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Journal of University Policies

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The works must be unpublished and refer to topics of University educational planning, philosophy from the university educational point, social participation in the benefit of university education, equity and university educational coverage and other topics related to Social Sciences.

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The first article presents *Academic resilience in higher education*, by GARCÍA-RAMÍREZ, Karina Nayeli, SANDOVAL-PALOMARES Jessica and MENDOZA-CONTRERAS, Paula Dulce María, with adscription in the Universidad Tecnológica de León, as the next article is *Nursing teaching development, from the perspective of university students*, by CONTRERAS-GARFIAS, María Elena, GARCÍA-JIMÉNEZ, María Alberta, RIVERO-RODRÍGUEZ Luis Fernando and VAZQUEZ-BECERRA Karla Neftali, with adscription in the Universidad Autónoma Metropolitana Xochimilco, as the next article is *Conclusions and proposals as fundamental part of the thesis research*, by OROZCO-OROZCO, José Zócimo, with adscription in the Universidad de Guadalajara, as next article is *Resistance to digital change, a factor that affects learning and impacts the academic performance of the university student*, by MORENO-AGUILAR, Ma. Antonia & SÁNCHEZ-LÓPEZ, Guillermina, with secondment at Universidad Tecnológica de Puebla.

Contenido

Article	Page
Academic resilience in higher education GARCÍA-RAMÍREZ, Karina Nayeli, SANDOVAL-PALOMARES Jessica and MENDOZA-CONTRERAS, Paula Dulce María <i>Universidad Tecnológica de León</i>	1-6
Nursing teaching development, from the perspective of university students CONTRERAS-GARFIAS, María Elena, GARCÍA-JIMÉNEZ, María Alberta, RIVERO-RODRÍGUEZ Luis Fernando and VAZQUEZ-BECERRA Karla Neftali <i>Universidad Autónoma Metropolitana Xochimilco</i>	7-11
Conclusions and proposals as fundamental part of the thesis research OROZCO-OROZCO, José Zócimo <i>Universidad de Guadalajara</i>	12-25
Resistance to digital change, a factor that affects learning and impacts the academic performance of the university student MORENO-AGUILAR, Ma. Antonia & SÁNCHEZ-LÓPEZ, Guillermina <i>Universidad Tecnológica de Puebla</i>	26-34

Academic resilience in higher education

Resiliencia académica en la educación superior

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Abstract

The coronavirus disease (COVID-19) caused a worldwide pandemic and a catastrophic quarantine for all humanity for which very few were prepared, this event caused many people, especially young students, a level of stress to which many were not accustomed, which generated serious physical and psychological problems as it completely changed the routine that in the case of most university students have been doing for more than 15 years. Students had to face the loss of their families, friends and close people, others less fortunate had to face the loss of their jobs, which caused a considerable number of students in Mexico and worldwide to drop out of school. The main purpose of the research consisted of finding out the perception of university students during the context of COVID 19 and the strategies they implemented to resolve the different situations they faced academically, as well as the strategies they implemented to resolve the situations they faced academically, and strategies they used to adapt to the new normality. The main purpose of the research consisted of finding the strategies they implemented to resolve the situations they faced academically, and the perception of university students during the context of COVID 19 and the strategies they implemented to resolve the different situations they faced academically, as well as the strategies they used to adapt to the new normality. The method used was the hypothetical deductive method, and the study was exploratory. The sample consisted of 351 students from the Universidad Tecnológica de León (UTL), who responded to an online form. In the results obtained, apathy and little or no awareness of the importance of their learning were identified in their responses, regardless of the pandemic factor, which, although it is a relevant factor, and which showed the students' areas of opportunity, it is not the only one. This study identifies academic resilience as an element to be considered as a milestone for innovation in university educational processes, as well as the impetus for optimal academic development, the implementation of learning communities in educational institutions.

Academic resilience, university students, adaptation, higher education

Resumen

La enfermedad por coronavirus (COVID-19) provocó a nivel mundial una pandemia y una cuarentena catastrófica para toda la humanidad para la cual muy pocos estaban preparados, este suceso causó que muchas personas sobre todo personas jóvenes acostumbrados lo que generó graves problemas físicos y psicológicos ya que cambió por completo la rutina que en el caso de la mayoría de los estudiantes universitarios ya llevan haciendo por más de 15 años. Los estudiantes tuvieron que afrontar la pérdida de sus familiares, amigos y de personas cercanas, otros menos afortunados sumaron la pérdida de sus empleos lo que provocó la deserción escolar de un número considerable de alumnos en México y a nivel mundial. El objetivo de la investigación fue conocer la percepción de estudiantes universitarios en el contexto del COVID 19 y las estrategias que implementaron para resolver las situaciones a las que se enfrentaron académicamente y las estrategias que realizaron para adaptarse a la nueva normalidad. El método empleado fue el hipotético deductivo, el estudio es de tipo exploratorio. La muestra consistió en 351 estudiantes de la Universidad Tecnológica de León (UTL), quienes dieron respuesta a un formulario a través de internet. En los resultados que se obtuvieron se identifican en sus respuestas apatía y poca o nula consciencia de la importancia de su aprendizaje, independientemente del factor de la pandemia, que, si bien es un factor relevante, y que mostró las áreas de oportunidad del alumnado, no es el único. Se identifica en este estudio que la resiliencia académica es un elemento para considerar como un parteaguas para innovar en los procesos educativos universitarios, así como el impulso para un desarrollo académicamente óptimo, la implementación de las comunidades de aprendizaje en las instituciones educativas.

Resiliencia académica, Estudiantes universitarios, Adaptación, Educación superior

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Introduction

Nowadays, we can take for granted that education is one of the pillars that support society and its integrity. Because it supports the training of students who are destined to become professionals in different fields; from a mechanic to a doctor, everyone needs to go through a process that will provide them with knowledge that will allow them to develop actively in a role in society.

Unfortunately, not all students who start this training process end up completing it, a phenomenon known as school drop-out or simply drop-out. It is impossible to ask ourselves how often this happens, according to the deputy Y. Masso (2015): "Mexico has a school dropout rate of 50 percent, one of the highest in Latin America; this problem is even more complex in states with high levels of income inequality".

This percentage was taken from a study by the Organisation for Economic Co-operation and Development (OECD) and tells us how worrying the situation is, as it has not changed significantly in recent years. According to the National Institute of Statistics and Geography (INEGI) determined, through the National Survey on Access and Permanence in Education (ENAPE) 2021, that the majority of dropouts are male and tend to belong to the lower class.

From the above, we can conclude that there is a latent problem, which continues to discreetly undermine the country's development in the field of education. On the other hand, it is important to mention that within any stratum of society there has always been a group that knows how to adapt to any situation, which stands out for its high degree of resilience.

Resilience

According to the Royal Spanish Academy (n.d.) (RAE), the term resilience refers to: "Adaptive capacity of a living being in the face of a disturbing agent or an adverse state or situation". "Resilience implies restructuring our psychological resources according to new circumstances and our needs. In this way, resilient people are not only able to overcome the adversities they have experienced, but go one step further and use these situations to grow and develop their full potential".

"We refer to academic resilience as the process of coping with adversity in an academic context and achieving positive outcomes in stressful situations. To date, studies that have dealt with academic resilience have tended to focus on ethnic minority groups, with extreme learning difficulties and underachievement. However, academic resilience is relevant to all students, because at some point all students may experience adversity, challenges or pressure situations during their academic life." (Meneghel, 2014)

Analysing the terms proposed by the aforementioned authors we understand that in students we should emphasise not only how we cope with changes and risks, but also how it makes us stronger in life itself. If we transport this to the academic field, we can define it as the group of students who despite any situation, mishap or difficulty maintain a firm stance in order to adapt in any environment in order to achieve their academic purpose.

It is quite relevant to mention this term, as we could put it as a counterpart to dropout, one that is quite productive and stimulates progress in education. At this point, we could ask ourselves questions that would make sense, such as: What makes one learner resilient and another not? Is there anything we can do to promote this kind of attitude in a learner?

A study by Li, H (2017) suggests that parental supervision, involvement and school recognition are positively and significantly associated with academic resilience and negatively associated with individual conflict and low school engagement. In an environment where hardship is prevalent and only getting by in order to excel seems to be the motivator that catalyses between a resilient student and one who is unable to attribute it to the education and environment experienced at home.

"The support that families provide to their sons and daughters helps to reduce the occurrence of risky behaviours; healthy family relationships enable at-risk youth to develop their talents and potential" (Abdul Kadir et al., 2012).

It is worth mentioning that we cannot define support only as encouraging young people to continue studying, but it is important, as it is crucial to have an active role in the activities that the student in question may be involved in, checking their social ties if they are too young. In this sense, affection and bonds of affection are also quite important in implanting ideas that can germinate into resilience, which will do nothing but benefit the student's performance.

"Families play a fundamental role in the development of resilience in children, as after facing difficult situations they focus their attention on the present and the future, refuse to allow trauma to affect family relationships, make negative experiences encourage them towards progress and enable their children to perform better in the school context" (Grotberg, 2001).

Therefore, the studies conducted in favour of analysing resilience have ended up providing us with data that we can synthesise into actions, which when taken can enhance our progress. All less resilient students are exposed to an environment where they do not have support from their families. In short, it is interesting and relevant to take these measures to increase the number of resilient students, which in turn will help to reduce dropout rates, which in the medium term will position us as a country with more trained and competent professionals for any environment that may arise.

Unfortunately, this is not often considered, as evidenced by the alarmingly high dropout rate. So we can conclude that it is up to us to support those who are now neglected. Only in this way can the 50 % drop-out rate that a country without enough skilled people is predicted to see benefit. This document seeks to identify the presence of resilience of the students of the Universidad Tecnológica de León in the face of the health emergency derived from the Covid-19 pandemic in the years 2020 to 2022, contemplating the strengths that they have developed along with their academic training.

According to Martin, (2013), defining academic resilience as the capacity of students to overcome acute or chronic adversities that threaten the possibilities of an adequate educational development, this work supports the new requirements of these generations formed during the pandemic in order to establish teaching strategies and a scale of values.

This work is continued as a second analysis of academic resilience based on the results of the survey "ICT and Academic Resilience in times of COVID-19", seeking to be more emphatic in the development of resilience and what is intended to be achieved in the academic environment in this respect.

Methodology

Method. The method used was the hypothetical deductive method, the study is of an exploratory type. The sample consisted of 351 students from the Universidad Tecnológica de León (UTL), who responded to an online form.

