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Journal of Teaching and Educational Research

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The works must be unpublished and refer to topics of methodology, sociology of education, language and culture, history of education, adult education, language science, compared education, special education and other topics related to Humanities and Behavioral Sciences
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Presentation of the content

In the first article we present *Diagnosis of study habits in engineering students in material innovation,* by SESENTO, Leticia & LUCIO, Rodolfo, with adscription in the Colegio Primitivo y Nacional de San Nicolás de Hidalgo and Universidad Michoacana de San Nicolás de Hidalgo, in the next article we present *Strategic planning from a focus on equity: myth to reality in schools*, by ÁLVAREZ-CISTERNAS, Marisol del Carmen, TORRES-ORELLANA, Brunilda del Rosario and MEDINA-GUAJARDO, Isabel Soledad, with adscription in the Universidad Andrés Bello; in the next article we present *Level of written communication, linguistic deficiencies, and the achievement of competences in incoming students in an Universidad Pública del Cusco,* by VELASCO-PALACIOS, María Dolores & SUYO-CRUZ, Gabriel, with adscription in the Universidad Nacional de San Antonio Abad del Cusco, in the next article we present, *Quality of university libraries: the case of the Universidad de Granada,* by ARJONA-JIMÉNEZ, José Antonio & RUIZ-HERRERA, Noelia, with adscription in the Red de Bibliotecas Municipales de Granada and Universidad Internacional de la Rioja.

Content

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Diagnosis of study habits in engineering students in material innovation

Diagnóstico de hábitos de estudio en estudiantes de ingeniería en innovación de materiales

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Abstract

The beginning of a university career is an opportunity that is given to young people when accessing higher education in Mexico, for the student it is hard work and at times it is saturated with difficulties, which manage to resist with motivation, and study habits that help students to finish the university career. The overall objective of this research is to analyze and promote habits to develop the Action Plan Tutorial of the next school year to promote activities that are in line with the interests of students. It is a cross-sectional descriptive investigation through surveys, since variables are not manipulated by naturally targeting phenomena or facts. To carry out this research, a simple sampling was carried out with second and fourth semester students of the Engineering degree in Material Innovation of the UMSNH (Universidad Michoacana de San Nicolás de Hidalgo). Description of the instrument. Study habits test, admits to appreciating and detailing study habits; which can be managed in groups and/or individual, in an average time of 15 minutes, consists of 20 items. With regard to the questioning if, do you study periodically and not just before the exam? 47% of students refer to only studying from time to time, while 32% study almost always. Environmental condition factors, study planning, material utilization, content assimilation, and sincerity of study habit scales generally show a low-to-normal moderate utilization level trend. Study habits in their different factors require improving the degree of use.

Study habits, Students, Higher level, Engineering

Resumen

El inicio de una carrera universitaria es una oportunidad que se les brinda a los jóvenes al acceder a la educación superior en México, para el estudiante es un trabajo arduo y en momentos está saturado de dificultades, mismas que logran resistirse con motivación, y hábitos de estudio que ayuden a los estudiantes a finalizar la carrera universitaria. La presente investigación tiene como objetivo general analizar y promover los hábitos para elaborar el Plan de Acción Tutorial del siguiente ciclo escolar para promover actividades que sean acorde a los intereses de los estudiantes. Es una investigación descriptiva transversal mediante encuestas, ya que no se manipulan las variables fijándose de forma natural en los fenómenos o hechos. Para realizar la presente investigación se efectuó un muestreo simple estratificado con estudiantes de segundo y cuarto semestre de la carrera de Ingeniería en Innovación de Materiales de la UMSNH (Universidad Michoacana de San Nicolás de Hidalgo). Descripción del instrumento. Test de hábitos de estudio, admite apreciar y detallar los hábitos de estudio; el cual se puede administrar en grupos y/o individual, en un tiempo promedio de 15 minutos, consta de 20 ítems. Con relación al cuestionamiento si, ¿Estudias periódicamente y no sólo antes del examen? 47% de los estudiantes hacen referencia que solamente estudian de vez en cuanto, mientras 32% estudia casi siempre. Los factores condiciones ambientales, planificación del estudio, utilización de materiales, asimilación de contenido y sinceridad de las escalas de hábitos de estudios muestran de forma general una tendencia de nivel de utilización de normal bajo a normal moderado. Los hábitos de estudio en sus diferentes factores requieren mejorar el grado de utilización.

Hábitos de estudio, Estudiantes, Nivel superior, Ingeniería

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Introduction

The beginning of a university career is an opportunity that young people are given when accessing higher education in Mexico, for the student it is hard work and at times it is saturated with difficulties, which they manage to resist with motivation, and habits of study that help students to finish the university career. Likewise, the great change from upper secondary education to higher education for certain students is a complex experience, since the work is excessive, the study programs with enormous amounts of content, the number of subjects enrolled, the number of exams, final assignments, tasks, schedules and the family, economic and social context, all these variables can influence the completion of university studies. To develop the present work, a cross-sectional descriptive research was carried out, using the survey technique on study habits with 25 items on the liker scale. A simple stratified sampling was carried out with second and fourth semester students.

Development

Habits are behaviors that individuals assimilate through repetition. There are habits in correspondence with health, food and study, among others. It is important to note that habits benefit without hesitation, the achievement of goals as long as they are worked on appropriately at different stages of life. Habit, from the etymological perspective, is the usual way of being and, by extension, the set of constant skills that, when nature and culture concur, respond to a certain persistence of our reactions and behaviors. The habit is the set of routines and the ways to distinguish, appreciate, conceptualize, resolve and think (Perrenoud, 1996).

Theoretical framework

Habit is a behavior achieved by reproduction and transformed into an automatic intervention, while memory and inclinations are ways of storing the past. The periods of habit are formation and permanence. The first is described as the acquisition time and the second is the period in which the actions have already been achieved and the actions are formalized in a habitual, easy and involuntary way (Velázquez, 1961).

Study habits are the methods and strategies that a student uses to assimilate knowledge, their ability to prevent entertainment, attention to explicit material and the energies that they formalize throughout the process (Cartagena, 2008).

Authors such as Bajwa, Guijar, Shaheen and Ramzan (2011) indicate that a student is unable to use effective study skills, even if he does not have good habits and they analyze that a subject assimilates very quickly and in depth in correspondence with study habits. At the same time, they insist that effective and efficient learning lies more than memorization of facts, in being aware of where and how to acquire substantive research and the ability to create use of it.

The habits that a student has can be lost, but they can also be increased or recovered (Díaz and García, 2008). The gain of habits demands training, so the change that it involves is not easy work, since it has to be motivated by a higher intention, by the willingness to submit what one wants today to what one will seek later. Study habits are defined as the methodologies and strategies that a student manages to apply in order to cope with a large number of learning contents. The study habit demands enormous amounts of effort, discipline, and dedication. In addition, it is nourished by impulses that manage to be formed by the perspectives and motivations of the student who wants to learn.

Improving the learning and academic performance of students, mainly in higher education, has an essential role in the development process in society. The motivation of the students is decisive, so it is necessary to develop a better scope of the elements of academic motivation; It is feasible that the different social context manages to be one of the aspects that influence motivation and academic self-concept (Isiksal, 2010).

Daily practice shows that the study habit represents an outstanding mechanism for academic success for academic objectivity. It manages to be explicit as the study of methods and forms that facilitate the acquisition of more complex daily knowledge (Téllez, 2005). In this way, study habits concern being related to the peculiarities of the career, and with the explicit objectives of academic work, specifically.

In the tutoring, a pedagogical correspondence different from that instituted in teaching in front of large groups is developed, in this case the educator takes the role of guide in a relaxed and friendly setting (Latapí, 1998). Research on study habits in students is a principle that fosters spaces for progress aimed at working on the execution of workshops that support students in developing skills and strategies to optimize their study habits, while working with the paths academic to place students in their academic and work projection.

University tutoring is an opportunity to offer orientation and guidance to university students, in such a way that they manage to develop intellectual, cordial, personal and also social levels, which are central to promoting comprehensive training. It is essential to underline that university tutoring channels and activates the relations of university students both in the administrative, educational, organization and service areas; likewise, it allows the intervention of the student in the integral formation.

On the other hand, Amor (2012) mentions that it is essential to reflect that the academic training of the students corresponds to be focused on their learning, but assuming a committed university professor (tutor) of the subjects, which stimulates the motivation of the students and recording the efforts made to correct and achieve innovation and promotion to the tutorial function is an action carried out by university teachers, focusing on the guidance and counseling of students in their subjects.

The benefits of academic college tutoring are as follows:

a) Increase the quality of the educational process through individualized attention to the difficulties that influence the disadvantages of the student's school performance, in order to optimize learning situations, develop values, attitudes, habits and skills that favor the integrity of their professional and human training.

b) It strengthens a quality educational practice through better communication between students and teachers, based on the recognition, perspectives and specific problems of students in order to develop options that can have a favorable impact on their academic, private and professional training.

c) Reduces dropout rates and university academic failure.

d) Establish educational environments of familiarity that allow to have a favorable influence on the student's academic performance.

e) It favors to optimize the learning situations of the students, through the study and collective reflection of the training developed in the tutorial process.

University tutoring is an opportunity to provide guidance and guidance to university students, in such a way that they manage to develop intellectually, personally, socially; for development and comprehensive training.

It also favors individualizing the education of the university system. In the teaching process at the university, it allows students to prepare themselves in the maturity of their knowledge and attitudes.

University tutoring moderates and strengthens the relationships of university students, both in the administrative and educational environment, in the organization of services; on the other hand, it allows the active contribution of students.

The objective of this research was to know the study habits in students of the Engineering in Materials Innovation career at UMSNH.

Specific objectives:

Analyze the habits to develop the Tutorial Action Plan for the next school year

Promote activities that are consistent with the interests of students.

Methodology

It is a cross-sectional descriptive investigation through surveys, since the variables are not manipulated by looking naturally at the phenomena or facts. To carry out this research, a simple stratified sampling was carried out with second and fourth semester students of the Engineering in Materials Innovation career at UMSNH (Universidad Michoacana de San Nicolás de Hidalgo).

Description of the instrument

Study habits test admits to appreciate and detail study habits; which can be administered in groups and / or individually, in an average time of 15 minutes, consists of 20 items.

