

Volume 4, Issue 6 — January — June -2018

E
C
O
R
F
A
N

Journal- Republic of Peru

ISSN-On line: 2414-4819

ECORFAN®

ECORFAN-Journal Republico of Perú

Chief Editor

RAMOS-ESCAMILLA, María. PhD

Senior Editor

SERRUDO-GONZALES, Javier. BsC

Senior Editorial Assistant

ROSALES-BORBOR, Eleana. BsC
SORIANO-VELASCO, Jesus. BsC

Editorial Director

PERALTA-CASTRO, Enrique. MsC

Executive Editor

SUYO-CRUZ, Gabriel. PhD

Production Editors

ESCAMILLA-BOUCHAN, Imelda. PhD
LUNA-SOTO, Vladimir. PhD

Administration Manger

REYES-VILLOAO, Angélica. BsC

Production Controllers

RAMOS-ARANCIBIA Alejandra. BsC
DÍAZ-OCAMPO Javier. BsC

ECORFAN Journal-Republic of Peru, Volume 4, Issue 6, January-June 2018, is a journal edited semestral by ECORFAN. La Raza Av. 1047 No.-Santa Ana, Cusco-Peru. Postcode: 11500 WEB: www.ecorfan.org/republicofperu/, journal@ecorfan.org.

Editor in Chief: RAMOS-ESCAMILLA, María. Co-Editor: SUYO-CRUZ, Gabriel. PhD. ISSN-2414-4819. Responsible for the latest update of this number ECORFAN Computer Unit. ESCAMILLA-BOUCHÁN, Imelda, LUNA SOTO, Vladimir La Raza Av. 1047 No.-Santa Ana, Cusco-Peru. Postcode: 11500 last updated June 30, 2018.

The opinions expressed by the authors do not necessarily reflect the views of the editor of the publication.

It is strictly forbidden to reproduce any part of the contents and images of the publication without permission of the National Institute for the Defense of Competition and Protection of Intellectual Property

ECORFAN Journal Republic of Peru

Definition of Journal

Scientific Objectives

Support the international scientific community in its written production Science, Technology and Innovation in the Field of Social Sciences, in Subdisciplines Business, Administration-Administrative, Management-SME, Management-Tourism, Hotel, Management-Financial, Administration.

ECORFAN-Mexico SC is a Scientific and Technological Company in contribution to the Human Resource training focused on the continuity in the critical analysis of International Research and is attached to CONACYT-RENIECYT number 1702902, its commitment is to disseminate research and contributions of the International Scientific Community, academic institutions, agencies and entities of the public and private sectors and contribute to the linking of researchers who carry out scientific activities, technological developments and training of specialized human resources with governments, companies and social organizations.

Encourage the interlocution of the International Scientific Community with other Study Centers in Mexico and abroad and promote a wide incorporation of academics, specialists and researchers to the publication in Science Structures of Autonomous Universities - State Public Universities - Federal IES - Polytechnic Universities - Technological Universities - Federal Technological Institutes - Normal Schools - Decentralized Technological Institutes - Intercultural Universities - S & T Councils - CONACYT Research Centers.

Scope, Coverage and Audience

ECORFAN Journal Republic of Peru is a Journal edited by ECORFAN-Mexico S.C in its Holding with repository in Republic of Peru, is a scientific publication arbitrated and indexed with semester periods. It supports a wide range of contents that are evaluated by academic peers by the Double-Blind method, around subjects related to the theory and practice of Business, Administration-Administrative, Management-SME, Management-Tourism, Hotel, Management-Financial, Administration with diverse approaches and perspectives , That contribute to the diffusion of the development of Science Technology and Innovation that allow the arguments related to the decision making and influence in the formulation of international policies in the Field of Social Sciences. The editorial horizon of ECORFAN-Mexico® extends beyond the academy and integrates other segments of research and analysis outside the scope, as long as they meet the requirements of rigorous argumentative and scientific, as well as addressing issues of general and current interest of the International Scientific Society.

Editorial Board

ANGELES - CASTRO, Gerardo. PhD
University of Kent

SALGADO - BELTRÁN, Lizbeth. PhD
Universidad de Barcelona

ARANCIBIA - VALVERDE, María Elena. PhD
Universidad San Francisco Xavier de Chuquisaca

SEGOVIA - VARGAS, María Jesús. PhD
Universidad Complutense de Madrid

PEREIRA - LÓPEZ, Xesús. PhD
Universidad de Santiago de Compostela

NIÑO - GUTIÉRREZ, Naú Silverio. PhD
Universidad de Alicante

DE SAN JORGE - CARDENAS, Xóchitl Ma Del Carmen. PhD
Universidad de Granada

MARTÍNEZ - PRATS, Germán. PhD
Universidad Nacional del Sur

FRANZONI - VELAZQUEZ, Ana Lidia. PhD
Institut National des Télécommunications

HIRA, Anil. PhD
Claremont Graduate School

BANERJEE, Bidisha. PhD
Amity University

IBARRA - ZAVALA, Darío Guadalupe. PhD
New School for Social Research

BARDEY, David. PhD
University of Besançon

GARCÍA Y MOISES, Enrique. PhD
Boston University

BLANCO - ENCOMIENDA, Francisco Javier. PhD
Universidad de Granada

SUYO - CRUZ, Gabriel. PhD
Universidad de Santiago de Compostela

CHAPARRO, Germán Raúl. PhD
Universidad Nacional de Colombia

FELDMAN, German. PhD
Johann Wolfgang Goethe Universität

VARGAS - HERNANDEZ, José G. PhD
Keele University

RAMÍREZ - MARTÍNEZ, Ivonne Fabiana. PhD
Universidad Andina Simón Bolívar

ALIAGA - LORDEMANN, Francisco Javier. PhD
Universidad de Zaragoza

YAN - TSAI, Jeng. PhD
Tamkang University

GUZMÁN - HURTADO, Juan Luis. PhD
Universidad de Santiago de Compostela

SANCHEZ - CANO, Julieta Evangelina. PhD
Universidad Complutense de Madrid

BELTRÁN - MORALES, Luis Felipe. PhD
Universidad de Concepción

GARCIA - ESPINOZA, Lupe Cecilia. PhD
Universidad de Santiago de Compostela

MIRANDA - GARCÍA, Marta. PhD
Universidad Complutense de Madrid

TORRES - HERRERA, Moisés. PhD
Universidad Autónoma de Barcelona

GÓMEZ - MONGE, Rodrigo. PhD
Universidad de Santiago de Compostela

POSADA - GÓMEZ, Rubén. PhD
Institut National Polytechnique de la Lorraine

VILLASANTE, Sebastián. PhD
Universidad de Santiago de Compostela

ORDÓÑEZ - GUTIÉRREZ, Sergio Adrián. PhD
Universidad Paris VIII

BLANCO - GARCÍA, Susana. PhD
Universidad Complutense de Madrid

VALDIVIA - ALTAMIRANO, William Fernando. PhD
Universidad Nacional Agraria La Molina

DE AZEVEDO - JUNIOR, Wladimir Colman. PhD
Universidade Federal do Amazonas

VARGAS - DELGADO, Oscar René. PhD
Universidad de Santiago de Compostela

LUO, Yongli. PhD
Universidad de Chongqing

CUBÍAS-MEDINA, Ana Elizabeth. PhD
Universidad Carlos III de Madrid

SEGURA - DE DUEÑAS, Cecilia Elizabeth. PhD
Universidad Autónoma de Barcelona

ROSILLO - MARTÍNEZ, Alejandro. PhD
Universidad Carlos III de Madrid

MIRANDA - TORRADO, Fernando. PhD
Universidad de Santiago de Compostela

PALACIO, Juan. PhD
University of St. Gallen

CAMPOS - QUIROGA, Peter. PhD
Universidad Real y Pontifica de San Francisco Xavier de Chuquisaca

BARRERO-ROSALES, José Luis. PhD
Universidad Rey Juan Carlos III

GUZMAN - SALA, Andrés. PhD
University of California

DIMAS - RANGEL, María Isabel. PhD
Universidad José Martí de Latinoamérica

DANTE - SUAREZ, Eugenio. PhD
Arizona State University

D. EVANS, Richard. PhD
University of Greenwich

ALVARADO - BORREGO, Aida. PhD
Universidad Autónoma de Sinaloa

CERVANTES - ROSAS, María de los Ángeles. PhD
Universidad de Occidente

DOMÍNGUEZ - GUTIÉRREZ, Silvia. PhD
Universidad de Guadalajara

ARRIETA - DÍAZ, Delia. PhD
Escuela Libre de Ciencias Políticas y Administración Pública de Oriente

LUIS - PINEDA, Octavio. PhD
Instituto Politécnico Nacional

REYES - MONJARAS, María Elena. PhD
Universidad Veracruzana

RUIZ - MARTINEZ, Julio César. PhD
Instituto Politécnico Nacional

VELÁSQUEZ - SÁNCHEZ, Rosa María. PhD
Instituto Tecnológico de Oaxaca

PÉREZ - SOTO, Francisco. PhD
Colegio de Postgraduados

SANROMÁN - ARANDA, Roberto. PhD
Universidad Panamericana

IBARRA - RIVAS, Luis Rodolfo. PhD
Universidad Autónoma del Estado de Morelos

SALDAÑA - CARRO, Cesar. PhD
Colegio de Tlaxcala

TAVERA - CORTÉS, María Elena. PhD
Colegio de Postgraduados

CONTRERAS - ÁLVAREZ, Isaí. PhD
Universidad Autónoma Metropolitana

MÁRQUEZ - IBARRA, Lorena. PhD
Instituto Tecnológico de Sonora

ESPINOZA - VALENCIA, Francisco Javier. PhD
Instituto Pedagógico de Posgrado en Sonora

VÁZQUEZ - OLARRA, Glafira. PhD
Universidad Michoacana de San Nicolás de Hidalgo

PELAYO - MACIEL, Jorge. PhD
Universidad de Guadalajara
GARCÍA - ROJAS, Jesús Alberto. PhD
Universidad de Puebla

CAMELO - AVEDOY, José Octavio. PhD
Universidad de Guadalajara

GAZCA - HERRERA, Luis Alejandro. PhD
Instituto de Administración Pública del Estado de Veracruz

LANDAZURI - AGUILERA, Yara. PhD
Universidad Autónoma de Nuevo León

TAPIA - MEJIA, Erik. PhD
El Colegio de Tlaxcala

Arbitration Committee

MANRÍQUEZ - CAMPOS, Irma. PhD
Instituto de Investigaciones Económicas – UNAM

MAGAÑA - MEDINA, Deneb Elí. PhD
Universidad del Mayab

QUIROZ - MUÑOZ, Enriqueta María. PhD
Colegio de México

VILLALBA - PADILLA, Fátima Irina. PhD
Instituto Politécnico Nacional

RASCÓN - DÓRAME, Luis Tomas. PhD
Instituto Pedagógico de Posgrado de Sonora

SÁNCHEZ - TRUJILLO, Magda Gabriela. PhD
Universidad de Celaya

ELIZUNDIA - CISNEROS, María Eugenia. PhD
Universidad Nacional Autónoma de México

FERNÁNDEZ - GARCÍA, Oscar. PhD
Instituto Politécnico Nacional

ARCOS - VEGA, José Luis. PhD
Universidad Iberoamericana

MORENO - ELIZALDE, María Leticia. PhD
Instituto Universitario Anglo Español

HERNÁNDEZ - LARIOS, Martha Susana. PhD
Universidad Cuauhtémoc

SALAMANCA - COTS, María Rosa. PhD
Universidad Nacional Autónoma de México

ÁVALOS - RODRÍGUEZ, María Liliana. PhD
Universidad Michoacana de San Nicolás de Hidalgo

ELISEO - DANTÉS, Hortensia. PhD
Universidad Hispanoamericana Justo Sierra

FORNÉS - RIVERA, René Daniel. PhD
Instituto Tecnológico de Sonora

LEGORRETA - BARRANCOS, Leydi Elena. PhD
Instituto Humanista de Estudios Superiores

GONZALEZ - GARCIA, Guadalupe. PhD
Instituto de Estudios Superiores ISIMA

LÓPEZ - TORRES, María del Rosario. PhD
Universidad del Estado de Puebla

MALDONADO - SANCHEZ, Marisol. PhD
Universidad Autónoma de Tlaxcala

RIOS - VAZQUEZ, Nidia Josefina. PhD
Instituto Tecnológico de Sonora

SALAZAR - VÁZQUEZ - Fernando Adolfo. PhD
Instituto Universitario Internacional de Toluca

SÁNCHEZ - VÁZQUEZ, Elizabeth. PhD
Universidad ETAC

GALICIA - PALACIOS, Alexander. PhD
Instituto Politécnico Nacional

BUJARI - ALLI, Ali. PhD
Instituto Politécnico Nacional

GIRÓN, Alicia. PhD
Universidad Nacional Autónoma de México

COBOS - CAMPOS, Amalia Patricia. PhD
Universidad Autónoma de Chihuahua

CÓRDOVA - RANGEL, Arturo. PhD
Universidad Nacional Autónoma de México

PERALES - SALVADOR, Arturo. PhD
Universidad Autónoma de Chapingo

AZIZ - POSWAL, Bilal. PhD
Instituto Politécnico Nacional

CAMPOS - RANGEL, Cuauhtémoc Crisanto. PhD
Universidad Autónoma de Tlaxcala

MORÁN - CHIQUITO, Diana María. PhD
Universidad Autónoma Metropolitana

NOVELO - URDANIVIA, Federico Jesús. PhD
Universidad Autónoma Metropolitana

CRUZ - ARANDA, Fernando. PhD
Instituto Tecnológico y de Estudios Superiores de Monterrey

ÁLVAREZ - ECHEVERRÍA, Francisco Antonio. PhD
Universidad Nacional Autónoma de México

GÓMEZ - CHIÑAS, Carlos. PhD
Instituto Politécnico Nacional

ORTIZ - ARANGO, Francisco. PhD
Instituto Tecnológico y de Estudios Superiores de Monterrey

LINAREZ - PLACENCIA, Gildardo. PhD
Centro Universitario de Tijuana

HERNÁNDEZ, Carmen Guadalupe. PhD
Instituto Politécnico Nacional

VARGAS - SANCHEZ, Gustavo. PhD
Universidad Autónoma Metropolitana

GUILLEN - MONDRAGÓN, Irene Juana. PhD
Universidad Autónoma Metropolitana

CASTILLO - DIEGO, Teresa Ivonne. PhD
Universidad Autónoma de Tlaxcala

TREJO - GARCÍA, José Carlos. PhD
Instituto Politécnico Nacional

MANJARREZ - LÓPEZ, Juan Carlos. PhD
El Colegio de Tlaxcala

SANTILLÁN - NÚÑEZ, María Aída. PhD
Escuela Normal de Sinaloa

MARTÍNEZ - SÁNCHEZ, José Francisco. PhD
Instituto Politécnico Nacional

COTA - YAÑEZ, María del Rosario. PhD
Universidad de Guadalajara

GARCÍA - ELIZALDE, Maribel. PhD
Universidad Nacional Autónoma de México

MARTÍNEZ - GARCÍA, Miguel Ángel. PhD
Instituto Politécnico Nacional

GONZÁLEZ - IBARRA, Miguel Rodrigo. PhD
Universidad Nacional Autónoma de México

ESCALETA - CHÁVEZ, Milka Elena. PhD
Universidad Autónoma de San Luis Potosí

MARTÍNEZ - HERNÁNDEZ, Mizraim. PhD
Colegio Universitario de Distrito Federal

GAVIRA - DURÓN, Nora. PhD
Instituto Politécnico Nacional

BECERRIL - TORRES, Osvaldo U. PhD
Universidad Autónoma del Estado de México

CAMPOS - ALVAREZ, Rosa Elvira. PhD
Universidad Autónoma de Durango

CAPRARO - RODRÍGUEZ, Santiago Gabriel Manuel. PhD
Universidad Nacional Autónoma de México

ISLAS - RIVERA, Víctor Manuel. PhD
Instituto Politécnico Nacional

PÉREZ - RAMÍREZ, Rigoberto. PhD
Universidad Nacional Autónoma de México

RIVAS - CASTILLO, Jaime Roberto. PhD
Centro de Investigaciones y Estudios Superiores en Antropología Social

PELÁEZ - PADILLA, Jorge. PhD
Universidad Nacional Autónoma de México

NIEVA - ROJAS Jefferson. PhD
Universidad Autónoma de Occidente

BURGOS - MATAMOROS, Mylai. PhD
Universidad Nacional Autónoma de México

OLIVO - ESTRADA, José Ramón. PhD
Instituto Pedagógico de Estudios de Posgrado

HUERTA - QUINTANILLA, Rogelio. PhD
Universidad Nacional Autónoma de México

PEREZ - BRAVO, Julia. PhD
Escuela Libre de Ciencias Políticas y Administración Pública

GONZÁLEZ - HERRERA, Karina Concepción. PhD
El Colegio de Tlaxcala

REYNOSO - IBARRA, Omayra Yolanda. PhD
Instituto Tecnológico Superior de San Luis Potosí

PEREZ - VEYNA, Oscar. PhD
Universidad Juárez del Estado de Durango

QUIJANO - GARCIA, Román Alberto. PhD
Universidad Anáhuac Mayab

GARCÍA - VILLALOBOS, Alejandro Rodolfo. PhD
Universidad Cuauhtémoc

AHUMADA - TELLO, Eduardo. PhD
Universidad Iberoamericana del Noroeste

Assignment of Rights

The sending of an Article to ECORFAN Journal Republic of Peru emanates the commitment of the author not to submit it simultaneously to the consideration of other series publications for it must complement the Originality Format for its Article.

The authors sign the Authorization Format for their Article to be disseminated by means that ECORFAN-Mexico, S.C. In its Holding Republic of Peru considers pertinent for disclosure and diffusion of its Article its Rights of Work.

Declaration of Authorship

Indicate the Name of Author and Coauthors at most in the participation of the Article and indicate in extensive the Institutional Affiliation indicating the Department.

Identify the Name of Author and Coauthors at most with the CVU Scholarship Number-PNPC or SNI-CONACYT- Indicating the Researcher Level and their Google Scholar Profile to verify their Citation Level and H index.

Identify the Name of Author and Coauthors at most in the Science and Technology Profiles widely accepted by the International Scientific Community ORC ID - Researcher ID Thomson - arXiv Author ID - PubMed Author ID - Open ID respectively.

Indicate the contact for correspondence to the Author (Mail and Telephone) and indicate the Researcher who contributes as the first Author of the Article.

Plagiarism Detection

All Articles will be tested by plagiarism software PLAGSCAN if a plagiarism level is detected Positive will not be sent to arbitration and will be rescinded of the reception of the Article notifying the Authors responsible, claiming that academic plagiarism is criminalized in the Penal Code.

Arbitration Process

All Articles will be evaluated by academic peers by the Double Blind method, the Arbitration Approval is a requirement for the Editorial Board to make a final decision that will be final in all cases. MARVID® is a derivative brand of ECORFAN® specialized in providing the expert evaluators all of them with Doctorate degree and distinction of International Researchers in the respective Councils of Science and Technology the counterpart of CONACYT for the chapters of America-Europe-Asia- Africa and Oceania. The identification of the authorship should only appear on a first removable page, in order to ensure that the Arbitration process is anonymous and covers the following stages: Identification of the Journal with its author occupation rate - Identification of Authors and Coauthors - Detection of plagiarism PLAGSCAN - Review of Formats of Authorization and Originality-Allocation to the Editorial Board- Allocation of the pair of Expert Arbitrators-Notification of Arbitration -Declaration of observations to the Author-Verification of Article Modified for Editing-Publication.