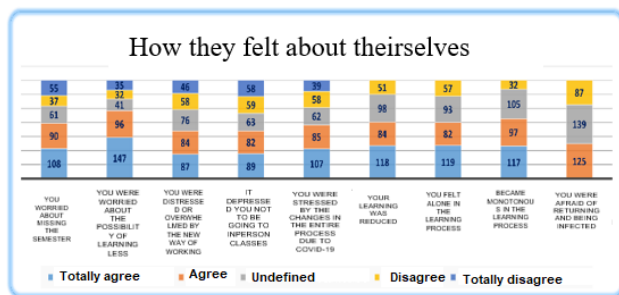
Objective. Analysis of the academic resilience of UTL students derived from the results of the instrument "ICT and academic resilience in times of COVID-19".

Population. The sample population consisted of 351 UTL students between the ages of 18 and 25, studying from the fifth to the tenth semester of the following degrees: Gastronomy, Tourism, Human Capital, Transport Logistics, Opto-Mechatronics, Mechatronics and Maintenance. The aim was to identify the perception of the state of mind that allowed them to continue their studies despite the health emergency, which led them to change all their perspectives on the school and the face-to-face mode. The common denominator of these profiles is the management of companies and actions that allow them to improve their immediate environment through their areas of specialisation, in a training where resilience is fundamental to the positive approach in the development of their competences.

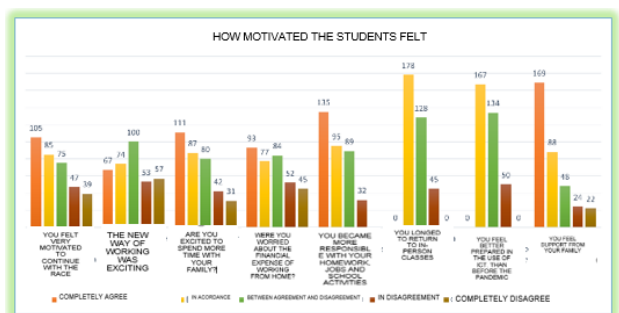
Instruments. To measure the level of resilience in students, the UTL Academic Resilience questionnaire was applied, the instrument consists of 6 sections: general identification data and student profile, reactions, emotions and stress of the students, educational process, new skills or technical knowledge, other changes of circumstances, the return in person; the answers are on a Likert scale, of five scales, ranging from 1 = never to 5 = always. The instrument was previously validated and according to Cronbach's Alpha scale the reliability rate is 0.946. The application was carried out by means of a form sent by e-mail or, the analysis of the information was carried out with the IBM SPSS v.26 software.

Results

The students to whom the instrument was administered mentioned the following:



Regarding "How the students felt about themselves" during the pandemic, it is identified that in priority they were in complete agreement that the greatest concern was the possibility of learning less, followed by the fear of returning and being infected. The next highest priority was that 119 students felt lonely in their learning, which was reduced because the process became monotonous, causing them to worry about losing the semester and about the changes brought about by COVID-19. As a result, 89 cases reported depression due to not attending classes and 87 were overwhelmed by the new way of working.



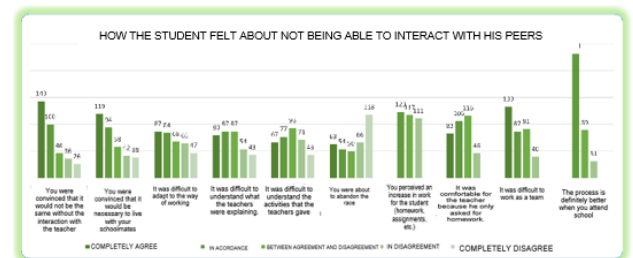
In this graph, which refers to "How motivated the students felt", it is predominant that they were eager to return to classes and at the same time felt better prepared in the use of ICTs than before the pandemic.

Most of the students surveyed said that they felt the support of their families in the situation they were living through and that this made them more responsible with their homework, work and school activities.

In the response to the question "you were excited to spend more time with your family", almost one third of the respondents said that they completely agreed and the responses - agreeing and agreeing/disagreeing - are more or less balanced, with 9% reporting that they completely disagreed.

Students reported in one third of the responses that they felt motivated to pursue their studies and only 11% said that they disagreed in feeling motivated to pursue their studies.

Among the responses to the question "were you concerned about the financial cost of working from home", in particular those of - strongly agree, between agree and disagree and agree - the number of responses is very close, which can be considered as one third of the responses referring to these considerations. At the same time, 97 respondents did not consider themselves to be so concerned that working from home would generate a financial cost.



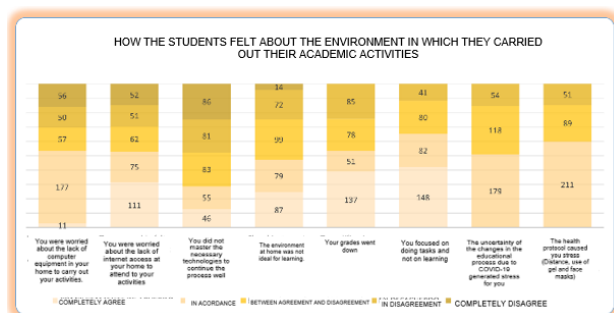
In the graph "How students felt about not being able to interact with their peers", definitely the process is better when you go to school was the answer that the students completely agreed with.

The majority of the students reported that they were convinced that it would not be the same interaction with the teacher to work in this way and teamwork was made more difficult.

The answer to the question "did you perceive an increase in work for the student", the number of answers, although predominantly agreeing completely, the answers agreeing and between agreeing and disagreeing are very close. This concludes that students definitely perceive that their workload increased and they also consider that it was comfortable for the teachers because they only asked for homework.

The answers to the question "were you convinced that you would need to live together with your classmates" have 119 completely agreeing and 38 completely disagreeing answers. This means that one third of them would have preferred to have a normal coexistence with their schoolmates.

As a natural consequence, students agree that it was difficult to understand what the teachers explained and the activities they asked for. One quarter of the students reported that it was difficult to adapt to the way of working and one seventh reported that they were on the verge of giving up their studies.



The graph on "How students felt about the environment in which they carried out their academic activities" shows that 211 respondents reported being stressed by the sanitation protocol to which we were all subjected.

The uncertainty of the changes in the educational process by COVID-19 generated stress in the majority of 179 students, even though 41 responses reported that they disagreed, which means that they disagreed, that it did not generate stress for them.

Students said in 177 responses that they agreed that they were worried about the lack of computer equipment at home to do their activities and 148 responses agreed that they focused on doing their homework and not on learning. In terms of grades, 137 respondents strongly agreed that their grades went down and 85 disagreed that their grades did not go down.

The lack of internet at home was a concern for the majority of respondents, although most respondents disagreed that the technologies needed to continue their academic process were not available.

Finally, 99 respondents reported that they either agreed or disagreed that their home environment was not ideal for learning, and 14 respondents felt that it was possible to learn from home.

Conclusions

The student body of the Universidad Tecnológica de León reflects a high level of post-pandemic academic resilience.,

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Nursing teaching development, from the perspective of university students

El desarrollo de la enseñanza de enfermería, en la perspectiva de los estudiantes universitarios

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Abstract

The training of professionals focuses on a one-dimensional and pragmatic perspective, with attitudes such as constructive criticism of what happens in reality, the panorama of university teaching, conceived as the transmission of contents or the formation of competences, on the practice based on the reality in which the transformation represents the new social environment. Objective: To understand the perception that university students have regarding the development of teaching in the Nursing Degree at the Universidad Autónoma Metropolitana-Xochimilco. Methodology: Descriptive study, with a representative sample of nursing students from the 5th quarter of the Universidad Autónoma Metropolitana. The statistical analysis was carried out through SPSS 21. Contribution: This article will allow universities to have a perspective of the teaching that is taught, the strengths, weaknesses and areas of opportunity, to improve the quality of teaching-learning, training professionals capable of facing the problems of the Mexican reality.

Nursing, University Students, Teaching

Resumen

La formación de los profesionales se enfoca en una perspectiva unidimensional y pragmática, con actitudes como la crítica constructiva en lo que acontece en la realidad, el panorama de la docencia universitaria, concebida como la transmisión de contenidos o la formación de competencias, sobre la práctica basada en la realidad en la que la transformación representa el nuevo entorno social. Objetivo: Comprender la percepción que tienen los universitarios ante el desarrollo de la docencia en la Licenciatura de Enfermería de la Universidad Autónoma Metropolitana- Xochimilco. Metodología: Estudio de tipo descriptivo, con una muestra representativa de alumnos de enfermería de la Universidad Autónoma Metropolitana de 5to trimestre. El análisis estadístico se realizó a través de SPSS 21. Contribución: El presente artículo permitirá a las universidades, tener una perspectiva de la docencia que se imparte, las fortalezas, debilidades y áreas de oportunidad, para mejorar la calidad de la enseñanza- aprendizaje, formando profesionales capaces de enfrentar los problemas de la realidad mexicana.

Enfermería, Universitarios, Docencia

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Introduction

The current context of the globalisation of knowledge has involved the emergence of new pedagogical paradigms, a new vision of education and multiple modes of access to knowledge. Faced with this, and in order to guarantee quality education for society, the need for regulation arises. The training of professionals focuses on a one-dimensional and pragmatic perspective, with attitudes such as constructive criticism of what is happening in reality, committed to improving processes and practices in an aspect that begins mainly focused on scientific and technological development. The panorama of university teaching has a fundamental importance, conceived as the transmission of contents or the formation of competences, on practice based on reality in which transformation represents the new social environment. These processes establish constant measurements of quality in education, including evaluations of the quality of teaching.

In the case of nursing, current curricular designs in the training of nursing professionals require a systematic, in-depth and up-to-date review of the health needs of the population, as well as its demographic, epidemiological and social profiles. In order to meet these needs, empowerment must be developed in the student as a visible form of professional identity, in order to facilitate the acquisition of power, autonomy and responsibility and to meet the demands of society and the provision of services. Therefore, achieving this change in the student requires that the professionals responsible for academic training know, implement and evaluate the application of different pedagogical strategies.

The general objective of this article is to understand the perception that university students have of the development of teaching in the Bachelor's Degree in Nursing at the Universidad Autónoma Metropolitana-Xochimilco.

Therefore, the results will be divided into the following sections: Factors that affect the development of classes; Elements that have an impact on the teaching-learning process; Computer and laboratory services; Programmes: scholarships, tutorials, educational guidance and psycho-pedagogy; Professional training, research, cultural and sporting activities.

Methodology

A quantitative-qualitative study, with a representative sample of 5th trimester nursing students at the Autonomous Metropolitan University. The methodological strategy focuses on the application of instruments for teaching evaluation carried out at the Universidad Autónoma Metropolitana Unidad Xochimilco, analysis and evaluation of the students' perception. In this research, the institutional factors in which the teaching function was developed were documented. The scenarios and actions that favour the quality of teaching, and the situations that should be implemented to support the improvement of the quality of teaching will be identified. Institutional factors, conditions and management practices that promote the improvement of teaching quality in the HEI were identified, based on the establishment of indicators and performance standards of optimal institutional practices and conditions for the development of teaching. The statistical analysis was carried out using SPSS 21.

