Journal University Management

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Journal University Management

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As first article we present, *The student profile in virtual environments*, by FLORES-GONZÁLEZ, Norma, FLORES-GONZÁLEZ, Efigenia CASTELÁN-FLORES, Vianey and ZAMORA-HERNÁNDEZ, Mónica, with adscription in the Benemérita Universidad Autónoma de Puebla , as second article we present, *Relevance of a community care program from the perspective of its stakeholders: educational practices based on social responsibility,* by BALNEGRO-OCHOA, Ixchel Gabriela, RIVERA-CORONEL, Diego Reynaldo, RIVERA IRIBARREN, Maricel and CALDERÓN SOTO, Lorena, with adscription in the Instituto Tecnológico de Sonora, as third article we present, *Comparative analysis of the curricular designs of teachers who are postgraduate students*, by HERNÁNDEZ-CUETO, Jaquelina Lizet, SALINAS-AGUIRRE, María del Consuelo, CHARLES-MEZA, Ángel Gerardo and BELMONTES-MARTELL, Diana Itzel, with adscription in the Universidad Autónoma de Coahuila, as last article we present, *The importance of including soft skills in higher education*, by MARTÍNEZ, Bahena Elizabeth & ESCAMILLA, Regis Daisy, with adscription at the TecNM, Tecnológico de Estudios Superiores de Cuautitlán Izcalli.

Content

The student profile in virtual environments

El perfil del estudiante en ambientes virtuales

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Abstract

The use of technology in the virtual modality intensified from the confinement stage and is still in force in the post-pandemic period because higher-level institutions chose subjects from their curriculum and programs to be taught under such a modality as it is the context of the present investigation. Nonetheless, for teachers and students, it is challenging to teach and learn in technology-enabled environments. In this situation, the objective is to describe the student's profile in virtual environments to contribute to their learning process. Considering the methodology, a questionnaire was applied to characterize the students' profile in quantitative data, finding the following results. Four categories describe how a student could work in digital spaces: the approach to knowledge in a critical, creative way and with analytical-systemic thinking, autonomy, skills (responsibility, empathy, commitment, and participation), and competencies (technical, pedagogical, communicative and collaborative) which together will allow us to achieve the knowledge representation. The contributions of the research lie in the attributes of the appropriate profile to enhance virtual learning that responds to different learning preferences.

Student profile, Virtual environments, Teaching-learning process

Resumen

El uso de la tecnología en la modalidad virtual se intensificó a partir de la etapa de confinamiento y aún está vigente en la etapa de pospandemia debido a que instituciones de nivel superior optaron por dejar materias de sus planes y programas en esa modalidad, como es el caso del contexto de la presente investigación. No obstante, para docentes y alumnos es un reto enseñar y aprender en ambientes mediados por tecnología. Derivado de esta situación, el objetivo es describir el perfil del estudiante en entornos virtuales con la finalidad de coadyuvar a su proceso de aprendizaje. Considerando la metodología, se aplicó un cuestionario para caracterizar el perfil de los estudiantes de manera cuantitativa, encontrando los siguientes resultados. Hay cuatro categorías que describen a un estudiante para trabajar en espacios digitales: la aproximación al conocimiento de manera crítica, creativa y con pensamiento analítico-sistémico, la autonomía, los valores (responsabilidad, empatía, compromiso y participación) y competencias (técnicas, pedagógicas, comunicativas y colaborativas) las cuales en conjunto permitirán la representación del conocimiento. Las contribuciones de la investigación residen en el reconocimiento de atributos del perfil adecuado para potencializar el aprendizaje virtual que responda a las diferentes preferencias de aprendizaje.

Perfil del estudiante, Ambientes virtuales, Proceso de enseñanza aprendizaje

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Introduction

Currently, there are various educational modalities that enable access to study and promote inclusion, so that students can find options to continue their studies. In addition, since the contingency phase and now in the post-pandemic phase, several higher education institutions have chosen to include virtual subjects in their curricula and programmes. These new educational situations represent challenges for teachers and students, as they imply a different conception from the face-to-face school where their roles, materials, teaching methodologies and learning styles, spaces and times for educational processes are mediated by technology.

For the particular case of the context of study, the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, challenges have been identified in the implementation of virtual environments in the subjects that are taught in this modality, such as concentration due to external distractions, interaction and communication between the main actors of the curriculum, lack of active methodologies that promote problem solving and focus on the student as the centre of the learning process, use of technology with a pedagogical approach, sense of belonging to a virtual community, among others.

Taking into account this panorama, it is essential to describe the student's profile in order to work successfully in virtual environments and thus help teachers to design techno-pedagogical courses, create or curate materials, design activities, choose teaching and learning methodologies and strategies and the teaching role based on these characteristics.

The following section will address the main concepts to understand the phenomenon under study.

Theoretical framework

With the introduction of technology in education, not only as a tool, but also as a central environment in the didactic process, radical changes were generated both in the curricular structure and in the profiles of the main actors, especially the student, who becomes the main actor in any training process (Santillán-Castillo et al., 2021).

For such training processes to be carried out in an effective and meaningful way, it is necessary to identify and delimit the attributes that characterise a virtual student, in order to understand how the construction of knowledge should be carried out, presented in new and varied formats known as learning objects (LOs). In order to approach and understand this phenomenon, it is necessary to start from a theoretical contextualisation of issues related to the virtual modality, its difficulties and the strategies used to face the learning process.

Education in virtual learning environments

A virtual learning environment (VLE) is a digital space that allows for a technology-mediated teaching-learning process. In addition, it constitutes an audiovisual and communication support between teacher and student, whose main function is to provide new meaningful learning experiences and to accompany and evaluate the learning progress of students.

The main characteristics of this type of environment are the following:

- Personalised learning. The techno-pedagogical model and the activities are designed taking into account the learning styles of the students in order to co-construct their knowledge (connectivism) (Guité, 2007).

- Flexibility. This is a characteristic that encourages the autonomy of students to work at their own pace and to consult as many times as necessary the material, the classes or whatever they deem necessary for their meaningful learning, given that everything is housed in the EVA.

- Online assessments. Assessments, self-assessments and co-assessments are in virtual format, allowing instant feedback through the use of interactive material.

- Ubiquitous learning (u-learning). This is a form of learning that encourages the appropriation of knowledge from different sources, situations, moments and media, with learning in virtual environments being an ad hoc example.

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- Mobility. This term refers to mobility and ubiquity in the educational process and is reflected in access to information without barriers of time and space (Pisani and Piotet, 2009).

Thus, the new educational challenge today focuses on the development of digital competences in order to be able to cope with the new training scenarios, characterised by the use of technological tools, which are present in any type of activity, whether educational, occupational or recreational, as Morán-Borja et al. (2021), in their study, mention how mobile digital tools are a basic need in the lives of young people.

In these new training scenarios, the term virtual learning environments (VLE) is used. In this regard, the works of Márquez-Cundú and Márquez-Pelays (2018) and Navarro et al. (2022) define VLEs as spaces created in the interface with the aim of promoting the exchange of information between users without time and distance borders, making use of specific software for the design and management of educational activities, such as, for example, recreational applications or games, educational management programs (LMS), multimedia contents, simulators, etc. All of them aim to enhance the understanding and retention of information in an interactive and meaningful learning environment.

On the other hand, in the study by Zurita et al. (2020), they mention that these environments or learning management systems handle three teaching modalities: e-learning or electronic learning, which is totally online instruction; b-learning or blended learning in which there is hybrid instruction, i.e. remote and face-to-face instruction; and m-learning or mobile learning, in which there is self-learning with the use of mobile devices.

In this regard, Aguilar and Otuyemi (2020), in their work, mention the main characteristics of these educational environments, which are mentioned below:

Collaborative learning environments.

Collaborative learning in itself is a didactic strategy that is very appropriate for the development of significant learning, as it takes place in a social activity of interaction to enrich the knowledge that the members of an educational community have. In VLE, this type of learning helps significantly in the development of cognitive and technological skills, since, when carrying out the tasks of sharing, transmitting knowledge or even working on common learning objectives, the participation of the members is generated for the creation of learning experiences that strengthen the skills and performance of the participants, (Solórzano-Cahuana, 2021).

- Interactivity. From the vision of Mercado et al. (2019), in their work on the analysis and evaluation of interactivity processes in EVA, they consider it as a communicative process between users and educational software. It is the user's ability to share, assimilate and transform the information handled in the VLE. This is also a key element of collaborative learning managed in the virtual modality where there is an interaction mediated by information and communication technologies (ICT).

- Flexibility. In a virtual learning environment there is didactic flexibility in the planning and development of learning activities, in assessment and in the selection of didactic resources, methods and strategies.

- Standardisation. This particularity of handling textual, graphic and audiovisual contents with standardised formats allows the import and export of them to different educational platforms, promoting accessibility, effectiveness and improvement of learning contents (Vargas-Murillo, 2021).

- Scalability. This is the software's capacity for work growth without losing its quality in terms of its operation (Aguilar and Otuyemi, 2020).

Difficulties on the part of students when working in virtual environments.

Despite the fact that effective and innovative software has been developed in the educational area, there are still certain drawbacks, especially in the learning process.

Students, even if they are native speakers technological tools and applications, they have difficulties in the effective use of tools and applications in the academic field. According to the study by Llanga-Vargas et al. (2021), these difficulties are linked to issues such as time management due to the excessive load of synchronous and asynchronous work, the use of methodologies that are not very relevant for this type of environment, poor attention and retention capacity on the part of students due to the existence of distractions, and the lack of adequate academic support in the virtual training process (Aguilar-Moncayo et al., 2022).

On the other hand, Cedeño and Murillo (2019) mention that the didactic structure in the EVA is very particular, since an instructional design is handled, in which there are indications of what and how the designed activities should be carried out, in a very detailed manner. Even these are supported by tools that are managed within the EVA, such as forums, chat, the task board, the blog notes or tutorials, among others. But despite this, the lack of guidance from the teacher in person and in situ, as well as the lack of autonomy, leads to doubts.