Knowledge Area

The works must be unpublished and refer to topics of Business, Administration-Administrative, Management-SME, Management-Tourism, Hotel, Management-Financial, Administration and other topics related to Social Sciences.

Presentation of the Content

In the first article we present, *Museums and Heritage. Analysis of the Museum of the Mummies of Guanajuato*, by MORALES, Betzabeth Dafne, with adscription at the Universidad de Guanajuato, as follows, we present, *Satisfaction expectations of visitors to the Museum of the Mummies of Guanajuato*, by MORALES, Betzabeth Dafne, MEJÍA- ROCHA, Mónica Isabel and ACOSTA-ROMERO, Erendira, with ascription at the Universidad de Guanajuato, as a next article we present, *Social representations of future psychologists about their profession*, by GONZÁLEZ-ANAYA, Ana Gabriela, with ascription at the Universidad de Guadalajara, as last article we present, *Statistical attitude towards graduate students and undergraduate Health area in the city of Durango*, by LARES-BAYONA, Edgar Felipe & ESTRADA-MARTÍNEZ, Sergio, with ascription in the Universidad Juárez del Estado de Durango.

Content	Article	Page
Museums and Heritage. Analysis of the Museum of the Mummies of Guanajuato MORALES, Betzabeth Dafne <i>Universidad de Guanajuato</i>		1-11
Satisfaction expectations of visitors to the Museum of the Mummies of Guanajuato MORALES, Betzabeth Dafne, MEJÍA-ROCHA, Mónica Isabel and ACOSTA-ROMERO, Erendira <i>Universidad de Guanajuato</i>		12-22
Social representations of future psychologists about their profession GONZÁLEZ-ANAYA, Ana Gabriela <i>Universidad de Guadalajara</i>		23-30
Statistical attitude towards graduate students and undergraduate Health area in the city of Durango LARES-BAYONA, Edgar Felipe & ESTRADA-MARTÍNEZ, Sergio <i>Universidad Juárez del Estado de Durango</i>		31-39

Museums and Heritage. Analysis of the Museum of the Mummies of Guanajuato

Museos y Patrimonio. Análisis del Museo de las Momias de Guanajuato

MORALES, Betzabeth Dafne*†

Universidad de Guanajuato, Departamento de Gestión y Dirección de Empresas, División de Ciencias Económico Administrativas, Fraccionamiento 1, Colonia El Establo s/n C.P.36250

ID 1st Author: *Betzabeth Dafne, Morales* / **ORC ID:** 000-0001-9176-6391, **Researcher ID Thomson:** X-2395-2018, **CVU CONACYT ID:** 952932

Received March 18, 2018; Accepted June 14, 2018

Abstract

The present investigation has generally like objective to study the Museum of the Mummies of Guanajuato, in a wide context and related to the patrimony of a tourist attraction like destiny. A qualitative methodology is used, and it is documentary, analyzing the environment, the theory and the Importance of Museums Within tourism activity, in order to place the Museum of the Mummies as a heritage tourist resource worthy of being Studied, in Regarding ITS history and ITS current moment, since it Represents the most visited museum in the State of Guanajuato and the third in the country. Similarly, an interview was Conducted With the director of the museum to know current figures, as well as operational and administrative issues.

Museums, Mummies, Heritage, Guanajuato

Resumen

La presente investigación tiene como objetivo general estudiar el Museo de las Momias de Guanajuato, en un contexto amplio y relacionado al patrimonio como atractivo turístico de un destino. Se utiliza una metodología cualitativa, y es de carácter documental, analizando el entorno, la teoría y la importancia de los museos dentro de actividad turística, con la finalidad de situar al Museo de las Momias como un recurso turístico patrimonial digno de ser estudiado, en cuanto a su historia y su momento actual, toda vez que representa al museo más visitado del Estado de Guanajuato y al tercero en el país. De igual forma, se realizó una entrevista a la directora del museo para conocer cifras actuales, así como temas operativos y administrativos.

Museos, Momias, Patrimonio, Guanajuato

Citation: MORALES, Betzabeth Dafne. Museums and Heritage. Analysis of the Museum of the Mummies of Guanajuato. ECORFAN Journal-Republic of Peru. 2018, 4-6: 1-11.

* Correspondence to Author (email: dafne@ugto.mx)

† Researcher contributing first author.

Introduction

Cultural tourism offers a wide variety of attractions, its main letter heritages and as part of this heritage are the museums, which are classified into different types based on exposures containing, in the type of participant observation or not to invite visitors.

Gamboa (2000) mentions the development of museums and the importance of the first museum known in history created by Philadelphus in Alexandria, who opened their doors to scholars and philosophers. In Greece, there were also places for the safeguarding of human knowledge, where artwork is mainly sheltered in temples, as in Rome, where he also did in gardens, baths and theaters, mainly preserving paintings and statues. During the Middle Ages the churches became museum contain manuscripts, jewels and relics of saints. In the Renaissance museum change towards a more scientific purpose, where the first modern museum between 1560 and 1576 was created.

For the bourgeoisie of the sixteenth and seventeenth form important collections becomes an activity of the wealthy, and museums were seen as exclusive and elitist places, were institutions where only the upper class of tourists and students mainly in France could visit (Bourdieu, 2010, seen in Feo, 2011).

Museums, libraries and archives containing work done by man throughout its history so their universal value. Museums can attract tourists interested in learning independent, who often are trained in the subject and have some appreciation of what is to be observed (Diaz de la Torre & Palacios, 2016).

Museums and heritage interpretation

The museum is one of many ways to approach the past and to revalue the assets, you can even say that there is a relationship between the process of museological with social patrimonialization of Cultural Property (Rico, 2008). Likewise, a museum can display the ties between our historic past with our present understanding the processes by which a society remembers and represents its past (Velázquez, 2011), if not, knowledge of the past does not you can improve understanding of our time (Gamboa, 2000).

The museum allows visitors to immerse in the past providing accessible information, intellectual and culturally relevant (Merriman, 1991, seen in Cetin et al, 2011). Historically, museums have always been concerned about the preservation of culture and communication of this (Antoine & Carmona, 2014), and have played their role in terms of education and culture mainly.

Rico (2008) notes that the revalue an object that has ceased to play the role for which it was created, is given a special value, which grows over time and social acceptance, same as being endorsed by a cultural institution recognized internationally as is the museum, its signification is generated, and the object to be integrated into the museum becomes an essential element of the exhibition discourse, having been rescued, revalued and reinterpreted by the community.

It also mentions two ways of approaching these objects:

1. its value as a document, highlighting its originality, and
2. its value as material culture, providing the context in which it occurred, and the social values involved processing.

According to the statutes of the International Council of Museums (ICOM acronym) adopted at the 22nd General Assembly in Vienna in 2007, it has adopted the definition of the museum as follows:

"The museum is a non-profit, permanent, serving society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment purposes education, study and recreation " (ICOM, s / f).

Some authors like Shi & Chen (2008, seen in De Sevilha et al, 2016) point out that the purpose of the museum should be the generation of knowledge in order to improve the educational level of visitors, because these institutions develop social functions in which it includes collecting, storing and studying historical relics.

On the other hand, it is noted as the fundamental mission of museums, preservation, exemplification and dissemination of the meaning of history, nature, culture, technology and science (Pearce, 1994; Prezios, 1995; Rayward & Twidale, 1999; Simpson, 1996, seen in Cetin, 2011).

Meanwhile, Gamboa (2000) considers the museum a permanent institution nonprofit, open to the public, serving society and its development, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage, and its environment for the purposes of education, study and recreation.

It has now been seen that museums should not be seen only exhibitions of works of art or science, because they also perform various activities related to the collection, sorting, maintain and restore objects of the exhibits, as well as studies on the collection, hence in some cases museums have research centers, and even stores that offer items that serve as a memento of the visit.

With a more complex definition of the museum, Hernandez and Rubio (2009: 92) consider it as one where the most valuable institution that possesses is its exposure and it is "a space for the experience of aesthetic feelings, to show objects, collect evidence scientific, organize research and build a platform of knowledge from collections of pieces to the environment of a particular object of knowledge and museological".

The museum should be seen as a social and cultural space where the encounter between visitors and heritage is conceived, "not as a finished product, but as a social process" (Rico, 2008: 32). Because it's not just a repository of objects, but a cultural territory that offer it as a product shaping up to attracting more visitors to museums (Rico, 2008).

The main product of museums today should be a positive experience, allowing visitors to interact, have fun, learn, reflect, and create their own interpretation of heritage and seeking a balance between the objects of the past and the requirements of this.

Perry (1993, seen in Cetin et al, 2011) mentions that for a museum to be successful must meet two aspects: the first is that the visitor must be able to have fun during the visit, and the second is that it can also learn something. If you meet these two attributes, surely the museum will be considered as an attractive able to meet the expectations of visitors and thereby contribute to the repeat visits to the same site.

In the case of museums, you can combine various aspects such as performance, motivation, experience and satisfaction. Based on an analysis of various experiences in heritage interpretation Ramos (s / f) expert interpretation of cultural and natural heritage, who points out the importance of mediation between heritage and visitors, through professional guides, audio guides and print media, as well as exhibitions and museizaciones, pathways and online tools that allow visitors to create their own interpretation of heritage. Because the interpretation begins when you choose what you want to show heritage should think about what you want to communicate to tourists because too much information can be useless for him and very costly for wealth managers.

Considers the interpretation of heritage as something unconscious and involuntary for tourists, more like a mental process, as an intellectual experience, which is generated in a process of integration when the tourist comes into contact with part of the heritage that supposedly was It allows and is exposed, so when the tourist part means that psychologically accepts the proposal, activating the mental processes that lead to reading an information panel, to convert content into self-knowledge. Therefore, it differentiates between cultural tourists depending on their behavior, for it separates into two audiences:

1. non-captive audience. Which refers to those visitors who are in a free context of attending or not they are presented, as well as feeling a recreational and leisure environment.
2. captive audience. It refers to visitors mainly for academic purposes, which must strive to understand and process information.

What it is is a mental process, allowing them to feel freer or more or less comfortable in the same place.

He mentions that the first contact that has the visitor is crucial to define the attitude of the subject throughout the visit. because, by showing cards with confusing information, very small print or too much text, as well as panels with Overloaded images can become a problem for the viewer and does not generate interest in the first time, which translates to unwanted strive to meet the exhibition.

In addition, the visitor generates a constant evaluation of mental and physical effort during the visit, which compares with pleasure or utility that gets in return. The interpretation has many meanings but is unique to each person. Hence the importance of providing adequate interpretive media for various exhibitions and for different audiences.

Major museums in the world

Museums around the world have gained popularity and have positioned themselves among tourists looking to admire the best exhibitions, meet the largest collections and learn about objects preserved.

Every year, the best museums in the world receive millions of visitors, which is checked against the information provided in the Annual Study for the Themed Entertainment and Industries Museum 2016 by the Association of Themed Entertainment and area Economic practice of AECOM (TEA / AECOM for its acronym in English), which shows a ranking of the 20 most visited museums in the world (Figure 1), which shows that interest in having closer ties with the heritage of a place it is elevated by visitors, and also the price has not been an obstacle because 10 of the 20 world's most visited museums are free access.

11	AMERICAN MUSEUM OF NATURAL HISTORY, NEW YORK, NY, U.S.	0.0%	5,000,000	5,000,000	Ⓜ
12	NATIONAL PALACE MUSEUM (TAIWAN), TAIPEI, TAIWAN	-11.8%	4,666,000	5,288,000	Ⓜ
13	NATURAL HISTORY MUSEUM, LONDON, U.K.	-12.5%	4,624,000	5,284,000	Ⓜ
14	NATIONAL GALLERY OF ART, WASHINGTON, DC	3.8%	4,261,000	4,104,000	Ⓜ
15	STATE HERMITAGE, ST PETERSBURG, RUSSIA	12.3%	4,119,000	3,668,000	Ⓜ
16	CHINA SCIENCE TECHNOLOGY MUSEUM, BEIJING, CHINA	14.0%	3,830,000	3,360,000	Ⓜ
17	NATIONAL MUSEUM OF AMERICAN HISTORY, WASHINGTON, DC	-7.3%	3,800,000	4,100,000	Ⓜ
18	REINA SOFÍA, MADRID, SPAIN	12.2%	3,647,000	3,250,000	Ⓜ
19	NATIONAL MUSEUM OF KOREA, SEOUL, SOUTH KOREA	8.5%	3,396,000	3,130,000	Ⓜ
20	CENTRE POMPIDOU, PARIS, FRANCE	6.3%	3,300,000	3,105,000	Ⓜ

Figure 1 Ranking of the 20 most visited museums in 2016. Source: Annual Study for the Themed Entertainment and Industries Museum 2016, TEA / AECOM

Among the most visited in the world excel the US, because add 6 museums in 2016. With 5 Ranking enlisted museums England, China 3, of which the National Museum held the top ranking for having received 7 million 550 thousand visitors, a figure that is not far from the number of visitors received the famous Louvre Museum in Paris, France, which received 7 million 400 thousand visitors. Despite having access to the Louvre cost it has remained within the first three places, although it has had a significant variation of -14.9% of visitors. The other museums that occupy a place in the ranking belong to the Vatican City, Taiwan, Russia, South Korea and Spain.

Museums in Mexico

Another way to express the identity of Mexico is through its museums, where past and present history is safeguarded, contemporary artistic expressions and priceless objects of the nation. Mantecón (2006) notes that in Mexico maintenance and improvement of museums is invested primarily in historical and archaeological sites in the creation, obtained thanks to the support of programs of cultural heritage at national and international levels. However, improving the artistic heritage is not only for cultural purposes, because the industrialized countries now do for tourism and profitability (Paunero, 2001, seen in Feo, 2011).

Then the museums of Mexico recorded the largest influx during the year 2017, which are under the direction of the National Institute of Anthropology and History (INAH) are as follows:

RANK	RANK	% CHANGE	ATTENDANCE 2016	ATTENDANCE 2015	FREE/PAID
1	NATIONAL MUSEUM OF CHINA, BEIJING, CHINA	3.6%	7,550,000	7,290,000	Ⓜ
2	NATIONAL AIR AND SPACE MUSEUM, WASHINGTON, DC, U.S.	8.7%	7,500,000	6,900,000	Ⓜ
3	LOUVRE, PARIS, FRANCE	-14.9%	7,400,000	8,700,000	Ⓜ
4	NATIONAL MUSEUM OF NATURAL HISTORY, WASHINGTON, DC, U.S.	2.9%	7,100,000	6,900,000	Ⓜ
5	THE METROPOLITAN MUSEUM OF ART, NEW YORK, NY, U.S.	6.3%	6,700,000	6,300,000	Ⓜ
6	BRITISH MUSEUM, LONDON, U.K.	-5.9%	6,420,000	6,821,000	Ⓜ
7	SHANGHAI SCIENCE & TECHNOLOGY MUSEUM, SHANGHAI, CHINA	6.2%	6,316,000	5,948,000	Ⓜ
8	NATIONAL GALLERY, LONDON, U.K.	6.0%	6,243,000	5,908,000	Ⓜ
9	VATICAN MUSEUMS, VATICAN, VATICAN CITY	1.1%	6,047,000	6,002,000	Ⓜ
10	TATE MODERN, LONDON, U.K.	23.9%	5,839,000	4,713,000	Ⓜ

	Museum	State
one	Anthropology National Museum	CDMX
two	Nacional History Museum	CDMX
3	Templo Mayor Museum with (ZA)	CDMX
4	National Museum of Cultures	CDMX
5	Viceroyalty National Museum	MÉX
6	Regional Museum of Guanajuato Alhóndiga	GTO
7	Museum of Cultures in Oaxaca	OAX
8	Guadalajara Regional Museum	JAL
9	National Museum of Interventions	CDMX
10	Regional Museum Cuauhnahuac	MOR

Table 1 Most visited museums in Mexico during 2017
Source: Prepared with information from INAH (2017)

Museums in the city of Guanajuato, World Heritage

With regard to museums in the city of Guanajuato is known that it has 17 properties in this category, therefore, it is the municipality with the largest number of museums in the state of Guanajuato.

The second place is the city of Leon with 7 museums, which represents an important difference if it could be distributed to the inhabitants of those cities in museums, for example: The city of Guanajuato has more than 184,000 239 inhabitants and Leon has with 1 million inhabitants 578 000 626, corresponding to 10,837.5 inhabitants per resource and 225, 518 people per resource respectively, as shown in Table 2.

	Guanajuato	Lion
State position relative to the number of museums	one	two
Number of museums	17	7
Population	184.239	1, 578, 626
Inhabitants per resource	10837.5	225, 518

Table 2 Inhabitants per museum in Guanajuato and León
Source:: Authors

Museums are an important attraction in the historic town of Guanajuato, because they are spaces that enable identity firsthand knowledge of important historical events that occurred in the city as well as the assets inherited by the ancestors. In addition, some of these have spaces that allow activities and events for the current cultural expression.

Guanajuato Capital converge in different equity levels ranging from local, state and national. The oldest museum in the city of Guanajuato is the Museum of Mineralogy, which belongs to the University of Guanajuato (UG), space that was created in 1870 and houses more than 24 thousand pieces (UG, 2017).

Museum	Established
Museum of XXI Century	2010
Gene Byron House Museum	1997
House Museum Aunt Aura	1999
Museo Casa Diego Rivera	1975
Olga Costa Museum of Art - Jose Chavez Morado	1993
Wax Museum Guanajuato	2006
Natural History Museum Alfredo Dugés	1920
Mineralogy Museum Eduardo Villaseñor	1870
Village Museum in Guanajuato	1979
Museum Ex - Hacienda San Gabriel de Barrera	1977
Don Quixote Iconographic Museum	1987
Ex Convento Site Museum Dieguino	1999
Museum of Contemporary Art First Deposit	2012
House Museum Legends of Guanajuato	1981
Museum of the Mummies of Guanajuato	1971
Alhóndiga Granaditas Museum	1958
Pinacoteca Temple of the Company	?

Table 3 Museums in the city of Guanajuato
Source: Prepared with information Cultural Information System of Mexico, 2017

One of the most representative museums of the city and the state is the Museum of the Mummies of Guanajuato, owes its importance to preserving the largest collection of natural mummies in the world, which were found in the municipal cemetery of Santa Paula, which it is next to it. It should be noted that the Museum of the Mummies of Guanajuato is a subject of interest to this investigation, and later its importance and function as a tourist attraction will be detailed.

On the map geolocation museums Guanajuato (Figure 2), the distribution of the sites seen in the city, highlighting the Museum of the Mummies of Guanajuato as the main cultural heritage of this study.

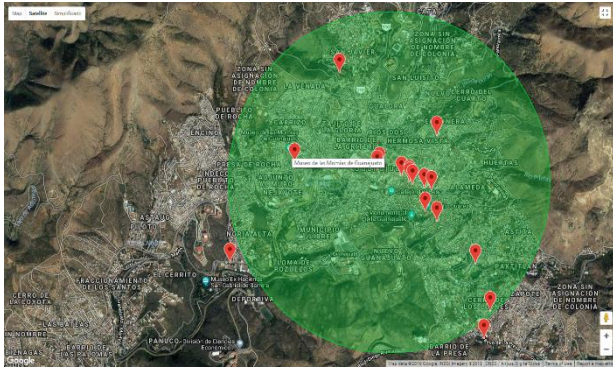


Figure 2 Geolocation of museums in Guanajuato capital
Source: Cultural Information System in Mexico (SIC), 2018

Methodology

This research uses a qualitative methodology, and is documentary analyzing the context, theory and the importance of museums in tourism, in order to place the Museum of the Mummies as a worthy heritage tourism resource to be studied in terms of its history and its present, since representing the most visited museum in the State of Guanajuato and the third in the country. Similarly, an interview with the director of the museum was held to meet current figures, as well as operational and administrative issues. So, the overall goal is to study the Museum of the Mummies of Guanajuato, in a broad and related to heritage attractions as a destination context.