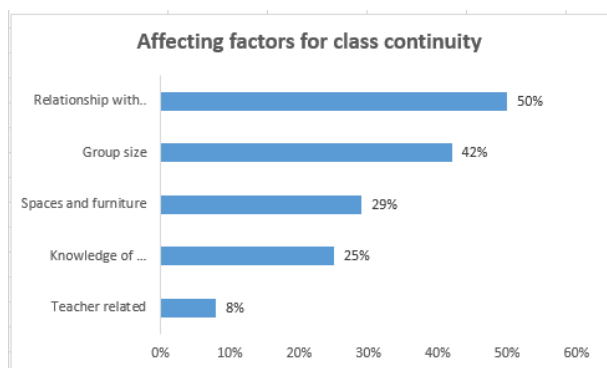
Results

The results were classified into 5 groups:

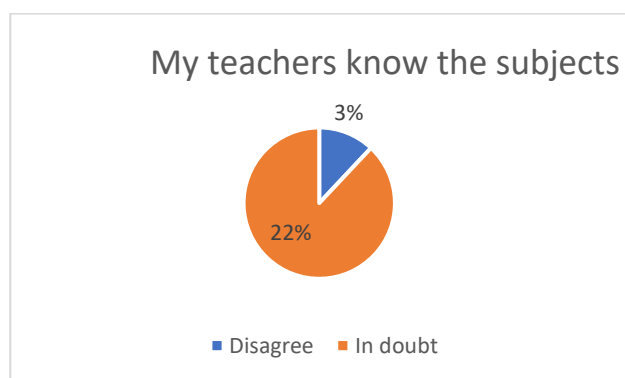
1. Factors that affect the development of the class.
2. Elements that have an impact on the teaching-learning process.
3. Computer and laboratory facilities.
4. Programmes: scholarships, tutoring, educational guidance and psycho-pedagogy.
5. Vocational training, research, cultural and sporting activities.

According to the socio-demographic data, 80% of the students are female, 20% are male. Being 87% regular students and 13% irregular; mentioning that 42% work and 58% do not.

Concerning the 1st Classification, it was found that:

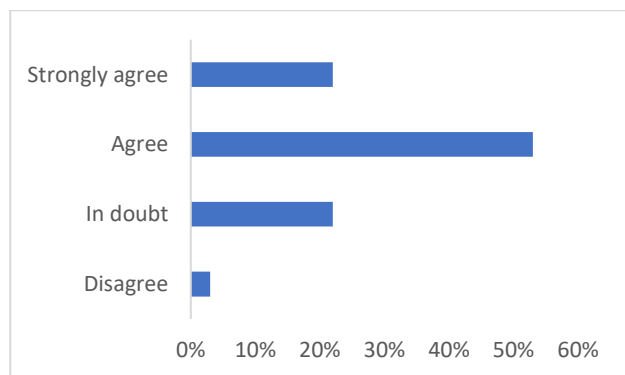


In the elements that have an impact on the teaching-learning process, it was found that:



Communication between teachers is good (question 2) 54% of students agree, 29% strongly agree and 17% are undecided.

In question 3: Communication between students is good, 33% strongly agree, 34% undecided and 12% agree. Communication between authorities is good (question 4), 46% of the students mentioned agreeing, 33% undecided and 17% strongly disagreed.



In question 5: My teachers have the necessary expertise, it was found that:

According to the computer and laboratory services, in question 1: Online databases meet my needs 34% agree, 34% undecided, 21% strongly agree, 8.3% disagree and strongly disagree 4%.

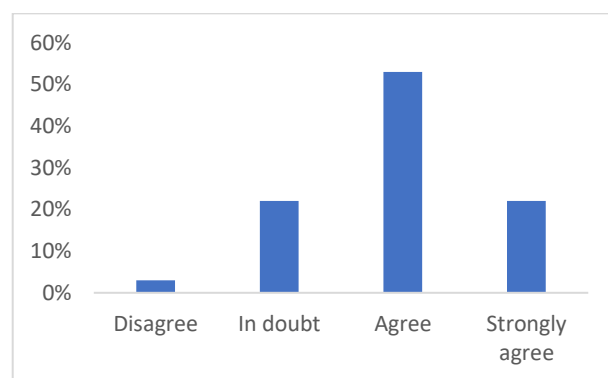
Question 2: Did you use laboratories in your training: 95% have used them and 4% have not. Question 3: E-books meet my needs: 33% agree, 29% undecided, 20% strongly agree and 16% disagree.

Question 4: Laboratory facilities are adequate 50% agree, 29% strongly agree, 17% undecided, 4% disagree. Regarding the programmes offered by the university, 79% of the students are informed about scholarships and programmes (question 1).

Regarding the knowledge of the different types of scholarships, 38% agree, 29% strongly agree and 17% are undecided (question 2).

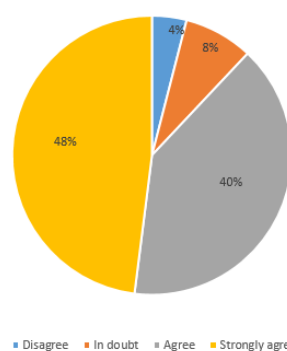
In question 3: Academic merit scholarships recognise those who deserve it, 37% were undecided, 25% agreed, 12% strongly agreed and 4% disagreed and strongly disagreed respectively.

With regard to activities that enable thinking skills, it was found that:



In research, cultural and sporting activities, in the 1st question: Participating in social service contributes to my professional training, 67% said they strongly agreed, 25% agreed and 4% strongly disagreed.

Research activities contribute to academic training:



Conclusions

From this research it is concluded that the evaluation of the teachers from the perception of the university students of the Universidad Autónoma Metropolitana, has a positive relationship, since it allowed to know the various elements that influence the teaching-learning process, in which internal factors such as knowledge and experience in the subject, communication between students, teachers and authorities were found, being a favourable point, since the students value positively these aspects. With regard to the factors that affect the development of the class, it was observed that there are complications with regard to the relationship with classmates, furniture and adequate spaces; however, in the relationship with the teacher, no significant data were found that have a negative influence. With regard to the computer and laboratory services, no data were found that negatively influence the development of teaching and the teaching-learning process on the part of the university students, as they mentioned having the necessary bases to fulfil their role. With regard to the programmes offered by the university, a positive significance was determined, as they feel encouraged by the university to obtain an academic merit that recognises their effort and dedication, both for the teachers and for themselves. In research, cultural and sporting activities, they consider that the university contributes to their academic training and the continuous updating of teachers, which is why it was identified as a positive influence factor. It is therefore important to professionalise educational institutions through the actions of teaching practice, institutional conditions and management as factors that have a direct impact on the quality of teaching. Institutional conditions and management practices are actions that directly affect the quality and development of teaching. The development of teaching is positively related to the perception of university students, creating an opportunity to improve the quality of the teaching-learning process. The importance of constructing integral teaching evaluation programmes is highlighted, which consider the different educational actors, diverse sources of information, the conditions referred to, as well as the characteristics of the areas of knowledge themselves.

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Conclusions and proposals as fundamental part of the thesis research

Las conclusiones y propuesta de tesis como parte esencial de la investigación

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Abstract

This essay analyzes the importance of conclusions and research proposals in thesis research, analyzing comments by other authors about doing a thesis. Taking into account experience by the author as teacher, researchear and research evaluator.

Resumen

En este trabajo se analiza la importancia que tienen en la investigación de tesis las conclusiones y propuestas de investigación, tomando en cuenta lo establecido por diversos autores sobre elaboración de tesis y la experiencia del autor de este artículo como docente, investigador y evaluador de investigacions.

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Introduction

The conclusions and thesis proposal are the most important elements of the thesis research. The proposals constitute the final part of the thesis research work and are also known as conclusions or solutions and can be in the results. The conclusions and proposals are presented separately, in that order.

On this part of the thesis, all parts of the undergraduate or graduate degree work, as well as the planning and writing, will revolve.

Definition of proposal

Meaning of proposal. According to the Dictionary of the Royal Spanish Academy (2023) a proposal is:

Thesis. From the Latin Thesis. It is the personal conclusion, proposition that is maintained with reasoning, about something, dissertation in writing that is presented to the institution by the aspirant to the corresponding degree or postgraduate degree. (DRAE, 2, 2023).

There are three fundamental elements: 1. Conclusion, personal proposition. 2. With reasoning on a subject/problem. 3. Presented by the candidate to obtain the degree of the institution where he/she carries out his/her studies. It is the dissertation that is the final part of the research.

From the above, three terms stand out, for which we resort to the Diccionario de la Lengua Española (2023) for the following

Spanish Language Dictionary (2023) to find out what they mean: propuesta, proponent and proposición.

Proposal. It comes from the Latin proposita, f. from propositus. Proposed. To propose, from the verb proponere. To propose. Proposition. From the Latin Propositio, -ōnis. Action and effect of proposing.

Then, within the content of the definition of the two elements related to proposal and proposing, we find the importance of this section of the thesis:

Proposal.

It is established that a proposal, is a proposition, with knowledge, recommendation, solution, idea, manifestation, enunciation, arguments, which are expressed with the aim of persuading, convincing, to a body that has to resolve, in a consultation in favour or against something and they are presented:

In a consultation of a matter or business to the person, board or body that is to decide, in order to induce, persuade or adopt something, recommend. It can be the educational institution, thesis director, co-director, evaluator, synodal.

1. Arguments in favour of something, which are offered with encouragement and attempt to demonstrate, persuade, for or against, that it is not proven. Usually in for.

2. The text has a length that must be adjusted to the requirements for its processing and approval by law.

It is also called recommendations, it may propose a problem.

The essential elements of a thesis research are: Introduction, Dedication

Methodology Summary Rationale
Objectives Methods Techniques Techniques
General index, various indexes

Chapter Conclusions Proposal Annexes

Each undergraduate or postgraduate degree establishes what must be demonstrated in a thesis research by the student and on this guide the participating parties, teachers, readers, synods in colloquia and thesis advances, thesis director, co-director if there is one, must base their recommendations.

It will be necessary to refer to two essential moments in the thesis work: one, the one that the institution indicates as limits in the realisation of this work; another one, the one that I consider must be fulfilled by the student within the analysis of the problem statement.

Both are important, in the first one the institution indicates up to where the student must deal with a problem and on this determination, the aspirant must not fail to fulfil this task, because his qualification in the exam to pass the degree depends on it.