Analysis of results

The research was carried out with 47 students of both sexes from the Engineering in Materials Innovation career at UMSNH, in the second and fourth semesters; students are from rural, semi-rural and urban places. From the interior of the republic and the state of Michoacán.

The ages of the students range from 19 to 26 years old. The percentage of students according to gender 32% female and 68% male.

Regarding the question if, do you study periodically and not just before the exam?
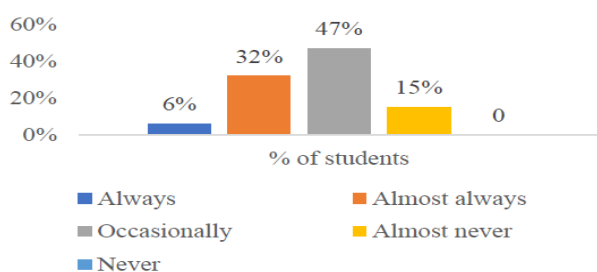
Graphic 1

47% of the students refer that they only study once in a while, while 32% study almost always.

Regarding the questioning, do you check multimedia objects (TV, Internet, cell phone, etc.) while you study?

38% of the population mention that from time to time they check multimedia objects, while 32% check multimedia objects (TV, Internet, cell phone, etc.) from time to time.

Do you sleep 7-8 hours regularly?

34% of students almost always sleep between 7 to 8 hours, while 32% sleep between 7 and 8 hours.

On the other hand, in relation to yes, do you do physical activity regularly?

28% of students do physical activities periodically from time to time and 32% do physical activity all the time.

Do you assume costs of resources and time?

In reference to the question, if you assume costs of resources and time?

47% of the students indicated that almost always, 28% occasionally and 23% always assumes the resources and time.

Do you procrastinate using other activities as a refuge to avoid facing the study? 36% of students procrastinate once in a while, 34% almost never, while 17% almost always do.

Conclusions

A diagnosis of study habits with which students enter the degree is essential, this will admit knowing strengths, weaknesses and opportunities. In correspondence to formalize tutorial action programs. In order to strengthen study habits with courses - workshops, prepared by experts from the Faculty of Psychology of the Universidad Michoacana de San Nicolás de Hidalgo.

The results obtained in this research lead to approve the hypothesis that second and fourth semester students do not have sufficient study habits.

Through academic tutorials, a program is proposed that allows students to develop attitudes and aptitudes for study. Discover in a timely manner students with low grades, poor academic performance or with personal problems. In order to invite them to Personal Growth, Life and Career Planning Workshops.

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On the other hand, it is important that higher-level students have educational spaces such as study circles and self-learning workshops that facilitate the acquisition and strengthening of appropriate study habits.

It is timely at first that educators guide students in relation to different study techniques, as well as the use of these so that they optimize their time in their studies to achieve an adequate academic result. Also, make talks on planning and organization of time, using study techniques and management of educational resources; by the tutor teachers aimed at students who have inadequate study habits and attitudes.

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Strategic planning from a focus on equity: myth to reality in schools

Planificación estratégica desde un enfoque centrado en la equidad: mito a realidad en los centros educativos

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Abstract

Guidelines related to strategic planning in educational centers are described, particularly in the Arturo Prat Chacón Cadet School (Chile), deepening from an equity-centered approach, starting with the Equity Continuum, this with the purpose of advancing towards strategic planning that promotes actions for a critical transformation in schools. From the methodological point of view, the research is situated, of a qualitative descriptive type, of a non-experimental nature, supported by documentary analysis with an instrumental case study. The research contributed to establishing indicators and descriptors that the educational center leader must consider in a strategic planning and implementation process that truly promotes equity, namely: Fluid and transparent communication with all members of the institution; understanding of the cultural differences that affect the lives and learning of the educational community; immersion in the culture and communities that make up the school; valuing the culture, heritage and experiences of the members that make up the educational community; timely attention to critical institutional nodes, where equity and social justice should be the pillars in the statement of objectives of the school.

Education, Strategic planning, Equity

Resumen

Se describen lineamientos referidos a la planificación estratégica en centros educativos, particularmente en la Escuela Cadete Arturo Prat Chacón (Chile), profundizando desde un enfoque centrado en la equidad, a partir del Equity Continuum, esto con el propósito de avanzar hacia una planificación estratégica que promueva acciones para una transformación crítica en las escuelas. Desde lo metodológico, la investigación es situada, de tipo cualitativa descriptiva, de corte no experimental, sustentada en análisis documental con estudio instrumental de caso. La investigación contribuyó a establecer indicadores y descriptores que el líder del centro educativo debe considerar en un proceso de planificación e implementación estratégica que promueva verdaderamente la equidad, a saber: Comunicación fluida y transparente con todos los miembros de la institución; comprensión de las diferencias culturales que afectan las vidas y el aprendizaje de la comunidad educativa; inmersión en la cultura y las comunidades que conforman la escuela; valoración de la cultura, el patrimonio y las experiencias de los miembros que conforman la comunidad educativa; atención oportuna de los nudos críticos institucionales, donde la equidad y justicia social deben ser los pilares en la declaración de objetivos de la escuela.

Educación, Planificación estratégica, Equidad

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Introduction

The strategic planning (SP) process can be as important to an organisation as the results. Strategic planning can be a particularly valuable process when it involves all levels of responsibility and all levels of staff in thinking about how their activities and responsibilities contribute to and impact the institution.

Organisations improve when, starting from an analysis of a present reality, they are able to visualise a possible future reality. Planning, developed collectively, allows the visualisation and achievement of the dreams of a community, for which it is necessary to address some criteria: relevance, efficiency, effectiveness, impact and sustainability. (Jaurlaritza, 2010).

However, when this PE is based on an approach based on equity, particularly in the promotion of actions for a critical transformation in schools, the issue becomes more complex, and it is worth asking ourselves whether it will be a myth or a reality, since it is not a myth or a reality: Myth or reality, since it involves not only a specific group within the school, but the entire educational community with its experiences, dreams, challenges, fears, backgrounds, with a social and cultural capital that is often lacking, which undoubtedly produces a paradigmatic break from what we have naturalised as valid, which is a PE process that caters more to instrumental aspects.

Thus, this article, in addition to addressing some theoretical and practical references of the PE process, delves into an approach focused on equity in schools, taking the Arturo Prat Chacón Cadet School as a case study, based on the principles formulated in the Equity Continuum (Murray, 2011).

Development of the topic

SP is an organisational management activity used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, establish agreement on expected results, and evaluate and adjust the organisation.

According to Chiavenato (2010), cited by Ulloa (2019), SP is the process of "formulating strategies and implementing them through tactical and operational plans" (p. 44). For Manes (2005) and Bolivar (2010), SP is a process that establishes the opportunities and threats of the external context as well as the strengths and weaknesses of the internal context, articulating a vision, mission, goals and institutional objectives in line with the educational expectations of the community, to propose and develop strategies, within the framework of an action plan, to guide the institutional work, while for Navajo (2009), it is supported as "a tool for diagnosis, analysis, reflection and decision making, about the current work and the path to be followed in the future by the communities" (p.21). (Ulloa, 2019)

Thus, according to Chiavenato (2010) the main characteristics of an SP process are:

- It is systemic: It involves looking at the organisation as a whole, i.e. a system.

- It focuses on the future: It involves building a long-term image or vision of the organisation.

- It creates value: Strategic planning not only considers stakeholders, but also creates value for parents, teachers, students and local authorities.

- It is participatory: It considers the effective inclusion of all stakeholders, especially those it will affect.

- It must have continuity: It implies developing the process on an ongoing basis, at strategic, tactical and operational levels.

- It needs to be implemented: The main challenge is its implementation, through the involvement of all stakeholders it affects.

- It needs to be monitored: The expected results, both during the process and at the end of the period, need to be systematically evaluated. (Ulloa, 2019)

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In addition to the above, based on Pozner's (2003) approaches, an EP process requires implementation and management, providing school actors with theoretical-practical approaches or tools such as possibilities for self-management, planning and evaluation, in order to carry out actions aimed at improving and transforming the reality and its school context, particularly the teaching-learning processes. In addition, Gajardo and Ulloa (2016), together with Gajardo (2019), formalise some qualities and attributes of a strategic planning process for educational centres, where the focus is on the people, their students, their families and the collective that makes up the institution itself. In this way, some of their considerations:

- Systemic and strategic intervention: This involves visualising the educational situation, developing the strategy and articulating actions to achieve the objectives and goals that are set; making planning a tool for self-regulation and governance, to enhance the capacities of all for meaningful intervention.

- Organisational cultures united by a vision of the future: Suggests the creation of multiple scenarios for different situations, based on clear objectives and high-level consensus to reach higher stages as an institution; where the actors promote an intelligent organisation, rich in proposals and creativity that stimulate participation, responsibility and shared commitment.

- Advice and guidance for professionalisation: Existence of spaces for reflection for lifelong learning, to think about thinking, rethink action, expand the epistemic power and voice of teachers; it is about enabling circuits to identify areas of opportunity and to generate networks for the exchange of experiences in a professional development plan.

- Reconfiguration, new competences and professionalisation: This implies the need for the various educational actors to possess the indispensable elements for understanding new processes, opportunities and solutions to the diversity of situations.

- Teamwork: This provides the school institution with a shared vision of where it wants to go and what educational concepts and principles it intends to promote. It also has to do with processes that facilitate understanding, planning, action and joint reflection on what is to be done and how, which, to be effective, must be developed in a collegial manner.

- Openness to learning and innovation: This is based on the ability of teachers to find and implement new ideas for the achievement of their educational objectives, as well as to break down inertia and barriers, favouring the definition of goals and prioritising integral transformation. Organisations open to learning are able to systematically address and resolve adverse situations, generate new approaches, learn from their own and others' experience, and generate knowledge and transfer it to their practices.

- Pedagogical centrality: Based on the idea that schools are the key organisational unit of education systems, it consists of generating learning for all students.

- Similarly, Pérez-Ruiz, A. (2014), emphasises the need for flexibility in educational centres, which implies permeability to deal with changes in a dynamic environment that is not exempt from unforeseen events, both internal and external to the institution itself; this need for adaptation, where all actors are committed and involved, since they are considered and given the space to give their opinion and contribute to decision-making, is the closest thing to what Senge (1990) would call smart organisations.