To make an appointment to interview the former museum director, Paloma Robles Lacayo, who were made open questions from different areas was concluded. The interview consisted of 15 questions on topics such as history and important data of the museum, cost and schedules, figures arrival of tourists and visitors to the museum's profile, leadership structure and way of working, promotion strategies, areas of opportunity and perception of visitor satisfaction. The interview was recorded for analysis and was carried out with the support of the director of research.

Results

Museum of Mummies of Guanajuato

Precedents of the Museum of the Mummies of Guanajuato.

The construction of the municipal cemetery of Santa Paula was due to the determination of the Reform Laws, which dictated that graveyards in churches represented a health risk, why began to establish itself on the periphery of the city during the year 1853 (Sánchez, 2014), and was inaugurated in 1861.

The municipal cemetery of Santa Paula followed the model of the necropolis of the time, so it took a French style, but retained a natural landscape with planters and trees, its construction was carried out over a large area, so it is estimated that counts 17 hectares, making it the largest building in the city.

Inside about 11 thousand graves are safeguarded, "10,700 graves between drawers and pits" (Ramirez, 2013: 26, seen in Sánchez, 2014: 52) which found the mummified bodies on display in the Museum the mummies. In Figure 3, it can be seen inside the cemetery a section of the drawers, and outside the property surrounding the homes of neighbors who were gradually encroaching on its walls are observed.

The cemetery is a wall without doors or windows on the sides, the front door only input is the same output is observed. Behind the Pantheon is the Museum of the Mummies of Guanajuato. The entire assembly is located at the top of the hill Trozado, which was an important development for two reasons; 1) due to the foundation of the bridge Tepetapa in 1835, and 2) the construction of the railway station in the early twentieth century.

The Pantheon has had many functions as a setting for film and television because of its natural urban landscape, and the combination of architectural styles and ornate funeral ornaments found inside (Sánchez, 2014). Within the cemetery they are buried several personalities of Guanajuato, but in the center stands an obelisk that was erected in memory of Manuel Doblado who was governor of Guanajuato.



Figure 3 Inside the municipal cemetery of Santa Paula
Source: Website of the Museum of the Mummies of Guanajuato (2018)

Mummification process

The word mummy "descended from Persian MUM (wax), mummia (something impregnated with wax), and then the Arab mumiya (substance used for embalming), as mentioned on the official website of the Museum of the Mummies of Guanajuato (2018). It also indicates that a mummy is the body of a human being or animal, which has remained in acceptable condition after death, either by natural causes or by embalming. Dr. Manuel Sanchez (2014) defines as desiccated mummies over time, not in a state of putrefaction and his condition is due to natural or chemical treatments bodies. It is known that, in the case of the mummies of Guanajuato, the bodies were mummified because of a natural process.

In Figure 4 you can see a mummified body was exhumed the municipal cemetery of Santa Paula, the mummy is in his coffin original wood, wearing the same clothes that was found at that mummy is known as "The China "due to its physical characteristics.



Figure 4 "Chinese" *Source: photograph, taken on 02.06.2018*

There are several hypotheses as to the mummification of the bodies found in the municipal cemetery of Santa Paula. Some consider conservation through water and minerals occurred in the city, some others believe it is due to the composition of the earth. But several studies carried out it was reported that the conservation of the mummies is due to several factors such as: a sealed crypts that do not allow the passage of oxygen and moisture which contributes to less decomposition; the season in which they were buried and the clothes they were wearing at the time.

The condition of the body when he died, factors influencing for generating a microclimate, which allowed preservation (Sánchez, 2014).

The mummies in the museum.

The first mummified body found and currently is shown in one of the museum is that of a doctor who was of French origin, identified as Dr. Remigio Leroy, who lived in the city of Guanajuato until his death in it. His body was exhumed from the municipal cemetery of Santa Paula, which was exhibited in the chapel of the same, "For a while the body of Leroy was exhibited in the chapel of Santa Paula Pantheon" (Salinas, 2011, seen in Sánchez, 2014 67). In Figure 13 can be seen at the bottom of the mummified body of Leroy, which is part of the museum's collection of mummies.

The collection of mummies was taking a chance, because, for nonpayment of rights in perpetuity by the relatives of the deceased, began to exhume those bodies that were forgotten, and so were finding some bodies mummified, being responsible for the same municipality, authority decided to keep them.

At first mummies it knew existed, but were not in the public eye, could see only clandestinely. But it was great curiosity of many people that the authorities were forced to design a space for exhibition, they were extemporaneously in the catacombs of the Pantheon, "the underground and improvised catacombs of the municipal cemetery went on to become a formal museum" (Sánchez, 2014: 76), was later converted into a museum that would allow access to visitors in exchange for a fee.

The museum has a collection of 117 mummified elements naturally, these were found between 1870 to 1984, of which 111 are bodies, 2 are fetuses and 4 are heads, which is to be the collection of natural mummies largest world. It is known through the website of the Museum of the Mummies of Guanajuato on the premises currently only 57 mummified bodies are shown. In Figure 5 showing a few mummified bodies are shown standing, being protected by a glass case and placed in one of the rooms of the museum.



Figure 5 Exhibition of mummies
 Source: Own photograph, taken on 06.02.2018

In addition to the exhibition of mummies is an exhibition of photographs of the twentieth century, where different stages of urbanization of the city of Guanajuato and the start of the exhibition of mummies in the museum are displayed. In another room of the museum some post mortem photographs of infants, where the bodies of children who were placed in positions resembling be alive, to which they are traditionally known as "angels" were portrayed shown. These images are in the room where it is located to the mummified bodies of children, which are also part of the collection.

The museum also has some interactive activities that allow a 'closest encounter with death,' among them is an introductory video that explains how the mummies found in the vault, showing how they were the first exhibitions. Similarly, as part of leisure activities, you can go into a coffin and pretend to be a mummy at the end of the tour are a couple of false mummies with which you can interact, ready to take pictures with visitors (see Figure 6).



Figure 6 Interactive activities at the Museum of Mummies
 Source: Own photograph, taken on 06.02.2018

The museum has had two important moments, the first was in 1970 when an assembly with a display of mummies (Sánchez, 2014) began was performed. Subsequently they were carrying out some adjustments. The second and by far the most remarkable and important was during the administration of Dr. Eduardo Romero Hicks intervention was conducted in 2007, due to the initiative of a museological rethinking and implementation of more advanced conditioning was taken to a better heritage preservation and dignity.

Paloma Robles (2018) museum director, said in an interview for this research that, at the end of 2017 was held in the museum renovation and restructuring in staff functions. Accordingly, a museum script was consolidated, which is a reference to the context of the museum, the environment in which the visitor is, and the elements that comprise it; videos, images, music, poetry, among others present at the museum, in order to generate a reflection of life and death. tourist and commercial heritage.

The city of Guanajuato is benefiting from the many visitors to the museum, because the income earned through the property represent the second largest income received by the municipality and the former is the property tax (Bruno, 2017). So, definitely the Museum of the Mummies is a profitable tourist attraction for the town.

Robles (2018) stated that "According to data from 2015 were just below the National Anthropology and Papalote" stating that the Museum of the Mummies of Guanajuato ranked third nationally during that year for being one of the most visited only after the National Museum of Anthropology (MNA) and the Papalote Museo del Niño.

One way to promote tourism in heritage funeral was when he decided to exhibit the mummies in different cities like Merida in Mexico City in Leon in Monterrey and others. And in various cities in other countries of Japan and the United States of America, in the latter unfortunately not as expected on success and a problem arose regarding payment agreed by the company that developed the exhibition and the municipality, situation which he was complicated by winning the contract, which caused the traveling mummies could not get back in time to the city.

The city of Guanajuato has registered the trademark "The Mummies of Guanajuato" in the classification of products and services, allowing you to have exclusive rights to the mark to market "product", forming part of the tourist offer of destination and diversification of museums. Marketing enables the development and evaluation of monumental heritage, preserves, and stands worldwide. Ballart and Tresserras (2003: 167) consider that "heritage is a weapon of identity and uniqueness is ultimately a brand image." Which helps to reinforce the identity of the city, differentiating it from other tourist destinations.

The sense of heritage can be lost if not managed in a way, because it is true that some tourists pay to experience fear probably driven by morbid curiosity. But we must not forget that the mummies are part of the heritage and should be seen as a cultural and educational, "as a source of information about the past of certain societies, funeral customs and rituals" (Ventura, 2013, seen in Sánchez, 2014: 81).

With regard to local merchants who are just outside the museum and in other parts of the city dedicated to the sale of souvenirs, handicrafts, sweets and other inspired mummies objects, you can mention that you are a sector of the population benefited because they are part of the economic life of the city daily, causing the interest of visitors to acquire some souvenirs that will allow them to remember their experience with mummies, "because they are a real motivation to keep reminding their experience in place" (Sánchez, 2014: 112).

Mummies of Guanajuato heritage

Until today there is no law to support the permanence of the bodies in their funeral bed, as with forgetting his family after occupying a place for five years in the cemetery, can be exhumed and displayed as described in Article 66 of Regulation pantheons of Guanajuato:

"Temporality confers the minimum right to use a pit, columbarium, drawer, crypt or niche for five years. Elapsed such term may request the exhumation of the remains or extensions for equal periods, so that human remains, or ashes aggregates continue to remain within the within the right places "(Seen in Sánchez, 2014: 72).

In the third chapter of the Regulations for Asset Control Movable and Immovable Property of the Municipality of Guanajuato, talking about the creation of the goods which are the aggregates remains (mummies) that are exhumed in the pantheons of the city and are not claimed (Sánchez, 2014). Thus, become mummies cultural heritage of Guanajuato.

Inside the museum is an information sheet pointing at mummies as part of the heritage, which provides information taken from the "Recommendation concerning the protection of movable cultural property" UNESCO 1978, which states the following:

"The" cultural property "means all movable objects that express or witness human creation or evolution of nature and which are of archaeological, historical, artistic and technical value, scientific or, as the funerary remains, including mummies".

With the above, the Commission Mummies Municipal Heritage, an organization that takes care of everything related to the administration of the mummies, such as broadcasting, care and operation of the museum (Sánchez, 2014) arises. Likewise, Robles (2018) has mentioned that a Commission of Mummies which is empowered to monitor the performance of management and overall accountable.

The work done for the management of the Museum of the Mummies is not only the proper administration of the museum, since it depends on the municipality, directly from the Department of Tourism which has constant relation to issues of dissemination and also as mentioned, there is the participation of the Commission of Mummies with the museum.

Conclusions

When performing a documentary study, it is enriching make a compilation of relevant historical data that allow us to know and understand the phenomena, in this case, turísticos and economic. Talking about the first museums in the world, its subject, people who had access to them, and then how it evolved to be accessible to the whole society places.

In the world there are several renowned museums, which are target visited by thousands of people, like the Louvre or the Prado Museum, or the Pergamum in Germany, museums that tell us about history, art, which hark back to times full of culture. The Mummy Museum is one of the most representativos of Mexico and receives more visitors in the state of Guanajuato, being a tourist reference in this destination. There are people whose reason for visiting the city is only going to the museum, and there are others who visit once you are in the city.

Knowing the mummification process and the history of each of the mummies, their name, their origin, they are part of the charm of this museum. The management and operation of an enclosure as Mummies Museum, is critical to its success, identifying the peak periods, coordinate input guided group and independent groups, contemplate the waiting time in the queue must be managed strategies allowing visitors disfrutatar the contents of the museum and not allow extersnos factors such as climate or delay influence their perception.

References

- Ballart, J., Tresserras, J.J. (2005). "El patrimonio y el turismo". Patrimonio cultural y turismo. Cuadernos 3. Pensamiento del patrimonio cultural: antología de textos. México: CONACULTA. Bermúdez, S. (Pdte.). López, G. (Coord.). Capítulo 3:161-187.
- Bruno, K. (2017). "Destaca alcalde importancia de remodelar Museo de las Momias". Publicado en periódico El Correo. Consultado el 23/03/2018. Disponible en: <https://periodicocorreo.com.mx/invertiran-33-mdp-para-remodelacion-del-museo-de-las-momias/>
- C., Carmona, J. (2014). "Planes y acciones de los profesionales de la comunicación de museos en Chile. Problemas y visiones". El profesional de la información. Marzo-abril. **23** (2):165-172. Disponible en: <http://dx.doi.org/10.3145/epi.2014.mar.09>
- Cetin, G. et al. (2013). "The role of museum guides on visitor experience". Turismo cultural y gestión de museos. Curiel, J. (Dir.). Editorial Dykinson. S.L. Primera edición. Capítulo 4: 73-86.
- De Sevilha, M.; Silva, J.; De Freitas, M. (2016). "El modelo de experiencias aplicado a un museo. La perspectiva de los visitantes". Estudios y perspectivas en Turismo. Centro de Investigaciones y Estudios Turísticos. Buenos Aires, Argentina. Octubre, 2016. **25** (4):460-482. Disponible en: <http://www.redalyc.org/articulo.oa?id=180747502004>
- Díaz de la Torre, J. M.; Palacios, S. E. (2016). "Consumo simbólico del museo". Iberóforum. Revista de Ciencias Sociales de la Universidad Iberoamericana. Universidad Iberoamericana. México, Distrito Federal. Enero-junio, 2016. 11 (21):168-195. Disponible en: <http://www.redalyc.org/articulo.oa?id=21104949006>
- Feo, F. (2011). "Turismo cultural: museos en Asturias". Cuadernos de Turismo. Universidad de Murcia, España. 2011. Núm. 27:341-356. Disponible en: <http://www.redalyc.org/articulo.oa?id=39820898020>
- Hernández, F.X.; Rubio, X. (2009). "Interactividad didáctica y museos". Enseñanza de las Ciencias Sociales. Universitat de Barcelona. Barcelona, España. 2009. Núm. 8:91-96. Disponible en: <http://www.redalyc.org/articulo.oa?id=324127628010>
- ICOM. (s/f). "Definición del Museo". Recuperado el 28/05/2018. Disponible en: <http://icom.museum/la-organizacion/misiones/L/1/>
- INEGI. (2017). Anuario estadístico y geográfico de Guanajuato 2017. Recuperado el 15/02/2018. Disponible en: http://www.datatur.sectur.gob.mx/ITxEF_Docs/GTO_ANUARIO_PDF.pdf
- Mantecón, A. R. (2006). "Turismo Cultural en México: ¿un modelo alternativo?" Cuaderno CRH. Universidad Federal da Bahía. Salvador, Brasil. 19 (48):499-506. Disponible en: <http://www.redalyc.org/articulo.oa?id=347632170009>
- Museo de las Momias de Guanajuato. Recuperado el 05/03/2018. Disponible en: <http://www.momiasdeguanajuato.gob.mx/index.html>

Ramos, F. (s/f). “La interpretación del patrimonio como herramienta básica del turismo cultural: análisis de varias experiencias”. en: Alcances del turismo cultural. Patrimonio cultural y turismo. Turismo cultural. Cuadernos 18. México: CONACULTA. Sáizar, C. (Pdte.). Carrasco, T. (Coord.). Capítulo 2:63-81.

Rico, L. F. (2008). “El museo en busca de los turistas”. El Periplo Sustentable. Universidad Autónoma del Estado de México. Toluca, México. Julio, 2008. Pp. 27-44. Disponible en: <http://www.redalyc.org/articulo.oa?id=193420870003>

TEA/AECOM. (2016). “Theme Index, Museum Index 2016: The Global Attractions Attendance Report”. Rubin, J. Editor. Pp. 40. Disponible en: http://www.teaconnect.org/images/files/TEA_235_103719_170601.pdf

UNESCO. (2017). Patrimonio Mundial. Visto en Oficina de la UNESCO en México. Recuperado el 22/02/2018. DISPONIBLE EN: <http://www.unesco.org/new/es/mexico/work-areas/culture/world-heritage/>

Velázquez, C. (2011). “El museo memorial: un nuevo espécimen entre los museos de historia”. Intervención, Revista de Conservación, Restauración y Museología. Instituto Nacional de Antropología e Historia. México, D.F. Vol. 2 (3):26-32.

Satisfaction expectations of visitors to the Museum of the Mummies of Guanajuato**Satisfacción de expectativas de los visitantes al Museo de las Momias de Guanajuato**

MORALES, Betzabeth Dafne†, MEJÍA-ROCHA, Mónica Isabel and ACOSTA-ROMERO, Erendira

*Universidad de Guanajuato, Departamento de Gestión y Dirección de Empresas, División de Ciencias Económico Administrativa. Fraccionamiento 1, Colonia El Establo s/n C.P.36250*ID 1st Author: *Betzabeth Dafne, Morales* / ORC ID: 000-0001-9176-6391, Researcher ID Thomson: X-2395-2018, CVU CONACYT ID: 952932ID 1st Coauthor: *Mónica Isabel, Mejía-Rocha* / ORC ID: 0000-0003-01497445ID 2nd Coauthor: *Erendira, Acosta-Romero*

Received March 11, 2018; Accepted June 30, 2018

Abstract

When offering a product or a service, the satisfaction of customer expectations is always Sought. For This research, the main objective is to analyze what are the expectations of visitors to the Museum of the Mummies of Guanajuato and know if They are not met or are by it. For This, a quantitative methodology was used, through the application of a survey to the visitors, Having sample as 400 people, Both national and international residents and tourists. The survey Contemplated the satisfaction of expectations Regarding the service and the exhibition itself. Among the main results That was the expectations of the visitors Have Been covered, That the aspect They like MOST is the display of the mummies and what is less liked is the location of the museum.

Museums, Visitors, Satisfaction of expectations, Guanajuato**Resumen**

Al ofrecer un producto o un servicio, siempre se busca la satisfacción de expectativas de los clientes. Para esta investigación, el objetivo principal es analizar cuáles son las expectativas de los visitantes al Museo de las Momias de Guanajuato y conocer si son o no cumplidas por el mismo. Para ello se utilizó una metodología cuantitativa, a través de la aplicación de una encuesta a los visitantes, teniendo como muestra a 400 personas, tanto residentes como turistas nacionales e internacionales. La encuesta contemplaba la satisfacción de expectativas referentes al servicio y a la exhibición en sí. Dentro de los principales resultados se obtuvo que las expectativas de los visitantes han sido cubiertas, que el aspecto que más les gusta es la exhibición de las momias y lo que menos de gusta es la ubicación del museo.

Museos, Visitantes, Satisfacción de expectativas, Guanajuato

Citation: MORALES, Betzabeth Dafne, MEJÍA-ROCHA, Mónica Isabel and ACOSTA-ROMERO, Erendira. Satisfaction expectations of visitors to the Museum of the Mummies of Guanajuato. ECORFAN Journal-Republic of Peru 2018, 4-6: 12-22.

* Correspondence to Author (email: dafne@ugto.mx)

† Researcher contributing first Author.

Introduction

It is known that tourism impacts on different aspects such as the economy, social development, in the destinations where the tourism phenomenon takes place in visitors and other elements involved in the activity. Tourism affects different global scales, generates effects in multiple areas, which can be a development opportunity for localities, but can also pose a threat to the wealth of tourist destinations, if not done adequate planning and management. To better understand the concept of tourism is important to know some elements that are part of it, as the following concepts are addressed in this research, and glossaries are taken (DataTur / SECTUR, 2015):

- Tourism: These are the acts that people do to be carried out recreational tourism events.
- Tourist Attraction: A natural, cultural or value that motivates site visitor arrivals to a destination in order to acquire or enjoy this directly.
- Tourist destination: the place visited, the geographical unit used for tourism.
- Trekker: A visitor who spends less than 24 hours a destination. It is also known as a day visitor.
- Tourist: A visitor who stays at a destination less than one year and more than one night. It is important to mention that students are not considered residents tourists as well as the military, diplomats and immigrants.
- Visitor: is a person who travels to a place other than their usual environment, whose purpose is not that of a remunerated activity destination and stay less than one year. Tourists and hikers are considered visitors.