OROZCO-OROZCO, José Zócimo. Conclusions and proposals as fundamental part of the thesis research. Journal of University Policies. 2023

The second moment is the one that is recommended by the reader, synodal, thesis director, which benefits research and helps to make quality postgraduate studies and which has been clarified through my experience in the three levels of law studies, bachelor, master and doctorate.

We often come across thesis research in which the author does not make a proposal, because he does not want to do any more work, even though he already has the solution to the problem posed. It is not enough just to say what should be done, but also how it should be implemented in the relevant legislation.

How to get the learner to agree to do this part of the work. There are even cases in which the thesis reader recommends this step of the research, but the student does not do it and the study remains unfinished.

Most of them, mainly in postgraduate theses, are works carried out by true professionals in their fields; they are invaluable knowledge that should be followed up, perhaps in other areas, but in which each participant in the subject should exhaust the part that corresponds to him or her, so that science in Mexico truly has a follow-up and development. Many investigations are clarified by consulting these studies and it is easier for new researchers when there is a thesis proposal included, an important task that needs to be put in writing and not only in the minds, as a recommendation, of those who were in the professional examination to receive the academic degree.

The approach of this document is that the thesis proposal is extremely important and, therefore, it is essential for the student to write it.

Thesis proposal

A thesis proposal is the solution to the problem posed by the researcher. It is the moment when the student mentions what has to be done and how the reasoning has to be applied. It is usually written to reform, modify or create the legal norm, so that there can be coercibility, obligation, to apply the norm in a certain sense.

It is not only to say what must be done, but also how this obligation must be established so that people or the State, through the authorities, can enforce it; that is to say, to legally protect its application so that the vulnerable population receives its benefits. It goes beyond the moral norm, many investigations point out what it would be good to do, to behave in a certain way, in the legal norm it is necessary to show the knowledge of what is good to do, to behave in a certain way.

This shows that there is a step that needs to be completed: moving from the norm of being to the norm of ought to be. For example, moral norms state that a woman or an elderly person must be given a seat, and here human rights can help to ensure that this is actually done. These are examples of moving from an internal situation of the person to a state of obligation. In this case, the figure of a public transport inspector could be created, and it is also possible to reward the person who complies with this provision by giving him or her a ticket to use on another journey. In the case that concerns us, the thesis raises major problems, but we must clarify that a good solution to a problem is not a guarantee that it will be solved. For that one should enter the stage after the examination of the implementation of the solution, which is usually the work of the legislator. But it happens that in Mexico, theses are not sent to deputies, there are no associations interested in following up on these works, and they remain archived for years and years, until they become obsolete. Educational institutions should be obliged to publish extracts of theses or send an electronic copy to those who have the solution to the problem in their hands.

Suppose that, if an institution were to send to the municipal presidents of a Mexican state the proposal for a solution to quality public services, it would be a great support to the municipal presidents of a Mexican state.

would be a great support for programming those works that are a priority for the economic and social development of a municipality.

We are coming to the conclusion that the problems are only important for the titling. Whether the problem is solved or not does not matter.

But on the other hand it should be considered that legislators want to present many initiatives during their term and it would be a good job to send their assistants to look for such information in universities and institutions of higher education, to collect theses, to know more about recent research. Stop the habit of sending messages to known researchers that you are at their disposal if they have a problem to raise it in an initiative.

It is clear that there is a lack of use of thesis research, for various reasons and with various problems. It is in the interest of the educational institution that its students graduate, so that its graduation rate increases and the postgraduate programme can be recognised as a quality programme or remain a quality programme.

The thesis is the way to demonstrate by the student that he or she knows how to do research when this part should be reconsidered. It does not matter if the hypothesis is proven or not, that is not an obstacle in the degree.

Educational institutions should approach governmental agencies and show the importance of the research carried out by students and apply for access to public policy programmes.

Another aspect to consider is that the thesis proposal must be complete. Mention what the problem is and how it should be solved, creating the legal provision, not just saying what should be done.

It should be noted that many new teachers and institutions do not have this idea that the student has to point out how the problem should be solved. This is the way it is proposed in this work, because in law it is a traditional way of making use of the knowledge that the student already has after many months, very often more than two years, which is the time in which the student carries out his or her postgraduate studies. A Master's degree can take four semesters and it takes a few more months for the person to complete their degree procedures.

Often, not doing a complete thesis research is the reason why the student does not want to make a good proposal. Other reasons are that students usually fail their

Other reasons are that students do not usually fail their degree exams, or that they do not want to follow the instructions of their thesis supervisor and their thesis readers. We found that the qualifications in methodology are not strict, the student does not feel the need to work hard on the proposal, another aspect is that the student does not want to make the corrections that are pointed out to him by his teachers and synods in thesis progress colloquiums.

An important element is that there should be an evaluation in the thesis progress colloquiums and that this should be effectively reflected in the qualification of the subjects Methodology and Project Development, that is one of my conclusions.

Every school period we have one or two students who do not attend a colloquium, he or they fail to present their progress correctly, but as it is not reflected in their grade, it is considered unimportant.

From the above, we realise that there is much to be said about the substantive element of the thesis proposal.

As already mentioned, a good thesis proposal by the student should have the objective of being marked in the evaluation of the thesis progress in a colloquium and that this mark is reflected in a subject of Methodology or

Project Development

It will help the research considerably if the student already has an idea of where the research is going from the planning stage. If the problem and its possible solution are identified, it is easier to develop the thesis. In practice we realise that this is not always the case, and the intervention of the teacher of Methodology or Project Development will be decisive in finding ways to clarify these aspects for the student.

I always suggest that the proposal is related to the title, as it will be possible to include part of what the researcher considers should be done.

The proposal is the solution to a stated problem. A thesis can mention three possible solutions:

a) Mention what is to be done.

b) Modification, creation on what is already established.

c) State in full what is to be done. How the legal norm to be reformed would be written.

From my academic and research experience my recommendation is the complete presentation of the above. If a student has an idea of what to propose, it is easier to plan and develop the thesis.

Examples of thesis proposals

Since the proposal is related to the title and the hypothesis, they are also mentioned. Work with the student until a possible final wording is established:

1. Title. On the unconstitutionality and unconstitutionality of articles 116, 128 and 139 of the Law of the Security System.

139 of the Law of the Public Security System for the State of Jalisco (González Pérez, 2021).

Hypothesis. Prohibition for each and every one of the security forces in the service of the State to resort to an ordinary appeal or lawsuit regarding the termination of the labour-administrative relationship that they maintain with the State, which I consider that the problem raised here not only has negative effects in the legal sphere, but also, I consider that the problem raised here not only has negative effects not only in the legal sphere, but also in the social and security spheres, since by gradually eliminating access to the already limited guarantees that security officers in the service of the State have in comparison with other public servants, it creates an environment of discrimination, inequality and inequity in the conditions in which they carry out their service.

Supporting. Marco Antonio González Pérez

Date of degree awarded. 5 May 2021.

2. Title. Legal and organic restructuring of the municipality to guarantee access to quality public services (Carrillo Rodríguez, 2023).

Hypothesis. The legal and organic structure of the municipality that is currently in force is not homogeneous, but allows for the existence of a municipal legal-organic structure for each of the country's municipalities.

This is the main problem affecting the functioning of the municipalities and, consequently, the reason why they are unable to guarantee their population access to and quality of the municipal public services they provide.

Proposal. Standardising the legal framework through which municipalities operate is presented as a solution to guarantee that municipalities, regardless of their political, social or economic status, can count on a minimum organisational structure that allows them to provide the public services they are responsible for with quality and general coverage. By homologation of the legal structure, we should understand that there would be a single legal norm regulating article 115 of the Constitution and organising the municipalities, that is to say, instead of there being 32 norms called municipal organic laws, there would be a single legal order that includes the regulatory provisions of the Constitutional provision and that organises and structures the municipality.

This would be possible by means of a constitutional reform of articles 73 and 115, reserving the power for the 115, reserving the power for the Congress of the Union to issue the laws that organise the functioning and the municipal organic structure, ceasing to be a power of the local legislatures; as well as, in numeral 115, to establish the Constitutional principles that should be regulated in the secondary law regarding the functioning and municipal organic structure.

Substantial: Jonathan Francisco Carrillo Rodríguez

Date of graduation. 20 February 2023.

3. Title. Job stability of trusted workers in Mexico. (Cuevas Hernández, 2023).

Hypothesis. The instability or violation of rights and guarantees of employees in positions of trust as a result of the lack of regulation of the Law and the loopholes found in the Constitution and above all for having been contracted under this heading.

OROZCO-OROZCO, José Zócimo. Conclusions and proposals as fundamental part of the thesis research. Journal of University Policies. 2023

Proposal. Modify Article 2 and Article 8 of the Federal Law of Workers in the Service of the State (LFTSE).

Service of the State (LFTSE) to be in accordance with the stipulations of Article 5 of this same Law.

In this way, this type of workers would be protected and at the same time they would be classified according to the activities they carry out, as mentioned in the law itself and according to the catalogue of posts of each agency, thus avoiding the exclusion of trust workers from the application of this law.

The content of these articles is shown and how the aforementioned articles would be worded.

Proponent: Claudia Cuevas Hernández

Date of award of the degree: 25 May 2023.

4. Title: Problematic of the Appeal for Reconsideration in Industrial Property Matters. (Hernández Meza, 2020).

Hypothesis. In the case at hand, and in the understanding that the hypothesis is the personal answer to the main research question, it is noticed that there is an affectation to the appellants' guarantees at the moment of filing the aforementioned means of defence, given that it is the authority issuing the appealed act the one that analyses, studies and resolves the Appeal under study.

Proposal

The researcher analyses as a reform the modification of Article 200 of the Industrial Property Law or the creation of an Autonomous Body in charge of attending and resolving the Appeal for Reconsideration, outside the Mexican Institute of Industrial Property, and with its own autonomy, which will be in charge of the analysis and resolution of the appeals for reconsideration, and gives examples of how it would be governed. It is a unique case of complete analysis. He concludes that it is better to repeal Article 200 of the Industrial Property Law.

Repeal Article 200 of the Industrial Property Law.

It is time to analyse the solution that, as a preview, is considered the ideal one to solve the problem that is the subject matter of the present investigation, that is, to repeal Article 200 of the Industrial Property Law, for the following grounds and reasons.

Proponent: Héctor Alberto Hernández Meza

Date of obtaining the title: March 20, 2020.

5. Title: El daño a la Gobernanza por asignación política del Síndico Municipal en el Estado de Jalisco: el requisito de

State of Jalisco: the requirement of professionalisation in law (Álvarez Gutiérrez, 2021).