In addition, Valero-Cedeño et al. (2020) highlight that the greatest difficulty of virtual education is the lack of training in the use of a new didactic methodology. Students undoubtedly know the technical use of the different digital tools, but they lack pedagogical knowledge, as they must develop self-managing, autonomous and self-regulating skills for their own learning process, given that they are faced with educational scenarios in which the interactions they can have with others are asynchronous and expressed in hypertextual formats where there is no immediate feedback or contribution.

Another difficulty in this modality is in relation to the development of critical and reflective thinking, which occurs through a close relationship with our environment and with others.

The recognition of our emotions in social experiences allows us to strengthen our self-awareness, which makes it possible to make value judgements and develop a critical mind, but by becoming just another browser in cyberspace, these social experiences do not occur effectively and there is a risk of losing our identity (Aguilar, 2020).

Learning strategies for working in virtual environments

Faced with all these situations of adaptability and difficulties presented in the new virtual modality, it has been necessary to develop didactic strategies that allow the educational process to be carried out in a relevant, effective and meaningful way. It is therefore necessary to develop strategies, mainly for learning, since the main actor and constructor of knowledge is the student.

As is well known, and in the words of Camizán et al. (2021), learning strategies are a set of skills and methods that allow students to mobilise their knowledge, both empirical and theoretical, to perform a task or solve a problem. There is a wide variety of strategies available to students to carry out their learning process effectively and they can choose them according to their academic needs and their own learning style. The work of Moreno et al. (2021), on pedagogical strategies in virtual environments, classifies three dimensions:

- Pedagogical-didactic. These include all those strategies that help the student to process information and manage content.

- Significant learning strategies. These include strategies for activating prior knowledge, collaborative work, self-regulation strategies, motivational strategies and metacognitive strategies.

- Techno-operational, technological mediation strategies are handled, such as the management and administration of teaching resources, the mode of participation and collaboration in virtual environments, and knowledge of the use of various learning objects.

Student profile for working in the virtual modality

In this new era of connectivity, the use of technologies is almost impossible not to be present in every human activity. In education, it is already an indispensable skill to carry out all kinds of academic interactions. In this sense, training needs are taken into account in order to establish the attributes or characteristics of the ideal profile of the virtual student.

For some authors, this profile would be conditioned by the particularities of the didactic process that takes place in virtual environments, where the main character is the student. Consequently, the type of methodologies and strategies that are developed should be oriented towards the concept of self-learning, self-management and self-discipline, but also consider the principles of critical and reflective thinking, as well as collaborative learning, handled in the learning theories of socio-constructivism (Cedeño and Murillo, 2019).

In this regard, Rizo (2020), shares this same notion of virtual learning and classifies the role of the virtual student in four main areas:

- Their intervention in the strengthening of self-discipline. The main task of the student in terms of managing self-discipline is manifested in how they are able to manage their time by scheduling their activities, allowing themselves flexibility and freedom to make the most of their learning.

- Their orientation to improve their self-learning. In virtual scenarios, the regulation of self-learning is of utmost importance, as this capacity of the student to learn in an autonomous and proactive way allows him/her to acquire knowledge in a meaningful way and with a critical and reflective thinking of his/her own learning process.

- Its role in strengthening critical and reflective analysis. In the construction of their knowledge, students must be capable of judging all this individual and collective knowledge in order to build their cognitive structure through tasks such as analysis, reasoning and argumentation.

- Its interference in the improvement of collaborative work. One of its qualities is to enhance personal growth through the meaningful exchange of knowledge. Therefore, when belonging to a knowledge community, the student has the great task of engaging in open and respectful communication as well as active listening or reading in order to manage the meanings that are being produced in oral or written interaction in the technological media (Bravo and Pando, 2018) used for this activity, such as forums, chats, videoconferences, e-mails, among others.

All these elements allow the student to carry out academic tasks in virtual education scenarios, enhancing their knowledge and skills, as well as showing positive attitudes towards their performance and that of others, for the generation of new knowledge.

Methodology

In order to analyse this study phenomenon, a quantitative methodology was used due to its advantages of measuring and describing a variable in large samples, generalising the results (Hernández et al., 2010).

This research has a descriptive design as it aims to identify the characteristics or attributes of the student profile in virtual environments and is cross-sectional as it measures the characteristics at a single point in time, spring 2023.

In terms of the instrument, a Likert-type questionnaire was used to describe the underlying attributes of students working in virtual environments.

The questionnaire is composed of 40 items and four dimensions: approach to knowledge, autonomy, values and competences.

Considering the data collection process, it was carried out at the end of the spring semester 2023. It should be noted that the participants in this study agreed to collaborate voluntarily, signed the informed consent form, and it was specified that their data would be used for research purposes and treated confidentially. Finally, the data analysis was carried out as indicated in the following table.
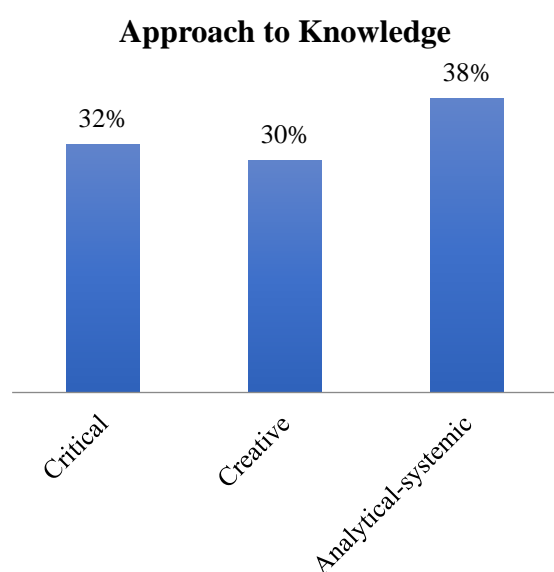
Instrument	Variable	Dimension	Purpose
Questionnaire	Student profile	Approach to knowledge	
		Autonomy	
		Values	
		Competences	

Table 1 Analysis model
Source: Own elaboration

In the following section, the results will be presented according to the table above.

Results

Approach to Knowledge

**Graphic 1** Approach to knowledge
Source: Own elaboration

The learning process in virtual environments is mediated by technology where different strategies, techniques and learning styles emerge as well as approaches to knowledge with respect to thinking. In this sense, the students' perceptions refer to three types.

38% of the sample affirms that the approach to knowledge in virtual environments is through analytical-systemic thinking based on activities such as podcasts, readings embedded in online courses and synchronous lectures as well as the identification of ideas and their relationships with the use of infographics, mind maps and timelines, making it possible to link new and previous knowledge.

In addition, 32% consider that creative thinking also contributes to knowledge acquisition, specifically solving challenges with the help of gamification or problem-based learning represented in escape rooms.

Finally, 30% point to creative thinking as another essential attribute in their learning process, facilitated in virtual environments with crossword puzzles, glossaries of terms, cartoons with the use of pixtons and word games.

The results describe the students' approach to knowledge with a profile of analytical-systemic, critical and creative thinking, since these allow them to develop their autonomy, encouraging reflection on their own process of learning to unlearn until they reach the construction of new knowledge.
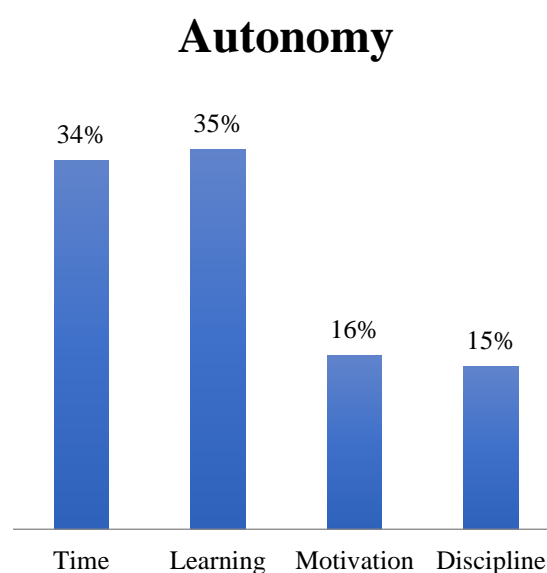
Autonomy

Graphic 2 Autonomy
Source: Own elaboration

Another crucial attribute of the student profile for learning in virtual environments is autonomy to manage four aspects of the instructional process.

In first place is learning (35%), where autonomy contributes to carrying out activities with a positive and proactive attitude in individual and collaborative activities.

In second place is time management (34%), which is organised and maximised in order to learn diverse content in flexible periods and in accordance with their learning styles in a ubiquitous manner.

In third place is motivation (16%), which is fostered through autonomy by means of content based on active pedagogies centred on collaborative work.

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Finally, autonomy converges with discipline (15%), allowing students to perform with enthusiasm, dedication and effort to achieve the established objectives. In general terms, autonomy fosters in students the guidelines to build their own criteria and rules that will guide their learning in digital environments, which lead to decision-making and know-how in an orderly and systemic way through evaluations, co-evaluations and self-evaluations, increasing the independent student role. (Trujillo, 2014).

Autonomy
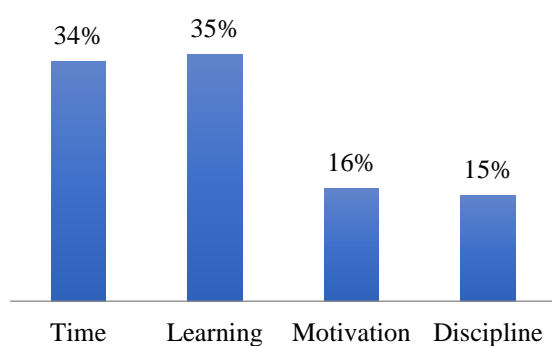
Graphic 3 Values
Source: Own elaboration

On the other hand, learning in virtual environments requires students to develop values such as responsibility, commitment, empathy and participation.