There are countless definitions of tourism, for example those made by McIntosh, Goeldner and Ritchie (2008: 26) describes it as:

1. The sum of the phenomena and relationships arising from the interaction of tourists, business suppliers, governments and host communities in the process to attract and accommodate these tourists and other visitors.
2. Tourism is a combination of activities, services and industries that provide a travel experience.

3. Tourism is the worldwide travel industry, hotels, transport and all other components, including the promotion that addresses the needs and desires of travelers.

Background of research

International Importance tourism

In the XXI century, tourism has gained importance in the economy of the countries with tourist destinations. "Tourism continues to position itself as one of the most important activities of the global economy, as a phenomenon of intensive nature ..." (Hiriart, s / f: 16). It is a sector that is growing rapidly and adds up a vast number of tourism businesses in a short time, equaling or even surpassing other major wealth generating sectors such as oil, automobile and food industry (OMT, 2017).

To carry out a phenomenon of multiple aspects such as tourism, it needs the support of various sectors such as the food industry, in construction, housing, telecommunications, transport, agriculture, etc. (OMT, 2017). At the same time, tourism contributes to the development of sectors and promotes increased employment benefiting countries.

"Tourism has become one of the great expressions of globalization" (Ballart, Tresserras, 2003: 161).

It has been observed that international tourism made its way to globalization, which has allowed various factors contribute to the growth and expansion thereof; the rapid spread of information and accessibility to it, opening and marketing new destinations or expanding resorts are few.

Thanks to the globalization of tourism, infrastructure improvement is recognized as the modernization of roads, airports, and tourist facilities, in the same way, marketing and marketing achieve mass dissemination of tourism products that encourage movement people around the world and allows cultural enrichment (Tirado, 2015).

Tourism in Mexico

He has won worldwide recognition for being the Latin American country with more heritages recognized by the Organization of the United Nations Educational, Scientific and Cultural Organization (UNESCO acronym) and ranks sixth worldwide.

In Mexico and in the world cultural heritages are being exploited by governments, thus forming part of the tourist attractions of the destinations. Aceves (2003: 211) believes that "in our country has registered 115,000 historical monuments and more than 200,000 archaeological sites in many different dimensions, diverse importance or cultural significance or diverse antiquity, of which about 2% It has potential as a tourist attraction. "

Which means that the assets that are positioned within tourism, are valuable examples of success in creating a tourism product. From the inclusion of resources in the cultural heritage list, it begins to have an increase in visitor arrivals to sites where the heritage, thus tourism becomes a priority in the cities heritage. Since "heritage goes from being a resource to become a product capable of generating wealth and employment" (Ballart, Tresserras, 2003: 163).

In 2016 Mexico was ranked in eighth place with respect to the arrival of international tourists accounting for 35 million, placing it below Germany, UK, Italy, China, Spain, United States and France, according to the rank of International Tourism published in the barometer of OMT, representing the best place since 2010.

Cultural tourism in Guanajuato

Cultural tourism offers many attractions such as galleries, museums, music and dance, crafts, literature and languages, history and prehistory. With it the conservation of heritage is promoted, traditions and customs are claimed preserving the identity of nations. In addition, cultural tourism can be practiced in any season, breaking the seasonality, bringing tourists to less saturated to meet natural and cultural heritage of a nation areas, enabling break with the previous model of impacts negative generated by tourism destinations of sun and beach.

According to the report of the Commission of the European Communities 1993 (seen in Ballart & Tresserras, 2003) mentioned that for one can speak of cultural tourism must have three conditions:

1. A desire to know and understand the works and objects, including the local population with which it comes into contact.
2. Consumption of a product containing a cultic significance (eg, monuments, works of art, performances and exchange of ideas).
3. The intervention of a mediator, either a person, a written or audiovisual material highlighting the value of cultural product, explain and present.

According to a destination activity you can be created different segments of tourism. In the case of Guanajuato, segments of tourism that are perceived are tourism and leisure entertainment, cultural tourism, shopping tourism, conference tourism, business tourism, gastronomic tourism, sports tourism, student tourism, weddings and romance, medical tourism and religious tourism.

Particularly cultural tourism in the state of Guanajuato is considered the second most important in choosing a destination motivation, therefore, turns out to be 24% between perceived segments. Respectively for this type of tourism you have registered both the arrival of domestic tourists and 24% state, on the other hand, international visitors correspond to 27%.

Guanajuato is also one of the nine US states have cities and / or considered historic centers of exceptional value, which are integrated into the World Heritage List. The heritage cities with the counts are San Miguel de Allende and Guanajuato (DataTur, 2015). It also has the appointment of 5 Magical Towns: Salvatierra, Yuriria, Mineral de Pozos, Jalpa de Canovas and Dolores Hidalgo, which represent alternatives in terms of activities, attractions and tours. Routes and gastronomic tours are another important attraction offered by the state, among the most outstanding can be mentioned Nopal Circuit in Valtierra; Route of the cassette, in Celaya; Circuit Wine in Dolores Hidalgo and San Miguel de Allende; Circuit Tequila Corralejo and Pénjamo; the PICASO route (leather, shoes and hat) in León.

Literature review

Museums

The museum is one of many ways to approach the past and to revalue the assets, you can even say that there is a relationship between the process of museological with social patrimonialization of Cultural Property (Rico, 2008). Likewise, a museum can display the ties between our historic past with our present understanding the processes by which a society remembers and represents its past (Velázquez, 2011), if not, knowledge of the past does not you can improve understanding of our time (Gamboa, 2000).

It has now been seen that museums should not be seen only exhibitions of works of art or science, because they also perform various activities related to the collection, sorting, maintain and restore objects of the exhibits, as well as studies on the collection, hence in some cases museums have research centers, and even stores that offer items that serve as a memento of the visit.

The main product of museums today should be a positive experience, allowing visitors to interact, have fun, learn, reflect, and create their own interpretation of heritage and seeking a balance between the objects of the past and the requirements of this.

Meeting expectations in visiting a museum

The issue of satisfaction of tourists has been treated by many authors and owes its importance to the satisfaction positively influences this, either directly or indirectly, because the visitor contributes to the image and reputation of fate, it is therefore important to ensure that your experience is good.

On the contrary, dissatisfaction has a negative effect on both people who visited the fate causing an unfavorable feeling towards it, and those others interested in visiting because of the bad recommendations that could have an appeal. It shows that customer satisfaction has contextualized environment visitor satisfaction in tourist destinations and in this particular case to museums, relating the experience during the visit.

Therefore, it is consistent with the above and Cánoves by Prat (2017: 376) about satisfaction, noting the following:

"So, if perceived by the tourist value (" perception ") is less than the value expected to receive (" expectations ") then it is dissatisfied with the visit, therefore, the likelihood of repeat and / or promotes tends decrease".

Currently, museums try to understand and meet the audience rather than just collect, preserve and exhibit objects (Cetin et al, 2011). In the field of museums satisfaction has been studied in order to know the perception of visitors and know how satisfied are going after the site visit, that way is to improve technical aspects of the cultural attractions.

It is known that satisfaction not only depends on the experience, but there are several factors that directly influence this. Ferreira (2011, seen in Prat and Cánoves, 2017) considers two main features; sociodemographic and psychological. In the first age, gender, origin, marital status includes, among others related to income and provenance. In the second motivations, personality, past experiences, needs and another related lifestyle they are included.

Likewise match (Bigné et al, 2008, seen from Sevilha et al, 2016) and (Rojas & Camarero, 2008, seen in Brida et al 2013) and claiming that visitor satisfaction not only depends on the technical aspects of the museum, but cognitive and emotional or affective aspects and associated social values. For its part Mey and Mohamed (2010) indicate that satisfaction includes expectations, perceived quality and value.

Constantly visitor satisfaction involves all the above aspects, from arrival at the parking lot to check out the place. And define Bridle et al (2013: 731); "The set of sensations or feelings both cognitive and emotional aspects of goods and services, as well as the cumulative assessment of different components and characteristics".

An example of the analysis of the determinants of satisfaction visitors an attractive, as are the museums, is the study by Bridle et al (2013) at the Museum of Antioquia in Colombia.

Antioquia Museum consists of various collections relating to the history of Colombia also houses pieces of pre-Columbian art along with 23 sculptures from the collection of Fernando Botero are part of the most important tourist circuit of the city, thus making it in a cultural reference in Latin America, which is why its importance to its management and players in the tourism industry.

His study is based on a methodological approach that emerges from the theory of consumption of Lancaster (1996) where economic agents select the best option of all available, thus maximizing their satisfaction, taking into account different elements such as experiences, expectations and perceptions (Brida et al, 2013). The authors mention that particularly in the case of a museum there are many elements that can determine satisfaction, since they influence the personal characteristics, the cost of entry, the duration of the visit and the perception during it.

For this study, 578 questionnaires were carried out, of which 533 were useful, although for a qualitative analysis, 410 surveys were considered due to lack of information in some sections. The surveys were applied to both national and local visitors, which were selected based on age and gender, who turned out to be men and women over 18 years of age.

The results of the ordered logit model showed in their results that, foreigners have a greater preference in returning to the museum, older people value more the visit to the museum, the educational level was not significant for the degree of satisfaction for what it means that the Museum of Antioquia is accessible to any public. They also determined that having paid for the entrance to the museum raised the level of preference of the visitor, the treatment of the staff and the signaling if they affected the satisfaction, for that reason they recommended to improve it.

Finally, they pointed out the importance of communication policies in the museum, because if they fail, the visitors are not able to convey the desired message to the visitors, they also encouraged visitors to express their experience during the visit and thus work on the reinforcement of complaint mechanisms to finally achieve high levels of visitor satisfaction.

In a particular context like the experience in the tourist destinations from which the satisfaction of the tourist derives, understanding the satisfaction as a positive perception of the activities and services, is that it is important to generate the satisfaction of the visitor, because it affects the decision to return or not to the destination.

Brida et al (2012) refer to three indicators that both in the literature of marketing and in tourism prove to be factors of repurchase; satisfaction, perceived value and word of mouth recommendation. By relating them in more detail, it can be determined that, in terms of perceived value, the level of satisfaction will also be created and, therefore, a positive destination recommendation will be generated. And as the visitor leaves satisfied with the experience, he becomes more inclined to return and, in addition, to recommend the services acquired.

In the Museum of Antioquia in Colombia another study was carried out by Brida et al (2012), to analyze the characteristics of visitors to the museum, and as a main contribution to determine the behavior of repeat visitors During the year 2011 the Museum of Antioquia received about 288,490 visitors and year after year it has had variations in the number of visitors, some years have been positive figures and others negative, according to information from the Tourist Indicator System (SIT) of the city.

In the case of the Museum of Antioquia, 50% of the visitors mentioned having planned their visit to the museum before reaching the destination. Prentice (1993, seen in Brida et al, 2012) refers to the fact that a cultural tourist is interested in the cultural range that the destinations offer, and therefore will visit the local museum.

Development of a methodological analysis the authors collected data in the museum through questionnaires applied during June and August 2011. The questionnaire was delivered to visitors at the end of the tour, randomly selecting respondents, conducted 578 questionnaires. Self-administered questionnaires were being delivered to the visitors, who were domestic and foreign as well as local Medellin and its metropolitan area. They made 2 types of questionnaire; one in English and one in Spanish.

Regarding the descriptive analysis of the visitors they were able to identify that 52% were domestic and foreign tourists, while 42% were resident visitors. For 53% of the sample was the first time I visited the museum and duration of the visit was one to two hours. The average age of visitors was 36 years, who mentioned attend accompanied by friends (30%). The school was high and that 66% had university degrees. Among the main reasons for the visit it was for vacation determined that reason (36%). 50% reported having had planned the visit before reaching the destination. 45% had expenses in the city, being hosting the most representative. 75% is highly likely to return to Medellin and 85% recommend.

The results obtained from the Poisson model showed that with respect to the gender variable, women are less likely to visit the museum again in 0.34 times. As well as increasing the age of people are more likely to visit, with a frequency of visit of 1.02, as well as married people who were considered more likely to visit the museum. In relation to the work situation, people with activities different from that of employee showed greater tendency to return to the museum, as well as those who visited him in a group. As the income increases, the probability of revisit increases, as long as it is in the middle ranges, since very low or very high income is negative for this case.

Recommend applying marketing strategies aimed at those segments that are more likely to return because it is loyalty and make attract more people to visit the museum for the first time. Mention that a wide range is a motivating visit the museum again and given good treatment from start to finish.

Propose alliances with other museums to each other and encourage recommended repeat visit. They emphasize joint efforts to continue the development of a tourist destination through the urban and cultural tourism as are the museums. The visitor experience is an important determining factor meet their expectations. The experience depends on several aspects, both tangible and intangible, among these we can mention the quality of services offered by the museum (De Sevilha et al, 2016). And the quality of services is related to the exhibition and its structure, as well as empathy and care staff (Markovic et al, 2013; seen in De Sevilha et al, 2016).

To meet the perceived quality of services with other endogenous aspects such as learning, satisfaction and recommendation of visitors to museums, Sevilha et al (2016) conducted a study in the museum called Knowledge Center UFMG located in the circuit Cultural Freedom of Belo Horizonte, Minas Gerais, Brazil.

The authors conducted a mixed methodology (qualitative and quantitative) because they were interested in knowing the motivations of the visitors and the recommendations they made from museums to other people. For the qualitative analysis they made a focus group with 23 university students who were invited to explain the motivations of their visits to museums and the frequency of them, as well as describe the factors of satisfaction and recommendation towards other people. They recorded the answers and analyzed them following the content technique.

And to develop the quantitative analysis they applied 617 questionnaires and contemplated 590 tools with the following phases: review of the literature, adaptation of the scales, application of the pretest, preparation of the final questionnaire.

The data collection was carried out between April and June 2014, which allowed them to have several profiles, four researchers tabulated the information using Excel and elaborated the evaluation by means of a software based on the technique of structural equations model.

As part of the qualitative results found that most visitors to the museums they did when they were out of town and rarely visited museums in their place of residence. By other mini focus groups, they verified that some visitors did not know certain museums. In another qualitative analysis, they identified different reasons for visitors to explore museums, such as the search for new experiences, interest in learning, the desire to know the local culture, the recommendation of others and the fact that they travel in somewhere new.

Problem**Justification**

As already mentioned, the Museum of the Mummies of Guanajuato is unique in its kind and is an icon of Guanajuato, so that visitors to the city are very attracted to meet him and in other cases, the museum is a reason for travel to the destination. It is said that the museum recorded figures totaling just over one and a half million visitors over the past two years (2016 and 2017), which refers to its importance for the state, making it one of the most visited in the country.

In the museum you can find different rooms where the mummies, some of these mummified bodies have fact sheets where a particular description is detailed, as his date of death, date of exhumation, causes of death, among others are exhibited. Inside the museum you can perform some interactive activities, and you can also see an exhibition of photographs dating from the twentieth century in the city of Guanajuato.

It is known for the high season of visits to the museum, being mainly three periods; Easter, summer vacation and winter holidays. For it is mentioned that for 25 days about it is the time receives thousands of visitors daily. Despite having capacity to receive 3,240 people per day, the rest of the year the number of visits is lower and varies, although it is known that from Friday to Sunday the museum serves more visitors.

Goals

The overall objective of this research is to analyze the satisfaction of the expectations of visitors to the Museum of the Mummies of Guanajuato, whether resident or tourist (domestic and foreign).

Particular objectives:

- Determine if there is difference between the level of satisfaction regarding resident visitor tourist.
- Recognize the elements that less pleasing to visitors regarding the services provided by the museum.

Hypothesis

H0 = expectations of most visitors to the museum are satisfied.

H1 = The expectations of domestic and foreign visitors are more satisfied than residents visitors.

H2 = Attention is one of the things they like least visitors.

Methodology

The instrument used for data collection consisted of a survey of visitors to the Museum of the Mummies of Guanajuato. 400 surveys were conducted from February 16 to March 28, mainly in the parking lot of the museum where visitors are addressed and were applied to those just finished the visit, considering they had a perception fresher seen in the museum. Similarly, surveys were conducted in the downtown area, as in the Garden of the Union and the Plaza de la Paz.

Depending on the visitor profile it is not performed or survey, which consisted of two filters: be over 18 and have visited the museum for the last time in less than one year, with the intention that remember most of the details. The instrument he wondered about satisfaction in two parts: satisfaction according to the services offered by the museum and satisfaction according to the characteristics of the display. Where different aspects were rated with one of the following options were: "Excellent" as the best rating, "good," "fair" or "poor" as the worst rating, as perceived obtained from the visit.

Expectations were the last part of the survey, where questions to know whether met or not presented, and why it was felt that way. other elements were also included about what you liked best and least, as well as questions that will determine a possible repeat of the museum and its recommendation. Finally, the last part of recommendations for possible comments, suggestions or any other information provided by the respondent was added.

Analysis of results

There are several reasons so that visitors to the museum decided to attend, among them was mentioned mainly by cultural and reflecting with 30.5%. Who attended to learn about and / or learn something new resulted in 28%. 19.8% mentioned not having much interest in attending, but they did to accompany someone else, even though some indicated that they had visited, but returned with another person. 7.5% of visitors came to the museum on school grounds, mainly teachers and parents accompanying students, it is important to mention that students who were considered for the survey were over 18 years. 7% attended the museum tour group decision making that was the reason to visit the museum. 6.3% was motivated to attend the museum on the recommendation of someone else. For work also, they attended the museum turned out to be only 0.7%.

For the number of visits to the museum three groups were determined, which have visited the museum for the first time was mentioned by 56.3%, it is worth noting that some visitors also mentioned that they had already been to the city in the past and had not assisted the museum until that day. Another group corresponds to those who had already visited the museum two to three times those visitors turned out to be 30.8%. A lesser amount, but still a considerable figure of 13% were those who had visited more than 3 times.

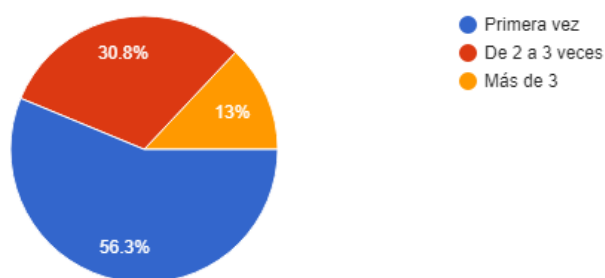


Figure 1 Number of times you have visited the Museum of the Mummies

Source: Prepared based on research results.

Based on the results of the three groups of visitors can be determined that the average rating for the signs is good, because most mentioned having seen and followed to reach the museum, though, they also mentioned they were missing more and strategic points.

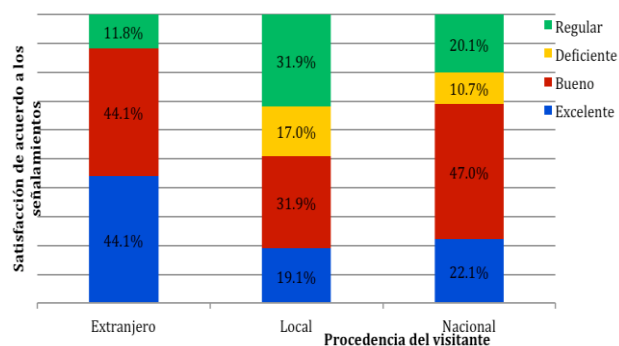


Figure 2 Satisfaction based on the signs to reach the museum, according to the origin of the visitor

Source: Prepared based on research results

The level of visitor satisfaction was determined in terms of the information sheets that are part of the exhibition, thereby found that different age ranges rated as good the content of the chips. 18 to 25 accounted for 14.7%, 26 to 35 years were 12.9%, 36 to 45 were found to be 10.6% and 56 to 65 years 2.5%.

