following model was designed to categorise the ideas commented on by the inhabitants and to deepen the understanding of their daily lives and how they develop in the territory on a daily basis, with the aim that the Municipal Urban Development Programme does not interfere with what gives the municipality its social identity, but rather allows the strengthening of the social fabric in the collective and personal aspects such as family, culture and social coexistence of the inhabitants, in order to preserve their identity.

Content analysis of behaviours and motivations:

	San Antonio Tlaltenco	San Agustín Atzompa	San Nicolás Zecalacoayan	San Juan Tetla	San Lorenzo Chiautzingo
Significant changes	Growth in the number of inhabitants. Growth of private transport (motorbikes and cars). Greater educational preparation of public servants of the municipality and auxiliary boards is sought.	Entrance of public services (drainage and electricity), still lacking streets and better signage..	More street lighting. Growth of greenhouses . Lack of streets with drainage.	Significant urban and service development (mainly drinking water). Growth of greenhouses and less seasonal fruit production..	Population growth, more people coming to live in the municipality. Paving of streets and more street lighting.
Representative spaces	The countryside with its crops (seasonal fruit) and the greenhouses.	Civic square next to the Presidency.	The Church of St. Nicholas of Bari.	"La Hera", covered basketball court used for meetings. Main square, church and auditorium. The cabins: a recreational space for the family.	Main square and the church dedicated to San Lorenzo
Intangible elements (customs, traditions)	The patron saint festival of San Antonio on 13 June, with food and a tour of the municipality. The town's anniversary on October 8th, with traditional dances, raffles, competitions, etc..	Patron saint festival, San Agustín on August 28th takes place in church and Plaza Cívica. Monument to Emiliano Zapata.	Patron Saint Festivities: San Nicolás de Bari on 6 December in the church and San Nicolás Tolentino on 10 September in the church, with a tour of "promises" around the municipality .	- Commemoration of 5 May: a simulation of the Battle of Puebla. Commemoration of 2 February: representation of the battle of the Moors and Christians. 13 to 16 September, national holidays..	On 10 August, the patron saint's day in honour of San Lorenzo
Everyday life	Young people occupy the few sporting venues. Eating snacks in the square, no activities for adults..	Spend time in the main square. Go to the forest ("El predio").	Working in the fields and strolling in the main square..	Only work and go to "Las Cabañas" or to the forest on weekends. Attendance at cultural activities organised by the municipality.	They tend to spend time in the main square, eat snacks and snacks Young people occupy sports spaces Children often play in the square
Desirable activities	Training in rural areas. Teaching of trades and workshops at technical level.	Training in business start-ups, agronomy and rural development.	Social, educational and artistic activities to counteract the effects of the pandemic. Training in agriculture and floriculture	Más actividades culturales, como fotografía y teatro. Capacitación constante a las "comisiones" de las juntas auxiliares.	Más actividades culturales y cine al aire libre. Capacitación en temas agrícolas para mejorar el campo.

Imaginario urbano	Equipamiento deportivo para todos. Un parque con actividades recreativas (aprovechar la cercanía con el bosque). Instalar aparatos de ejercicio en la Plaza principal. Construir un mercado público o central de abasto.	Crear un Parque Público con juegos para niños y ejercitadores al aire libre. Construir un mercado público.	Construcción de un auditorio para reuniones y eventos. Crear un Centro cultural y de talleres. Rehabilitación de la plaza principal Construir un mercado público.	A municipal market. Spaces for culture and sport.	A municipal park where various activities can be enjoyed and children can play. A market for the commercialisation of products from the region..
Community strengths	People still recognise each other, there is a sense of security. The forest is close and quiet.	Involved people Close to the forest and nature.	There is social participation (21 years are citizens). Organisation in committees. People dedicated to agriculture and floriculture.	The organisation through the commissions. Customs. Neighbourhood participation in security issues.	Being the municipal capital, where the organisation of the municipality is concentrated. Committed public servants. Very participative and organised people.
Current weaknesses	Motorbikes are stolen. Problems with water supply. High prices of fertilisers and farming materials..	Machismo and discrimination against women. Motorbike theft. Increased litter and pollution. It is difficult to get to the municipal capital.	There is harassment of women. There are many little shops where they drink alcoholic beverages and other people..	Increase in theft of motorbikes by people from other communities. Increased pollution of ravines, rivers and forests in general. The unregulated increase of greenhouses..	Growing insecurity, mainly due to people coming from another municipality. Poor and unsafe public transport service.

Table 1
Source: Own Elaboration according to the results obtained in the interviews

Conclusion

Social participation is fundamental in urban and territorial planning processes, and its impact is generated within the framework of human rights, which are inherent not only in these processes but in all actions aimed at development, as established in the Sustainable Development Goals (SDGs), where people are at the centre of this great global strategy.

Urban planning without people's participation has entrenched inequality and social lags in the acquisition of the different elements of urban development such as affordable and decent housing, quality and provision of public space, sanitation, drinking water and sufficient provision of urban facilities and services. This results in urban poverty and disadvantages for the inhabitants, diminishing their quality of life.

Undoubtedly, social participation generates information on the realities of the territory and its synergy with the inhabitants, through the perception of different groups that make up the social collective, people from the community, public and social institutions, professional associations, chambers and councils, among others. The citizen workshops were the main qualitative input to learn first hand the needs and problems of the community, permeating an important factor of reliability to build a vision of urban development in the future, thus building strategies aimed at achieving the aspirations and motivations of the inhabitants. These are set out in the Municipal Urban Development Programme through goals subject to temporary execution that will guarantee their orderly materialisation.

It is important to point out that in addition to social participation being a legislated and observed procedure in territorial planning and urban development, its implementation must be executed with the corresponding methodology, knowing that the process requires additional aspects, such as: accessibility of information, clear and simple tools, inclusion and warmth in the interlocution; it is worth mentioning that these processes have adverse antecedents that are due to failed, non-transparent and politicised processes that have not corresponded to the achievement of real social welfare; It will therefore be essential to restore credibility and trust, since social participation will continue to be a fundamental tool for responding accurately to territorial needs and problems as a social satisfactor, based on those who, motivated by a real change, continue to participate and make these urban planning processes an inclusive and valuable social co-responsibility.

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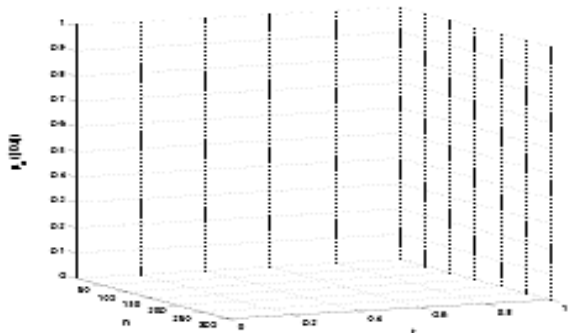
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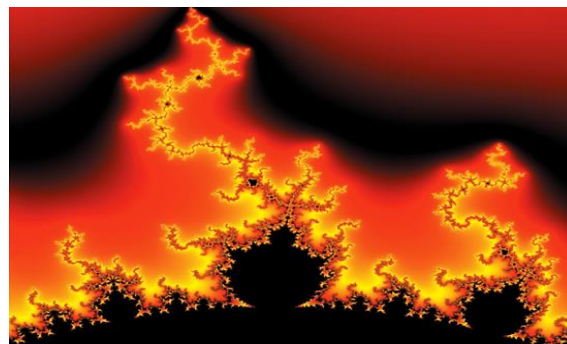


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