Bravo, Castro and Rojas (2017) propose the existence of three formally established stages in a PE process, beginning with the Philosophical Stage, in which the institutional principles, vision and mission are analysed. To do this, it is necessary to review the principles, values and identity hallmarks established on the basis of the Institutional Educational Project (PEI).

In this way, the school's principles are initially formalised in a matrix that makes it possible to explain the most significant principles that give the school its identity. In this way, the principles that make up the matrix are values that identify and differentiate the school and, in the same way, constitute the guidelines for the school's values and formative education. Together with the above, the vision is relevant as it establishes where the institution is heading, the desired future, the aspirations of the institution and how it wants to be recognised. The mission, on the other hand, refers to how we are going to achieve the ideal established in the vision, hence both must be coherent, being very important for an organisation because it synthesises and makes explicit the general idea that links the practical strategies, allowing the management team and the community to align and articulate their actions and decisions with a clearly established vision and mission.

The second phase of the SP process corresponds to the Analytical Stage, which is characterised by an Institutional Diagnosis, within a situational framework. In this way, this diagnosis is implemented from the internal and external analysis of the institution, based on a set of areas that make up the School Management Model, establishing from here the strengths, weaknesses, opportunities and threats (SWOT) of the institution. From the analysis of the information collected in the SWOT, the needs of the school and the critical issues are established, those aspects that need to be addressed immediately, in the short term, as well as those aspects that can be addressed in the medium and long term, which make up a set of needs, and also consolidate and safeguard the positive aspects of the institution. In order to meet these needs, it is necessary to establish and deploy a set of strategies, which can be operationalised through strategic objectives that, in their wording, must consider a time circumstance and a standard of measurement.

In this way, and after establishing a set of strategies to address the needs detected and prioritised within a time scenario, the third stage of the SP begins, which is the Operational Stage, where, based on the strategies, a set of strategic objectives are formalised, which must be measurable. These objectives are concretised through action plans that set measurable goals, specific objectives and concrete activities.

Measurable objectives are important for an organisation because they allow progress to be assessed and areas for improvement to be addressed in a timely manner.

However, SP as a process is nothing more than a plan that systematises the objectives in an educational institution. It is a document that shows the strategies and pathways for their achievement and describes in detail the corresponding evaluation systems. Thus, the strategic plan represents a very effective and useful management tool for working with a view to the future. In order to do so, it is vital to collect and process information about the current situation. Knowing where we stand allows us to contextualise the starting point from which medium-term objectives and strategies can be set. (Gallardo, 2014).

Approaching a PE process from an equity-focused approach, as stated by Wagoner, (2018), involves referring to some principles of culturally relevant pedagogy, which emphasises the building of healthy and authentic relationships in the school community and in the classroom. Teachers need to know and feel that their school principal cares and empathises with them, while students need to know and feel that their teachers care and understand them. Both teachers and students are more engaged and respond more positively when they believe and perceive that their superiors genuinely care about them, or where power is focused, demonstrating care, providing a relevant and effective learning environment. Teachers' knowledge of the cultural diversity of the school, including the integration of ethnically and culturally relevant content in the curriculum, as well as in the assessment of learning, and the delivery of lessons in a supportive manner, are imperative for students' academic success, and this would be a scenario that promotes social justice in schools.

Alongside the above, applying the guidelines and work of Ontario Canada's Ministry of Education's Ministry of Equity and Inclusive Education to move towards equity-based education, the work of the Centre for Urban Teaching (CUS) and the Faculty of Education at the University of Toronto (OISE), which jointly created the Framework for Culturally Responsive and Relevant Pedagogy (CRRP), to promote critical awareness and questioning of the situation in educational institutions, is evident.

The Equity Continuum (Murray, 2011), understood as a continuum of equity, promotes actions for critical transformation in schools and classrooms, proposes and operationalises a framework covering seven areas of equitable practices in schools, namely: a) Classroom Climate and Instruction, b) School Climate, c) Student Voice and Space, d) School Family/Guardian Relations, e) School Leadership, f) Community Connections, and g) Culture of Professional Development. These seven areas ask key questions regarding the thinking and practice of equity, transforming the Continnum into an instrument that allows for monitoring and establishing progress from the schools themselves.

However, in order for educational institutions to move towards culturally responsive and relevant schools, they need to consider in their PE and implementation processes:

- Understanding cultural differences that affect teachers' and students' lives and learning. This implies understanding how differences in race, background, socio-economic status, schooling, family configuration, among others, can affect coexistence, teaching and learning, as well as the building of trusting relationships.

- Knowing the environment, the place where teachers, students and the community live, establishing the potential and strengths of these communities, this immersion implies cultural sensitivity.

- -Valuing the culture, heritage and experiences of the members of the educational community. This implies moving towards a more situated and contextualised, culturally inclusive curriculum, which involves highlighting the culture of the members of the educational community and involving them in the institution's own work.

Methodology

The study was based on an interpretative paradigm with a qualitative methodological approach, descriptive and non-experimental design based on documentary analysis with an instrumental case study Stake (2007).

In effect, methodologically, the description and analysis of the PE of the Arturo Prat Chacón Cadet School was deepened, applying the guidelines and the work of the Ministry of Education of Equity and Inclusive Education, Ontario Canada, to move towards an education based on equity. This highlights the work of the Centre for Urban Teaching (CUS) and the Faculty of Education at the University of Toronto (OISE), which jointly created the Framework for Culturally Responsive and Relevant Pedagogy (CRRP), addressing the promotion of critical awareness and questioning of the situation in educational institutions. For the purposes of data collection, and in order to investigate and understand the concepts and networks of meanings that the directors of the Arturo Prat Chacón Cadet School perceive with respect to the designed and implemented PE, guidelines are applied from the equity-focused approach. For this purpose, a sample of six managers was selected, who voluntarily expressed their willingness to participate in the research, with prior ethical consent. In each case, six questions corresponding to the area of school leadership of equitable practices in schools were sent by personal e-mails, with the aim of generating descriptive categories and units of meaning based on their perceptions, and they had one week to respond and send their contributions by the same means.

Of the questions formulated on the basis of a set of indicators, the following should be noted:

1.- Does the head teacher and his or her school management team communicate their strategic development plan and work plan (visions) clearly to the whole community?

2.- Does the strategic planning and work plans articulate the notion that equity and social justice issues are the pillars of the school's mission statement?

3.- Is leadership in the school shared by all stakeholders in different ways?

4.- Is there power sharing and participation in decision-making in the school?

5.- Does the school have systematic policies and practices in place that help to build and sustain leadership throughout the school?

Are school staff supported and encouraged to develop and provide leadership in different areas?

Subsequently, and after receiving input from the principals, the principals were convened for a meeting using the zoom meeting platform. The qualitative information was transcribed in textual form, the analysis was carried out from an inductive approach, through the constant method of comparison Glaser and Strauss (1967), using the qualitative analysis software Atlas T, following the proposal of Huberman and Miles (1994), safeguarding the criteria of credibility, transferability and confirmability.

Resultados y discusión

Based on the qualitative analysis carried out, it was possible to deepen the knowledge and understanding of the managers interviewed. This resulted in three descriptive categories of analysis and 41 units of meaning relevant to the managers interviewed, as illustrated in Table 1.

Descriptive categories	Number of meaning units
Management and strategic planning	14
Leadership and decision-making	15
Participation	12

Table 1 Categorisation and units of meaning relevant to managers
Source: Own elaboration

In order to look for similarities in content, structure and theory. From the descriptive categories, two meta-categories were formed, as illustrated in table 2.

Meta-categories	Coding	Definition
Strengths	FOR	Description of the aspects that promote equity in a strategic planning and management process.
Critical nodes	ND	Description of the aspects that require further development as they are critical nodes for the school from an equity-based approach.

Table 2 Meta-categories, codes and definitions
Source: Own elaboration

Based on the meta-categories, which consider three qualitative domains, the teachers' opinions were grouped together, and some of the opinions are transcribed in Table III for illustrative purposes.

Meta-categories/Domains (D)	Management and strategic planning	Leadership and decision-making	Participation
Strengths	"...In my school, roles were designated in order to exercise great teamwork. For example, the inspector's office was in charge of having all the children's data at hand so that they could be located in these times of pandemic and to ensure that they could access the different materials to continue with the teaching-learning process. In this sense, the head of UTP coordinated the methodical work of the teachers, with the help of assistant teachers who coordinated the different cycles of the school. The psychosocial team and the head of coexistence also did a great deal of work to fully address the biopsychosocial environment of the students, their families and the teachers".	"According to theory, I would characterise the leadership of my school as participatory or democratic leadership, since the principal motivates her team, i.e. management, teachers and educational assistants, to work collaboratively in order to bring together the entire educational community to strive for the same goal, to achieve a meaningful, enriching and comprehensive education for their students. In this type of leadership, the satisfaction increases when carrying out daily work where continuous teamwork is advocated, where everyone has a voice and is heard in their ideas and proposals, where it is finally decided, by what is thought to be the best for the educational community".	"...Power in the school is linear, rather centralised. It allows the headmaster or headmistress to direct the work and make the decisions...."
Critical nodes	"...Responsibilities and control are fairly centralised in the management team, and in turn the partners of the educational institution have some freedom to propose ideas which are accepted or refuted depending on the action to be taken". "...The distribution is neither egalitarian nor arbitrary, but rather responds to the needs of the moment and the characteristics of the members of this community."		

Table 3 Meta-categories and qualitative domains
Source: Own elaboration

In addition to the above, as illustrated in figure I, the semantic network is presented, based on the three descriptive categories that arise from the analysis carried out using Atlas T.