For 5.5% of adults who were between 46 and 55 years considered as excellent chips. In the last age range, it is that of adults over 65 years there were two options equal qualification, because the excellent and good choice gained 0.5%. In relation to what we liked most visitors taking into account gender it was found that both were more satisfied with the display on the other side, because 46.3% of women and 39% of men so mentioned. According to information provided by visitors, it is known that there was more positive feedback for display than for any other element of the museum.

looks less pleased visitors according to their origin was identified, the results indicated that the location was considered the main aspect for most visitors, because it was rated by 32.4% of foreigners, 46.8% of Local and 29.7% of the Nationals.

The second aspect that less pleased local visitors is among the care and museum facilities, were described by 12.8% respectively. The third aspect that was considered as less pleasant for 10.6% of these visitors was security.

National visitors for the second aspect that less liked most was the care which was mentioned by 18% and then the cost of access to the museum for 16.1% of the visitors are.

As Foreign, the second element mentioned for 24.3% and was followed by two more cost elements, and Other Care for 13.5%.

Within other aspects the tour because some people found it very short, lack of signs to get to the museum, and the waiting time to enter the premises mentioned. What for National was 12.3% and 6.4% Local. Moreover, the exhibition was mentioned as the most liked in the previous section, which is why this appears with the lowest percentage in all groups.

Visitors expectations were met mostly indicating that expectations are being offered by visitors, generating a feeling of satisfaction. 88.8% of visitors said that if their expectations were met visiting the museum, and 11.2% said it was not.

Finally, residents visitors showed a lower level of satisfaction compared to that expressed by visiting tourists, specifically national.

Conclusions and recommendations

The museum is a key element in cultural tourism, which is why we must develop the full potential of these institutions that contribute to the intellectual and cultural enrichment of visitors. In addition, the case of the Museum of the Mummies of Guanajuato, is an example of a cultural tourism attraction that also benefits the city economically.

The results of the study are intended to contribute information from a quantitative and qualitative analysis, which will serve as an alternative to meet the different profiles of visitors to the museum, motivations and satisfaction of expectations and the possibility of repeating the visit.

It was found that a lot of visitors came to the museum for the first time despite having been in the city earlier, reflecting a lack of interest or ignorance of the museum. Which it is why we recommend that you create print and distribute in parts of the city, as in agencies, hotels, restaurants and even guides. And make agreements with other museums and promote each other, that way if they visit some also have referred visit the mummies, it would be interesting to create a ticket that includes admission to various allies museums and for a fee can have access to various museums in the alliance network.

We must not forget those who have already visited the museum on more than one occasion, for it suggested creating loyalty in those visitors, In conducting the analysis to know the aspect liked visitors, it was determined that what most was the display. And thanks to the comments made by visitors is known about several aspects that should improve, including lighting, audio and video, as well as the organization of groups. Because of the above is recommended to increase lighting in both rooms and on display, mainly in the images displayed on the walls, improve the content and audio video is essential to clearly convey the message intended, so it is suggested projecting from a cannon that allows be seen by a larger audience, you should be aware that the audio should be presented in both Spanish and English or add subtitles in other languages.

The result of the analysis of the least liked aspect visitors turned out to be the location. It was observed that was greater dissatisfaction with conditions to reach the museum that the location itself, because visitors who attended for the first time the museum and did so independently, are difficult to reach this attractive by lack of signs to guide them to the museum, the distance was also a problem for those who did not have an efficient means of transportation and had to walk to the appeal as well as those who arrived by car they found himself with a full parking lot.

To improve the above suggested investing in more signposting, distributing from the entrances of the city to the center, create maps with different routes leading to the museum from different parts of the city and place them in key places for visitors, as well as in the website and social networks. It is also recommended to make an agreement with public transportation so that more buses arrive at the museum from various parts of the city, setting a time and place of departure, so a greater number of visitors will reach the museum safely and quickly without having to walk to the museum or bring your own car, which also contribute to the decongestion parking.

The average satisfaction of the visitors in relation to the information provided by the museum guides was good, however, there were those who mentioned not having found any guide, so the experience of the tour for those visitors was not the same without an explanation.

Due to this reason there were negative comments about the service provided by the guides, as well as the information and the treatment received. That is why it is suggested that the guides are always present and provide concise information, investing in a constant training in the guides will serve to carry out a higher quality work and group tours are effective, in addition to bilingual guides such as in any other tourist attraction.

The average satisfaction towards the information sheets was good, however, it is important to consider final comments on the need to improve them where mentioned. According to this aspect of the exhibition suggested placing information sheets on all the mummies with specific and relevant data and increase the font size in both languages, since in some cases the letter is small, and which is in the English language.

Regarding the cost was satisfied the majority, however, were comments that thought that was high, because the journey was very short. The recommendation is to publicize the discounts and the museum provides both social networks and website, so the public will have contemplated these discounts and will not hesitate to use them. It is also suggested addressing educational institutions and publicize discounts to groups, which may be an option to attend a higher amount. Moreover, it can be considered that one day a month or important dates such as the anniversary of the museum is to allow access for free.

As final recommendations taking into account comments made by visitors, it is advisable to perform other temporary exhibitions in addition to the exhibition of mummies or resume the night tour through the cemetery to the museum, but rethinking it to make it more attractive, this in order to propose something new. It is also suggested to be cleaning the parking and dumpsters place more and more maintenance to the bathrooms, caution should be used that are clean and available, because by paying the service is expected to be good.

It is important to mention that there was also dissents from the heat felt in the halls, especially when there were large groups inside.

As mentioned above, it is advisable to keep small groups within the halls and distribute them better and invest in an air conditioning system that will help a lot especially in hot weather where the temperature is very high, considering it as a plus for visitors in high season they have to wait in line under the sun.

It is expected that the above recommendations can generate a reflection of the importance of addressing the needs of visitors and contribute to improving the experience of the same, showing that you can find multiple solutions and taking into account that invest in resources to more dynamic experience and meet the educational and cultural aspect can greatly improve the satisfaction of all visitors and position the museum as one of the favorite attractions for cultural tourists.

At present digital technology to share information quickly, what has been shown that the spread of good and bad experiences fail to influence the decision of tourists who choose to visit a particular destination. It is known that when bad reputation appeal requires a joint effort of all stakeholders in generating experience in order to change the negative image of the location.

It has managed to understand throughout this study the importance of knowing the level of satisfaction of a cultural tourism as the museum attractive, so has been stressing the importance of taking into account the factors that contribute to both satisfaction and to the dissatisfaction of visitors, which ultimately are the ones who have the opportunity to share their experience and motivate and recommend others to live.

It is considered very important to continue such research, especially in the attractions that do not have a system analysis of the factors affecting visitor satisfaction. In the case of the Museum of the Mummies of Guanajuato it is suggested to monitor the information provided in this study and make future research needed to continue learning the most important aspects of visitors and their experiences. For future similar studies in the exploratory area, it is considered work more on the approach to the encuetados, and measurement of the various determinants of satisfaction, and raise other variables that can generate an analysis that provides information according to the future needs.

References

- Aceves, S. (2005). "La experiencia mexicana en la gestión de su patrimonio histórico como recurso turístico". *Patrimonio cultural y turismo. Cuadernos 3. Pensamiento del patrimonio cultural: antología de textos.* México: CONACULTA.
- Ballart, J., Tresserras, J.J. (2003). "El patrimonio y el turismo". *Patrimonio cultural y turi. Cuadernos 3. Pensamiento del patrimonio cultural: antología de textos.* México: CONACULTA. Bermúdez, S. (Pdte.). López, G. (Coord.). Capítulo 3:161-187.smo
- Carlos Hiriart. (s/f) "Panorama mundial del turismo cultural" en: *Alcances del turismo cultural. Patrimonio cultural y turismo. Turismo cultural. Cuadernos 18.* México: CONACULTA. Sáizar, C. (Pdte.). Carrasco, T. (Coord.). Capítulo 1:13-31.
- Cetin, G. et al. (2013). "The role of museum guides on visitor experience". *Turismo cultural y gestión de museos.* Curiel, J. (Dir.). Editorial Dykinson. S.L. Primera edición. Capítulo 4: 73-86.
- McIntosh, R.W.; Goeldener, C.R.; Ritchie. J.R. (2008). *Turismo: Planeación, administración y perspectivas.* Editorial Limusa. Pp. 593.
- INEGI. (2017). *Anuario estadístico y geográfico de Guanajuato 2017.* Recuperado el 15/02/2018. Disponible en: http://www.datatur.sectur.gob.mx/ITxEF_Docs/GTO_ANUARIO_PDF.pdf
- OMT. (2017). *Panorama OMT del turismo internacional. Edición 2017.* Madrid, España. Pp. 15. Disponible en: <https://www.e-unwto.org/doi/pdf/10.18111/9789284419043>
- SECTUR. (2015). *Compendio del Turismo en México 2016.* Visto en DATATUR. Recuperado el 02/03/2018. Disponible en: <http://www.datatur.sectur.gob.mx/SitePages/CompendioEstadistico.aspx>
- Brida, J.G.; Monterubbianesi, P.D.; Zapata-Aguirre, S. (2013). "Análisis de los factores que afectan la repetición de la visita a una atracción cultural: una aplicación al Museo de Antioquia". *Cuadernos de Administración. Pontificia Universidad Javeriana. Bogotá, Colombia. Julio-diciembre, 2012. Vol. 25 (45): 87-112.* Disponible en: <http://www.redalyc.org/articulo.oa?id=2052484005>
- Brida, J.G.; Monterubbianesi, P.D.; Zapata-Aguirre, S. (2013). "Determinante del grado de satisfacción en la visita a un atractivo cultural. El caso del Museo de Antioquia-Colombia". *Estudios y Perspectivas en Turismo. Centro de Investigaciones y Estudios Turísticos. Buenos Aires, Argentina. 2013. 22 (4):729-744.* Disponible en: <http://www.redalyc.org/articulo.oa?id=180728712006>
- De Sevilha, M.; Silva, J.; De Freitas, M. (2016). "El modelo de experiencias aplicado a un museo. La perspectiva de los visitantes". *Estudios y perspectivas en Turismo. Centro de Investigaciones y Estudios Turísticos. Buenos Aires, Argentina. Octubre, 2016. 25 (4):460-482.* Disponible en: <http://www.redalyc.org/articulo.oa?id=180747502004>
- Prat, J.M.; Cánoves, G. (2017). "Análisis de la motivación y satisfacción en las visitas al Museo de Historia de los Judíos (Girona)". *PASOS. Revista de Turismo y Patrimonio Cultural. Universidad de La Laguna. EL Sauzal (Tenerife), España. abril, 2017. Vol. 15 (2):375-389.* Disponible en: <http://www.redalyc.org/articulo.oa?id=88150355007>
- Rico, L. F. (2008). "El museo en busca de los turistas". *El Periplo Sustentable. Universidad Autónoma del Estado de México. Toluca, México. Julio, 2008. Pp. 27-44.* Disponible en: <http://www.redalyc.org/articulo.oa?id=193420870003>
- Velázquez, C. (2011). "El museo memorial: un nuevo espécimen entre los museos de historia". *Intervención, Revista de Conservación, Restauración y Museología. Instituto Nacional de Antropología e Historia. México, D.F. Vol. 2 (3) 2 (3).*

Social representations of future psychologists about their profession

Las representaciones sociales de los futuros psicólogos sobre su profesión

GONZÁLEZ-ANAYA, Ana Gabriela*†

Universidad de Guadalajara

ID 1st Author: Ana Gabriela, González-Anaya / ORC ID: 0000-0003-4075-1768, Researcher ID Thomson: S-7978-2018, CVU CONACYT ID: 287935

Received March 11, 2018; Accepted June 30, 2018

Abstract

With the aim of analyzing the evolution of social representations, a theory Proposed by Moscovici in 1979, Is that a study was made About a group of students of the Degree in Psychology of a campus of the University of Guadalajara. These students, Belonging to different semesters, answered the same questionnaire answers and gave That, in some cases, Although Were similar in many others They Were separated from Those Given by Their colleagues from previous or subsequent semesters. The questionnaire was applied and 190 of the participating subjects That Were Considered Given the inclusion criteria They Met. THUS, it was possible to determine That social representations evolve and change the contact from the Individual That Can Have With Cultural Certain events or the exposure That I've With Certain themes. In This case, all focused on Psychology as the profession They chose to practice in the future.

Psychology, Students, Social representations

Resumen

Con el objetivo de analizar la evolución de las representaciones sociales, teoría propuesta por Moscovici en 1979, es que se hizo un estudio en un grupo de estudiantes de la Licenciatura en Psicología de un campus de la Universidad de Guadalajara. Estos estudiantes, pertenecientes a distintos semestres, respondieron a un mismo cuestionario y dieron respuestas que, si bien en algunos casos fueron similares, en muchos otros se separaban a las que daban sus compañeros de semestres anteriores o posteriores. El cuestionario fue aplicado y se consideraron 190 de los sujetos participantes dado que eran quienes cumplían con los criterios de inclusión. Así, se pudo determinar que las representaciones sociales evolucionan y cambian a partir del contacto que el individuo puede tener con determinados sucesos culturales o la exposición que tiene con determinadas temáticas. En este caso, todas centradas con la Psicología como la profesión que eligieron para ejercer en un futuro.

Psicología, Estudiantes, Representaciones sociales

Citation: GONZÁLEZ-ANAYA, Ana Gabriela. Social representations of future psychologists about their profession. ECORFAN Journal-Republic of Peru 2018, 4-6: 23-30.

* Correspondence to Author (email: psc_anag@hotmail.com)

† Researcher contributing first Author.

Introduction

The study of social representations about the ways we see the world that subjects of different groups have. In the case of this research, whether or not such subjects psychologists, students, graduates, whether or not related to psychology, the ways in which they interpret the world of psychology and professional practice are the object to be analyzed.

Beyond common sense or what scientific disciplines point, subjects interpret, name, explain and understand their environment from what their membership groups have instilled in them, as well as personal experiences they have done. Consider the case of a high school student who decides to start their paperwork to study psychology degree, and receives from family and friends comments like: "You'll die of hunger," or "that's for fools". Appear to him new ways of understanding psychologists: as underpaid and also suffer from some mental disorder professionals. If instead, receive comments like: "Psychologists help society", "psychology is a service profession," the student can see the psychologist as an agent of change in a social context,

The experiences we live and what was said in the groups to which we belong, will help us shape the social representations that have as their own. Social representations have as a reference the cultural background of society, are based on sources determination, whether historical, value systems or other addition to the content: information, images, opinions and attitudes (Hebe, 2005).

Social representations

In 1979 the book "Psychoanalysis, its image and its public" Serge Moscovici is published. In it, the author presents the theory of social representations, which are those that allow concepts of psychoanalysis, such as repression, hysteria, anxiety, complex and others, become part of the common language of the people. To explain these concepts to the way in everyday life of the societies in which it operates psychoanalysis are understood, it is not necessary to have training as a psychoanalyst, in fact they are so common and vocabulary use, any subject to foot can define them without going into them.

Moscovici was interested in understanding how the concepts of science go on to become part of common sense, as exemplified by psychoanalysis, since for him, Moscovici (1979) explained that social representations are present in our daily lives and manifest themselves through gestures, words and others. With regard to this work the definition of social representations that I propose is this: the social representations are the set of skills, knowledge and shared by a social group that prepare the individual for attitudes, attitudes, behaviors, practices and values behaviors that will have to perform in certain situations.

Social representations are dynamic because they change over time, as sustenance below, you can see how the conflict or the arrival of phenomena that subject or society seem strange, lead to the establishment of new terms, allocation of new features and consequently to change the social representation of an object, fact, person, group and others. Moscovici explained that the social representation "cut and symbolizes acts and situations that are or become common" (Moscovici, 1979: 16).

The theory of social representations was made from the proposals of Marx, Heisenberg, Mead, Heider, Levy-Bruhl, Batjin, Freud and Piaget, the latter two, next to Durkheim, who gave the strongest foundation on that the concept of such representations (Gonzalez, 2013) holds.

Social representations arising from observations and analysis thereof, appropriate notions and "language of science or philosophies, and draw conclusions" (Moscovici, 1979: 30). For Duveen and Lloyd (1990), social representations arise once passed through three stages: sociogenesis, ontogenesis and microgenesis, explained them below:

1. Sociogenesis: Refers to the way they build and transform social representations, taking into account the role of society and history. Therefore, we find that the representations can change into different groups or the same group but in different time. As an example: the priest no longer figures who offers relief or mental health provides the listener, and the psychologist replaces him. The social representation changes from the experience of the group.

2. **Ontogenesis:** Refers to the way in which individuals acquire social representations throughout its development. For example, the first time a psychology student discovers that there are different psychotherapeutic approaches and not only psychoanalysis. The social representation appears for the first time from an individual experience.
3. **Microgénesis:** Give an account of how social representations are manifested in social interaction. As an example, take care what you say in front of a psychologist, or take advantage of the presence of a psychologist to inquire about their work in relation to mental health.

The objective of this research is to identify the social representations of college students majoring in psychology from a campus of the University of Guadalajara (in Mexico) are. How to evolve from their development as college students, their coexistence with teachers who are psychologists and their performance in institutions where they received as practitioners of psychology. In the following section, the methodology which was used for the development of this work is presented.

Methodology

A questionnaire with eight open for students to express freely about their profession and experiences with the same questions was made. It was possible to observe how elements of social representations as developed ontogenesis were present.

It took into account only the student population of Psychology CUALTOS because it is the one that receives a greater number of students of that race in their classrooms and therefore they may be representative of those others who study this race but institutions lesser extent also in CUALTOS that most of students from the Upper South Region concentrated.

Once the permits requested by authorities, teachers and more importantly, with respondents themselves, it is that I carry out the implementation of 226 questionnaires. These questionnaires do not include all students and some were not in the classroom at the time of application, and there were others who chose not to participate answering them.

However, the number of completed questionnaires is important if we consider that they are admitted 40 students per group, and each semester show different dropout rates, therefore the groups usually vary from 30 to 40 students per semester. So that 226 completed questionnaires are a number representative of the student population of this degree. What follows are the questions that were asked in the questionnaire:

4. Why did you choose to study psychology?
5. What do you hope to learn in the race?
6. How do you see yourself at the end of the race?
7. What does a psychologist?
8. What place or work area can perform a psychologist?
9. How do people see psychologists?
10. What pleases you most excited or studying psychology?
11. What worries you or frightens you studying psychology?

In any case the students were free to answer what they wanted, they had enough space and there were even those taking the leaf margin to complete your answers. Were the exception questionnaires in which students merely answer with few words.

As only exclusion criterion was that students respond originate in a municipality outside Los Altos de Jalisco. So that a total of 190 questionnaires were taken into account when carrying out the analysis. Of, 136 were answered by women (71.57%), 51 men (26.84%) and 3 more subjects (1.57%) did not answer what their sex. It should be noted that during the presentation of the results no differentiation between sex is because the responses did not vary or had no significant difference between men and women, the percentages were maintained.

Presented in the next section the numerical results regarding the type of answers given by the students and then analyzing the answers to four questions that were asked. Responses left grouping, by way of example, responses such as: the psychologist can work in a school and the psychologist can engage in the educational area, they were grouped as the answer "educational area". the results of three groups according to the type of materials and stage where they are in their career are presented.