In this case, 42% of the sample considers that responsibility is a fundamental attribute in the student's profile for learning in virtual environments, as it allows them to fulfil their duties in a timely manner and encourage self-learning.

In addition, 26% point to participation as the second main value for developing adequate study habits inside and outside the virtual classroom, which contributes to visualising their understanding and construction of knowledge, as well as decision-making.

On the other hand, 24% affirm that being engaged plays a determining role for desirable student performance in technology-mediated environments, especially for autonomy, socialisation and belonging to a digital community.

Last but not least, empathy allows for understanding the real context of students, facilitating the teacher-learner relationship.

At this point, students point out that this value has an impact on different stages of the teaching-learning process of a foreign language. For example, in identifying the physical and emotional needs of the main actors in the curriculum in order to create a comfortable learning environment. It also helps cultural enrichment by providing solutions to problems and avoiding criticism. In addition, it conceives error as a process conducive to learning and per se necessary for learning English.

Competences
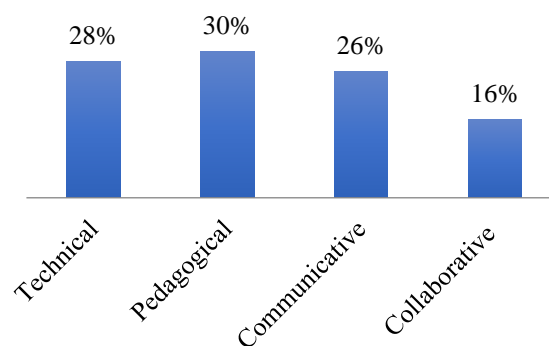
Graphic 4 Competences
Source: Own elaboration

The graph shows the competences needed in the student profile to work in digital spaces. It mainly highlights four categories: technical, pedagogical, communicative and collaborative competences.

With regard to technical competences (28%), it contemplates the management of educational platforms and tools or applications that enable the teaching-learning process (Flores-González, 2020) through active methodologies based on gamification. It is important to mention that at this point the implementation of information and communication technologies as technologies for learning and knowledge (TAC) is conceived, i.e. their use with a pedagogical perspective, which frames the second competence (30%). This category includes the organisation of meaningful learning situations, information management and strategies for the development of individual and collaborative work in technology-mediated spaces.

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Regarding communicative competence (26%), students see it as vital for establishing contact and relationships between student and teacher, where the learning process takes place. It should be noted that these relationships are mediated by the emotional factors and individual and group needs of the students. It is therefore necessary to design a motivational strategy that invites them to active learning based on innovative practices.

Finally, collaborative competences (16%) contribute to coexistence in digital multicultural environments, to the willingness to carry out collaborative work and to their training in intercultural competences, which favour the learning of a foreign language in context, with authentic situations and meaningful language, creating learning experiences, as pointed out by Solórzano-Cahuana (2021).

Conclusions

It is concluded that the student profile for working in virtual environments is characterised by four main attributes: a critical and creative approach to knowledge with analytical and systemic thinking, autonomy, values (responsibility, empathy, commitment and participation) and competences (technical, pedagogical, communicative and collaborative). These in turn guide the representation of knowledge in innovative virtual environments by taking into account active methodologies focused on gamification, diverse learning styles and autonomous management by the student.

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Relevance of a community care program from the perspective of its stakeholders: educational practices based on social responsibility

Pertinencia de un programa de atención a la comunidad desde la perspectiva de sus actores: prácticas educativas desde la responsabilidad social

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Abstract

Educational desertion is an educational problem that affects part of the school-age population. In order to contribute to the reduction of these problems, there are several mentoring programs in support of children and adolescents that are developed from the public university, whose main objectives are aimed at strengthening the comprehensive training and increase the educational expectations of its participants to achieve their welfare. This qualitative-phenomenological study aims to understand the perspective of mothers and fathers on the relevance of a mentoring program in the academic area; a structured interview was used to collect data. The results obtained indicate that, through a series of identified categories, mothers and fathers are able to recognize the incidence of the program in the academic area, concluding that the program is relevant to achieve favorable results in school activities.

Educational desertation, Mentoring, Program effectiveness

Resumen

La deserción y el rezago son una problemática educativa que afecta a una parte de la población en edad escolar. Con la finalidad de contribuir a la disminución de estas problemáticas existen diversos programas de mentoría en apoyo a la niñez y a la adolescencia que se gestan desde la universidad pública, cuyos principales objetivos están encaminados a fortalecer la formación integral e incrementar las expectativas educativas de sus participantes para lograr su bienestar. Este estudio de corte cualitativo - fenomenológico, tiene como finalidad comprender la perspectiva de madres y padres de familia sobre la pertinencia en el área académica de un programa de mentoría; para la recolección de los datos, se aplicó la entrevista semiestructurada. Los resultados obtenidos indican que, a través de una serie de categorías identificadas, las madres y los padres sí logran reconocer la incidencia en el área académica del programa, concluyendo que, el programa es pertinente para lograr resultados favorecedores en las actividades escolares.

Deserción escolar, Mentoría, Efectividad programas

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Introduction

The National Institute of Statistics and Geography (INEGI,2021) at national level reported that 9.6% of the Mexican population under 18 years of age (i.e. 5.2 million adolescents) and three million students belonging to the basic level were not enrolled in the school cycle; a situation that has been progressing over time, since, as of 2018, INEGI indicated that, from 2015 and until 2018, 2% of girls and boys between 6 and 11 years of age and 16. 2% of 12 to 17 year olds did not attend school for reasons related to lack of interest, aptitude, requirements to enter school, lack of economic resources or dropping out due to entering the labour market (INEGI, 2018). Regarding the above, INEGI (2020) pointed out that, in 2020, five out of every 100 inhabitants were illiterate, meaning that they did not know how to read or write.

Faced with this panorama that has been present for some time, government institutions have established various actions that contribute to improving the quality of education; in turn, different organisations have developed programmes for the development of girls and boys, such as the Peraj programme, in which young university students act as tutors and become a positive role model for primary and secondary school students who are in vulnerable conditions and whose family, economic or social environment limits their potential, academic and socio-emotional development (Peraj-Mexico, 2021).

Preventing school dropout and educational backwardness is the main objective of the Peraj programme, which states that this problem has a negative impact on the social, economic and political processes of the country, increasing social inequalities and diminishing the personal aspirations of those who suffer from it (Peraj, 2021).

The Peraj programme began in Mexico in 2004, following the guidelines of the Perach programme, born in Israel in 1974 and adapted to the conditions of the Mexican context as Peraj.

The fundamental characteristic of both programmes is that the tutors are young university students who establish a tutoring relationship, during one school year, with students in the last grades of primary and first grades of secondary school, who in Perach are called "amig@s". In the 17 years of active work of the Peraj programme in Mexico, it has benefited more than 80,000 beneficiaries in more than 90 higher education institutions and 127 campuses in 26 participating states, involving at least 5,100 tutors per year (Peraj Mexico, 2021).

Research has been carried out to evaluate the effectiveness of the Peraj programme in different universities around the country, which shows that, although there are significant changes in the various areas of development of the beneficiaries who participate in the programme, there is currently a gap in knowledge that helps to understand the relevance of the Peraj programme in the academic area of primary and secondary school students from the perspective of mothers and fathers, focusing most of the research developed based on the criteria of the tutors and beneficiaries of the programme.

For this reason, this research aims to contribute to understanding the relevance of the mentoring programme in the academic area, generating more knowledge about its effectiveness in reducing problems such as school dropout and educational backwardness of those who suffer from it. Through the research question: What is the perspective of parents on the relevance of the Peraj programme of the Instituto Tecnológico de Sonora Unidad Obregón for their children in the academic area?

Higher Education Institutions (HEI) are committed to transforming the context that surrounds them, attending to its needs and generating alternative solutions. From the university functions of training, research, social extension and management, the programmes of attention to the community that they operate as part of their social responsibility, they have the capacity and the commitment to transform the context that surrounds them, attending to their needs and generating alternative solutions to the problems that they face. (Universidad Iberoamericana, 2020).

The Peraj programme, through its areas of development, responds to one of the problems that have been identified as a priority in the community, as it is aimed at children who are about to finish their primary education and start secondary school, it has the opportunity to contribute to reducing and preventing school dropout and educational backwardness.

The word dropout means to abandon; therefore, by adding the word school to this word, it refers to students dropping out of school, which is a personal decision caused by various factors (Hernández et al., 2017), mainly that the student abandons their school activities to meet other types of needs, generally of an economic nature.

On the other hand, educational backwardness is known as the condition of any person over 15 years of age who has not completed basic education, nor met the learning objectives expected for their level of development; educational backwardness represents a condition of social inequality and lack of justice in terms of distribution of educational services and opportunities, which limits the individual in their personal development, their economic fulfilment and, to a large extent, their prospects of achieving a decent life and a fairly remunerated job (Navarrete-Cazales and Ocaña-Pérez, 2022).

For Carro and Lima (2022), there is a clear relationship between school dropout and educational backwardness, stating that "dropout generates educational backwardness, and this in turn discourages the continuation of studies in many families", being both cause and consequence.

Thus, school dropout and educational backwardness are multifactorial problems, referring to the influence of various reasons or factors, such as a) individual: personality, health; b) institutional: family, education system, school; c) economic issues: poverty, lack of material and budgetary resources; and d) socio-cultural: attitude and valuation towards education, socialisation patterns, school climate and environment (National Institute for the Evaluation of Education [INEE], 2016).