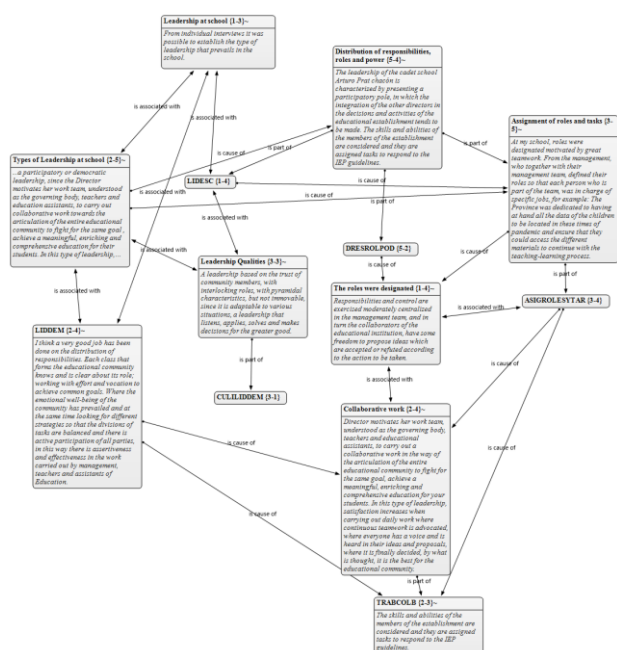ÁLVAREZ-CISTERNAS, Marisol del Carmen, TORRES-ORELLANA, Brunilda del Rosario and MEDINA-GUAJARDO, Isabel Soledad. Emotional competences relationship and academic performance in university students. Journal of Teaching and Educational Research. 2021

Figure 1 Semantic network of descriptive categories
Source: Own elaboration

The results obtained confirm the findings of Sans-Martín et al. (2016), since in the school, distributive leadership predominates over instructional leadership, which is in line with a strategic planning process based on equity. This type of leadership predominant in the school, also called democratic, situational, co-leadership (Spinel, 2006), or nominated collaborative, emergent, new leadership (Bolden, 2011), is reaffirmed by Villa (2013). This has had a positive influence on the collaborative work between the various actors that make up the school and is recognised as such, confirming Bolívar (2019), who highlights the positive and direct effects of the type of leadership, particularly the collaboration and joint work between teachers, which had a positive impact on the pedagogical practice of the school. Similarly, it is evident that although the management team had been working from a leadership that could be close to democratic, it is confirmed that this is on the way to consolidation, since the school was able to adapt quickly to a crisis situation such as the pandemic, since there were institutional and management conditions, thus confirming the statements of Ahumada et al. (2017), regarding the practice of distributive leadership, and the timely allocation of roles and tasks, thereby promoting the improvement of the school.

All in all, the school's strategic planning and work plans articulate the notion that equity and social justice issues are the pillars of the school's mission statement. Indeed, the school has a high percentage of immigrant students, so they have made an effort to make these cultures visible, through immersion in the culture and communities that make up the school; valuing the culture, heritage and experiences of the members that make up the educational community. However, it is recognised that these are still incipient approaches, in addition to the curricular and evaluative spheres, among others.

Likewise, the findings of this study confirm Wagoner's (2019) statements on the need to build healthy and authentic relationships in the school community and in the classroom, which is consistent with equitable management and PE processes in schools. As well as Aziz (2018), who states that all members of the educational community need to know and feel that the principal of their school genuinely cares and empathises with them, an issue that is confirmed in this study, from a participatory strategic planning process, promoting leadership in other members of the community, even though it is recognised that it is incipient.

Conclusions

PE from an equity-based approach will not be just a myth and makes sense in schools when it is designed and implemented based on the multicultural diversity of schools. This is an issue that is confirmed in the school under study, considering social and cultural capital, and including ethnic, culturally diverse and representative content in the training curricula, recognising that although there is progress, these are still incipient processes. Management teams will be effective when they give clear signals that the educational community and each of its members matter to them, focusing on building healthy, harmonious and genuine relationships with teachers, students, families and the school community. (Figueroa, Valenzuela & Vanni, 2019). In this sense, and particularly in Chile, the results of this research allow sensitivity about a style of strategic planning based on equity and social justice, where the participation of the various groups that make up the school is promoted.

In this way, from an approach based on equitable practices in schools focused on the area of school leadership (Murray, 2011) and the strategic planning processes of the case study, some indicators and descriptors are revealed as illustrated in Table 4.

Indicators	Descriptors
The principal and his or her school management team communicate their strategic development plan and work plan (visions) clearly to the whole community.	- School announcements are used as a means to reinforce the school's focus.
	- The school's mission statement and vision are visible to all stakeholders (e.g. postings in classrooms, hallways, school office, community bulletin board, and school website).
The strategic planning and work plans articulate the notion that equity and social justice issues are the pillars of the school's mission statement.	- Opportunities are provided for ongoing reviews and feedback of the mission statement and transparency of its active use in the school (e.g. articulation of student achievement and other goals within the school community are highlighted through newsletters, school board agendas, and school websites).
Leadership in the school is shared by all participants in different ways.	- Leadership teams include teachers in a variety of roles.

Table 4 Indicators and descriptors of school leadership in schools that promote equity
Source: Own elaboration

In this way, they show the need to incorporate elements associated with equity and social justice in the SP components, explicitly and disseminated throughout the community, as well as to move towards shared leadership and the distribution of power, involving the different strata in leadership roles and decision-making, recognising best practices, recognising the other as an authentic other, and promoting the participation of the entire community.

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Level of written communication, linguistic deficiencies, and the achievement of competences in incoming students in an Universidad Pública del Cusco

Nivel de comunicación escrita, deficiencias lingüísticas, y el logro de competencias en estudiantes ingresantes en una Universidad Pública del Cusco

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Abstract

Currently, the education environment is experiencing great challenges; In other words, education in Peru, especially Regular Basic Education (EBR), presents a series of difficulties in the writing of administrative and academic documents. The objective of the study is to establish the relationship between the level of written communication, the linguistic deficiencies, and the achievement of competences in students entering an Universidad Pública del Cusco. The study approach is quantitative and applicative, with a causal correlational cross-sectional design; It is made up of a total of 1406 students entering the National University of San Antonio Abad del Cusco, choosing for the study of 142 students through non-probability sampling for convenience, compiling the information using the Likert scale, having examined its validity and reliability. Obtaining the fundamental conclusions that if there is a significant association between the level of written communication, linguistic deficiencies, and the achievement of competencies in students entering an Universidad Pública del Cusco. As well as it is observed with the contrast of the hypothesis test whose "P-value" = 0.000 is less than the significance value 0.05. Evidence using the Rho Spearman statistical test denies the null hypothesis, and we admit the alternative hypothesis.

Level of written communication, Linguistic deficiencies, Achievement of competences

Resumen

En la actualidad, el entorno de educación está sufriendo grandes desafíos; es decir, la educación en el Perú, especialmente Educación Básica Regular (EBR), presenta una serie de dificultades en la redacción de los documentos administrativo y académicos. El objetivo de estudio es establecer la relación entre el nivel de comunicación escrita, las deficiencias lingüísticas, y el logro de competencias en estudiantes ingresantes en una Universidad Pública del Cusco. El enfoque de estudio es cuantitativo y aplicativo, con un diseño transversal correlacional causal; está conformada por un total de 1406 estudiantes ingresantes a la Universidad Nacional de San Antonio Abad del Cusco, eligiendo para el estudio de 142 estudiantes a través del muestreo no probabilístico por conveniencia, compilando la información mediante la escala de Likert, habiendo examinado su validez y confiabilidad. Obteniendo las conclusiones fundamentales que, si existe una asociación significativa entre el nivel de comunicación escrita, las deficiencias lingüísticas, y el logro de competencias en estudiantes ingresantes en una Universidad Pública del Cusco. Así como, se observa con el contraste de la prueba de hipótesis cuyo "P-value" = 0,000 es menor que el valor de significancia 0,05. Evidencia mediante la prueba estadístico de Rho Spearman se deniega la hipótesis nula, y admitimos la hipótesis alternativa.

Nivel de comunicación escrita, Deficiencias lingüísticas, Logro de competencias

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Introduction

The community of cognition and communication has innovated the forms of employment, the processes of social, economic, cultural, philosophical, ideological and educational organization in humanity for more than three decades. This has led to facing new challenges, new learning concepts and the mastery of competences, both at an individual, interpersonal, social and work level, under a life-long teaching approach.

Higher education, such as public universities, currently seek society to improve communication, the responsibility of creating knowledge in these university classrooms, and all of this leads us to a general problem (Arciniegas Lagos and López Jiménez, 2012). They help provide General Studies students to develop knowledge, thus initiating daily learning; With this, skills are improved and this is directly reflected in their production of texts. Indeed, linguistic discipline is essential for undergraduate students, in professional schools, they must have knowledge of the time and the facilitator's ability to support the process of writing the speech.

The process of written communication with students is a preponderant factor where the explicit writing of orality triangulation, where these elements are essential at the time of exchange of information and experience. The sender is the person who initiates the communication, the listener receives the speaker's report and the content is found in the message. And all this, a code must be managed so that there is effective communication.

The semantic deficiency is associated with the level of the content of the linguistic sign with meaning and interpretation of the words; Likewise, in expressions it must have meaning and syntactic autonomy to be able to assimilate in written and oral communication. The speaker and listener must handle the technical terms related to the specialty so that there is efficient communication, this implies that the student must practice reading to become familiar with the words, which carries a social pragmatic sense.

At the level of university students of higher level they do not seriously practice the writing of academic, administrative, literary and scientific documents. This is observed in the production of their texts that they do not perform as they should be, where disinterest, apathy, and indifference prevail when producing the different texts. Likewise, the learning evidences have deficiencies: semantic, syntactic, grammatical, morphological, phonological and pragmatic. Therefore, it is proposed to work with higher-level students, to improve their generic learning skills that will help in academic and scientific training. All this is summarized in the achievement of competencies of the students entering a Public University.

Therefore, students from all professional schools must have management and knowledge of oral and written expression, to put into practice the production of different texts and this will serve to improve their academic, scientific and technological professional training.

In the production of texts, the development of teaching-learning participates a fundamental and substantial role, primarily the transparent interpretation that is not processed as a whole, less the accumulation and simplicity of ideas to form an argument of the context.

In reality, in the General Studies students of the National University of San Antonio Abad del Cusco (UNSAAC), different problematic realities are observed, especially in written communication. Likewise, in oral expression they have difficulties facing the stage and sustaining their exhibitions of commissioned works. In the same way, students have communication deficits because they do not use the linguistic code correctly, where there are inconsistencies in their expressions and at the same time they reflect in their written productions. Thus, it is noted that a sentence occupies a paragraph, and the student no longer has coherence in the meaning of the words he expresses. In addition, they construct long sentences without pauses without using the proper grammar spelling rules, which directly influence their expressions, as well as writing short and long texts. Thus, in many circumstances there is a lack of creativity to improve and argue their thoughts, ideas, which they use to produce texts.