As the first group of students who belong to first, second and third semester (who receive basic and compulsory subjects), this group I call "students recently admitted," although it includes students who are in the third semester, the type of materials they are seeing are part of an anteroom or prior knowledge that the university must acquire before entering exploring areas of work of psychologists. In the second students in fourth, fifth and sixth semester (who carry materials of different orientations, and where groups begin to be divided according to areas of psychology who want to study).

This group will call "students especializantes areas." And finally, students in seventh and ninth semester (at this stage do their social service and professional practices). In the latter group does not appear the eighth semester because in CUALTOS the race was offering once a year, and from 2012 begins to be offered in each semester; students who entered in 2012 correspond to respondents sixth semester. These students enter the group called "practitioners". Total responses per group were considered as 100%, so the percentages correspond to the frequency with which was given a response in each group.

Results

The first survey question, "Why did you choose to study psychology?" Was one of the most varied responses offered. Table 1 I present the results thereof, according to groups and percentages.

Reasons	1-3	4-6	7-9
The curriculum	6.34%	3.17%	1.8%
personal benefits	3.17%	1.58%	5.4%
Job opportunities	16.66%	14.28%	11.7%
To learn about the unconscious mind, emotions and / or behavior	38.8%	22.22%	21.61%
By life experiences	3.17%	4.76%	2.7%
Help others	15.07%	12.69%	18%
He likes the race	9.52%	23.8%	21.61%
Interest in mental disorders	0.79%	1.58%	0%
Vocational guidance it said	0.79%	3.17%	1.8%
It was his second choice	3.17%	11.11%	5.4%
It has skills	2.38%	1.58%	9.9%
Total	100%	100%	100%

Table 1 Reasons I chose to study Psychology
Source: Self Made

Stresses the answer "to learn about the unconscious mind, emotions and / or behavior" as the highest percentage in groups 1 and 3 (marked by another color), while "He likes the race" was like the first option second group and a draw as the first reason for group 3.

For the answers that appeared to a lesser extent, in the first group for their interest about mental disorders, like in the second group, although this was also unfrequented the "personal benefits" while in the latter group, the curriculum, and the results of Vocational Guidance were the reasons why they were admitted to this degree, and interest in mental disorders was not a reason for these students.

The next question was about the expectations they have or had to attend the race. On this, the most frequent response was "learning behavior" for the first group, "as necessary to enable me to practice" for the second and third group. While less frequent answers were "Learn to make diagnoses", "learning theories and schools of psychology." A frequent response groups were to finish his career was "personal gain". This type of response also appears in other questions that were asked.

Answers	1-3	4-6	7-9
Helping people	14.28%	19.14%	12.16%
Learn about psychological functions	twenty%	4.25%	4.05%
Learn about behavior	20.95%	12.76%	9.45%
Techniques and forms of intervention	12.38%	14.89%	20.27%
Other content (emotions, mental health)	13.33%	10.63%	8.1%
Learning to make diagnoses	0.95%	2.12%	4.05%
Psychological theories and currents	5.71%	10.63%	1.35%
Enable me to practice	12.38%	21.27%	28.37%
Personal gain	0%	4.25%	12.16%
Total	100%	100%	100%

Table 2 Learning expectations in the race
Source: Self Made

This response is related to social representations of young students about what they imagine being studied in the race or what they believe is studied from what others have told them (the media, friends, family teachers the first semester).

Another question on expectations was about how students looked after the race, in which area they would like to work in what place, to inquire about what they think will make your professional life. It notes that the responses had to do with social representations that have them as the most frequent response in the three groups was to engage in the clinical area (psychotherapy), but also many expressed their desire to work in a school or the educational area (second most common in the first two groups the most frequent response and the third in the third group). To this we add that some of the respondents expressed their desire to teach.

Answers	1-3	4-6	7-9
Working in hospital	3.22%	3.44%	1.7%
Work in public institution	3.22%	3.44%	2.56%
Teaching	9.03%	5.74%	5.12%
Practice in the social area	6.45%	1.14%	7.69%
Work in the educational area	12.9%	17.24%	15.38%
Working in the clinical area	27.09%	29.87%	26.48%
Exercise in industrial / organizational area	8.38%	9.19%	17.09%
Work in the area of neuropsychology	1.93%	1.14%	1.7%
Work in the area of special education	2.58%	2.29%	1.7%
Legal work area and / or forensic	6.45%	3.44%	2.56%
further studies	6.45%	9.19%	14.94%
Studying another career	1.93%	0%	0%
To do investigation	2.58%	8.04%	4.27%
Engage in Psychoanalysis	1.29%	0%	0%
Other areas of psychology	5.8%	4.59%	0.85%
Outside the municipality	2.58%	4.59%	1.7%
Total	100%	100%	100%

Table 3 Visioning in the performance of his career
Source: *Self Made*

Highlights areas of clinical psychology, educational, industrial / organizational, social, neuropsychology and special education, which are the six offered by the University of Guadalajara as especializante. It also adds the legal or forensic also appeared as a frequent response. The latter could be a response to what Mexican society and the *alteña* is no stranger, has lived in recent years on issues of insecurity, crime and drug trafficking. After inquiring about their expectations, I asked about what a psychologist. Answers can glimpse some of the social representations that have students. Also, it is important to note that many of the answers were related to the subjects they were studying at the time.

For example, the answer to the psychologist "evaluates and diagnoses" was more common among groups of fourth to sixth semester who take the courses where they are taught to perform psychometric tests and develop diagnostics, and in the same way the group of seventh to ninth semester where they already have experiences in different areas of intervention. This response was followed by "helping others / society" is a social representation that responds to the attributes made the psychologist as a person who is at the service of others. Furthermore, it is one of the reasons why students entered this degree (See Table 1).

Similarly, a frequent response of groups of first to third and seventh to ninth, was that the psychologist is a "counselor or companion" while the fourth to sixth groups, which showed much less frequently. It is also important to note that students in the first semester given, although at a lower frequency, the response of the psychologist or just listen to "manipulate". This is a sample of one of the social representations with which students enter the race, which is diluted or transformed in the course of it.

It can be seen in Table 4 that the psychologist is seen as a professional who helps people and society. This response was the highest among the three groups, which can be interpreted as a positive social representation with students about the role that their profession and have them in the future.

Answers	1-3	4-6	7-9
Studies the behavior	13.88%	17.24%	7.92%
Studying mental / emotional processes	10.18%	5.17%	5.94%
It is a counselor / companion	25%	3.44%	13.86%
It helps people / society	32.4%	31.03%	26.73%
Evaluates and diagnoses	5.55%	39.65%	29.7%
da therapy	4.62%	10.34%	4.95%
Prepares intervention programs	0%	8.62%	9.9%
Listen out	5.55%	0%	0.99%
manipulate	2.77%	0%	0%
Total	100%	100%	100%

Table 4 Psychologist activities
Source: *Self Made*

With regard to Table 5, I present the answers to the question: "What place or work area can perform a psychologist?" But not training that students are receiving the answers that put the psychologist as a psychotherapist (clinical area) were the level higher in the group of students recently joined and practitioners. It remains a strong response in the case of students in especializantes areas but was overwhelmed by the response on the work of psychologist in education.

The most frequently mentioned areas were those of education, employment and social, and less frequently special education, neuropsychology and even sports psychology. This may be related to the subjects they are studying at the time, training and experience of teachers who have, that being closest to the aforementioned areas, can provide greater information and generate more interest among students than those who are mentioned briefly, or for which no deepens.

Answers	1-3	4-6	7-9
Clinical field	18.7%	18.86%	16.53%
Educational field	15.26%	20.75%	15.74%
Labor sphere	12.21%	15.09%	15.74%
Special education	1.14%	1.88%	4.72%
Legal / Forensic field	9.16%	7.54%	3.93%
Social ambit	11.45%	15.09%	10.23%
Investigation	3.05%	0%	8.66%
neuropsychology	3.05%	3.77%	7.08%
Sports psychology	4.96%	0%	0.78%
Medical area	12.21%	5.66%	8.66%
Particular	1.52%	3.77%	7.87%
Public	3.81%	7.54%	0%
Others	3.43%	0%	0%
Total	100%	100%	100%

Table 5 Psychologist work areas.
Source: Self Made

Table 6 I present the results to the question "How do people see psychologists?" Core question for the research. The most frequent responses were "only treat the insane" (also included answers such as: loqueros, curalocos, which only treat mental disorders or problems) and of "are crazy", although the latter appeared infrequently in the third group. I would say that it is a social representation of those around students and changed as they progress in their studies, thus longer so prevalent. Another high frequency response was that psychologists "are not welcome or valued by society", there are also included phrases that said the psychologist is viewed with fear or rejection.

And last is striking is that the psychologist "gives therapy", same as in the case of students in the last semesters was expressed even with discomfort answers, saying that psychologists can work in other areas and It not considered this fact. It is also important to note that many of the subjects gave ambivalent answers: the psychologist is seen as a madhouse but also helps solve problems, or once you have gone to a psychologist and vision changes are not seen as bad. We can deduce that the change of these social representations is related to the need to go to a psychologist or the experience of having attended one; and therefore, the subject must regard himself as "crazy" or stop considering users of psychology as such.

Answers	1-3	4-6	7-9
They help solve problems	18.29%	12.5%	15.69%
Only listen / give advice	2.61%	2.5%	4.95%
Only Fools treat	22.22%	16.25%	28.92%
They are soothsayers	4.57%	1.25%	3.3%
Are scams or frauds	6.53%	10%	2.47%
They are crazy	19.59%	17.5%	9.08%
They are not well regarded or valued by society	11.11%	16.25%	10.74%
They are unemployed or have no job success	3.92%	3.75%	0%
Dan therapy (do not work in other areas)	5.22%	8.75%	16.52%
Psicoanalizan	1.96%	6.25%	5.78%
They have much knowledge	3.92%	5%	2.47%
Total	100%	100%	100%

Table 6 The psychologist seen by others
Source: Self Made

The last two questions I asked the respondents were in relation to the way in which they see themselves as students, have expectations about the study and practice of career and express their emotions about it. Question What pleases you most excited or studying psychology? obtained very similar responses and could be grouped into six groups, the most common for the first group "Learning About Psychology" response (responses as they include learning about emotions, mind, behavior, behavior, and others). Recall that a group of students who are reviewing basic issues in the formation of a psychologist: basic psychological processes (eg memory, feeling, perception), anthropology, sociology, history of psychology, human development, among others.

Answers	1-3	4-6	7-9
Learning About Psychology	46.46%	14.28%	24.41%
It helps me personally	8.08%	32.65%	15.11%
I like the race	6.06%	0%	0%
Being in touch with people	6.06%	0%	10.46%
The field work in different areas of psychology	11.11%	36.73%	26.74%
Helping others / society	22.22%	16.32%	23.25%
Total	100%	100%	100%

Table 7 What most pleases students about studying Psychology

Source: *Self Made*

In the last table (8) presented the results for the question "What worries you or frightens you studying psychology? the most frequent response in all groups was the lack of employment or it is not well-paid. To this must be added those answers given young people about their fear of being unable to run or do exercise but in an area where they are not majoring or is not on your preference.

One of the answers was also very common, especially in the groups of seventh to ninth semester was to commit malpractice. It should be studied in detail what happens to students who are at an intermediate level of the career manifest to a lesser extent concern about ethical issues or affect the lives of other subjects, if we observe that the percentage is higher than enter the race.

An interesting aspect was the responses on the fear that job or career affect on personal life, although it seems not to have a significant percentage (8.42%) in the surveyed groups first to third semester, highlights because it relates to social representation they have on psychologists.

Among the answers given, there was fear to change their values, losing their religious beliefs or change them. While it is a social representation they have, and the fear is clearly expressed in the answers given to this question was not a compelling reason not to choose this career for vocational training.

Answers	1-3	4-6	7-9
give psychotherapy	0%	0%	6.06%
Lack of employment or is not well-paid	23.5%	35%	22.72%
Unable to pursue a career or area of psychology	4.21%	fifteen%	9.09%
Favored committing negligence	10.52%	5%	22.72%
The work affects personal life	8.42%	2.5%	1.51%
Have no skills or tools to function properly	15.78%	fifteen%	13.63%
Not being able to help others	0%	0%	6.06%
Develop mental problems	0%	2.5%	4.54%
The low value to the work of psychologist	9.47%	22.5%	13.63%
That the race does not satisfy you	9.47%	2.5%	0%
Total	100%	100%	100%

Table 8 What worries students about studying Psychology

Source: *Self Made*

The results presented here, as a percentage and based on frequency, we can bring even very superficially to the social representations that have students. I decided to make the separation of groups according to the stage of studies in which they were because I thought there might be changes once your approach to psychology became deeper, and some of the answers they gave, this was done patent.

Conclusions

From this approach it is that it was possible to elucidate how the social representations of a group of students may evolve from the acquisition of new knowledge of higher education. To this cohabitation they are added with other students, teachers and also with people outside the educational institution to which they belong, such as family, friends and those who had to live at some point in their training, especially students the last semesters, once converted into practitioners had to perform in psychology in different institutions.

The results show us that there are social representations that do not change: its definition of psychology as a science that studies the behavior. And they were expressed their concerns regarding their profession but these were external influences: how to be received by others, how they believe to be perceived by others.

While this was a simple approach, it was possible to glimpse how the evolution of social representations occurs from specific times (in this case specific matters they saw in their training). And how students take elements of their previous social representations and bring up at present.

References

Duveen, G. y Lloyd, B. (1990). *Social Representations and the Development of Knowledge*. Cambridge: Cambridge University Press.

González, M. (2013). Representaciones sociales. En S. Arciga, J. Juárez y J. Mendoza (coord.), *Introducción a la psicología social* (pp. 137-162). México: Universidad Autónoma Metropolitana/Miguel Ángel Porrúa.

Hebe, L. (2005). Representaciones sociales: una manera de entender las ideas de nuestros alumnos. En: *Revista Electrónica de la Red de Investigación Educativa [en línea]*. 1, 3.

Moscovici, S. (1979). *El psicoanálisis, su imagen y su público*. Buenos Aires: Huemul and its public. Buenos Aires: Huemul.

Statistical attitude towards graduate students and undergraduate Health area in the city of Durango

Actitud hacia la Estadística en estudiantes de posgrado y pregrado del área de la Salud en la ciudad de Durango

LARES-BAYONA, Edgar Felipe *† & ESTRADA-MARTÍNEZ, Sergio

Instituto de Investigación Científica de la Universidad Juárez del Estado de Durango. Avenida Universidad y Volantín s/n Zona Centro, código postal 34000, Durango, Dgo. México.

ID 1st Author: *Edgar Felipe, Lares-Bayona* / ORC ID: 0000-0002-0237-1054, CVU CONACYT ID: 236665

ID 1st Coauthor: *Sergio, Estrada-Martínez* / ORC ID: 0000-0002-7633-6841, Researcher ID Thomson: T-1487-2018, CVU CONACYT ID: 393364

Received March 11, 2018; Accepted June 30, 2018

Abstract

The Attitude towards Statistics is essential for the achievement of learning in the classroom, Attitude Becomes a problem When the desirable learning are not Achieved Objectives. Knowing the different factors That Strengthen and weaken the Attitude towards Statistics, is a challenge for the specialist in educational sciences and the teacher specialized in statistical Methodologies. Through a descriptive and correlational study, the reliability and validity of the instrument of Attitudes towards Statistics Auzmendi was designed by Determined, applied in a convenience sample of 131 undergraduate and postgraduate students in the area of Health in the city of Durango. The objective was to validate and determine the factors That differentiate the Attitudes Toward Statistics in undergraduate and postgraduate students in the Health area. The instrument presented good properties Both in Its reliability and validity in ITS and Its use in this type of population is adequate. The results Indicated anxiety, agrarity factors and usefulness of the statistical methods, differentiable in the levels of study and type of sex in the Population Studied.

Attitudes, Statistics, Undergraduate, Postgraduate, Health

Resumen

La Actitud hacia la Estadística es fundamental para el logro del aprendizaje en el aula, la Actitud se convierte en un problema cuando no se logran los objetivos deseables del aprendizaje. Conocer los diferentes factores que fortalecen y debilitan la Actitud hacia la Estadística, es un reto del especialista en ciencias de la educación y del docente especializado en metodologías estadísticas. A través de un estudio descriptivo y correlacional se determinó la confiabilidad y validez del instrumento de Actitudes hacia la Estadística diseñado por Auzmendi aplicado en una muestra por conveniencia de 131 estudiantes de pregrado y posgrado del área de la Salud en la ciudad de Durango. El objetivo fue validar y determinar los factores que diferencian las Actitudes hacia la Estadística en estudiantes de pregrado y posgrado del área de la Salud. El instrumento presentó buenas propiedades tanto en su confiabilidad como en su validez y es adecuado su uso en este tipo de población. Los resultados indicaron factores de Ansiedad, Agrado y Utilidad de los métodos estadísticos, diferenciables en los niveles de estudio y tipo de sexo en la población estudiada.

Actitudes, Estadística, Pregrado, Posgrado, Salud.

Citation: LARES-BAYONA, Edgar Felipe & ESTRADA-MARTÍNEZ, Sergio. Statistical attitude towards graduate students and undergraduate Health area in the city of Durango. ECORFAN Journal-Republic of Peru 2018, 4-6: 31-39.

* Correspondence to Author (email: edgarlares@ujed.mx)

† Researcher contributing first Author.

Introduction

The comprehensive study of the field of Statistics carries a great challenge specialist who may or may not prior training in the areas of mathematics, statistics and probability. The challenge is to learn and understand that by teaching and classroom communication (channel information) based on new knowledge for student learning on statistical methodology is obtained.

The student or student who manages to meet the learning objectives on issues of statistics, is due to several factors that include the teaching and learning in the classroom, such factors include, among others, the preparation of teaching both the knowledge of the subject (disciplinary specialization) and in the forms for the transmission of knowledge (teaching), pro-active and pro-positive student expectations face new issues of knowledge (Attitude), and the learning environment in the classroom (anthropological , social and cultural).

Also, the attitude is applied in a context both the teacher and the student. A teacher without teaching attitude becomes a leaderless process that generates knowledge and a student without attitude is not attainable ultimate purpose or not realizable knowledge empowerment. Attitude becomes a problem when the desirable learning goals are not achieved. Knowing the different aspects that strengthen and weaken Attitude is a challenge for specialists in science education or educational research.

Consequently, there have been several proposed methodologies that try to highlight the main features that leads to attitude. Attitude seen from approach the student as a pro expectation - active and pro - positive student facing new issues that lead to understand and comprehend the statistics, it is knowledge that every teacher of the same subject must identify and understand the different aspects about attitudes towards statistics has undergraduate and graduate Health area, and in this case, applied to a sample of the city of Durango, Dgo., Mexico.

Justification

Build an instrument to measure attitude toward statistics is a challenge for researchers in science education, however, consider the attitude in the perspective of the teacher it is also a challenge when it is critical eye and involved in the study. Attitude towards statistics is essential for the achievement of learning in the classroom, considering the environment and working conditions in developing for the construction of ideas, thoughts and statistical approaches, extending the search for factors that provide and promote learning, but also need to identify other factors may inhibit students' attention, participation and desire to learn a statistical methodology when it is alien to training in the area of basic sciences, as in the case of this research work is dimensioned and describe the factors that lead the attitude towards Statistics and validation of same applied to undergraduate (BA) and graduate Health area in the city of Durango.

Problem

The problem of statistical teaching is based on the activity of disclosure thereof, with problems in teaching already identified in the process of transmission of knowledge and activity in learning, some already identified as the lack of trained teachers in subject areas of mathematics and statistics, the lack of knowledge of teaching techniques in a playful way the applicability of matter and finally, students, principal objects of study for setting up the process of teaching and learning, with students no attitude and no enthusiasm for learning due to ignorance itself of matter in its applicability, terminology and a deficiency in theoretical basis of the area of mathematics, probability and statistics, as well, classroom context characterized by social and cultural attitudes.