Hypothesis. It is often not difficult to obtain information about all the units that make up a small population, but the results cannot be applied to any group other than the one studied, always under the qualitative inductive criterion. When dealing with an excessively large population, information is collected from a few carefully selected units, since, if each group is approached, the data would lose validity before concluding the study. This would be more important if we had approached our study with a quantitative, numerical statistical criterion; but this is not the case, because we are not dealing with a deductive analysis and we do not start from a hypothesis in the strict sense of the Kantian criterion of the concept of hypothesis. If the elements of the sample represent the characteristics of the population, generalisations based on the data obtained can be applied to the whole group. The descriptive data are expressed in exclusively qualitative terms, since the in-depth interview was applied, which will be explained below (KANT, 2008).

Proposal. Some of the proposals

- The previous initiative also contemplates the definition of the procedure for the integration of candidates for a competitive post with the specific appointments for each position.

- Mandatory training also stands out among the lags, so it will be sought to define the different

OROZCO-OROZCO, José Zócimo. Conclusions and proposals as fundamental part of the thesis research. Journal of University Policies. 2023

types of training, induction for the first entry, mandatory courses for the specialisation of technical knowledge and a training policy for promotions.

- Among the pending issues, the undersecretary assures that a policy of permanence, which is not envisaged, should be pursued.

Which is not contemplated in the current regulations, "which is very common in the government, which does not have a civil service career

What happens a lot in the government that does not have a career civil service is that they change from one secretariat to another, from one department to another, from one directorate to another, because it does not establish a policy of permanence in order to be eligible for promotion".

- Another of the points to be developed in the new legislation is the evaluation of the performance of public servants who are part of the civil career system, as up to now only evaluations are contemplated for entering a new post.

- It also seeks to include a scheme of rights, obligations, appeals and sanctions for public servants incorporated into the professional career service.

- The main objective of the initiative is that competent civil servants and employees are protected and encouraged by the professional career service,

"It is essential that the good elements are the ones who have permanence and promotions".

Proponent: David Álvarez Gutiérrez

Date of qualification. 06 February 2021.

6. Title: The revocation of mandate for popularly elected officials. (Flores Alvarado, 2021)

Hypothesis. If the recall were to be implemented, it would make MPs more accountable in the performance of their work, as well as give more priority to the needs and rights of the people in Mexico.

Proposal. The establishment of the figure of the revocation, with the aim of creating the measure of weight exercised by society, which should govern at all times based on representation and democracy as a more participatory system, in addition to raising the revocation of mandate to constitutional rank as a mechanism for social participation.

Proponent: José Juan Flores Alvarado

Date of awarding of degree: 26 February 2021.

7. Title: Wixarika Collective Brand (Flores Carrillo, 2018).

Hypothesis. If a collective trademark were registered in favour of the Wixarika community, they would protect their handicrafts nationally and internationally, marketing them at a fair price that is profitable and thus be able to have quality of life as artisans, preserving their culture and customs.

Proposal. In the present work we have wanted to reaffirm the need to preserve handicraft works within the protection established by copyright, due to their artistic value and even more so, after the importance that has been shown in terms of the commercialisation of this manifestation on a global scale.

It is also necessary to ensure that traditional craftsmanship fulfils its social value in order to remain an exponent of the cultural tradition of our people, taking into account its artistic and utilitarian value as a cultural exponent.

As could be seen in this work, our State provides ample protection to the authors of the works of applied arts through the Secretariat of Culture, in order to conserve our Cultural Heritage.

Proponent: Eduardo Flores Carrillo

Date of degree award: 12 December 2018.

8. Title. Legal innovation of the municipality in Mexico (Mosqueda Terán, 2016).

Hypothesis. The reality of the municipality is not consistent with the intention of its existence, since the current needs of society are different from the revolutionary ones, a new and fairer form of society is necessary through a new concept of municipality and the flexibility on the part of the Federation and the federal entities that justify the essence of the figure of the free municipality in our country.

It is for this reason that the aim of this research is to prove that the municipal figure is a determining factor for the development of the people.

To this end, the innovation of the municipal figure is proposed, that is to say, to have a different perception of the current existence of the so-called free municipality, in terms of its functions, which must innovate in the development of the people.

Unctions which must innovate in the legal life of our system of political organisation.

Proposal. In my opinion, the figure of the city council is a repository of the will of the community to achieve welfare as an authority must govern not at its own discretion, it must be a competitive government to get projects through the planning to exercise the office.

In addition, the general structure of the municipality should be reconsidered as to whether it should continue with the current formats or redefine those elements to remain in that structure, in the case of the figure of the city council, which in its own practical reality does not govern. In the end, this situation does not contribute to improving the quality of life of citizens and the performance of governmental functions which, in the case of the municipality, is measurable, within reach, and reading the results leads us to understand the level of happiness of citizens.

Subject: César Alejandro Mosqueda Terán

Date of degree award: 18 October 2016

Title. The protection of the rights of education workers in the face of educational reform in Mexico (Orozco, 2016).

Hypothesis. This research is focused on showing that the Education Reform leaves aside some fundamental rights of teachers' work; "educational efficiency" is privileged, and it is forgotten that academic work must be carried out in a safe and viable environment, which allows to achieve the intended "educational quality".
Proposals.

Reform article 539 of the Federal Labour Law to include Burnout Syndrome in the tabulation of occupational risks and illnesses.

Reform the federal and local Public Servants Law, in the article referring to workers' rights.

Reform the General Law on the Professional Teaching Service, due to the professional burnout syndrome or burnout at work syndrome (SQT).

Proponent: Raúl Orozco Orozco

Date of obtaining the degree: 3 March 2016.

10. Title: Technical Committee of the O.P.D. Civil Hospital of Guadalajara. Case: Acquisitions of goods and/or services (Ibarra Veytia Esmeralda, 2023. To be assigned date of qualification).

Hypothesis. A Technical Evaluation Committee should be created for the acquisition of goods and/or services of the D.P.O. Decentralised Public Body "Hospital Civil de Guadalajara", in its Decentralised Public Body Law, for the rational use of resources, maximum efficiency and technical evaluation, in order to comply with its purposes in the acquisition of goods or services.

The above in order to fully comply with the principles contained in Article 134 of the Federal Constitution, which serves as the applicable legal framework in the legal-administrative ordinances that the public power has issued for its procurement.

Proposals

First. The regulation of a Technical Committee for Acquisitions in the Law of the Decentralised Public Body "Organismo Público Decentralizado "Organismo Público

Decentralised Public Body "Hospital Civil de Guadalajara" and its regulations. Second. To regulate the election process of the members of said Committee, in the following terms:

The Committee shall be composed of a chairperson, technical secretary, members, advisors and guests, who shall have the following responsibilities and eligibility requirements. The responsibilities and requirements are described.

Substantial: Esmeralda Elizabeth Ibarra Veytia

Date of graduation: Date of graduation to be established.

The previous research works serve as an example to establish that the proposal is made in relation to the problem posed, the established hypothesis, the title of the research and objectives. It can be one proposal or several. Students should specifically point out the proposal and how it would be worded. It can be numbered with letters or with numbers, it is recommended to use letters, e.g.. First, second, etc. More precisely, the length of the text and the presentation should be in accordance with legislative technique.

Ideas about the proposal that the authors mention:

The thesis must represent some contribution, however modest, that signifies a certain advance in science or in its method or an advance in the knowledge of the reality that constitutes its own field. The author proposes the conclusion as the place in the thesis where the doctoral student should highlight, with the appropriate arguments, synthetically and systematically, what the thesis represents as a novelty and the theoretical and practical contributions that in his opinion it implies. (Sierra Bravo, 1996, pp. 415-416).

In this way, the conclusion is understood to be the final reflection that has been reached, setting out the reasons that support it and refuting the objections that may be opposed to it. It is based on the scientific scope of the research carried out.

The conclusion is a final chapter, making special mention of the original contributions arising from the work.

Although it is considered by some teachers that the conclusions and proposals should not be a numbered chapter, in this case the author does consider it, as it would look like an unfinished work.

Concept of thesis

For Jorge Witker, the thesis is a written work of more than 100 pages in length, in which the student develops reasoned propositions on the subject, with the aim of obtaining a new or different scientific product and, incidentally, to fulfil an academic-legal requirement with a view to obtaining a university degree. The capacity for analysis, creative criticism, synthesis and evaluation must be used.

A doctoral thesis is a written work of an average length of between one hundred and four hundred pages, in which a student deals with a problem related to the studies in which he or she wants to obtain a doctorate (Witker, 1986, pp. 18-26).

Some authors call it the project and the thesis a doctoral proposal (Rivera-Camino, 2014, p. 67)

The initial proposition is found in the hypothesis, at the heart of the thesis. Different types of theses: (Eco, 1996).

1. Historical thesis. Research that traces the legal system from its origins to the present day, generally starting from Roman law.

2. Comparative thesis. This type of thesis seeks to identify the similarities and differences that can be found in formal institutions in two or more universal legal systems in force.

3. Descriptive thesis. Analysis is used, the problem is broken down into its various aspects, establishing relationships and levels that offer a picture of the functioning of a legal norm or institution.

OROZCO-OROZCO, José Zócimo. Conclusions and proposals as fundamental part of the thesis research. Journal of University Policies. 2023

4. Explorative thesis. These are preliminary steps to the statement of the problem; they offer the way to other, more in-depth research.

5. Projective thesis. These are current studies starting from the present of the functioning of the institutions towards the future.

6. Propositional thesis. This involves questioning a law or legal institution in order to evaluate its failings, proposing specific legislative changes or reforms. These theses generally culminate in a proposal for reform or a new law on the subject.

It is reaffirmed that the conclusions and thesis proposal are the culminating part of the thesis. They are elaborated when the researcher has more knowledge about the topic or problem posed (Orozco Orozco, 2018, p. 152).

A very important aspect to reflect on is that students often present their information in very little space, around half a page to three pages, only mentioning what needs to be done. This is where the work of thesis writing needs to be strengthened. The curious thing is that, when preparing this documentary subject, although there are many works on methodology, research techniques, thesis writing and how to write a thesis, the authors do not dedicate enough space to it, due to its importance and transcendence. This insufficiency can be attributed to the student's desire to complete his or her research.

The author suggests that these topics should be expanded in order to emphasise the importance of their content. (Schmelkes, 2006, págs. 162-165).

Carlos Sampieri, places the proposal as part of the name of the research project and in the research results. (Hernández Sampieri R. , 2016, pp. 303, 419-420).

The author Carlos Muñoz Razo, points out that this chapter of the formal conclusion of the results and the contributions found, is the product of the deep work of analysis of the research proposal that supports the thesis, with the aim of making recommendations or relevant proposals that provide real value to the research (Razo, 2011, p. 178).

Regarding the conclusions, Armando Zubizarreta mentions, in two small paragraphs, that each of them should be numbered (Zubizarreta, 1996, p. 181).