Finally, it requires these students to enrich their lexicons to improve their oral and written communication. In response to which, the research was posed as a question: What relationship exists between the level of written communication, linguistic deficiencies, and the achievement of competencies in students entering an Universidad Pública del Cusco?

Written communication

Fonseca Yerena, Correa Pérez, Pineda Ramírez, and Lemus Hernández (2011) stated that communication is the social interaction that occurs between the interlocutors. Gutiérrez Castillo, López Heredia, Salazar González, and Ibarra Ramírez (2012) stated that it is the interaction of information towards oneself. In relation, Rojas Saldaña (2013) indicated that communication is the exchange of the communicative process, which is carried out using linguistic signs and serves to inform and remember meanings. That is, to communicate is to make known everything that we evoke from experiences making use of linguistic and non-linguistic communication.

Currently, in universities teaching in relation to the Spanish language has become outdated; In other words, the teaching of Regular Basic Education with the University does not have an adequate articulation; for this reason, there are these unevenness or lags and there is no real concretion. On the other hand, scientific theoretical knowledge that is related to linguistic sciences must be put into practice, such as: Sociolinguistics, psycholinguistics, pragmatics, textual linguistics, discourse analysis and didactics.

Pinales Rodríguez and Lagunas Beltrán (1998, p. 21) affirmed that the language is an executable skill in the resources of the speakers of the language, which they have at their command; Likewise, it is an attitude that makes sense, coherence, availability and possibility of execution, to explain what you want and feel to inform including an individual and personal vision.

Language is a system of linguistic signs; in other words, it is the individual's ability to explain through an integrated communication system, whether by oral or written signs that are part of a defined linguistic context.

So the language is a conventional structure of signs made by society to carry out its communications efficiently and effectively.

All writing has a structure that makes up three relevant elements such as; introduction, development and closure:

a) Introduction: It is the beginning of the production of text, where it captures the situational summary, place, time and the historical sequence.

b) Development: Where all the development of the research content is explained.

c) Closure: It is concluded with the solution of the sequence of the content of the investigation in a summarized and synthetic way.

Cortés Moreno (2000, p. 34) presented that writing is the fundamental basis of every person that requires building words, phrases, sentences and texts. In this understanding, writing helps develop abilities and skills in individuals and with pragmatics it helps improve exercise in cognitive, linguistic, sentimental and social development.

At present we evidence a rapid and relevant innovation in the instruments that provide knowledge and communication. We appreciate the innovations that occur in the community for the use of new ways of communicating through new virtual formats and digital platforms, where communication is mediated and established with available and free accessibility. Written communication is implicit in the linguistic disciplines (semantics, semiotics, phonetics, phonology, syntax, spelling, and grammar), which regulate the rules of linguistic variations, but rather this ability integrates the intrinsic communicative need of the person (Estévez Fuertes et al., 2011).

Purposes of written communication

To consider the purposes of written communication, it is necessary to accept that oral language as a means of expressive communication, the main purposes are two: Reflect and communicate; that is, express the text with our own words and / or experiences, to later transform it into new knowledge, but respecting the original meaning, in order to reach a better understanding.

In this way, the purpose of written communication is to concretize the information of the reader in an adequate way to express thoughts similar to what the author of the written text transmits. In order for you to achieve your objective of written communication, you should consider the following:

- Write for the reader.

- Establish expressions and introduce readers without expressing bad views.

- Use readable, noticeable words and expressions that make complete sense.

- Disseminate and examine in detail the first writing.

According to Estévez Fuertes et al. (2011) considered the following dimensions of written communication is based on scientific, literary and administrative writing. That is, writing is a form of dialogue that allows the individual to communicate from a document; In other words, it is a way of exchanging information between two people. In this, the speaker produces different continuous texts (academic articles, essays, novels, literary stories, monographic works, interpretation of texts, among others), with which he seeks to inform his message to the recipients or recipients.

Linguistic deficiencies

Alonso-Cortés Manteca (2002, p. 11) stated that "it is the scientific study of languages as an international expression of the word". For their part, Mounin and Ter-Sakarian (1979, p. 115) define that the science of language is the study of the purposes and characteristics of composition in the order and development in the context and space of natural human languages. In the same way, the cited intellectuals have similarity in concretizing the scientific characteristics of linguistics; taking into account the pedagogical formation of the phenomena that cooperate in the development of natural languages and the management of knowledge of the interlocutors, with variations that occur in time and space, finally, without variation it is static. In short, the science of linguistics expresses all manifestations of language; that is to say, the knowledge of the scientific investigation of the subject.

Integrating the words deficiency and linguistics, it means that it is the lack or lack of properties of the natural language; likewise, in the management of knowledge and pragmatics of the interlocutors. This research work includes the linguistic disciplines: spelling, pragmatics, semantics, morphology and syntax. These linguistic resources are fundamental bases for the linguistic domain. As stated, Martínez Martínez (2002) is a technique and strategy that do not work properly in the use of semantics and pragmatics; therefore, they admit the relevant requirements in an important way of individual with third parties.

First, it must be distinguished that they are the particular weaknesses and difficulties in the context of speech and language; that is, speech is the individual expression of the person and language is the ability to express thoughts and ideas. In this understanding, the difference between communication, language and speech is added. In other words, communication deals with the interaction between two or more people, in most occasions or circumstances they use linguistic and non-linguistic language. Next, language is the ability to speak ideas, feelings, tendencies, through the use of verbal and non-verbal signs, through which experiences are expressed. Finally, speech refers to the particular expression of the individual in this way has incorporated the physiological and neurological mechanisms. Although, each of these words presented show that they are different in the meaning context, thus evoking that each one has a constant interrelation between these terms. (Godoy Lenz and Zilliani Illanes, 2007)

According to Martínez Solís (2002, p. 46), he stated that the dimensions of linguistic deficiencies consider semantic deficit, syntactic deficit, morphological deficit, and spelling deficit. That is, the construction of texts follows a structure depending on the type of text, to then explain the relevant meaning to the groups. In this way, it is observed that there is a lack in the handling of grammatical orthographic norms, for the elaboration of different documents.

Competencies

The meaning of aptitude has a close relationship with the ability to handle various complex situations, and this implies that "competence" is fundamental to be applied at the levels of knowledge and the experience of skills to expose and thus lead to communication. in an effective way.

Snyder and Ebeling (1992) explained in relation to competence from a functional perspective, however they use "competencies" in the plural. Other writers frequently use the term "competency" when talking about occupational competence or use it as a synonym. Therefore, Dale (1992) differentiates occupational abilities from psychosocial particularities, however they use competence and competency to execute the description in the discussion of their document to examine their abilities and skills. Hartle (1995) stated that competency as "the particularity that a person has management in the production of their work", incorporates the "competences" observable (knowledge and skills) as "summaries of competences" (traits and motives).

Competency dimensions

García Cabrero, Loredo Enríquez, Luna Serrano, and Rueda Beltrán (2008) and Bravo Salinas (2007), and Beneitone et al. (2007) in their publication of their book "Reflections and perspectives of Higher Education in Latin America", they reveal about the classification of competences:

Generic competences: ("General" or "transversal"), which are the most common in all professions and occupations; that make up the set of general knowledge that every university graduate must know (García Cabrero et al., 2008). On the other hand, in their training students have to know the different topics related to grammatical structuring. These issues are related to each other, to have efficient oral and written communication between the interlocutors, and as part of their academic training, truly training to face and serve society, according to their specialty (Beneitone *et al.*, 2007, p. 15).

Specific competences: This type of competences are known as particles or specialization in the training of each individual (García Cabrero et al., 2008, p. 102). Distinguish training in one specialty from another; In addition, there are specializations with management of the term of specialty, which affect their personal and academic training (Beneitone *et al.*, 2007, p. 16).

Therefore, it was formulated as a general problem: In what way is the level of written communication, linguistic deficiencies, related to the achievement of competences in students entering an Universidad Pública del Cusco? As a general objective, it was proposed: To establish the relationship between the level of written communication, linguistic deficiencies, and the achievement of competencies in students entering an Universidad Pública del Cusco. And as a specific objective: Identify the level of written communication in students entering an Universidad Pública del Cusco. Identify the level of linguistic deficiencies in students entering an Universidad Pública del Cusco. Describe the achievement of competencies in students entering an Universidad Pública del Cusco.

Materials and methods

The methodology is applicative with a quantitative research approach and the study is descriptive - correlational. First describe the variables as found in the observation; second, the level of relationship of the study variables. The research design is non-experimental because the study variables were not altered, they are detailed and as presented in the field study (Toro Jaramillo and Parra Ramírez, 2006). The study of the population is made up of the incoming students of the National University of San Antonio Abad del Cusco (UNSAAC), which add up to a total of 1406 students entering the UNSAAC in 2019 by different modalities (Unit of the Computer Center of the UNSAAC). The sample is non-probabilistic by the convenience sampling method for students from the Professional School of Education - UNSAAC., and is made up of 150 incoming students.

The technique used is the survey, which has been prepared according to the dimensions and indicators of the variables; As an instrument used is the questionnaire, which was aimed at measuring each of the variables, having as collaborators the students entering the Professional School of Education - UNSAAC. Once the data from the surveys has been obtained, the validation of the contents is presented with the judgment of experts, who are knowledgeable people on the subject. Then, the reliability was performed with the Cronbach alpha coefficient to measure the internal of the questions, establishing the mean of the correlations between the items (Cronbach, 1951, p. 299). For the processing of the tables and figures, a Microsoft Excel program was used, and the development of descriptive statistics and inference was used the SPSS statistical software.

For the description of the variables, descriptive statistics were used and for the interpretation of the results, the balancing was performed for each of the variables; in the same way, the scale of interpreting and identifying the categories was carried out for the dimensions, which is why the evaluation scale is ordinal. The identification of the communication level takes as attributes: Very low, low, moderate and high. Meanwhile, for language deficiencies consider: Low, medium, high, very high. Finally, for the skill achievement variable, it takes the attributes of: Poor, regular, good, and very good.