Statistics is considered by some as a teaching tool for troubleshooting and applying statistical methods and processes. This framing of the individual who considers statistics as a tool is due to factors occurring in groups of schools with profiles of different training sciences basic area: lack of multidisciplinary support of a specialist trained in statistics or mathematics for collaborative work or, another important factor is the great confidence to dispense with the statistician by the researcher responsible for the area of Health.

While the latter factor identifies a definite attitude response specialist to do without the skilled person, the consequence is imminent in the impact that analysis, The attitude towards statistics in area students Health at levels of study undergraduate (bachelor) and graduate becomes a pressing need to identify the most predominant factors that are displayed as problems for teaching and learning it are matter, coupled with the characteristics of the context and homogeneity of students who do not have training in areas of basic sciences.

Hypothesis

Factors sized attitude towards students Statistics in the area of health are different levels of undergraduate study (Bachelor) and graduate in the city of Durango.

The instrument attitude towards Statistics prepared by Azmendi (1992), has a high reliability and external validity consistent with the factors explored.

Objectives

General Purpose

Validate and determine the factors that differentiate attitudes towards Statistics in undergraduate and graduate Health area in the city of Durango

Specific Objectives

- Determining the level of reliability of instrument attitude towards Statistics prepared by Auzmendi 1992.
- Determining factor validity instrument attitude towards Statistics prepared by Auzmendi 1992.
- Identify factors that differentiate attitudes towards statistics by levels of students study in the city of Durango.

Theoretical Framework

Today there are different methodologies to measure the attitude towards statistics, with different measurement scales and different application contexts leading professionals out of educational sciences as Robert and Bilderbark (1980) who obtained a scale to measure attitudes students by teachers of Statistics.

Inventory of Attitudes toward Statistics (SAS) of Robert and Bilderback contains 34 items Likert type with 5 types of response was applied to students from Penn State University in a course in introductory statistics in a study design Cohort between 1978 and 1979, identifying high reliability through Cronbach's alpha of between 0.93 and 0.95 in the different periods of the instrument, (Roberts, D. Bilderback, E., 1980)

In 1982 Robert and Saxe re-applied the questionnaire adding covariates to identify their possible relationship to the score obtained the instrument, finding scores on averages significantly related to course notes, basic math skills, previous statistical knowledge, level of study, sex satisfaction by carrying out statistics, choice of course, use of calculators and teacher assessment (Roberts, D. Saxe, J., 1982).

Scale of Attitudes toward Statistics (ATS) Wise was applied to students of Basic Statistics. Wise (1985) makes critical the SAS instrument based on the observation on measurements aimed to knowledge of matter, measuring actual yields rather Attitude towards matter. Wise methodology used by the ATS instrument is focused on the attitude of course they are doing at that time and also on the attitudes of students towards the use of statistics in their field of study.

The ATS Wise (1985) contains 29 items Likert 5 answer possibilities (20 items measuring the attitude towards the field of statistics and 9 items for Attitudes toward course). Originally the ATS Wise containing 40 items, but was eliminating several of them for validity, correlation and external evaluation (Wise, S., 1985).

Validation although it is a process to identify the confidence you have the instrument leading to measure what is to be measured, it is important to consider that the first precursors to measure validation were in the work of Hoyt in 1941 and Guttman in 1945 on the first methods to validate items in ordinal scales measurement. Subsequently, the Alpha method of Cronbach emerged in 1951 discovered by the same author who determines a measurement scale reliability of Likert type and which is currently used in a number of research areas of psychology, medicine and the social area.

Reliability Cronbach is based on correlations of items with marginal instrument scale (Cronbach, LJ, et al. 1972). ATS and SAS tools were made and applied to populations of the American union and was not it until 1992 when Auzmendi created the scale and instrument applied to populations of Spanish, instrument applied to determine the attitude for both mathematics and for Statistics. The instrument Auzmendi in words of the author is considered a tool to identify specific aspects differentiable, including factors Utility, Anxiety, Confidence, Liking and Motivation (Auzmendi, E., 1992) found.

Auzmendi instrument that identifies attitudes toward mathematics or statistics, only with a simple change in each item was applied to a population of college students and high school students. The instrument consists of 25 items with five categories Likert, which obtained as a result high reliability with a correlation with the instrument SAS Roberts at a level of 0.86, showing good measure of the construct Attitude Statistics.

Authors such as Schau, Stevens, and Dauphine (1995) considered the attitude towards Statistics should have several key characteristics: include important components of the attitude, have application instrument constant and unchanged in the different times hard a statistics course, short measuring instruments under items towards negative answers and positive, validate instruments internally and externally, and results analysis with techniques that constitute the dominant factor in terms conclusive (Schau, C., Stevens, J., Dauphine, T., Del Vecchio, A., 1995).

On the above description by the same authors carried out the creation of an instrument of attitudes towards Statistics (SATS) based on approaches used by experts in the field, participating students and teachers outside thereof; The instrument is constructed to perform the attitude towards statistics with 28 items with response levels seven categories representing together Afectividad factors, Competition Cognitive value of the study and the difficulty thereof. As a result determined by the authors reliability through significant correlation between the ATS of Wise instrument level factors and generally the construct, Wise, S., 1985).

Cazorla et al (1999) conducted the design of an instrument using the initiative Aiken (1974) translated and adapted to Brazil by Brito (1998) on a scale measuring attitudes toward mathematics, merely affective, and presenting as high internal consistency results with items relevant for the statistical valid in the country of origin itself. It contains 20 items with the instrument response with four categories Bidimensional, Affective and Eigenvalue factors. As results obtained a consistency through Cronbach of 0.95 and a factor analysis confirmed that the scale is unidimensional justifying the dominant factor for 51% of variance explained (Cazorla, et. al, 1999).

Estrada (2002) identified the need for the question of the attitude towards Statistics from the perspective of teachers considering the combination of SAS and Bilderback Robert scale with ATS Wise scale, together with the Spanish Auzmendi scale. attitude towards statistics of teachers in training and exercise: A other application of the instrument in two different contexts considered. As results identified several components of the attitude: the anthropological component and the educational component.

The instrument consists of 25 items (14 concurring with 11 negative) on a scale of 5 Likert response categories. Result in the application of the instrument in two different contexts population (Spanish and Peruvian) was performed, item 22 only materialize adhesion of anthropological and educational components using factor analysis. Peru's population did not reach the highest matching items concerning the understanding of statistical process considering having a difficulty in the application and validation of it by different cultural structures (Estrada, A., 2002).

Research Methodology

A descriptive, comparative non-probabilistic and correlational study for driveability and validity of the application of the instrument Attitudes toward Statistics (Auzmendi, 1992) in undergraduate and graduate students in the area of Health was conducted. Aconvenience sample of a total of 131 undergraduate (bachelor) and graduate Health area in the city of Durango was obtained.

Undergraduate students were of Psychology and Therapy degree in Human Communication, and graduate were Biostatistics specialty of the Master's in Health Sciences and Medical Sciences belonging to the Faculty of Medicine and Nutrition, and expertise in Public Health **Justification** Institute for Scientific Research, between 2015 to 2017 programs undergraduate and graduate belonging to the Juárez University of Durango State.

The instrument used to determine the attitude towards Statistics was prepared by AUZMENDI in 1992 a total of 25 items and was adapted for the population applied undergraduate and graduate Durango City. The instrument applied was intended to demonstrate the relationship between demographic variables and factors Attitude toward statistic in the study population and identify the consistency of the instrument through the reliability and validity by Exploratory Factor (AFE) Analysis. The age range of the studied population is between 19 and 50 years for graduate and undergraduate students in the city of Durango, applying the instrument at the beginning of the first class of the field of statistics on a single occasion.

The methodology used for the contrast of the homogeneity of the sample was through tests Goodness of Fit through the Kolmogorov - Smirnov and Shapiro - wilk. Descriptive statistics was used by the mean and standard deviation, and statistical comparison to test the relationship between the attitude and variables sex and educational level was with the statistical t-student. On the correlational statistics for reliability Cronbach's alpha we were used and for validity by the AFE with main components and Varimax orthogonal rotation.

Type of Research.

It is a comparative study descriptive, correlational reliability and Factorial Exploratory (AFA) Analysis.

Theoretical methods.

The instrument which determines the attitude towards Statistics (Auzmendi, 1992) in undergraduate and graduate students in the area of Health in the city of Durango was used. The instrument measures factors Attitude toward Statistics, as factors Usefulness of Liking, Confidence, Anxiety and Motivation.

The measuring range for the instrument 25 is Likert items: 1.-Strongly disagree, 2. Disagree, 3. Neutral, neither agree or disagree, 4. According, 5. Totally in agreement.

Software development process

SPSS version 24 software was used originally licensed for processing and data analysis.

Results

Sample characteristics

With a sample of 131 undergraduate and graduate programs in the area of Health in the city of Durango, composed of 90 (68.7%) females and 41 (31.3%) male, with a range of minimum age 19 years and a maximum of 51 years. Sample 30 (22.9%) students are undergraduate and 101 (77.1%) are graduate students Juárez University of Durango State.

Internal consistency of the scale

Validation of the instrument based on the items of responses on a total of 131 students interviewed were 121 valid and 10 excluded on 25 items in response Likert instrument that measures the attitude towards statistics (Auzmendi, 1992), had as measured internal consistency of 0.909 (Cronbach's alpha) and 0.911 by the alpha reliability based on standard elements, with high reliability. The analysis of Cronbach's Alpha if the item is deleted, identified the item 9 with a minimum correlation of 0.903 and a maximum correlation of 0.909 in item 10. The statistical scale as the average was 88.57 with a standard deviation of 15.75. Statistical measurement Keise Meyer Olkin was 0.832 being a remarkable extent and Bartlett sphericity test was statistically significant ($p = 0$).

Validity

Before performing the validity directionality of the items was made, codifying the response of the items in reverse because the original negative description of these. Those were recoded are items 2, 5, 7, 10, 12, 15, 16, 17, 22 and 25.

The validity of the instrument exploratory factor analysis (AFE) was used to using the Principal Component Analysis with Rotation 5 Varimax orthogonal components (communalities) were obtained, with 60.18 of the total variance explained with rotation accumulated squared loads, among which the following are described: 1. component ANXIETY with items 7, 12, 13, 17, 18 and 22 with a 7.17 total variance explained accumulated, Component 2. AGRADO with items 1,3, 6, 11, 21 and 23 with 30.34 total cumulative variance explained, Component 3. - CONFIDENCE with items 4, 8, 9 and 14 with 40.58 total variance explained accumulated, motivation 4. Component items 2, 5, 10, 16, 25 with a 50.45 total variance explained accumulated, and Component 5. - UTILITY with items 15, 19, 20 and 24 with a 60.18 total variance explained accumulated; see Table 1 below.

	Component				
	one	two	3	4	5
ITEM 1		.764			
ITEM 2				.505	
ITEM 3		.380			
item 4			.727		
item 5				.513	
item 6		.697			
item 7	.748				
item 8			.491		
item 9			.686		
item 10				.546	
item 11		.732			
item 12	.774				
item 13	.699				
item 14			.623		
item 15					.732
item 16				.822	
item 17	.737				
item 18	.486				
item 19					.481
item 20					.629
item 21		.450			
item 22	.751				
item 23		.813			
item 24					.573
item 25				.689	

Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization.

Table 1 Matrix Rotated component (commonalities)
 Source: Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango

The following Table 2 shows the results of reliability for each determined by the AFE in the validity instrument attitude towards statistic factor.

components:	Cronbach	Cronbach's alpha standardized elements	Cronbach Alfa maximum if the item is removed
ANXIETY	0.847	0.847	0849 (item 18)
LIKING	0.772	0.790	0812 (item 3)
TRUST	0.812	0.812	0813 (item 8)
MOTIVATION	0.758	0.760	0741 (item 10)
UTILITY	0.728	0.730	0682 (item 19)

Table 2 Reliability of each factor determined by the AFE.
 Source: Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango.

Normality tests (goodness of fit)

The instrument was applied early in the course of Statistics undergraduate and graduate Juárez University of Durango State (UJED), with a total sample of 131 students (convenience sample) which was held normality tests finding resulted in a statistically significant probability in each test for goodness of fit. Statistical used both samples undergraduate and graduate and the total sample statistical Kolmogorov used - Smirnov and Shapiro - Wilk, obtaining the non-rejection of the null hypothesis that confirms that the data follows a theoretical distribution known as the normal distribution represented by marginal results of the values of Attitude toward Statistics, see table 3.

	Kolmogorov - Smirov		Shapiro - Wilk	
	Statistical	Probability	Statistical	Probability
UNDERGRADUATE	0.094	0.200 *	0.983	0.903
POSTGRADUATE	0.054	0.200 *	0.987	0.532
TOTAL SAMPLE	0.059	0.200 *	0.991	0.577

* Correction significance of Lilliefors

Table 3 Tests of normality by the goodness of fit of the total sample and the goodness of fit of samples per level of study. Source: Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango.

Factors Attitude towards statistics by gender and level of study

Attitude towards statistics by graduate and undergraduate UJED showed no statistically significant difference (p> 0.05) on marginal values of the instrument scale of Auzmendi, ie on average the scale of attitude graduate students was 89.80 with standard deviation of 16.66, while the average for undergraduate students was 84.86 and a standard deviation of 12.07.

Considering the total sample, the average obtained from the attitude towards statistics by area students Health UJED was 88.57, with a minimum of 50 and a maximum of 123, a standard deviation of 15.75 and with a confidence interval of 95% (85.74, 91.41).

Marginal averages Attitude toward Statistics were not statistically significant between groups of sex. Averages between Female and male groups were 87.13 and 91.86, with a standard deviation of 15.27 and 16.52, respectively.

Factors that explores the instrument Auzmendi (Utility Liking, confidence, motivation and anxiety) identified only the stressor with a statistically significant difference (p <0.05) between groups of female and male averaging 20.03 and 22.14 respectively see table 4 below.

	SEX	N	Half	Standard deviation	probability *
ANXIETY	Female	90	20.03	4.92	0.030
	Male	41	22.14	5.50	
LIKING	Female	90	23.94	4.54	0.323
	Male	41	24.75	3.84	
TRUST	Female	90	12.03	3.28	0.084
	Male	41	13.17	3.85	
MOTIVATION	Female	84	17.86	3.94	0.901
	Male	37	17.97	4.74	
UTILITY	Female	90	13.62	3.10	0.052
	Male	41	14.80	3.40	

* Student t-test for independent samples with equal variances.

Table 4 Comparison of Factors Statistics Attitude toward sex groups

Source: Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango

While a statistically significant difference between groups undergraduate and graduate with marginal scale values of Attitude toward statistic was not identified, it was identified as a result if a difference between some factors for level study. As a result it was found that factors Liking Utility and were statistically significant (p <0.05) between groups undergraduate and graduate, other factors were not significant by level study, see Table 5.

	Study level	N	Half	Standard deviation	Probability *
ANXIETY	Postgraduate	30	21.56	3.87	0.211 **
	undergraduate	101	20.43	5.50	
LIKING	Postgraduate	30	22.80	3.48	0.044
	undergraduate	101	24.61	4.49	
TRUST	Postgraduate	30	11.53	2.45	0.060 **
	undergraduate	101	12.64	3.72	
MOTIVATION	Postgraduate	30	16.76	3.33	0.087
	undergraduate	91	18.27	4.38	
UTILITY	Postgraduate	30	12.20	2.05	0.000 **
	undergraduate	101	14.52	3.33	

* Student t-test for independent samples with equal variances. ** Student t test for independent samples with different variances.

Table 5 Comparison of Factors Statistics Attitude towards intergroup study level

Source: Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango

The results indicated that presents greater anxiety in females. It was also identified that there is a difference between groups of level of study based on factors Agrado and utility, so that undergraduate showed a lower Agrado and lower utility of statistical methods as an unfavorable attitude towards statistics on the first day class in the sample studied in the city of Durango.

Considering the above result, it was held scanning each item individually throughout the sample, obtaining the following unfavorable expectations of attitude towards statistics, based on the higher frequency of individuals who answered negatively some of the items that are part of the factors for Anxiety, Confidence, Motivation and Utility.

Among the items that stand out based on the results and expectations less than expected or less presence on attitudes toward the Statistics on the Likert response are as follows: Item 2. The subject of Statistics gives me pretty bad, item 4 .- the use statistics is fun for me, item 9. I enjoy talking with other Statistics, item 13.'m calm / quiet ay / a when I face a problem of Statistics, item 14.- Statistics is enjoyable and stimulating for me, item 15. I hope to have little use statistics in my professional life, item 19. I would like an occupation in which I had to use the statistics. Items 2 and 15 responses were recoded reverse direction due to homogeneous with the other items (positive direction),

		ITEM 2	item 4	item 9	item 13	item 14	item 15	item 19
N	Valid	131	131	131	131	131	131	131
	lost	0	0	0	0	0	0	0
Half		3.3511	2.72	2.83	3.32	3.23	3.1832	3.09
Median		3.0000	3.00	3.00	3.00	3.00	3.0000	3.00
fashion		3.00	3	3	4	3	3.00	3
Standard deviation		1,12266	1,125	1,184	1,062	1,020	1,18842	1,160
percentile s	10	2.0000	1.00	1.00	2.00	2.00	2.0000	1.20
	twenty	2.4000	2.00	2.00	2.00	2.00	2.0000	2.00
	25	3.0000	2.00	2.00	3.00	3.00	2.0000	2.00
	30	3.0000	2.00	2.00	3.00	3.00	3.0000	2.60
	40	3.0000	3.00	3.00	3.00	3.00	3.0000	3.00
	fifty	3.0000	3.00	3.00	3.00	3.00	3.0000	3.00
	60	4.0000	3.00	3.00	4.00	3.00	3.0000	3.00
	70	4.0000	3.00	3.00	4.00	4.00	4.0000	4.00
	75	4.0000	3.00	4.00	4.00	4.00	4.0000	4.00
	80	4.0000	4.00	4.00	4.00	4.00	4.0000	4.00
90	5.0000	4.00	4.80	5.00	5.00	5.0000	5.00	

Table 6 Item less presence on the attitude towards Statistics

Source: *Questionnaire Attitude towards statistics in undergraduate and graduate Health area in the city of Durango*

The important results above expectations found by the tool attitude towards statistics were, lack of pleasure and confidence in speaking and using statistics as a didactic methodological absence by the teacher to instill a methodological and playful discipline for the implementation of the statistics.

Other factors that influenced to determine an attitude towards statistics were nervousness, restlessness, discomfort, fear, lack of clarity at the thought of a statistical problem, and the lack of appreciation of statistics, as well as ignorance about the usefulness in professional practice with the use of statistics, are the main problems that arise at the beginning of the first day of classes for statistics in the study sample.

Conclusions.

The findings with statistical bases can achieve meet the target, the hypothesis or answer, get a good argument for describing, understanding and comprehension of the problem posed based on analysis of data collected. Not always in the field of statistics is achieved fulfill the above goals, and is due to many factors, from the stage of planning the study with statistical bases, to the extent of statistical analysis of the problem in the same context, are processes that the practitioner applied in statistical science or mathematics, identifies and provides bias in the study, since their academic and professional training had to do with attitude towards statistics in the processes of teaching and learning inside and outside the classroom.

Expectations attitude towards Statistics are the efforts made by several authors have instruments or questionnaires applied to populations of both students and teachers, to try to gauge the different aspects of the problem have about attitude.

The results found in the student population in the area of Health in the city of Durango, identify precisely this fear on the first day of class to an area that is employed in the formation of the area of Health, showing an attitude of disgust, anxiety, low income, low confidence and low motivation to face learning and acquiring new knowledge represented by the statistic.