We speak of conclusions in the plural because a research work leads to several conclusions. The conclusions constitute the final part of the research work and they record the results obtained and state the explanations, solutions or recommendations, the problem proposed in the introduction (Fernández, 2009, pp. 63- 65)

They are a recapitulation of the personal points of view that have arisen in the development of the thesis. They should present the results obtained and synthesise the essence of the research. They are the basis for future research.

The author Dora García Fernández recommends that the conclusions should be numbered (with letters) and included in the thesis. Indicate whether the hypothesis was proved, modified or rejected. The problems that were not solved should be mentioned.

Conclusions are the culminating part of the analysis presented, very important for future research. The conclusions should contain the answers to the problem posed by the research. This chapter allows you to have the last communication to assure you that everything promised at the beginning has been fulfilled.

It reports on how the objective(s) stated in the introduction of the work, the testing of the hypothesis and the results of the study were achieved. Conclusions are drawn from the results obtained, whether or not they coincide with the study carried out.

The results are related to the initial objectives and hypotheses and the conclusions are supported by the results (Icart Isern, 2012, pp. 222-223).

The conclusions is the answer to the problem posed in the introduction.

The results of the research is a very important stage in the research process. The analysis and interpretation of the research findings, or the data collected, must be systematic and careful. This is where the researcher's skills and abilities are manifested, where the results are substantiated and where proposals can be made.

The text is written objectively, sticking to the facts, without opinions, according to what is indicated in the data or information collected and its contribution to the achievement of the objective. The chapter is written in the past tense.

The results are facts and figures, collected facts. When analysing the results, elements are obtained that constitute the answer to the research question and therefore the argument to validate or invalidate the hypothesis. Elements will be available to determine whether the objectives have been achieved and the methodological limitations of the study. All these together constitute the conclusions and, depending on what has been proposed as the final product, the contribution of the research. Another contribution is to mention how the knowledge has influenced the researcher's personal development. As well as what perspectives are open to continue it, new questions, options, approaches, aspects not solved by the researcher and to present them as suggestions.

The proposal submitted must be well-founded. This section is written in the present tense (Martínez Auriolés, 2014, pp. 67-68).

Analysis of the results and discussion

The results and discussion is the fundamental part of the research; they must correspond to the general and specific objectives. They must be described precisely, as they are the concrete statistical representation that is expressed through: tables and graphs (these are complementary). The description of their numerical characteristics and the presentation of the results of the statistical tests that have significance are included, in addition to the congruence analysis (Bonet Collazo O. M., 2023).

There is no agreement among the authors as to whether it is advisable to follow any guidelines, nor whether the results and discussion can be in separate chapters or in the same chapter.

The conclusions are a synthesis of all the work carried out; they must be in correspondence with the stated objectives and the research problem and they must be clear, brief, precise and convincing. They must show that they are a logical consequence of the scientific results obtained and argued by the author. It is important to mention that conclusions are not the repetition of data nor can they appear suddenly, but are scientific-theoretical generalisations that are supported by the evidence of the findings. Conclusions should be numbered.

Recommendations

Recommendations are not compulsory, but are important in research work, as they allow the researcher to suggest what to do with his/her findings and scientific and technological contributions:

- Where the applicant proposes that further work should be done to complete or extend their research or experiments.
- The possibility of solving similar problems in other branches of science or technology.
- The conditions necessary for introducing the results into production or social practice, etc.

The recommendations should be written in logical order and numbered. Furthermore, they should be stated in a clear, concrete and simple way, avoiding ambiguities.

Among the limiting factors in the process of drafting the project are: poor reading habits of scientific articles, little commitment to the drafting of the project, lack of interest in scientific research, insufficient knowledge of how to search for scientific information, poor command of Word and other computer programmes, lack of storage media or information devices, and lack of access to the Internet.

Institutional factors: low interaction with the tutor to resolve doubts about the project, lack of knowledge of the subject by the thesis advisor and the perceived lack of methodological skills of teachers to advise projects (Huamán Huayllas, 2019).

A quality proposal is achieved by identifying the main processes and their interactions, to connect customer needs and their satisfaction, using the descriptive-qualitative method, in the case of a cooperative to enter the market with quality products at a fair price. (Ortiz Guzmán, 2023).

A very important problem to solve for micro and small enterprises in the construction sector is financing, which improves incomes. (Mendoza León, 2023).

A current topic for thesis proposals is the migration of highly qualified people, students and researchers, seasonal workers and people aspiring to family reunification (Bombín, 2023).

Results of this article. The results are set out in the conclusions and proposals.

Conclusions

First. When making a list of problems that are the subject of thesis research and its corresponding proposal and conclusion, the importance of the subjects of Methodology and Thesis Development in the undergraduate and postgraduate courses of Law is reflected. In these subjects the support of the professor is necessary to guide the student towards the key elements to develop any research.

Second. It is not at the discretion of a jury for obtaining a degree, of readers, or of anyone involved in a degree, it is necessary to establish that the proposals and conclusions are a necessary part of an investigation to make known the progress of science at the time of the closure of the investigation and that another interested party can take up these studies to make room for new reflections in the future, in another geographical location, but with similar problems.

Third. The importance and transcendence of these studies should be assessed by a committee within the universities and higher education institutions, which should make the theses available to interested institutions or communities for their study and/or application. At least so that they are aware that their functioning or decisions are scientifically questioned, with elements provided by the sciences.

Fourth. In each undergraduate and postgraduate programme there should be an electronic publication that disseminates the essentials of a thesis, leading to the creation of research networks on a specific topic or issue, both by students and by the public.

Fourthly, an electronic publication should be published in each undergraduate and postgraduate programme to disseminate the main points of a thesis, leading to the creation of research networks on a specific topic or issue, both by students and their supervisors, so that the institutions involved can, if necessary, use these studies to provide solutions to problems in their field.

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Resistance to digital change, a factor that affects learning and impacts the academic performance of the university student

Resistencia al cambio digital factor que afecta el aprendizaje e impacta en el rendimiento escolar del universitario

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Abstract

The mission of the university institution is to create an optimal learning environment, guiding the student to develop skills, competencies and attitudes complementary to the mastery of the specific knowledge of the different subjects; this not only depends on the vision that the teacher and the educational institution have about education, it must innovate in teaching-learning methods, change the paradigms in psychopedagogy according to the disciplinary field in question; adapt the digital competencies that are essential in the context of an educational management that involves knowledge and skills that can be significant. Education is a phenomenon in which individual and social variables are related, involving the change towards digitalization, emphasizing the participation and motivation of the student, to develop professional competences in a global way, which will allow him/her to adapt to new situations and to the achievement of personal and work objectives.

The objective of this research is to determine the factors that cause resistance to digital change that affect their learning and impact their school performance.

The research approach is quantitative, and the type of research is cross-sectional descriptive.

Digitization, teaching-learning, school performance, innovation

Resumen

La misión de la Institución universitaria es crear un ambiente óptimo de aprendizaje, guiando al alumno a desarrollar las habilidades, competencias y actitudes complementarias al dominio de los conocimientos específicos de las diferentes materias; esto no sólo depende de la visión que el propio docente y la institución educativa tengan sobre la educación, se debe innovar en los métodos de enseñanza-aprendizaje, cambiar los paradigmas en psicopedagogía según el campo disciplinar del que se trate; adaptar las competencias digitales que son esenciales en el contexto de una gestión educativa que supone saberes y destrezas susceptibles de ser significativas. La Educación es un fenómeno en el que están relacionadas variables individuales y sociales, que involucra el cambio hacia la digitalización, acentuando la participación y motivación del estudiante, para que desarrolle las competencias profesionales de manera global, lo que le permitirá adaptarse a nuevas situaciones y al logro de objetivos personales y laborales.

El objetivo de esta investigación es determinar los factores que provocan la resistencia al cambio digital que afectan su aprendizaje e impactan en su rendimiento escolar.

El enfoque de la investigación es cuantitativo y el tipo de investigación es descriptiva transversal.

Digitalización, enseñanza-aprendizaje, rendimiento escolar, innovación.

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Introduction

In the last decade, innovation, technological and scientific advances have evolved in ways that benefit social and economic well-being and have had an impact on the culture of knowledge, information and globalization. For this reason, education in Mexico must be aligned to prepare the student for life; to offer personal and social resources that are indispensable to develop in a society in constant change; to promote the renewal of the teaching-learning process to adapt to complex situations. Kuhn T. (2010), philosopher and scientist, was the pioneer in introducing the term "paradigm" in the 1970s and points out that, "scientific revolutions occur when old theories and methods can no longer solve new problems". He calls these changes in theories and methods "paradigm shifts". There is widespread concern that the educational experiences currently provided in many schools will not be sufficient to train students capable of facing the future (UNESCO, 2004).

For its part, the OECD (2019), promotes policies to improve the economic and social well-being of people around the world, in this context it states that for innovation to generate benefits, policy makers need to understand how the way innovation is changing and what that implies for education and training policies. The Directorate for Education and Skills, like the OECD as a whole, is trying to stay at the forefront of issues that are, or soon will be, topical. The goal of the Directorate's Education 2030 program, established by UNESCO (2017), (Education 2030) is to identify the knowledge, skills, attitudes and values that today's learners will need to acquire to be successful in the 21ST CENTURY. During the first phase of the project, countries will use empirical studies to address curriculum issues such as curriculum overload. During the second phase, countries will identify the types of teachers who can best support the development of these skills, as well as the best ways to manage change in pedagogies, assessments and learning environments. This body refers to the social and emotional competencies involved in education, mentioned in the in education, mentioned in the figure below:



Figure 1 OECD (2018), Social and Emotional Skills for Student Success and Well-being: Conceptual Framework for the OECD Study on Social and Emotional Skills, OECD, Paris

Ortiz (2013), points out that, learning is the process of appropriation of the historical-social experience in which the individual builds his psyche, his personality, in an active and personal way; its dialectical pair teaching is to enable and guide the student's participation in the process of appropriation and reconstruction of knowledge in the development of his life learning, to contribute to his self-growth, his personal improvement and social transformation. Accordingly, by developing their innovative capacity, students can improve assertive communication, creative thinking, leadership, collaborative work, reflective and critical thinking, as well as the creative capacity that allows them to transmit it to different areas: academic, professional and personal; but the implementation of any educational innovation requires responsibility to achieve quality in the teaching-learning process; for this to be successful, it is necessary to reduce the degree of resistance to change, providing the student with autonomy to acquire learning and competitiveness in a globalized society.

According to Calvo and Elizalde (2011), school failure has its epistemological origin in the conception of teaching and learning that is based on the school and not on the student and teacher, nor on the adequacy or relevance of curricula.