The presentation of inferential analysis begins with the normality test, to observe the degree of normal distribution of the data. Likewise, the Kolmogorov-Smirnov test was used, taking into account the result of normality, that the data differ from the normal distribution (non-parametric). Therefore, it was chosen to use Spearman's Rho correlational hypothesis test.

Results and discussion

Results

The research work presents the results that were interpreted in the first instance at the descriptive level and then at the inferential level. In the first place, descriptive-relative statistics have been used, supporting as a basis the absolute frequencies and the relative frequencies of the investigated.

Dimensions	Variable level of written communication								Total	
	Very low		Under		Moderate		High			
	f	%	f	%	f	%	f	%	f	%
Scientific technological writing	28	19,72%	62	43,66%	40	28,17%	12	8,45%	142	100
Literary writing	33	23,24%	61	42,96%	36	25,35%	12	8,45%	142	100
Administrative drafting	34	23,94%	64	45,07%	28	19,72%	16	11,27%	142	100

Table 1 Results of the distribution of the variable of level of written communication
Note: Data processed in the SPSS statistical program

In Table 1, the consolidated foundations of the percentages of the dimension of scientific-technological writing are presented; 43.66% of those surveyed indicated that the level is low. Likewise, 28.17% stated that it is at a moderate level. On the other hand, 19.72% consider that they are at a low level. Therefore, most of the respondents expressed that technological scientific writing is at a low and very low level in terms of their writing of texts that they carry out in their different subjects of study; Likewise, students understand that in their learning process it is of vital importance for the activities and they need to communicate with coherence, cohesion, clarity and formality that their expressions are correct.

The consolidated results of the literary writing dimension; 42.96% of the students indicated that they are at a low level. Similarly, 25.35% revealed that it is at a moderate level. Finally, 23.24% indicated that they are at a very low level. Finally, most of the respondents expressed that if they are at a low and very low level in terms of literary writing; that is, students do not have a culture of reading some works for a reflection of the facts and events that occurred in our country, from this approach the importance of writing literary texts and the interpretation that must have coherence is valued with context.

Regarding the consolidated results of the administrative drafting dimension; 45.07% of the students stated that they are at a low level. Next, 23.94% declared that it is at a very low level. Likewise, 19.72% expressed that they are at a moderate level. In conclusion, most of the respondents expressed that if they are at a low and very low level in literary administrative writing; that is, incoming students do not yet know the administrative documents that establish an adequate wording to communicate clearly and precisely.

Dimensions	Variable of language deficiencies								Total	
	Under		Half		High		Very high		f	%
	f	%	f	%	f	%	f	%		
Semantic deficit	10	7,04%	26	18,31%	65	45,77%	41	28,87%	142	100
Syntactic deficit	10	7,04%	34	23,94%	58	40,85%	40	28,17%	142	100
Morphological deficit	8	5,63%	37	26,06%	52	36,62%	45	31,69%	142	100
Spelling deficit	8	5,63%	37	26,06%	56	39,44%	41	28,87%	142	100

Table 2 Results of the distribution of the variable of language deficiencies
Note: Data processed in the SPSS statistical program

Table 2 shows the consolidated results of the percentages of the semantic deficit dimension; 45.77% of the surveyed students stated that it is at a high level. Likewise, 28.87% expressed that it is at a very high level. On the other hand, 18.31% indicated that they are at an average level. Finally, most of the respondents indicated on the deficiencies in semantic deficit they are at a high level and some are very high in terms of their grammatical structuring that they carry out in their monographic works and it is observed that they have difficulties in the interpretations of the meanings of words, which is related to the level of written communication. Regarding the consolidated results of the dimension of syntactic deficit; 40.85% of the surveyed students indicated that it is at a high level. Similarly, 28.17% expressed that it is at a very high level. Next, 23.94% considered that they are at an average level. In view of which, the majority of those investigated recognized that if they are in a medium and low level in language deficiencies, fundamentally in syntactic deficit; that is, students entering the university have difficulties in the constructions of their texts and likewise, in the concordance of the sentences that corresponds to a coherence, cohesion, adequacy in the writing of sentences, phrases and texts.

The consolidated results of the morphological deficit dimension; 36.62% of the surveyed students stated that they are at a high level. Next, 31.69% of respondents declared that it is at a very high level. Next, 26.06% expressed that they are at an average level. In conclusion, most of the respondents expressed that if they are at a high level and at the same time they consider the morphological deficit very high; In other words, incoming students make it difficult to recognize the different forms of words in their grammatical structure, which influence the writing of different academic, scientific and administrative texts.

The consolidated results of the spelling deficit dimension; 39.44% of the surveyed students indicated that it is at a high level. In the same way, 28.87% two expressed that it is at a very high level. Next, 26.06% consider that they are at an average level. In conclusion, most of the respondents explained that if they are at a high and very high level in language deficiencies, especially in spelling deficits; that is, students entering university have problems in grammatical conjugation or with the way of writing words, taking into account the spelling and grammar rules.

Dimensions	Variable achievement of competences								Total	
	Deficient		Regular		Well		Very good		f	%
	f	%	f	%	f	%	f	%		
Achievement of competencies	18	12,68%	68	47,89%	44	30,99%	12	8,45%	142	100

Table 3 Results of the distribution of the skill achievement variable
Note: Data processed in the SPSS statistical program.

Table 3 shows consolidated results of the percentages of the achievement of competencies dimension; 47.89% of the surveyed students stated that they are at a fair level. Likewise, 30.99% expressed that it is at a good level. On the other hand, 12.68% stated that they are at a poor level. To conclude, it shows us that the majority of the respondents indicated that the achievement of competencies is at a regular and good level in terms of their application of the text writing course, we seek to improve the generic and specific competencies of students entering the UNSAAC.

Normality test

		Written communication level	Linguistic deficiencies	Achievement of competencies
N		142	142	142
Normal parameters a, b	Half	2,52571	2,32831	2,94443
	Standard deviation	1,09289	1,091776	1,18190
Maximum extreme differences	Absolute	,242	,153	,187
	Positive	,242	,138	,144
	Negative	-,153	-,176	-,187
Test statistic		,271	,247	,255
Sig. Asymptotic (bilateral)		,000ᶜ	,000ᶜ	,000ᶜ

Table 4 Kolmogorov-Smirnov test for a sample
Note: Data processed in the SPSS statistical program

The results that show that most of the variables have scores and do not come from a normal distribution, the quantitative variables being continuous. Therefore, we chose to use the Spearman Rho nonparametric statistical correlational hypothesis test (because it has categorical and numerical variables), since they do not meet the normality assumption.

Correlations			Written communication level	Linguistic deficiencies	Achievement of competencies
Spearman's Rho	Written communication level	Correlation coefficient	1	,638**	,726**
		Sig. (Bilateral)		,000	,000
		N	142	142	142
	Linguistic deficiencies	Correlation coefficient	,638**	1	,651**
		Sig. (Bilateral)	,000		,000
		N	142	142	142
	Achievement of competencies	Correlation coefficient	,726**	,651**	1
		Sig. (Bilateral)	,000	,000	
		N	142	142	142
**. The correlation is significant at the 0.01 level (bilateral).					

Table 5 Correlation of level of written communication, linguistic deficiencies, and achievement of competencies in incoming students

When using Spearman's Rho correlation statistical test, a moderately significant positive influence (r = 0.638 ** and P = 0.000) and directly proportional is demonstrated; In other words, there is an association between the level of written communication and language deficiencies in incoming students at an Universidad Pública del Cusco. Likewise, there is a good moderately significant positive relationship (r = 0.726 ** and P = 0.000) and directly proportional; that is, there is a direct positive relationship between the level of written communication and the achievement of competencies in incoming students at an Universidad Pública del Cusco. Finally, there is a moderately significant positive influence (r = 0.651 ** and P = 0.000) and directly proportional; that is, there is a direct positive relationship between linguistic deficiencies and the achievement of competences in students entering an Universidad Pública del Cusco, since the null hypothesis is denied at p <0.01, and the alternative hypothesis is admitted.

The correlation level is considerably positive, according to the "Spearman's Rho" value interpretation table, because the association factor is 0.638; 0.726 and 0.651. As long as there is a high level of written communication and linguistic deficiencies, there will be a good level of achievement of competencies in students entering an Universidad Pública del Cusco. It is concluded that the variables of level of written communication, linguistic deficiencies are significantly related to the achievement of competences in students entering an Universidad Pública del Cusco.

Discussion

The research work carried out a verification of the validity and reliability of the work instruments, obtaining within the accepted and favorable ranges for their application of said instruments. Likewise, the experts validated with their contribution of applicability of the instruments, which generates confidence in the use of the document.

At a descriptive level, it has allowed the surveyed students to express a medium level in the measurement of the three study variables. The results obtained show different deficiencies in written communication, linguistic deficiencies and achievement of competences; that is, in their paragraph productions they must have clarity and precision in the wording.

The students entering different Professional Schools sampled, the vast majority of which are from state educational institutions and the respective provinces. Which is observed that the National Curriculum Design of Peru is structured in a generic way and specialty teachers diversify and contextualize their context articulating to the reality of their province. Existing, disarticulation and gap with the university and educational institutions in the contents of the learning routes. In addition, the teachers of the different specialties do not work with the standards established in the educational norms, but rather they simplify the topics and this same influence in their didactic preparation of the students of the educational institutions, when they enter the universities.

It is observed that students in the Text Writing subject show these cases in newcomers who have a deficit in their academic training, in practice their quality learning is not visualized. This directly affects their use of words, production of texts, handling of a familiar language. The result is a lack of reading practice at all levels. The main factor for these students is that they have a positive attitude to improve deficiencies and project themselves in their professional training for life, with attitudes, skills and challenges that strengthen educational quality.