The first factor refers to good relations between teachers and students, where Lozano and Maldonado (2019) indicate that trust and two-way communication benefit, thus influencing academic performance. Similarly, the attention given to students by parents and siblings, the social relationships inside and outside the school and the trust given to teachers and managers, and therefore, the continuity of studies is strengthened. The second factor to consider is study techniques and habits, which play an important role in academic performance, mainly in terms of students' note-taking as a habitual practice for revision for homework or exams, as well as the time dedicated to study.

Methodology to be developed

This study is based on the interpretative paradigm within qualitative research through the methodological scheme of phenomenology.

For this research, eight mothers and fathers of the sixteenth generation of Peraj students from the ITSON Obregón Unit participated in the study during the 2022-2023 school year, who were selected by means of purposive sampling.

The technique used for the recovery of information was the semi-structured qualitative interview, this selected technique allowed to collect information about events and aspects of people: beliefs, attitudes, opinions, values or knowledge, which otherwise would not be available to the researcher (Salinas and Cardenas, 2009); in addition, being semi-structured allows to formulate new questions, depending on the answers provided by the interviewee, being more flexible and adjusting to the needs of the interviewee. (Díaz-Bravo et al., 2013).

Five study categories were identified (see table 1):

1)   Incorporation or strengthening of study habits.

2)   Passing grades.

3)   Continuation of studies.

4)   Social-academic relationship.

5)   Academic autonomy.

Category	Description
Categoy 1. Incorporation or strengthening of study habits	Set of methods and strategies that the mother or father identifies that their child puts into practice in order to assimilate knowledge in an efficient and effective way.
Category 2. Passing grades	- Actions that parents identify that their child implements in order to:
Category 3. Continuing their studies	- Maintain or increase their school grades
Category 4. Social-academic relationship	- Attain knowledge and skills as a result of passing or passing some kind of academic test, activity or exam.
Category 5. Academic autonomy	Actions that parents recognise as part of the implication that their child wants to continue studying at the next level of education, study a profession or identify a career of interest.

Table 1 Description of categories
Source: Own elaboration

Based on the establishment of the categories, an interview guide was designed for the collection of information, which is based on 11 trigger questions about the study habits that the child presents or has modified from their experience in the programme, in terms of academic performance, the changes that have occurred in qualifications and their attitude in carrying out academic activities, their aspirations to continue their studies and the interactions between teachers and students were investigated. The interviews were conducted virtually, using the Google Meet platform.

The processing of the information was carried out using the process for data analysis proposed by Hernández (2018, p.495), who determines that it is necessary to systematise the data in order to construct theoretical principles through the logical interpretation of the information, for which he proposes the following procedure:

1. Transcription of the narratives of the experiences.

2. Review of the description and information collected in order to have a complete picture.

3. Identification of units of analysis, which includes the elaboration of controls and codes.

4. Generation of categories, themes and patterns present in the participants' descriptions and narratives of the experiences with respect to the phenomenon under study.

5. Identification of connections between participants' experiences in relation to the phenomenon.

6. Constructivist and comparative determination of the phenomenon from the analysis of the experiences.

Results

The following results were obtained from the processing of the information.

Category 1. Incorporation or strengthening of study habits

According to the results of the study, it was identified that mothers and fathers perceive in the beneficiaries the incorporation or strengthening of study habits that they put into practice at school, mainly, by using technological applications and using Canva, for which participants P1, P2 and P3 coincide, commenting:

> "They have used different applications and they have taught him how to use them and he puts all that into practice" (P1); "He looks on Youtube how to do fractions or equations, he repeats them until he manages to understand them and do his exercises" (P2); while P3 added: "What she learned to do in Canva with her tutor she also did at school in some activities, in some tasks that she was asked to do at school (. ..) the skills that they help them to develop through the programme, if she uses them and transfers them to the activities that she has to develop within the school." (P3)

Likewise, participants P4, P5, P6 and P1 agree that as a study habit they identify the search for information in books, encyclopaedias and internet by students, as well as the use of computer equipment or mobile devices to do so, for which P4 said:

"She is already looking in the books and encyclopaedias that we have here at home or at her school, and that is something that she did not do before the programme, her tutor taught her that" (P4); "She looks for information on the internet more now, she has learned to use it a little more (...) she looks for information on her own" (P5), as well as what P6 added: "He has developed the fact of researching, what is related to technological resources, in fact he already looks for references, he looks for the source from where he got the information" (P6), and finally: "He researches, he works on the computer (...) he learned, with the help of the computer, how to use it" (P6), and finally: "He researches, he works on the computer (...). ...) he learned, with the phone, with the tablet or with the laptop to enter his classes, to research and do everything he needs for his classes" (P1).

From the above, it can be said that mothers and fathers identify that the beneficiary students, from their participation in the programme and the interaction with their university tutors, incorporate or strengthen study habits that they put into practice and transfer to their school activities.

Category 2. Passing grades

In the results obtained, mothers and fathers identify that the students maintain or increase their school grades, for which participants P1, P7, P4 and P8 agree, adding that they have improved them: "Since he has been in the programme, his grades have gone up in all subjects" (P1), P7 commented: "In his grades it was notorious (...) he has improved his grades in all subjects" (P1), P7 commented: "In his grades it was notorious (...) he has improved his grades in all subjects" (P7). ..) he has improved in his grades and quite a lot" (P7), P4 also added: "He has gone up a lot because he keeps applying what he learned in the programme" (P4) and P8 mentioned: "In his grades it has helped him a lot" (P8). On grades, they have not varied, they have been fine" (P3); P2 commented: "She has always been fine, she has never had problems academically, she has always had good grades" (P2), "She has good grades at school and has maintained them" (P5) and finally P6 mentioned: "Her grades have been maintained, she is between nine and ten and has maintained those grades during the two generations that she has participated" (P6).

Likewise, as part of the actions to obtain passing grades, it was identified that mothers and fathers perceive that students pass their exams and hand in their activities at school on time, for which P7, P3, P5 and P4 agree: "He is very compliant in terms of his homework, that is, to take it and not let it pass, even if tomorrow he does not have that subject, he always tries to do it" (P7); In addition, P3 added: "In exam periods, his mother downloads guides for him, goes over the questionnaires with her, asks him questions about the study guides that teachers send" (P3); For his part, SL mentioned: "He focuses more on homework and completing the work in a classroom" (P5), and finally P4 commented:

"She tells me I'm going to review because tomorrow I have an exam (...) she just told me that she was going to review the subjects to see if I didn't miss something that I haven't studied." (P4)

This category identifies mothers and fathers observe children carrying out actions within the school to maintain or increase their grades, as well as to obtain passing grades in their exams and school activities, attributing part of the results in the academic area to what they have learned during their participation in the programme.

Category 3. Continuing their studies

With the answers provided by the participants, it was determined that the beneficiaries identify a university career or profession of their interest, ask about the university and justify their choices according to their vocational orientation, commenting that: "She already has very clear what she wants to be (...) she has shared with us that she wants to be an astronomer, she is very focused on what she wants to be" (P3), "Since she was very young she said she wanted to be a teacher, she has always said she wants to be a teacher, so, she really likes working with children, she wants to continue studying" (P2).

Likewise, P7 added: "He has said that he would like to be a veterinarian because he likes to help animals" (P7), other participants mentioned:

"He says I want to be either a veterinarian or an agricultural engineer or I want to be an architect, that's what he would like" (P1), "He told me that he was very interested in the career of architecture, I think a person had gone to talk to them about it and told me that it caught his attention" (P5), "With the students from different professions I think he was more interested in the area of engineering. She wants to continue studying, although she is still looking and getting to know other areas" (P6), "He has told me that he is interested, he is very young and still needs to know more, but he is already interested and has knowledge about what he can choose in the future" (P8).

Finally, P4 also commented on the students' interest in studying a university degree, sharing his doubts about the university and the different educational programmes: "He wants to continue with his studies, yes, he does, he wants to continue, right now he wants to be a doctor, but if he asks me, not just about that degree, about all of them, how long it takes to finish school and what he is going to study, but yes, he wants to study a profession, that is clear to him" (P4). (P4)

The results show that the beneficiary pupils of primary and secondary school do have an interest in continuing their studies by taking an interest in a university degree, expressing doubts and concerns about the different options offered by university education. This makes it possible to identify that they have future expectations of higher education.

Category 4. Social-academic relationship

According to what was obtained by the participants, it was determined that mothers and fathers identify that the beneficiaries make and receive positive comments from the school, are more sociable and work as a team. Among the main comments were: "She expresses herself well, she expresses herself well, she is very sociable and speaks very well of everyone (...) her teacher expresses herself well, she has no problems with her, she is very participative and cooperative" (P6), "She has more friends, at first she was very close to me and now not so much because now she looks for her friends on the phone, in class, with them she helps her work, even if it is online, but she does her work with them" (P6),

"She has more friends, at first she was very close to me and now not so much because now she looks for her friends on the phone, in class, with them she helps her work, even if it is online, but she does her work with them. (P1), "Now she likes to work a lot in a team, she used to do her work and homework by herself at home (...) now I see that she likes to do team work, to meet with other classmates" (P2), as well as what P8 said: "It has helped my son a lot, he is much better (...) he explains it and helps his classmates, he tries to teach his classmates too" (P8), P7, who mentions: "He started to be more social than he used to be before being part of the programme (...) he started to be more social than before (...) he started to express himself a little bit more, just like his classmates. ...) to get along a little bit more, he was not as shy as he was at the beginning, he also expresses himself well (...) for him they are cool (...) that's how he expresses himself, just like his classmates (...) with positive comments". (P7)

Likewise, participants P3 and P4 added: "Last week she participated in the honours, she learned by heart what she had to say, and the principal congratulated her (...) the teachers congratulate her a lot for her work" (P3); as well as: "He told me that everything was very good, that she related well with her classmates (. ...) also when he received third place, there were congratulations from the teachers and from the school group of his classmates, when they gave him the award in front of the other groups there were cheers and everything". (P4)

Based on the data obtained in this category, it can be inferred that mothers and fathers recognise that their children establish better social-academic relationships as a result of their participation in the Peraj programme at the ITSON Obregón Unit, making and obtaining positive comments from the school, being more sociable and working collaboratively with students and teachers, all of which benefits their integration into the school context, participation in activities and events.