In other words, the obsession with the answer, rather than with the question; not with what inhibits, but with what annihilates curiosity and the propensity to learn playfully in the search for what is new, against what is possible.

Another factor that intervenes in education is the social and particularly human aspect, in which it places the individual at the center, protagonist of his learning process, aware of his circumstances, interests, motivations, etc. and which represents in the student the autonomy towards the responsibility with his own formation that revolves around the achievement of disciplinary and transversal competences that play a very important role in the integral formation of the student, from a cultural change that overcomes the disciplinary fragmentation and allows an integration of knowledge and a joint planning. Perrenoud (2012), considers that all learning, all human development that an education can favor, is susceptible to transform an object of formation (in the broad sense). One can then aim at the development not only of competences, but also of knowledge, skills, values, attitudes, identities, relationships to oneself, to the world, to knowledge, to power, to differences, to institutions, to positions, to personality traits. These constitute not only the fundamental steps of thinking, but include equally all social, cognitive, affective, affective, cultural and psychomotor interactions between the learner and the world, cultural and psychomotor interactions between the learner and the surrounding reality.

These terms are contemplated in the Contemporary Age that includes the period from 1789 to 1999; in this stage, philosophy gave a fundamental character to science, reason and the scientific method; criteria that allow conceptualizing contemporary pedagogy as a set of theories that focus their attention on the way of transmitting knowledge. In this context, the sociocultural current marked by Vigotsky, establishes that the individual first learns socially and then internalizes and therefore appropriates knowledge, in order to be able to metacognize it.

In this process it is important to take into consideration that, in today's knowledge, repetitive and reproductive learning that basically uses memorization is not necessary, considering that learning is not only understanding but also includes the acquisition of information that will be significant to the extent that the proposed activities require it. On the other hand, although it is true that new knowledge must be linked to previous knowledge, it is also true that, in the classroom, this knowledge must often be reconstructed and reformulated in order to make the link with current knowledge.

Consequently, the constructivist current of thought of Lev Vigotsky establishes that human development occurs through the processes of exchange and transmission of knowledge in a communicative and social environment; he emphasizes the origin of the development of higher psychological functions, which, unlike the natural ones, are specifically human and are generated in the process of sociocultural development as a result of the activities carried out with the use of instruments, which have the purpose of knowing our environment. With this affirmation, he raises the great influence that social interactions have on learning since, according to this, the one who knows more teaches the one who knows less, and during this process, one has access to the culture in which one lives. A psychological function becomes superior when it is conscious, has clearly defined objectives and is voluntary.

This approach considers the higher psychological processes: communication, language and reasoning, which are acquired by the individual. by the individual; first in a social context and then internalized, as a result of cognitive behavior applied in the social context. Internalization can be considered reconstructive, because the individual does not only make a copy of what he sees, but rather observes, reasons, analyzes, adapts, and captures a reality before making it his own and being able to apply it. To be able to do this, the individual must engage new knowledge with previous knowledge, reconstruct it and transform it, with the help of social mediation.

Another important and worrying issue for the education sector in Mexico is school performance and it takes greater relevance in the results obtained in the PISA report to 2018 (Ministry of Education and Vocational Training 2019), where it reflects the results obtained by students as mediocre; a project of the (Organization for Economic Cooperation and Development (OECD) that evaluates the training of students when they reach the end of the compulsory education stage, around the age of 15. The OECD's recommendation for Mexico is to build good governance of its higher education system. This requires that higher education institutions have clear objectives, and that federal and state authorities be assigned well-defined and complementary responsibilities. To this end, Mexico should implement a new Higher Education Law that establishes a legal framework that provides clarity and certainty (OECD, 2020).

Following Vigotsky (1997), the Zone of Proximal Development is the comparison between the mental age of the learner and the level he/she reaches when solving problems with help, either from an adult or in collaboration with a more capable peer. This concept visualizes the learner as an interactive being. The ZDP is probably the category most taken up from the cultural historical approach and one of its cornerstones, defining the distance between the actual level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through solving a problem under the guidance of an adult or in collaboration with another more capable peer. The evolution of the zone of proximal development is the result of a modification of individual understanding, in which we know that the brain is the biological basis that defines the limits and possibilities of learning. Understanding is the result of qualitative transformations of social activities in which the individual participates.

From all the above we can understand the importance of Vigotskian thought in the teaching-learning process, since as mentioned by Hernandez (2008) "There is no learning without a previous level of development, nor is there development without learning". For Vigotsky, the Obuchemie or teaching-learning process involves the relationships that occur between the learner, the one who teaches and the individual process in them. In the case of the teacher, he/she must establish the strategies that generate; that the student interacts, that he/she retakes the previous knowledge in an effective way, that he/she relates adequately in the process teachers-students, students-family and students with the environment in general; that is to say, that depending on the social environment in particular the knowledge will be constructed, showing here the importance of making plans adapted to the environment. The importance of planning adapted to the environment, to their interests and motivations, also taking into account technological progress.

In the current era, the transition to digitalization, education must adopt innovative teaching and learning strategies; for (ANUIES, 2020), this change has posed enormous technological, pedagogical and competency challenges, and represents an important opportunity to propose more flexible learning possibilities, explore hybrid or blended learning and combine synchronous and asynchronous learning. Thus, the incorporation of ICTs currently occupies a very significant place among educational priorities; they can contribute to universal access to education, equality in instruction, teaching practice, quality learning and teachers' professional development, as well as to more efficient management, direction and administration of the educational system.

Some authors Allueva and Alejandre (2019), consider that, in this new development framework, the five digital competencies that every citizen of today will need should be enhanced: search and analysis of information (to distinguish relevant data from those that are not), communication and collaboration (to contact other people with common interests), creation of digital content, computer security and problem solving derived from all of the above.

In this sense, new technologies put within reach an infinity of resources such as mass communication systems and electronic information sources, where the student has the possibility to move in an environment rich in information and master the fields of knowledge in an increasingly technological society; acquiring the essential knowledge and skills in the 21st century by changing the paradigm from a teacher-centered teaching to a student-centered teaching, through Virtual Learning Environments (VLE), applying the new information and communication technologies for the development of their own training process. But for this process to develop, the teacher must promote participatory activities that allow meaningful and reflective learning.

In conclusion, the incorporation of technologies to higher education demands a double challenge for the student: first, he/she must understand that the information obtained by electronic means in the different web pages open the door to new open the door to new learning and thinking, but these learning and thinking, but this knowledge must knowledge must go through a critical reflective process in which they must have the capacity of judgment to interpret the veracity of the information; identify the reliability of the sources they consult; and second, adapt the digital tools to create and develop their own learning style that awakens their creativity and ability to discover new ideas. UNESCO (2008) refers to ICTs in the educational context and states that they can help students to acquire certain skills to become competent in them, such as being searchers, analyzers and evaluators of that information; having the ability to solve problems; being creative, communicators, collaborators, publishers, producers and able to contribute to society.

Research Objective

To determine the factors that provoke resistance to digital change that affect student learning and student's learning and impact on their school performance.

Hypothesis

University students will achieve their academic performance when they develop and apply social, emotional and digital competencies as a resource for interaction, which favor their

learning; to achieve a successful change management, the teacher must position the student as the protagonist of this process, having clear differences in learning and motivation.

Methodology to be developed

For the development of this work, the analysis of a survey applied to students of the Universidad Tecnológica de Puebla (UTP) of the careers: Industrial Engineering, Mechatronics, ICT, Renewable Energies, Business. The sample consisted of 175 students surveyed from the second to eighth semesters in the period March 2021 to June 2022 in various subjects.

The following formula was applied to determine the sample size:

$$n = \frac{Z^2 p(q)(N)}{Ne^2 + Z^2 p(q)} \quad (1)$$

A confidence level of 95% and an error of 5% was established.

The population to be studied is 630 graduates.

Values to be estimated:

$$n = 177$$

$$e = 5\% = 0.05 \text{ or } 10\% = 0.1$$

Z = 1.96 normal distribution table for 95% confidence and 5% error.

Z = 1.65 for 90% reliability and 10% error. N= 320 (Population)

$$p = 0.50 \text{ } q=0.50$$

$$n = \frac{(1.96)^2(0.5)(1 - 0.50)(320)}{(320)(.05)^2 + (1.96)^2(0.5)(1 - 0.50)} = \frac{313.09}{1.77} = 177$$

The application of the instrument was carried out

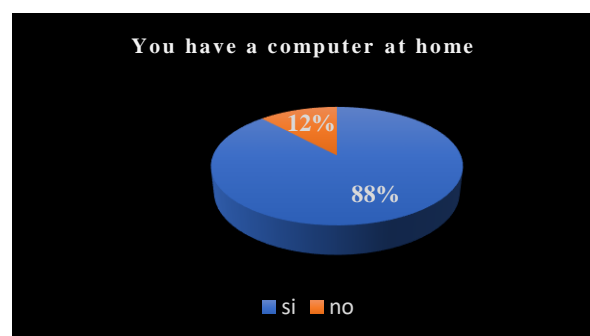
The instrument was applied using Google Forms®, in which the objective of the research was specified; dissemination was supported by fellow teachers; the request to participate was made by e-mail to the students, and by invitation of the students to their classmates.

The factors considered in the survey are oriented to capture information on the causes that have determined the impact on school performance and the student's attitude to react to emerging changes; experiences of receiving classes virtually; causes that have made it difficult to perform activities digitally; support and adequate use of electronic tools and information sources to carry out academic work and research; causes that prevent him/her from studying and carrying out quality work; knowledge and practice acquired to collect, select, analyze and present data in a systematic and orderly manner in research and teacher support for the student to acquire learning.

The survey was used with very specific questions and answers, which allowed obtaining clear results for data collection; the application of this instrument allows general attitudes to be expressed, of great help to interpret the more structured questions; it establishes a harmony to obtain the cooperation of the respondent, motivated to answer specific questions to capture the expected results.

This research is based on the quantitative approach; it applies data collection to test the hypothesis presented through numerical measurement and statistical analysis, establishes behavioral patterns and statistics, cause-effect analysis, shows sequential, deductive, evidential processes and analyzes reality objectively.

The type of research is descriptive transversal, based on the student's performance, behavior and attitude towards the acquisition of learning in virtual classes; the result will offer an objective vision to determine the deficiencies in the teaching process, which is also reflected in the high rates of failure, lag and desertion.