Acknowledgement

The Scientific Research Institute of the Universidad Juarez del Estado de Durango for the invaluable support for carrying out the research project.

References

- Aparicio, A. & Bazán, J. (2005). Actitud y rendimiento en Estadística en profesores peruanos. *Revista Latinoamericana de Matemática Educativa*, 19, 644-650.
- Aparicio, A., Bazán, J., (2008). Aspectos afectivos intervinientes en el aprendizaje de la estadística: actitudes y sus formas de evaluación. *Acta Latinoamericana de Matemática Educativa*. Sao Paulo, n. 21, p. 180-189.
- Auzmendi, E. (1992). Las actitudes hacia la matemática estadística en las enseñanzas medias y universitarias. *Mensajero, Bilbao*. España.
- Brito, M. R. F. (1998). Adaptação e validação de uma escala de atitudes em relação à matemática. *Zetetiké*, 6(9), 109-162
- Carmona, J. (2004). Una revisión de las evidencias de fiabilidad y validez de los cuestionarios de actitudes y ansiedad hacia la estadística. *Statistics Education Research Journal*, 3 (1), 5-28. On line: [http://www.stat.auckland.ac.nz/~iase/serj/SERJ3\(1\)_marquez.pdf](http://www.stat.auckland.ac.nz/~iase/serj/SERJ3(1)_marquez.pdf)

Cazorla, I. M., Silva, C. B., Vendramini, C., y Brito, M. R. F. (1999). Adaptação e validação de uma escala de atitudes em relação à estatística. *Actas de la Conferência Internacional: Experiências e Perspectivas do Ensino da Estatística*. PRESTA, Florianópolis. Pag: 45 – 58.

Cortina, J. M. (1993). ¿What is coefficient Alpha? An Examination of Theory and Applications. *Journal of Applied Psychology*, 98 - 104.

Cronbach, L. J. (1951). Coefficient Alpha and the internal structure of tests. *Psychometrika*, 297 - 313.

Cronbach, L. J., Gleser, G. C., Nanda, H., & Rajaratnam, N. (1972). *The dependability of Behavioral Measurements: Theory of Generalizability for Scores and Profiles*. New York: John Wiley & Sons.

Estrada, A. (2002). *Análisis de las actitudes y conocimientos estadísticos elementales en la formación del profesorado*. Tesis doctoral. Universitat Autònoma de Barcelona.

Morales, P. (1998). Medición de Actitudes en Psicología y Educación. *1. ed. San Sebastián: Universidad de Comillas*, pag: 653

Nunally, J. C. (1967). *Psychometric theory*. Chicago, IL.: Mc Graw Hill.

Roberts, D. M.; Bilderback E. W. (1980). Reliability and validity of statistics attitudes survey. *Educational and Psychological Measurement*, New York, n. 40, p. 235-238.

Roberts, D.M. y Saxe, J. E. (1982). Validity of a statistics attitude survey: A follow-up study. *Educational and Psychological Measurement*, 42, 907-912.

Rodríguez, N., (2011). Actitudes de los estudiantes universitarios hacia la Estadística. *Revista Interdisciplinaria*. Buenos Aires, Argentina. Edición 28, Número 2. Pag: 199 – 205

Schau, C., Stevens, J., Dauphine, T. y Del Vecchio, A. (1995). The development and validation of the survey of attitudes towards statistics. *Educational and Psychological Measurement*, 55(5), 868-875.

Wise, S. L. (1985). The development and validation of a scale measuring attitudes toward statistics. *Educational and Psychological Measurement*, 45, 401-405.

Instructions for Scientific, Technological and Innovation Publication

[Title in Times New Roman and Bold No. 14 in English and Spanish]

Surname (IN UPPERCASE), Name 1st Author^{†*}, Surname (IN UPPERCASE), Name 1st Coauthor, Surname (IN UPPERCASE), Name 2nd Coauthor and Surname (IN UPPERCASE), Name 3rd Coauthor

Institutional Affiliation of Author including Dependency (No.10 Times New Roman and Italic)

ID 1st author: (ORC ID - Researcher ID Thomson, arXiv Author ID - PubMed Author ID - Open ID) and CVU 1st author: (Scholar-PNPC or SNI-CONACYT) (No.10 Times New Roman)

ID 1st coauthor: (ORC ID - Researcher ID Thomson, arXiv Author ID - PubMed Author ID - Open ID) and CVU 1st coauthor: (Scholar or SNI) (No.10 Times New Roman)

ID 2nd coauthor: (ORC ID - Researcher ID Thomson, arXiv Author ID - PubMed Author ID - Open ID) and CVU 2nd coauthor: (Scholar or SNI) (No.10 Times New Roman)

ID 3rd coauthor: (ORC ID - Researcher ID Thomson, arXiv Author ID - PubMed Author ID - Open ID) and CVU 3rd coauthor: (Scholar or SNI) (No.10 Times New Roman)

(Report Submission Date: Month, Day, and Year); Accepted (Insert date of Acceptance: Use Only ECORFAN)

Abstract (In English, 150-200 words)

Objectives
Methodology
Contribution

Keywords (In English)

Indicate 3 keywords in Times New Roman and Bold No. 10

Abstract (In Spanish, 150-200 words)

Objectives
Methodology
Contribution

Keywords (In Spanish)

Indicate 3 keywords in Times New Roman and Bold No. 10

Citation: Surname (IN UPPERCASE), Name 1st Author^{†*}, Surname (IN UPPERCASE), Name 1st Coauthor, Surname (IN UPPERCASE), Name 2nd Coauthor and Surname (IN UPPERCASE), Name 3rd Coauthor. Paper Title. ECORFAN Journal-Republic of Peru. Year 1-1: 1-11 [Times New Roman No.10]

* Correspondence to Author (example@example.org)

† Researcher contributing as first author.

Introduction

Text in Times New Roman No.12, single space.

General explanation of the subject and explain why it is important.

What is your added value with respect to other techniques?

Clearly focus each of its features

Clearly explain the problem to be solved and the central hypothesis.

Explanation of sections Article.

Development of headings and subheadings of the article with subsequent numbers

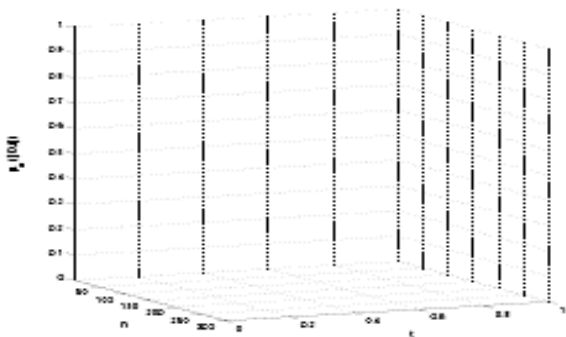
[Title No.12 in Times New Roman, single spaced and bold]

Products in development No.12 Times New Roman, single spaced.

Including graphs, figures and tables-Editable

In the article content any graphic, table and figure should be editable formats that can change size, type and number of letter, for the purposes of edition, these must be high quality, not pixelated and should be noticeable even reducing image scale.

[Indicating the title at the bottom with No.10 and Times New Roman Bold]



Graphic 1 Title and Source (in italics)

Should not be images-everything must be editable.

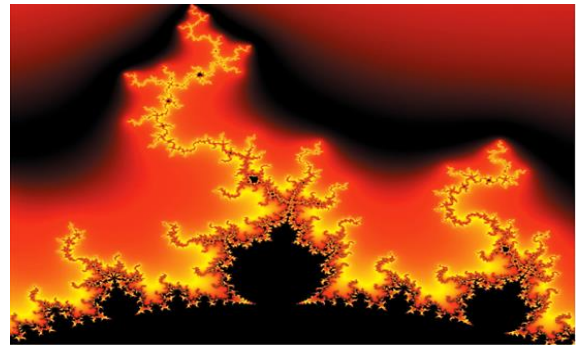


Figure 1 Title and Source (in italics)

Should not be images-everything must be editable.

Table 1 Title and Source (in italics)

Should not be images-everything must be editable.

Each article shall present separately in **3 folders**:
a) Figures, b) Charts and c) Tables in .JPG format, indicating the number and sequential Bold Title.

For the use of equations, noted as follows:

$$Y_{ij} = \alpha + \sum_{h=1}^r \beta_h X_{hij} + u_j + e_{ij} \quad (1)$$

Must be editable and number aligned on the right side.

Methodology

Develop give the meaning of the variables in linear writing and important is the comparison of the used criteria.

Results

The results shall be by section of the article.

Annexes

Tables and adequate sources thanks to indicate if were funded by any institution, University or company.

Instructions for Scientific, Technological and Innovation Publication

Conclusions

Explain clearly the results and possibilities of improvement.

References

Use APA system. Should not be numbered, nor with bullets, however if necessary numbering will be because reference or mention is made somewhere in the Article.

Use Roman Alphabet, all references you have used must be in the Roman Alphabet, even if you have quoted an Article, book in any of the official languages of the United Nations (English, French, German, Chinese, Russian, Portuguese, Italian, Spanish, Arabic), you must write the reference in Roman script and not in any of the official languages.

Technical Specifications

Each article must submit your dates into a Word document (.docx):

Journal Name

Article title

Abstract

Keywords

Article sections, for example:

1. Introduction

2. Description of the method

3. Analysis from the regression demand curve

4. Results

5. Thanks

6. Conclusions

7. References

Author Name (s)

Email Correspondence to Author

References

Intellectual Property Requirements for editing:

-Authentic Signature in Color of Originality
Format Author and Coauthors

-Authentic Signature in Color of the Acceptance
Format of Author and Coauthors

Reservation to Editorial Policy

ECORFAN Journal-Republic of Peru reserves the right to make editorial changes required to adapt the Articles to the Editorial Policy of the Journal. Once the Article is accepted in its final version, the Journal will send the author the proofs for review. ECORFAN® will only accept the correction of errata and errors or omissions arising from the editing process of the Journal, reserving in full the copyrights and content dissemination. No deletions, substitutions or additions that alter the formation of the Article will be accepted.

Code of Ethics - Good Practices and Declaration of Solution to Editorial Conflicts

Declaration of Originality and unpublished character of the Article, of Authors, on the obtaining of data and interpretation of results, Acknowledgments, Conflict of interests, Assignment of rights and Distribution

The ECORFAN-Mexico, S.C Management claims to Authors of Articles that its content must be original, unpublished and of Scientific, Technological and Innovation content to be submitted for evaluation.

The Authors signing the Article must be the same that have contributed to its conception, realization and development, as well as obtaining the data, interpreting the results, drafting and reviewing it. The Corresponding Author of the proposed Article will request the form that follows.

Article title:

- The sending of an Article to ECORFAN Journal-Republic of Peru emanates the commitment of the author not to submit it simultaneously to the consideration of other series publications for it must complement the Format of Originality for its Article, unless it is rejected by the Arbitration Committee, it may be withdrawn.
- None of the data presented in this article has been plagiarized or invented. The original data are clearly distinguished from those already published. And it is known of the test in PLAGSCAN if a level of plagiarism is detected Positive will not proceed to arbitrate.
- References are cited on which the information contained in the Article is based, as well as theories and data from other previously published Articles.
- The authors sign the Format of Authorization for their Article to be disseminated by means that ECORFAN-Mexico, S.C. In its Holding Republic of Peru considers pertinent for disclosure and diffusion of its Article its Rights of Work.
- Consent has been obtained from those who have contributed unpublished data obtained through verbal or written communication, and such communication and Authorship are adequately identified.
- The Author and Co-Authors who sign this work have participated in its planning, design and execution, as well as in the interpretation of the results. They also critically reviewed the paper, approved its final version and agreed with its publication.
- No signature responsible for the work has been omitted and the criteria of Scientific Authorization are satisfied.
- The results of this Article have been interpreted objectively. Any results contrary to the point of view of those who sign are exposed and discussed in the Article.

Copyright and Access

The publication of this Article supposes the transfer of the copyright to ECORFAN-Mexico, SC in its Holding Republic of Peru for its ECORFAN Journal-Republic of Peru, which reserves the right to distribute on the Web the published version of the Article and the making available of the Article in This format supposes for its Authors the fulfilment of what is established in the Law of Science and Technology of the United Mexican States, regarding the obligation to allow access to the results of Scientific Research.

Article Title:

Name and Surnames of the Contact Author and the Coauthors	Signature
1.	
2.	
3.	
4.	

Principles of Ethics and Declaration of Solution to Editorial Conflicts

Editor Responsibilities

The Publisher undertakes to guarantee the confidentiality of the evaluation process, it may not disclose to the Arbitrators the identity of the Authors, nor may it reveal the identity of the Arbitrators at any time.

The Editor assumes the responsibility to properly inform the Author of the stage of the editorial process in which the text is sent, as well as the resolutions of Double-Blind Review.

The Editor should evaluate manuscripts and their intellectual content without distinction of race, gender, sexual orientation, religious beliefs, ethnicity, nationality, or the political philosophy of the Authors.

The Editor and his editing team of ECORFAN® Holdings will not disclose any information about Articles submitted to anyone other than the corresponding Author.

The Editor should make fair and impartial decisions and ensure a fair Double-Blind Review.

Responsibilities of the Editorial Board

The description of the peer review processes is made known by the Editorial Board in order that the Authors know what the evaluation criteria are and will always be willing to justify any controversy in the evaluation process. In case of Plagiarism Detection to the Article the Committee notifies the Authors for Violation to the Right of Scientific, Technological and Innovation Authorization.

Responsibilities of the Arbitration Committee

The Arbitrators undertake to notify about any unethical conduct by the Authors and to indicate all the information that may be reason to reject the publication of the Articles. In addition, they must undertake to keep confidential information related to the Articles they evaluate.

Any manuscript received for your arbitration must be treated as confidential, should not be displayed or discussed with other experts, except with the permission of the Editor.

The Arbitrators must be conducted objectively, any personal criticism of the Author is inappropriate.

The Arbitrators must express their points of view with clarity and with valid arguments that contribute to the Scientific, Technological and Innovation of the Author.

The Arbitrators should not evaluate manuscripts in which they have conflicts of interest and have been notified to the Editor before submitting the Article for Double-Blind Review.

Responsibilities of the Authors

Authors must guarantee that their articles are the product of their original work and that the data has been obtained ethically.

Authors must ensure that they have not been previously published or that they are not considered in another serial publication.

Authors must strictly follow the rules for the publication of Defined Articles by the Editorial Board.

The authors have requested that the text in all its forms be an unethical editorial behavior and is unacceptable, consequently, any manuscript that incurs in plagiarism is eliminated and not considered for publication.

Authors should cite publications that have been influential in the nature of the Article submitted to arbitration.

Information services

Indexation - Bases and Repositories

RESEARCH GATE (Germany)

GOOGLE SCHOLAR (Citation indices-Google)

REDIB (Ibero-American Network of Innovation and Scientific Knowledge- CSIC)

MENDELEY (Bibliographic References Manager)

Publishing Services:

Citation and Index Identification H.

Management of Originality Format and Authorization.

Testing Article with PLAGSCAN.

Article Evaluation.

Certificate of Double-Blind Review.

Article Edition.

Web layout.

Indexing and Repository

Article Translation.

Article Publication.

Certificate of Article.

Service Billing.

Editorial Policy and Management

244 – 2 Itzopan Street La Florida, Ecatepec Municipality Mexico State, 55120 Zipcode, MX. Phones: +52 1 55 2024 3918, +52 1 55 6159 2296, +52 1 55 4640 1298; Email: contact@ecorfan.org
www.ecorfan.org

ECORFAN®

Chief Editor

RAMOS-ESCAMILLA, María. PhD

Senior Editor

SERRUDO-GONZALES, Javier. BsC

Senior Editorial Assistant

ROSALES-BORBOR, Eleana. BsC

SORIANO-VELASCO, Jesús. BsC

Editorial Director

PERALTA-CASTRO, Enrique. MsC

Executive Editor

SUYO-CRUZ, Gabriel. PhD

Production Editors

ESCAMILLA-BOUCHAN, Imelda. PhD

LUNA-SOTO, Vladimir. PhD

Administration Manager

REYES-VILLAO, Angélica. BsC

Production Controllers

RAMOS-ARANCIBIA Alejandra. BsC

DÍAZ-OCAMPO Javier. BsC

Associate Editors

OLIVES-MALDONADO, Carlos. MsC

MIRANDA-GARCIA, Marta. PhD

CHIATCHOUA, Cesaire. PhD

SUYO-CRUZ, Gabriel. PhD

CENTENO-ROA, Ramona. MsC

ZAPATA-MONTES, Nery Javier. PhD

ALAS-SOLA, Gilberto Américo. PhD

MARTÍNEZ-HERRERA, Erick Obed. MsC

ILUNGA-MBUYAMBA, Elisée. MsC

IGLESIAS-SUAREZ, Fernando. MsC

VARGAS-DELGADO, Oscar. PhD

Advertising & Sponsorship

(ECORFAN® -Mexico – Bolivia – Spain – Ecuador – Cameroon – Colombia - El Salvador – Guatemala -Nicaragua-Peru-Paraguay-Democratic Republic of The Congo, Taiwan), sponsorships@ecorfan.org

Site Licences

03-2010-032610094200-01-For printed material ,03-2010-031613323600-01-For Electronic material,03-2010-032610105200-01-For Photographic material,03-2010-032610115700-14-For the facts Compilation,04-2010-031613323600-01-For its Web page,19502-For the Iberoamerican and Caribbean Indexation,20-281 HB9-For its indexation in Latin-American in Social Sciences and Humanities,671-For its indexing in Electronic Scientific Journals Spanish and Latin-America,7045008-For its divulgation and edition in the Ministry of Education and Culture-Spain,25409-For its repository in the Biblioteca Universitaria-Madrid,16258-For its indexing in the Dialnet,20589-For its indexing in the edited Journals in the countries of Iberian-America and the Caribbean, 15048-For the international registration of Congress and Colloquiums. financingprograms@ecorfan.org

Management Offices

244 Itzopan, Ecatepec de Morelos–México.

21 Santa Lucía, CP-5220. Libertadores -Sucre–Bolivia.

38 Matacerquillas, CP-28411. Moralarzal –Madrid-España.

18 Marcial Romero, CP-241550. Avenue, Salinas l - Santa Elena-Ecuador.

1047 La Raza Avenue -Santa Ana, Cusco-Peru.

Boulevard de la Liberté, Immeuble Kassap, CP-5963.Akwa- Douala-Cameroon.

Southwest Avenue, San Sebastian – León-Nicaragua.

6593 Kinshasa 31 – Republique Démocratique du Congo.

San Quentin Avenue, R 1-17 Miralvalle - San Salvador-El Salvador.

16 Kilometro, American Highway, House Terra Alta, D7 Mixco Zona 1-Guatemala.

105 Alberdi Rivarola Captain, CP-2060. Luque City- Paraguay.

YongHe district, ZhongXin, Street 69. Taipei-Taiwan.

ECORFAN Journal-Republic of Peru

“Museums and Heritage. Analysis of the Museum of the Mummies of Guanajuato”

MORALES, Betzabeth Dafne

Universidad de Guanajuato

“Satisfaction expectations of visitors to the Museum of the Mummies of Guanajuato”

MORALES, Betzabeth Dafne, MEJÍA-ROCHA, Mónica Isabel and ACOSTA-ROMERO, Erendira

Universidad de Guanajuato

“Social representations of future psychologists about their profession”

GONZÁLEZ-ANAYA, Ana Gabriela

Universidad de Guadalajara

“Statistical attitude towards graduate students and undergraduate Health area in the city of Durango”

LARES-BAYONA, Edgar Felipe & ESTRADA-MARTÍNEZ, Sergio

Universidad Juárez del Estado de Durango