Category 5. Academic autonomy

According to the results obtained in the present study and the answers provided by the participants, it was determined that the students have shown initiative in different situations and contexts to learn on their own, for which participants P3, P4, P2, P6, P8 and P9 coincide adding:

"She is very independent, she can do many things on her own (....) most of them know that she has the initiative to learn on her own, she is very independent, many things she can do on her own (...) most of the time she knows that she has to learn on her own".) most of the time she knows that she has activities on her own and she starts to do them" (P3), as well as what P4 said: "She is very independent and knows how to get herself ready to do the activities", P2 commented: "I don't need to remind her or ask her if she has homework, she is a very independent child, she arrives and does her homework and just tells me I have finished my homework" (P2), to which P6 and P8 agreed: "She does her homework on her own, and when she doesn't understand if she asks me for help (...) but it's on her own, it's not constant that I have to remind her, she does it on her own initiative" (P6) and while P8 shared: "He arrives and does his homework, he has his schedule for his homework and other activities, the same during his sessions with the tutor" (P8), finally, P9 added: "He is only in charge of doing his activities and seeing which day it is his turn to accommodate his schedule and homework to how he has to hand them in, his dates and everything", "he is autonomous to do everything" (P9).

With the above, it can be deduced that mothers and fathers identify that their children are more independent and organise their time to carry out activities from home; they do not require reminders from family members for their homework, as they have their own initiative to do it, thus benefiting their autonomy in the learning process.

The results obtained are reaffirmed by another of the investigations carried out to understand the impact of the Peraj programme by the authors Martínez and Manzo (2011), who conclude, as part of their study applied to university tutors, that primary and secondary school students, through their participation in the programme, managed to generate new knowledge through their own methods in their learning style, develop communication skills, dare to carry out activities they did not do before and have initiative to learn and improve their academic performance.

Likewise, and as part of the results of the study, from the perspective of the mothers and fathers, their children put into practice what they learned in the programme and that this allows them to maintain or increase their grades, pass their exams and submit their activities in a timely manner, attributing that these actions were developed or strengthened in the child as a result of their participation in the programme.

This result coincides with the findings of the research by Martínez and Manzo (2011), who compared the students' grades at the beginning and at the end of the Peraj programme, inferring that there was a significant increase in school grades, as well as greater success in school, which translates into progress in learning, an improvement in the acquisition of study habits and positive expression of the students by their teachers.

Conclusions

The objective of this research was to understand the perspective of mothers and fathers on the relevance of the ITSON Peraj Obregón programme in the area. According to the results obtained, it is concluded that the objective was achieved, determining that, in its sixteenth generation of service in the institution, the programme has contributed to its participants in basic education obtaining better results in the academic area, incorporating new study habits, reinforcing their social skills, helping to preserve or increase their school grades and encouraging their interest in continuing with their educational process.

On the other hand, based on their experiences in the programme, the students are more interested in the educational process and in continuing their studies at the next level of schooling, until they reach a university career and develop a profession in the future, which coincides with the conclusions of Hernández and Villegas (2021) in their study on the relevance of the Peraj programme at the Autonomous University of Baja California, from the comments of the mothers and fathers, who report greater sociability, motivation, interest in sports, learning, enthusiasm for achieving personal goals, as well as that it is important for their daughters and sons to study a professional career, which is in line with the objective of the programme.

The participants consider that there is a favourable modification in the beneficiaries of the programme, visualised in their way of establishing social-academic relationships with those involved in the educational process, being more sociable, participative and expressing themselves positively about the school, classmates and teachers. The conclusions reached by Hernández and Villegas (2021) in their study agree with the results obtained in the present study, from the perspective of university tutors on improved school performance of primary and secondary school students, development of social skills and increased self-esteem. As well as, what is included by basic education teachers, who indicate that the attendance of some of their students to the programme led to better group integration, teamwork, increased school attendance, as well as their socialisation.

Finally, the dynamics of the programme and the accompaniment of the tutor allowed for the strengthening of academic autonomy in its beneficiaries, by contributing to the self-regulation of the educational process from home work, independence and autonomous time management without requiring supervision; results that, compared with other studies such as those previously mentioned by Hernández and Villegas (2021), agree that the tutor-tutored relationship improves communication and family relationships, behaviour, motivation, decision-making, organisation, planning and participation in household chores.

Assessing the relevance of the ITSON Peraj Obregón programme, from the academic area, allowed us not only to know how it affects the achievement of better results in school by primary and secondary school students, but also to identify areas of opportunity and areas for improvement.

In spite of the approach obtained to the reality of the programme, it is evident that more extensive research is required to know its impact in the different areas proposed with the activities it develops, which is why it is recommended to continue strengthening the study and generate greater scope with the research, with the aim of going deeper into those aspects that mothers and fathers recognise in the development of their daughters and sons, as a consequence of their participation in the mentoring programme within the institution.

For the Instituto Tecnológico de Sonora, carrying out studies where it is possible to determine the relevance of the programmes that serve the community, is a great step to permeate the culture of social responsibility in the context in which it is located, since having accurate and timely information allows guiding decisions to improve the actions that are offered to the population.

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Comparative analysis of the curricular designs of teachers who are postgraduate students

Análisis comparativo de los diseños curriculares de los docentes que estudian posgrado

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Abstract

This article tries to elucidate the relevant differences between two training groups in the disciplinary field of education. The sample was made up of postgraduate students, both from a university and from a normal training school. Given the above, significant information is retrieved from the way in which each institution treats the programmatic contents of their respective educational plans. This research has three axes: the curricular design of the educational figure, the development of emotional intelligence limited to empathy and the professional praxis of the respondents. The objective of this study is to analyze how institutions, regardless of belonging to the same disciplinary field, tend to form particular traits as the case may be. Within the results, differences are shown regarding sex, academic level and institution in which they carry out or carried out their postgraduate studies. The methodology used was under a quantitative process, with a t Student analysis, an instrument was developed for this purpose, applied through Microsoft Forms, with 84 variables measured with a decimal ratio scale.

Curriculum design, Graduate students, Education

Resumen

El presente artículo trata de dilucidar las diferencias relevantes de dos colectivos de formación en el campo disciplinar de educación. La muestra se conformó con estudiantes de posgrado, tanto de una universidad como de una escuela de formación normalista. Dado lo anterior, se rescata información significativa de la forma en que cada institución trata los contenidos programáticos de sus respectivos planes educativos. Esta investigación cuenta con tres ejes: el diseño curricular de la figura educativa, el desarrollo de la inteligencia emocional circunscrita a la empatía y la praxis profesional de los respondientes. El objetivo de este estudio es analizar cómo las instituciones independientemente de pertenecer al mismo campo disciplinar, tienden a la formación de rasgos particulares según sea el caso. Dentro de los resultados se muestran las diferencias que respectan al sexo, nivel académico e institución en la que realizan o realizaron sus estudios de posgrado. La metodología utilizada fue bajo un proceso cuantitativo, con un análisis t de Student, se elaboró un instrumento para este fin, aplicado a través de Forms de Microsoft, con 84variables medidas con escala decimal de razón.

Diseño curricular, Estudiantes de posgrado, Educación

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Introduction

This article reports on the underlying differences between two institutional groups that make up the sample, drawn from the Escuela Normal Superior del Estado de Coahuila (ENSE) and the Facultad de Ciencia, Educación y Humanidades (FCEyH) of the Universidad Autónoma de Coahuila. Postgraduate students were taken from both institutions; from the ENSE for the Master's Degree in Education with an emphasis on Compulsory Education and from the FCEyH for the Master's Degree and Doctorate in Educational Sciences.

The main analysis of this article is a comparative Student's t-test, from which it is possible to observe that despite the fact that the respondents belong to institutions that prepare educational figures, there are relevant differences between them given their particular characteristics.

Conceptual framework

It is common to find definitions of curriculum that vary in terms of its characteristics or elements; the following is a general summary of the concept.

Román (1999), describes the elements for the construction of an integrative curriculum model with a humanist socio-cognitive base; for which he begins by describing that the curriculum is based on two dimensions, one as a cultural selection and the other as a teaching-learning model. In the first perspective, it serves as a tool or mediator of social culture; and in the second, it describes the different trends in learning theories to diversify the educational practices used by teachers in a classroom environment.

The definition of the term curriculum, particularly in the case of Roman (1999), involves a compilation of a copious number of authors, coming to the conclusion that it is a polysemous term in which most authors handle planning concepts. Gimeno (1983, in Román. 1999), alludes that the confusion of the term curriculum ranges from the allusion to a structured programme of disciplinary contents.

The simplistic definition of considering a curriculum or curricular design only as a mesh of programmatic contents becomes a problem for its elaboration and execution. It is not only a matter of pouring topics and giving them a logical sequence, it is necessary to establish multiple conditions of the educational institution, the actors involved and the expected product. In the case of this author, his definition opens the framework of four major curricular models: the academicist, the technological-positivist, the interpretative or cognitive-symbolic and the socio-critical.

Román (1999) describes the curriculum from the perspective of these four models: the academicist tradition, the technological-positivist tradition, the interpretative tradition and the socio-critical tradition.

With regard to the term empathy, Goleman (1995), relates that with the reference of a study called Spectrum by the visionary Howard Gardner, intelligence began to diversify from a monistic theory to multiple intelligences, thereby giving weight to emotional intelligence. This would only be the beginning of the evolution in the transformation of intelligences made by this psychologist, who would later define interpersonal intelligence as the ability to understand others, the ability to form a realistic model of oneself and to use it to operate effectively in life. A dichotomy between cognition and emotion begins; it becomes necessary to understand the role of emotions and feelings in these intelligences and to explore intellectual characteristics that are not orthogonal to emotionality. Although many authors insist on making a distinction between what is thought and what is felt, it is necessary to know the role of emotions and feelings in these intelligences and to explore the intellectual characteristics that are not orthogonal to emotionality.