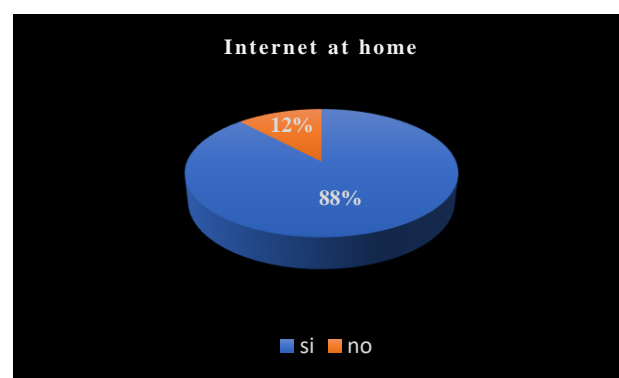
Graph 1 Students who have internet at home

It was also noted that for 12% of the

students it is not possible to contract internet service at home, which means that in order to complete their work they have to travel to a computer center, some need to work at the home of a relative, neighbor or friend to complete their homework, or in some cases they do it using a cell phone.

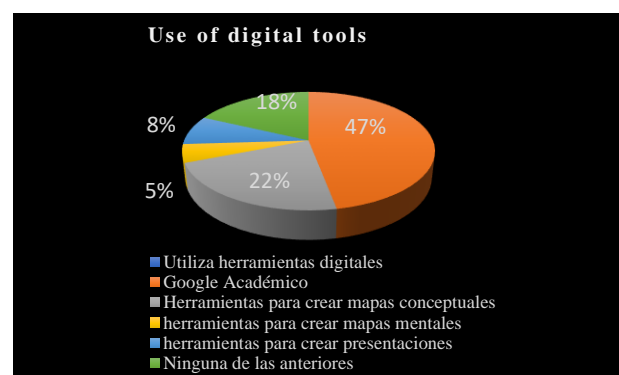
Results

The following results were obtained from the survey applied to the students of the different UTP careers:



Graph 2 Students who have a computer at home.

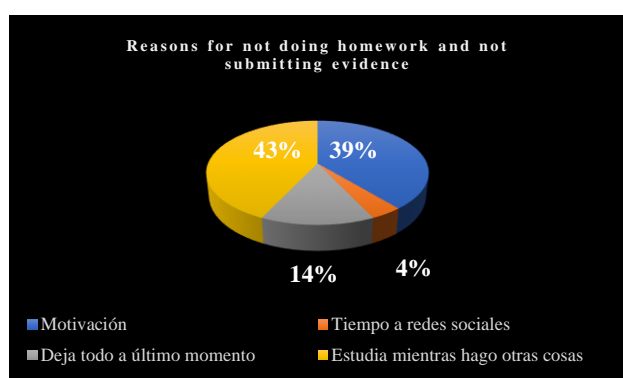
Virtual education has as a fundamental requirement an ICT infrastructure and an Internet connection powerful enough to be able to run effectively; 12% of the students surveyed do not have a computer at home; this has become the most decisive factor for learning, establishing a plan of action for the student to develop their potential for transformation and academic training.



Graph 3 Use of digital tools

Digitalization is an important pillar in today's education; it is incredible that 18% of the students to whom the survey was applied answered that they do not use digital tools in their academic work; 47% do consult Google Scholar and the rest (35%) use them to make mind maps, concept maps and presentations; It is important to train students to adapt the use of tools that support their learning, this will depend on teachers to guide them in learning, taking advantage of technology and contribute to the development of digital skills of students, considering that 88% do have internet at home. The use and exploitation of digital materials will promote their creativity, learn innovative techniques and give them the opportunity to adapt to constant changes.

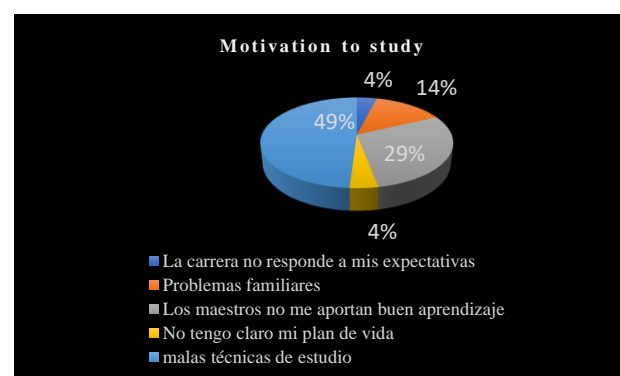
14% answered that the reason is due to family problems, and something very important is that 4% of the students are not clear about their life plan and some of them consider that the career they are studying does not correspond to their professional and personal expectations. These situations



Graphic 4 Factors that prevent you from submitting quality work

Motivation is related to other psychological variables that lead students to lack of concentration, increased stress, low self-esteem and problems in interrelating with others; it is a reality that motivated university students have a greater chance of academic success than those who are not. In this area, 39% of the students consider that motivation is the main cause for studying and presenting quality work; likewise, the prolonged use of social networks can trigger problems such as low performance in students, since 43% study while doing other things; 4% spend time on social networks, watching television and chatting with their friends; 14% leave it to the last minute to prepare their homework and study; this has an impact on the quality of their learning.

This has an impact on the quality of their learning, making it imperative to seek effective planning that allows them to build knowledge by learning and applying theoretical concepts. A solution for students to become the protagonists of their own learning and develop their autonomy and responsibility is to implement Project Based Learning (PBL) in their academic practice, this methodology will allow students to acquire knowledge and skills associated with collaborative work, which will give them the elements to plan, structure the work and develop projects that respond to real life problems, emphasizing their autonomous and active role; the teacher's job is to guide and support them throughout the process.



Graphic 5 Motives that prevent them from learning

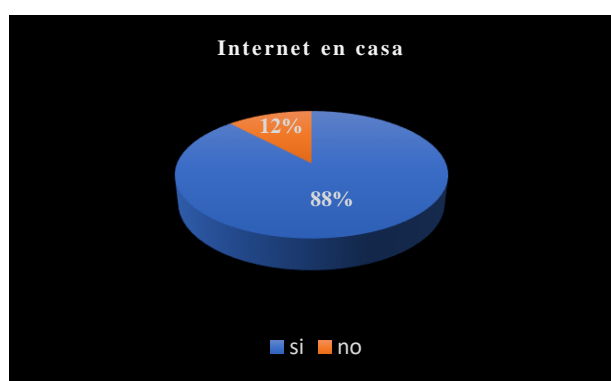
Continuing with motivation, which is the emphasis that human beings apply when performing certain tasks or activities and which, in addition, is a guide that keeps behaviors oriented to achieve an objective and the engine of happiness; demotivation prevents students from achieving learning, an important factor in their low level of academic performance; in this case, the survey reflected that 49% of those surveyed have not achieved an adequate study technique; in second place, with 29%, the students expressed that teachers do not provide support for them to acquire learning; the Annexes



Figure 2 OECD (2018), Social and Emotional Skills for Student Success and Well-being: Conceptual Framework for the OECD Study on Social and Emotional Skills, OECD, Paris.



Graphic 6 Students who have a computer at home



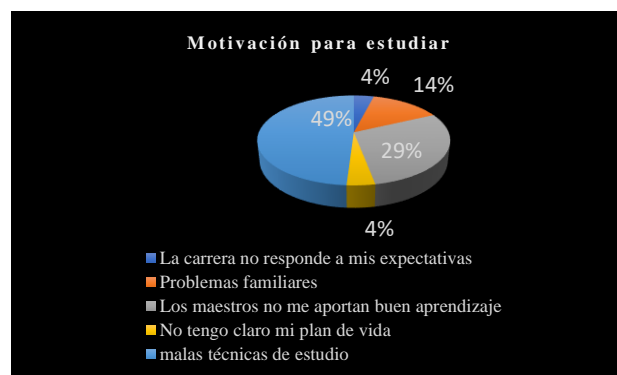
Graphic 7 Students who have internet at home



Graphic 8 Use of digital tools



Graphic 9 Factors that prevent them from submitting quality work



Graphic 10 Reasons that prevent you from learning

Gratitude

This work is not funded by CONACYT. The source of funding for this work is support from the Universidad Tecnológica de Puebla, Mexico.

Conclusions

There are many factors that influence the life of a university student and that have an impact on their school performance, especially in their first semesters; this period of adaptation to the school environment, such as, previous knowledge and intellectual habits that have developed through their professional life; as well as, their personality, their lifestyle, their cultural and socioeconomic level derived from their family and social environments are reflected in their behavior and attitude towards the acquisition of learning; factors that facilitate or impede the expression and knowledge of their abilities as individuals to develop critical and reflective thinking, which facilitate the solution of problems, from discerning reality through the analysis of the reasoning used to explain it, understand it and adapt to changes.

Higher Education has the responsibility to generate conditions to form more competent professionals; to establish motivational strategies; to strengthen the innovative, critical and reflective spirit in the student that impacts on their academic performance; as well as, the important performance of the teacher, professionally trained to transmit knowledge, means and values; the purpose is that the teaching-learning process works in a systemic way in favor of the student.

According to the results obtained and validating the hypothesis raised in this research; the university student will achieve scholastic performance, when he acquires the necessary attributes to develop his self-directed learning process and appropriation of knowledge; therefore, he must broaden his horizon and change his culture to generate outstanding, innovative ideas; To carry out actions beyond the everyday, aimed at stimulating reflective critical thinking with a creative attitude; where the great technological changes demand committed professionals to perform in adverse situations but with firm criteria to make good decisions, combining disciplinary and transversal competencies to achieve a comprehensive training.

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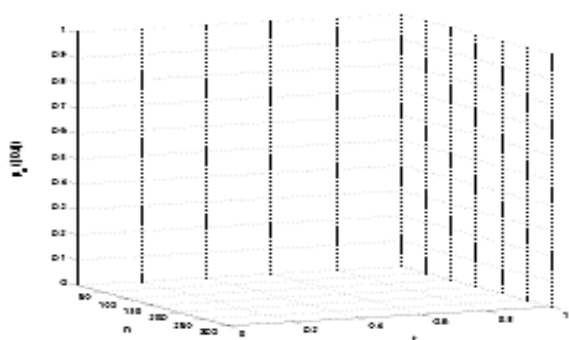
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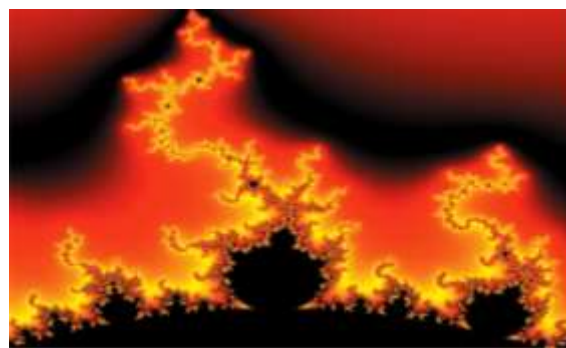


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The Publisher undertakes to guarantee the confidentiality of the evaluation process, it may not disclose to the Arbitrators the identity of the Authors, nor may it reveal the identity of the Arbitrators at any time.

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

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

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

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

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

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

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

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

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

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

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

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