At an inferential level, we analyze the fundamental purpose of study work and it has been confirmed with the existing relationship between the level of written communication, linguistic deficiencies, and the achievement of competencies in incoming students; As evidenced by the application of Spearman's Rho statistical test in Table 5, I mention a positive relationship with r = 0.638 **, which expresses that there is a significant association; on the other hand, it is less than 5% and consequently there is an association between the level of written communication and linguistic deficiencies in students entering an Universidad Pública del Cusco. Likewise, a good moderate significant positive association is evidenced (r = 0.726 ** and P = 0.000); In other words, there is a clear moderate positive association between the level of written communication and the achievement of competencies in incoming students at an Universidad Pública del Cusco. Finally, it shows a good moderately significant positive influence (r = 0.651 ** and P = 0.000) and directly proportional; In other words, there is a direct positive relationship between language deficiencies and the achievement of competences in incoming students at an Universidad Pública del Cusco. In conclusion, the null hypothesis (Ho) is denied, and the alternative hypothesis (Ha) is admitted, for this reason that, if there is a significant relationship between the level of written communication, linguistic deficiencies, and the achievement of competences in students entering an Universidad Pública del Cusco.

The results agree with other investigations by Gavidia Anticona (2018), where it is concluded and confirmed that if there is a positive and direct association between linguistic deficiencies and with linguistic communication; Furthermore, they expressed that the greatest deficit is in written communication, especially in semantic deficit at a regular level.

Likewise, it has been possible to compare the fundamental results with the research Bardales Balarezo (2017) and the use of the rules in the contracting procedures, there are deficiencies in the institutional regulations.

It should be noted that the results show a largely coincidence with other studies developed indicate that, the greater the presence and intensity of the level of written communication, it is related to language deficiencies; that is, the research study variables have a relationship with each other.

On the other hand, there is a similarity with the research of Rojas Saldaña (2013) who presented a doctoral thesis, with the topic: "Linguistic deficiencies in relation to written communication in students of the ISTP Sergio Bernales García de Cañete". Where it reaches the fundamental results that the semantic deficit is related to words, expressions and the syntax deficit, the grammatical structure is altered. On the other hand, they stated that there is no semantic deficit in academic work. Finally, he mentions that linguistic difficulties affect written technological scientific production, written literary production, and administrative writing.
In summary, the results of this study express us about the development of the level of written communication, as a means of communication is interaction for students, which leads to the improvement of writing in different types of texts and communicative speeches.

Conclusions

The results show that, if there is a significant relationship between the level of written communication, linguistic deficiencies, and the achievement of competencies in students entering an Universidad Pública del Cusco. A Spearman Rho correlation factor r = 0.638 ** is found, denoting the existence of a moderate effective correlation between the level of written communication and linguistic deficiencies. On the other hand, the Spearman Rho correlation factor r = 0.726 ** which indicates a moderate effective correlation between the level of written communication and the achievement of competences in students entering an Universidad Pública del Cusco. Finally, the Spearman Rho correlation factor r = 0.651 ** indicates the existence of a moderate positive correlation between linguistic deficiencies and the achievement of competences in students entering an Universidad Pública del Cusco. Therefore, as long as there is a high level of written communication and linguistic deficiencies, there will be a good level of achievement of competencies in incoming students at UNSAAC.

The level of communication in students entering an Universidad Pública del Cusco, it has been determined that 45.07% show that they have a "low" level of written communication in administrative writing. Similarly, 43.66% of those surveyed have a "low" level of written communication in scientific and technological writing. Likewise, 42.96% expressed that a level of written communication is "low" in literary writing.

The level of linguistic deficiencies in incoming students in an Universidad Pública del Cusco, has been determined in 45.77% of the respondents expressed that the linguistic deficiencies in a "high" level as a semantic deficit. Similarly, it is observed that 40.85% of the respondents indicated that the linguistic deficiencies were at a "high" level as a syntactic deficit. Likewise, it shows 39.44% of those surveyed that language deficiencies were at a "high" level as a spelling deficit. On the other hand, linguistic deficiencies at a "high" level in terms of morphological deficit with 36.62%.
The variable achievement of competencies can indicate that 47.89% of students entering an Universidad Pública del Cusco have a "regular" level, 30.99% have a "good" level of achievement of competence and 12.68% a level deficient, and only 8.45% a level of "very good" in the achievement of competencies in incoming students at the National University of San Antonio Abad del Cusco.

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Quality of university libraries: the case of the Universidad de Granada

Calidad de las bibliotecas universitarias: el caso de la Universidad de Granada

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Abstract

Objective: To present the analysis of the bibliographic collection of the Universidad de Granada (UGR) taking as a reference the teaching guides of the Degree in Psychology during the academic year 2019/2020. Method: An analysis of the bibliographic collection of the teaching guides of the Degree in Psychology of the UGR was carried out. Documents were analysed by title, year, document categorisation, document type and subject data. Information on availability and the possibility of consulting the document online was also included. The search was carried out in the automated online catalogue of the UGR Library. Results: A total of 1,775 bibliographic references were contained in the teaching guides of the 49 subjects (distributed among six departments). A total of 76.8% were considered complementary by the teachers and 89.2% of the proposed documents were books. The UGR libraries had 81.8% of the references, while the Psychology library had 65.8% of the material. 24.4% of the references had a more up-to-date edition in the library. Contribution: The analysis of the bibliographic collection provides information on the adequacy of the teaching guides and the availability of the university library collection. This is an indicator of the quality of teaching and of the university library system.

University library, Psychology, Teaching guides

Resumen

Objetivos: Presentar el análisis del fondo bibliográfico de la Universidad de Granada (UGR) tomando como referencia las guías docentes del Grado de Psicología durante el curso 2019/2020. Metodología: Se realizó análisis del fondo bibliográfico de las guías docentes del Grado en Psicología de la UGR. Se analizaron los documentos por título, año, categorización del documento, tipo de documento y datos de la asignatura. También se incorporó información sobre disponibilidad y posibilidad de consultar el documento online. La búsqueda se realizó en el Catálogo automatizado disponible online de la Biblioteca de la UGR. Resultados: Un total de 1.775 referencias bibliográficas estaban contenidas en las guías docentes de las 49 asignaturas (distribuidas en seis departamentos). Un 76,8% eran consideradas complementarias por los docentes y un 89,2% de los documentos propuestos eran libros. Las bibliotecas de la UGR disponían del 81,8% de las referencias, mientras que la biblioteca de Psicología tenía un 65,8% del material. Un 24,4% de las referencias tenían una edición más actualizada en la biblioteca. Contribución: Gracias al análisis del fondo bibliográfico se puede obtener información relativa a la adecuación de las guías docentes y a la disponibilidad de la colección de la biblioteca universitaria. Esto supone un indicador de calidad docente y del sistema bibliotecario universitario.

Biblioteca universitaria, Psicología, Guías docentes

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Introduction

The adaptation to the European Higher Education Area (EHEA) in Spain resulted in a reorganization of the university context. To understand how the changes experienced have affected the system, various analyses of teaching and research quality have been carried out (Salajan, 2018). On the one hand, several studies have been carried out to determine the productivity of the different institutions (e.g., Buela-Casal, Guillén-Riquelme, Díaz-Román, Carneiro-Barrera, & Quevedo-Blasco, 2019; Carneiro-Barrera, Díaz-Román, & Ruiz-Herrera, 2019), while on the other hand, the satisfaction of teachers and students with the implementation of the new system has been ascertained (v.gr. Escudero, 2019; Fernández, Arbulo, Muñoz, Agudo, & García, 2017; López López, León Guerrero, & Pérez García, 2018; Quevedo-Blasco, & Buela-Casal, 2019; Núñez, Valdehita, & Ramiro, 2018). In addition, there have been numerous studies based on the analysis of the components required to reorient professional practice in the new system (e.g., Álvarez-Rojo et al., 2011; Domingo-Coscolla, Bosco, Carrasco Segovia, & Sánchez Valero, 2020; Mas-Torelló & Olmos-Rueda, 2016; Saravia Gallardo, 2008). Beyond the evaluation of productivity or teaching quality, one way of analyzing the quality of the university system is through the services it offers, including the university library. According to the definition provided by Reitz (2004), a university library is a library established, maintained, and administered by a university to meet the information needs of its students and support its educational and research programs and other services. The Spanish University Libraries Network (REBIUN) is one of the institutions that promote the analysis of the quality of university libraries. It has been a sectoral committee of the Conference of Rectors of Spanish Universities (CRUE) since 1998 and all Spanish universities and scientific libraries are represented in it. Its mission is to lead, coordinate and give guidelines to university and scientific libraries, promoting cooperation and the implementation of projects to respond to the new challenges facing universities concerning learning, teaching, research, and lifelong learning (REBIUN, 1999).

One of its strategic lines of action is to improve the quality of these bodies by improving the catalog, drawing up guidelines and quality standards, reviewing publications, promoting training and professional development plans, and establishing mechanisms that make it possible to share experiences, projects, and good practices. The University of Granada (UGR), which consists of three campuses in the cities of Granada, Ceuta, and Melilla, has almost 53,000 members. The student body accounts for approximately 89% of the university community (UGR, 2020). According to the Shanghai Ranking, this institution is in the 201-300 positions globally and the 151-200 positions if only the subject of Psychology is considered. In addition, it stands out in the areas of Library and Information Science (36th place) (Shanghai Ranking Consultancy, 2019). This implies a high level of quality in the services offered to students. However, despite being one of the best public university teaching institutions in Spain (Buela-Casal et al., 2019), it does not have a system for analyzing the quality of its library collections. In this regard, in addition to the work carried out by REBIUN, there is a need to implement quality analysis protocols for these services, taking as a reference the bibliographies offered by lecturers in their subjects. The aim of this would be not only to continue to maintain quality standards in the bibliographic collections but also to ascertain indications of teaching quality. In other words, knowing the suitability of the bibliographies that teachers propose to students and their availability in the libraries not only provides indications of teaching quality but also of the quality of the services. While it has recently been concluded that collaboration (Pérez Marfil, 2021) and cooperation (Piedra & Ponjuán, 2021) are basic for the development of complete and up-to-date training, the present study focuses on the concept of cooperation as a basis for the optimal composition of the library collection. Therefore, the objective of the present study was to analyze the bibliographic collection of the Degree in Psychology at the UGR. Specifically, the aim is to study two fundamental factors: 1) adequacy of the library collection concerning the teaching guides; 2) availability of the materials included in the teaching guides in the bibliographic collections.

Method

To analyze the bibliographic collection of the UGR Library, the bibliographies recommended by the teaching staff in the guides for each subject of the entire Bachelor's Degree in Psychology were taken as a reference.