Methodology

This study is based on a quantitative approach. In the first instance, a Cronbach's analysis was carried out to guarantee the validity of the research instrument, followed by an analysis of the frequency and percentage of signalícticos or respondent data to typify the sample extracted.

Finally, a comparative study was carried out to determine the significant differences in the sample studied with a Student's t analysis, in the variables sex, age, institution to which they belong and maximum level of studies.

Results

Analysis of frequency and percentage of sex with respect to the sex of the respondents, 68.97% are women (n= 80), while the rest are men (n= 36, 31.03%).

	F	FA	%	%A
Woman	80	80	68.97	68.97
Male	36	116	31.03	100.00
Lost	0	116	0.00	100.00

Table 1 Frequency and percentage of gender

Frequency and percentage analysis of the Institution of membership

With respect to this variable, the respondent was asked to indicate in which institution he/she is currently studying for a postgraduate degree or, alternatively, to indicate where he/she completed his/her last postgraduate degree.

It can be seen that the majority correspond to the Faculty of Science, Education and Humanities of the Universidad Autónoma de Coahuila (FCEyH) with 78 respondents, equivalent to 67.24% and the rest to the Escuela Normal Superior del Estado (ENSE) with 38 respondents, equivalent to 32.76%.

	F	FA	%	%A
FCEyH	78	78	67.24	67.24
ENSE	38	116	32.76	100.00
Lost	0	116	0.00	100.00

Table 2 Frequency and Percentage of Institution

Frequency and percentage analysis of academic level

With regard to academic level, the FCEyH offers Master's and Doctorate degrees in Educational Sciences, while the ENSE only offers a Master's degree in Education with a specialisation in Compulsory Education.

For this sample it is observed that the majority of the subjects correspond to master's degrees (n= 64, 55.17%) and the rest to doctoral degrees (n= 52, 44.83%).

	F	FA	%	%A
PhD	52	52	44.83	44.83
Master's degree	64	116	55.17	100.00
Lost	0	116	0.00	100.00

Table 3 Frequency and percentage of Academic Levels

Frequency and percentage analysis of age

The age of the subjects ranged from 22 to 66, with the most representative age range being 27 years (n= 13, 11.21%). See Annex 3

Results of Student's t-comparative analysis

In order to observe significant differences in terms of the sex of the respondents, their academic level and the institution where they completed their postgraduate studies, a comparative Student's t-test analysis was carried out for independent samples by groups, with the criterion of a probable level of error (p) of less than 0.05.

Comparative Student's t test for gender

This analysis reveals that there are indeed dissimilarities in terms of sex, in this case measured dichotomously in males and females. Males given their mean value ($\square$) reveal that they have acquired the specific skill in education for *In their opinion, they consider that their teachers use tests that require a lot of memory to answer and that they are punished if they do not do what they are asked to do. For their part, the women say that their teachers propose comprehensive projects,* in terms of the development of her emotional intelligence within emotional recognition and control, she considers that she feels that she can't take it anymore and cries, and of empathic skills, she distinguishes that when She identifies with the saying

"I put myself in their shoes", she considers that everyone in the classroom has the same rights, it is very common that when a person yawns she yawns too, and for the design of learning environments she considers listening with respect to her students expressing their opinions.

	Woman	Man	t-value	df	p
Inter	8.00	8.72	-2.33	114.00	0.02
Memor	3.74	5.14	-2.14	114.00	0.03
Castig	2.18	3.44	-2.01	114.00	0.05
Project	8.15	7.28	2.05	114.00	0.04
Cry	5.99	3.42	3.66	114.00	0.00
LlorTam	7.05	5.78	2.16	114.00	0.03
Shoe	8.61	7.81	2.19	114.00	0.03
Right	9.45	8.50	2.93	114.00	0.00
Yawn	7.96	6.86	2.21	114.00	0.03
Opinions	9.56	9.08	2.05	114.00	0.04

Table 4 Comparative Student's t-test analysis of Gender

From this comparative analysis it can be inferred that men perceive educational environments in a more hostile way or with behaviourist characteristics, but their ability to perceive interdisciplinarity and act accordingly to carry out actions in the aftermath of it stands out.

In the case of women, the difference lies in the development of emotional intelligence skills circumscribed to empathy, they are more empathetic and tend to identify and show emotions, which is revealed in an evolutionary development in mirror neurons, as well as corroborating the colloquial theory of honour, in which women are allowed to show their emotions and men are observed and judged to do so, as it would denote weakness.

Comparative Student's t-test analysis of the institution of membership

The comparative analysis of the Institution of belonging shows that the students of the State Teacher Training College show mastery of knowledge about concepts in education as a distinctive feature of their graduate profile in terms of specific competences in education. In addition to observing in their reactions the development of three skills of emotional intelligence circumscribed to empathy,

> When someone tells them about a problem, they feel as bad as if it were their problem, and if someone cries, they feel like crying too. With regard to emotional recognition and control, they indicate that they feel they can't cope any more and cry.

	FCEyH	ENSE	t-value	df	p
Concep	8.09	8.68	-2.23	114.00	0.03
Cry	4.72	6.16	-2.00	114.00	0.05
Probmal	6.56	7.66	-2.31	114.00	0.02
LlorTam	6.24	7.50	-2.16	114.00	0.03

Table 5 Comparative Student's t-test analysis of Institution of affiliation

qWithin the curriculum of the master's degree of the Escuela Normal Superior del Estado (ENSE), there are programmatic contents that promote the development of some values and objectives of inclusion, as well as features of emotional intelligence, in addition to this, the students of this master's degree are regularly characterised by having students who have mostly graduated from the bachelor's degree in the same institution, a reason that could explain why they show an apparently more visible development in terms of emotional intelligence circumscribed to empathy, This could explain why they show an apparently more visible development in terms of emotional intelligence limited to empathy, since the degrees offered at this institution prepare students to be group teachers, unlike the degree in education at the Faculty of Science, Education and Humanities, which prepares professionals with a tendency to develop not only in teaching, but also in management, evaluation and research, so they are not strictly speaking teachers, but education professionals. With regard to the variable that shows that the teacher training students indicate that they have a mastery of concepts in education, it can be inferred that this is due to the fact that this group of ex-professional students take exams for entry into the education system and for permanence, in which theoretical knowledge is important.

Comparative Student's t-test analysis of academic level

This analysis shows differences in terms of the academic level that the respondents are studying or have studied, since the people who belong to the master's degree in both the ENSE and the FCEyH say that their teachers' main concern is to finish the plans and programmes, and they also perceive that the teaching methodology is characterised by receiving punishments if they do not do what they are asked to do, by giving them a lot of homework, despite the above, they also indicate that they use games in their learning strategies.

With respect to emotional recognition and control, they feel that they can't go on any longer and cry. Within the emotional intelligence circumscribed to empathy, they mention that when someone tells them a problem they feel as bad as if it were their problem, that if someone cries, they feel like crying too, that the mistakes they make and harm others make them feel guilty, that most of the problems they have are for helping others and finally that they cannot say no to people who ask them for something. In designing learning environments develop playful or gamification activities for learning (gaming) and consider that the best way to learn is in a face-to-face class.

	PhD	Master	t-value	df	p
Memor	3.38	4.81	-2.35	114.00	0.02
PlaPrg	5.42	6.66	-2.15	114.00	0.03
Castig	1.77	3.22	-2.49	114.00	0.01
Task	4.44	6.16	-2.69	114.00	0.01
Game	5.94	7.44	-2.66	114.00	0.01
Cry	3.79	6.33	-3.91	114.00	0.00
Probmal	6.17	7.53	-3.10	114.00	0.00
LlorTam	5.92	7.25	-2.43	114.00	0.02
Errors	7.27	8.38	-2.62	114.00	0.01
ProbAyu	4.69	6.33	-2.71	114.00	0.01
No	5.56	7.22	-3.22	114.00	0.00
Ludicas	7.77	8.64	-2.83	114.00	0.01
Presenc	6.77	8.31	-3.64	114.00	0.00

Table 6 Comparative Student's t-test analysis of Academic level

It is very interesting to note that Master's students show in comparison to PhD students a development of emotional and empathy-related skills. Although their perception of how they receive education has some reminiscences of traditional practices in education or those that could be typified as behaviourist since the use of memory and punishment are related to this theory. On the other hand, it is necessary to note that the doctoral programme does not have formative subjects, but focuses on the scientific perspective and research, which might indicate the reason for the differences with the master's collective.

Conclusions

Conclusions of the Comparative Student's t-test analysis of gender

It is concluded that there are significant differences in terms of the sex of the respondents, as men show tendencies to perceive contexts in a behavioural way, but have developed the specific ability to design interdisciplinary activities. Women, on the other hand, identify and show emotionality. They have more developed skills of emotional intelligence circumscribed to empathy in that they are able to perceive what others feel.

Conclusions of the Comparative Student's t-test analysis of the institution of origin

It is concluded that the institution to which they belong does make significant differences, since the normalista students (ENSE) are characterised by their mastery of concepts in education, due in part to the fact that it is a group that takes exams to enter the educational system and to belong to it. It is also observed that there is a difference in that in the ENSE they have developed skills related to emotional intelligence limited to empathy, either because the curriculum of the master's degree includes features of emotional intelligence, development of values and actions for inclusion. In addition, they are mostly graduates of the same degree offered by the ENSE, which has as graduates classroom teachers who are different from the graduates of the FCEyH who graduate professionals in education.

Conclusions of the Comparative Student's t-test analysis of academic level

It is concluded that there are differences derived from the academic level to which the respondents belong, with master's degree students showing development in emotional intelligence skills limited to empathy, but not doctoral students. In addition, it is observed that Master's degree teachers show some traditional or behaviourist traits such as memorised exams, punishments or an excessive concern for completing the plans and programmes, in the opinion of their students. It is established that in the case of the doctorate, the programme contents are characterised by scientific knowledge and research, while in the master's degree there are still formative subjects.

HERNÁNDEZ-CUETO, Jaquelina Lizet, SALINAS-AGUIRRE, María del Consuelo, CHARLES-MEZA, Ángel Gerardo and BELMONTES-MARTELL, Diana Itzel. Comparative analysis of the curricular designs of teachers who are postgraduate students. Journal University Management. 2023

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The importance of including soft skills in higher education

La importancia de incluir las habilidades blandas en la educación superior

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Abstract

Professionalism today has taken on great relevance in the student aspect, the ability of Higher Education Institutions to improve their study plans is undeniable, adapting them to the needs requested by companies and organizations, this is because The increase in competitiveness and continuous improvement in work processes is seen, however, employers are also requesting that the graduate know how to handle situations that go beyond technical or methodological knowledge, situations where good communication, integration are reflected. , interpersonal development, etc. Objetive. The main reason sought when carrying out this work is to highlight that the students should increase both the hard skills and the soft skills, improving their reasoning capacity and their analytical capacity and putting them into practice. manifest in any area of your life in which you are, to this end, we show what the so-called "Soft Skills" consist of, their impact on higher education and the way in which the processes that are implemented will be favorably affected. study plans and programs to improve the teaching-learning process. Metodology. A representative sample of applied research is included that allows us to observe the increase in security, integration into work groups on students who included soft skills in their subjects and those who were not trained in this area. Contribution. This research seeks to highlight the need to adapt study plans to include processes that help young people increase their cognitive and interpersonal abilities for the benefit of their professional knowledge, which will allow them to handle themselves more fluidly in any environment in which you operate and will increase your security and appreciation in the activity you carry out.

Resumen

El profesionalismo en la actualidad, ha tomado una gran relevancia en el aspecto estudiantil, es innegable la capacidad de las Instituciones de Educación Superior por mejorar sus planes de estudio, adecuandolos a las necesidades que se solicitan en las empresas y organizaciones, esto obedece a que se ve el incremento en competitividad y mejora continua en los procesos laborales, sin embargo, los empleadores, tambien estan solicitando que el egresado sepa manejar situaciones que van más allá del conocimiento técnico o metodológico, situaciones donde se vean reflejadas la buena comunicación, la integración, el desarrollo interpersonal, etc. Objetivo. La principal razón que se busca al realizar este trabajo, es el poner de manifiesto que se debe buscar que el alumnado incremente tanto la parte de habilidades duras como la parte de habilidades blandas, mejorando su capacidad de raciocinio y su capacidad analítica y las ponga de manifiesto en cualquier ámbito de su vida en el que se encuentre, para ello, se muestran en qué consisten las llamadas "Soft Skills", su impacto en la educación superior y la forma en la que se veran favorablemente afectados los procesos que se implementen el los planes y programas de estudios para mejora del proceso enseñanza-aprendizaje. Metodología. Se incluye una muestra representativa sobre una investigación aplicada que permite observar el incremento en la seguridad, integración a grupos de trabajo sobre alumnos que llevaron incluidas habilidades blandas en sus materias y los que no fueron capacitados en ésta área. Contribución.Esta investigación, busca poner de manifiesto la necesidad de adecuar los planes de estudio para que se incluyan procesos que ayuden a los jovenes a incrementar sus capacidades cognitivas e interpersonales en beneficio de sus saberes profesionales, lo que le permitira manejarse de una manera más fluida en cualquier ambiente en el que se desenvuelva e incrementará su seguridad y apreciación en la actividad que realice.

Skill, Graduate, Educational process

Habilidad, egresado, proceso educativo

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Introduction

The complexity of today's working life has meant that jobs in organisations are becoming increasingly specialised and the fact of climbing up the organisational chart on an individual basis has been revalued; this may be satisfactory for only part of the working population, however, we must take into account the fact that, without having an adequate working team, success can hardly be attributed to a single person, just as it is not possible for a single individual to do all the work to achieve the proposed goals and objectives.

This is where we realise that soft skills and their inclusion in companies allow the development of an effective socio-emotional relationship, assuming that working relationships in the medium and long term will be positively influenced in all areas of people's lives.

This paper aims to demonstrate how effective it is to implement soft skills within the curricula of higher education institutions, which will allow students to already handle this type of instruction before entering organisational life, allowing them to be implemented in a favourable way and taking advantage of the fact of generating success and performance in the productivity of work teams.

What are Soft Skills?

The also called "soft skills" are a way to implement behaviours and skills that are in accordance with the SHOULD BE, that is, to allow students to develop behaviours that help them to obtain their maximum capabilities and those of the people around them, thinking about a personal welfare first but also that is common to all, the main soft skills that we seek to work among students are:

a)   LEADERSHIP. It allows a good guide in a work team, facilitating communication and cooperation between the members of the team.

Figure 1 Liderazgo
Source: (Pinterest, 2023)

b)   EMPATHY. To be able to accept and understand that there are failures because we work with a team of people who are fallible, to give the opportunity to improve and to keep the positive experiences in favour of continuous improvement.
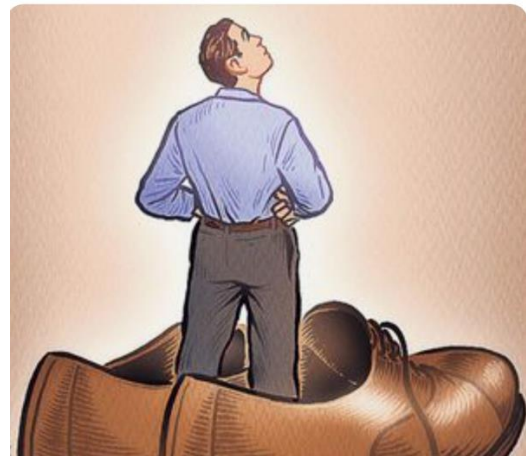
Figure 2 Empatía
Source: (Pinterest, 2023)

c)   c) TEAMWORK. Good adaptation and participation among people results in excellence in the activities carried out for the good of the organisation.

Figure 3 Trabajo en equipo
Source: (Pinterest, 2023)

d)   d) RESILIENCE. Perceiving failures as new opportunities and emerging stronger from them.

Figure 4 RESILENCIA
Source: (Pinteres, 2023)

These are some of the soft skills that are considered to have the greatest impact on recent graduates as part of their integration into the labour market, which will allow them to make great contributions in their work activity, as it allows them to know the function of the person in charge of the area or project, to cooperate with their work group and to be able to cope with the vicissitudes that arise in their day-to-day work and that will help them to be more assertive and relate better to their environment.

Why is it important to implement the development of Soft Skills in the school environment at higher education level?

Much is said about the way in which knowledge is adapted to the needs of the organisational environment, however, the importance of being able to develop and manage the behaviour of the members of the organisation has been overlooked; sometimes, the graduates of the educational systems have an excellent preparation, according to their area of expertise, what are called "Hard Skills", which, in the past, was enough to be classified as an optimal candidate for a position, but, with the passage of time, it has been shown that other types of skills are also required which, worked together, can be the basis for an integral development of the individual.

It is of great impact that students interact with the people around them and develop in a safe, reliable environment, improving the quality of education while building knowledge that together will build the longed-for EMOTIONAL INTELLIGENCE, making young people complete professionals.

We are navigating in an era of a highly competitive market, so it is important to ask ourselves: What can differentiate me from the rest, so we must take into account some aspects such as:

-    Knowledge helps you get a job, but the soft skills you possess can contribute to the success or failure of your career.

-    Soft skills are acquired for life, so it is important to acquire them in the stages of our development.

-    Graduates who possess soft skills will have the tools that are appropriate to their comprehensive training when they go out into the labour market.

-    Today, we are not only looking for employees, but also for coaches and leaders in their area to lead their areas and departments to excellence.

3. How does implementing Soft Skills improve educational and work environments?

Nowadays, schools must develop competencies that allow them to favour the link between knowledge and feelings and emotions; these are essential for the evolutionary, social and affective progress of the student.

Putting "emotional intelligence" into practice allows for the psychological and social well-being of people, helping them to grow, facilitating decision-making and effective and creative communication that begins in the classroom and permeates into the social and working environment of the students.

Classroom processes must propose a series of actions that allow for the exchange of information, based largely on interpersonal relationships and constant and effective cooperation. In order to achieve these skills, strategies based on cooperation, interaction, communication, socialisation, experimental research, case studies, etc., must be implemented to support the consolidation of learning and to demonstrate what has been acquired as this type of reinforcement is carried out.

The scope that soft skills have within educational institutions creates an idea of having real and achievable aspirations, with high personal development purposes, doing this in a systematic, consolidated and really planned way within the didactic planning, giving them an appropriately organised approach according to their academic profile.

4. Methodology to be developed by implementing Soft Skills.

Soft skills as mentioned throughout this research can have a great impact on the professional productivity of students, as they integrate cognitive skills that can guide them to the capabilities and talents of people with more productive work environments, increasing active collaboration, innovative mentality and decrease of conflicts that will make them excel.

In order to demonstrate the above mentioned, an experimental and quantitative research was carried out, which focuses on a Higher Education Institution (HEI), where two groups will be taken as a sample, these groups are of eighth semester who are studying engineering area career, where group 1 takes a subject of soft skills in their last semester and group 2 will not include it in the list of subjects of last semester, this in order to see the impact that could have one with the other; It is worth mentioning that these groups that were evaluated once they finished the eighth semester joined a company as part of their professional practice in the ninth semester, which is the most appropriate reason for this study.

The following explains the process that was carried out to identify if there is an importance of implementing soft skills as a subject in the training process during the engineering degree they are studying and if this would benefit the integration in work teams.

At the end of the semester, each group was asked to make a presentation of the project they carried out in the subject of e-Business, the objective of which is to make an electronic sales proposal elaborated on a platform, in which they must include diverse knowledge among which are the technical part, teamwork, marketing for the sales competition of their proposed product, among others.
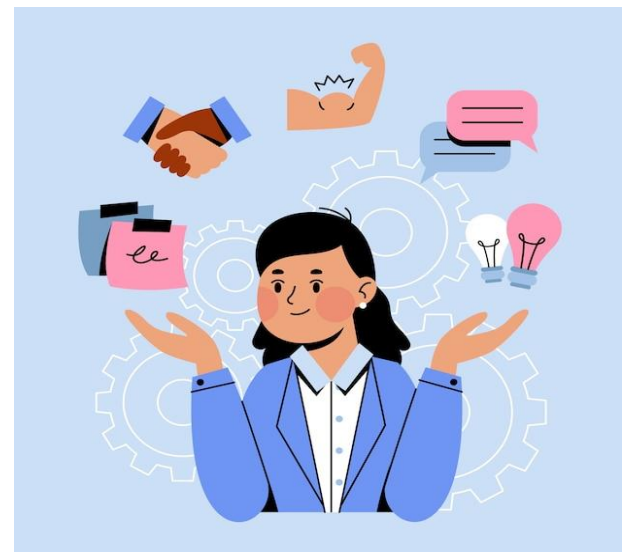
Figure 5 Soft Skills
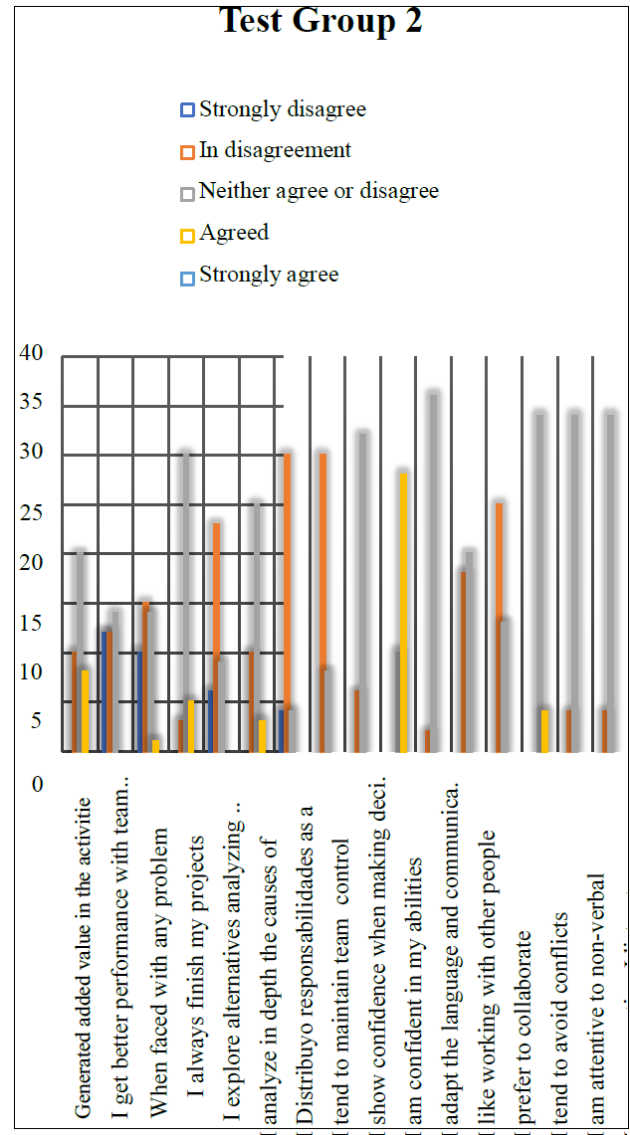*Source: (Pinteres, 2023)*

Subsequently, a test was applied to group 1, so that the students could self-evaluate themselves and this, in the research, would serve to identify the impact that the soft skills subject had had during the development of the project and its final delivery, with the results of this sample as shown in Graph 1; The sample was applied to a total of 40 students in group 1, who were given a test comprising 16 questions oriented towards conflict resolution, leadership, innovation, teamwork, communication and innovation, some of which are personal soft skills to be developed in their project.
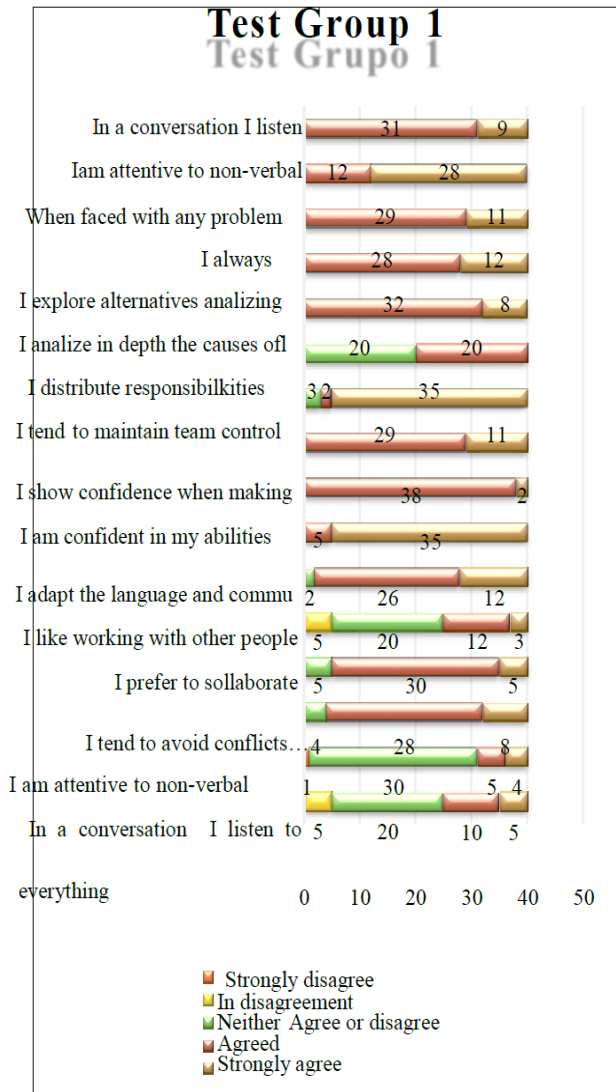
Graphic 1 Test applied to group 1 (Soft Skills)
Source: Own elaboration

Graphic 2 Test applied to group 2
Source: Own elaboration

As can be seen in Graph 1, it shows at a glance that they are oriented to teamwork and have a greater willingness to have a more fluid communication and interest in leadership, now it is the turn of the application of the same test to Group 2, which has a sample of 38 students, having the same objective within this work only with the difference that this group did not take the subject of soft skills; In the following Graph 2, shows the results obtained by applying the test.

Results

In Graph 2, a great change can be observed, it can be mentioned that they show apathy since it is evident that they do not like teamwork, no leadership in the majority and without adequate communication.

As a comparison of both graphs, it can be observed that there is a great discrepancy between group 1 that took the soft skills course, which demonstrates excellent teamwork, innovation and communication, compared to group 2, which demonstrates disinterest in teamwork, innovation and communication. group 2, which shows disinterest and little fluency in communication, as well as expression.

With the above reviewed, it is recommended to include the subject of soft skills to the study plan of the engineering careers, so that students increase their cognitive and interpersonal skills and develop with greater confidence.

5. Actual impact on students who apply Soft Skills vs. those who do not include them

Soft skills are of great importance in the development of a student going into the professional area, as it is there, where several skills are applied and can be developed in projects such as leadership, innovation and teamwork being skills of importance already in the professional field; This is where we can see the real impact on the students who make up group 1, and those who apply soft skills, the great disadvantage of the students in group 2 being that the subject was not included and from which the skills that are of impact for companies are unprotected, as the integration of teamwork, communication and many other skills, which can also be included in the personal area, are of the utmost importance.

This is how this research suggests that it is necessary to work on the various soft skills during the training of students so that this will benefit school activities, personal and interrelationships, for better fluency in various areas of the student.

Figure 6 Students with Soft Skills
Source: (Pinterest, 2023)

Acknowledgement

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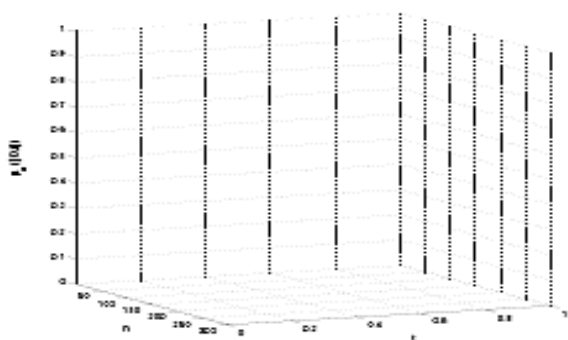
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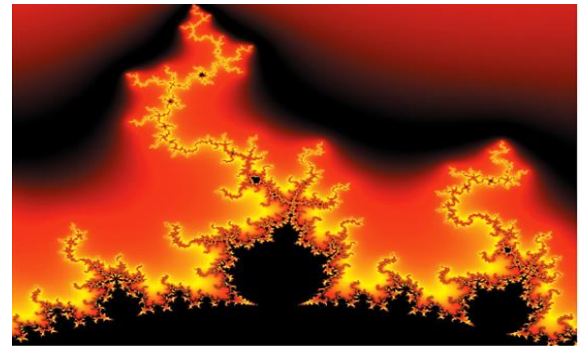
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