The search was carried out taking into account the following locations of the university libraries: Faculty of Psychology of the Granada Campus, other university libraries of Granada, Ceuta Campus, Melilla Campus, and the Electronic Library. Firstly, all the teaching guides for the course to be evaluated were compiled. (Retrieved from http://grados.ugr.es/psicologia/pages/infoacademica/estudios#__doku_guias_docentes). After that, the following data of the bibliographic citations provided by the teaching guide were stored: title, year, categorization of the document (basic, complementary, fundamental, general, textbook, e-book, compulsory and recommended), type of document (book, article or journal) and subject data. In addition, information relating to the search for the document in the catalog of the UGR Library was included, such as availability in any library of the UGR, date of the most recent document, the number of documents available in the library of the Faculty of Psychology, lendable copies at home from the library of the Faculty of Psychology and the existence of the possibility of consulting the document online. The search was carried out in the automated catalog available online in the UGR library (https://granatensis.ugr.es/discovery/search?vid=34CBUA_UGR:VU1&lang=es&mode=advanced), selecting the advanced search option to be able to carry it out by specific fields. The search was carried out in the *BUG Catalogue search profile* when the document was a book and in Articles and more when it was an article. In this way, it was possible to narrow down by fields (e.g. author, title, subject, ISBN, ISSN, etc.) and to combine two fields simultaneously. In both cases, the search was done by *Author/Creator and Title.*

Results

The search allowed us to locate a total of 1,775 bibliographic references distributed over the four years of the degree program. Of these, one reference was eliminated from the list due to restricted access by the authors to the bibliographic data of the copy.

The range of publication years of the documents was from 1923 to 2019. 87.5% of the bibliography was before 2015 (the last five years) and 2011 was the year with the highest number of references.

Concerning the categorization of these documents, 76.8% of the bibliographies were considered complementary by the teachers. Some bibliographies were not specified at all (6.8%) and the rest (16.4%) were considered as Basic, Fundamental, General, Textbook, E-books, Compulsory, or Recommended. Of the six departments, Personality, Assessment, and Psychological Treatment accounted for 47.8% of the proposed bibliography. The department with the lowest percentage was Developmental and Educational Psychology (6.8%). A summary of the availability of documents by the department can be found in Table 1.

		Methodology	Personality, Evaluation and Psychological Treatment	Psychobiology	Evolutionary and educational psychology	Experimental Psychology	Social psychology	Total
Unavailable								
	Not specified	8	1	10	0	4	0	23
	Basic	0	1	0	0	2	1	4
	Complementary	13	176	16	12	18	46	281
	Fundamental	1	2	1	5	0	0	9
	General	4	0	0	0	0	0	4
	E-Books	1	0	0	0	0	0	1
	Total	27	180	27	17	24	47	322
Available at a venue								
	Not specified	6	5	15	0	3	0	29
	Basic	0	0	0	0	6	1	7
	Complementary	21	209	38	13	56	66	403
	Fundamental	3	20	5	8	10	1	47
	General	1	0	0	0	0	0	1
	E-Books	1	0	0	0	0	0	1
	Recommended	2	0	0	0	0	0	2
	Total	34	234	58	21	75	68	490
Available in two of the venues								
	Not specified	5	1	15	0	7	0	28
	Basic	0	3	0	0	2	4	9
	Complementary	13	145	41	18	23	53	293
	Fundamental	2	15	7	7	9	3	43
	General	4	0	0	0	0	0	4
	Textbook	0	0	2	0	1	0	3
	E-Books	1	0	0	0	0	0	1
	Total	25	164	65	25	42	60	381
Available in three of the venues								
	Not specified	9	1	5	0	4	0	19
	Basic	0	4	0	0	0	8	12
	Complementary	15	84	19	13	22	25	178
	Fundamental	6	28	2	10	6	11	63
	General	10	0	0	0	0	0	10
	Obligatory	0	0	2	0	0	0	2
	Recommended	1	0	0	0	0	0	1
	Total	41	117	28	23	32	44	285
Available in four of the venues								
	Not specified	6	1	5	0	7	0	19
	Basic	0	0	0	0	0	3	4
	Complementary	3	118	10	9	3	24	167
	Fundamental	3	15	1	15	5	2	41
	General	3	0	0	0	0	0	3
	Obligatory	0	0	2	0	0	0	2
	Total	15	135	18	24	15	29	236
Available at five of the locations								
	Not specified	2	0	1	0	0	0	3
	Basic	0	1	0	0	0	1	2
	Complementary	1	16	2	3	4	15	41
	Fundamental	1	1	0	7	2	2	13
	Textbook	0	0	1	0	0	0	1
	Total	4	18	4	10	6	18	60
Total								
	Not specified	36	9	51	0	25	0	121
	Basic	0	10	0	0	10	18	38
	Complementary	66	748	126	68	126	229	1363
	Fundamental	16	81	16	52	32	19	216
	General	22	0	0	0	0	0	22
	Textbook	0	0	3	0	1	0	4
	E-Books	3	0	0	0	0	0	3
	Obligatory	0	0	4	0	0	0	4
	Recommended	3	0	0	0	0	0	3
	Total	146	848	200	120	194	266	1774

Note: Data were obtained referring to the headquarters of the faculty of psychology on the Granada campus, the rest of the Granada university libraries, the Ceuta campus, the Melilla campus and the electronic library.

Table 1 Availability of the bibliography proposed by departments in the psychology degree of the Universidad de Granada

A summary of the type of document recommended by course and subject can be found in Table 2. Books accounted for 89.2 % of the proposed bibliography. In the subject Psychosocial Risks and Occupational Health, 4th year, a journal was recommended.

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Psychology of Social Interaction and Groups (1st year), Psychological Assessment: Techniques and Applications, Fundamentals of Psychological Assessment (2nd year) and Memory and Representation (3rd year) were the subjects recommending the highest number of articles.

Course	Article	Book	Total
1°			
Conditioning, Motivation and Emotion	1	54	55
Description and Exploration of Data in Psychology	1	27	28
Fundamentals of Psychobiology	0	70	70
Introduction to Psychology	0	17	17
Personality	0	9	9
Psychology of Social Interaction and Groups	20	79	99
Psychology of Socio-Affective Development and Personality	0	22	22
Social psychology	8	46	54
Adult Psychopathology	2	167	169
Analysis Techniques in Psychological Research	0	45	45
Total	32	536	568
2°			
Human Learning and Thinking	0	16	16
Psychological Assessment: Techniques and Applications	40	287	327
Fundamentals of Psychological Evaluation	29	86	115
Research Methods and Designs in Psychology	2	35	37
Perception and Attention	12	13	25
Psychology of the education	4	14	18
Psychology of Physical, Cognitive and Linguistic Development	0	17	17
Physiological Psychology	0	29	29
Psychometry	0	5	5
Child and Youth Psychopathology	7	41	48
Total	94	543	637
3°			
Psychoanalytic Clinic	9	11	20
Cognitive Ergonomics	0	10	10
Memory and Representation	35	23	58
Neuropsychology	0	23	23
Developmental Psychobiology	6	18	24
Clinical Psychophysiology	0	3	3
Teaching Psychology	0	9	9
Language Psychology	0	8	8
Marketing and Consumer Psychology	0	48	48
Work and Organization Psychology	0	12	12
Applied Evolutionary Psychology	1	15	16
Applied Social Psychology	0	10	10
Psychological Treatment: Applications	0	50	50
Psychological Treatment: Fundamentals and Techniques	8	22	30
Total	59	262	321
4°			
Management and human resources management	0	25	25
Language Therapy and Assessment	0	28	28
Cognitive Neuroscience	0	5	5
Clinical Neuropsychology	0	18	18
Counseling and Psychoeducational Intervention	0	26	26
Psych endocrinology	0	23	23
Psychopharmacology	0	31	31
Special Education Psychology	0	5	5
Health Psychology	0	9	9
Psychology of Aging	0	29	29
Community Social Psychology	0	7	7
Psychosocial Risks and Occupational Health	1	10	11
Methodological Seminar TFG. Experimental and quasi-experimental designs	1	18	19
Methodological Seminar TFG. Correlational studies using tests and questionnaires	0	2	2
Methodological Seminar TFG. Systematic reviews and meta-analyzes	4	6	10
Total	5	242	248

Table 2 Type of Bibliographies by Course and Subject in the Degree in Psychology at the Universidad de Granada

As for the average amount of bibliography per subject and credits, an average of 10.33 bibliographies was observed for subjects of 2 ECTS credits, and 37.89 for subjects of 6 ECTS credits.

Regarding the availability of bibliographies in the catalog, 34.2% of bibliographies were not available in the Faculty of Psychology and 870 references (49%) were not available in any library of the rest of the faculties of the Granada Campus. 75% and 74.5% were not located at the Ceuta and Melilla campuses, respectively, and 78.4% were not available online. 18.2% of the total (322 references) were not available in any of the UGR libraries (of which 67 were scientific articles and 255 were books). Of the copies available in the Library of the Faculty of Psychology, all were lendable. In terms of updating the bibliography, it was observed that 1,341 documents (75.59%) were up to date. In other words, there was no document available that was more up-to-date than the one recommended by the teacher. In this respect, 24.41% did have more up-to-date documents in the library catalog.

Discussion

Although the teaching methodology is changing and is being updated based on new technologies (Moreno-Guerrero et al., 2021), the bibliographies recommended by teachers are still a common point in pre and post COVID teaching. The present study aimed to carry out an analysis of the bibliographic background of the bibliographies that teachers recommend to students of the Psychology Degree at the UGR. This analysis provides relevant data not only in terms of the services provided by the university library but also in terms of teaching quality. In the present study, it was observed that only 12.5% of the bibliography proposed by the teachers was from the last five years. It is also important that, despite their age, documents published, for example, in 1923 are still relevant. Concerning the updating of these documents, 24.41% of the proposed bibliographies were found to have more recent documents in the library. Although the necessary competencies of the teacher include transmitting up-to-date and meaningful scientific knowledge (Álvarez-Rojo et al., 2011), it is interesting that bibliographies older than five years are still recommended. In this respect, it would be important to assess the specific training needs of psychology teachers (see Álvarez-Rojo et al., 2011) to determine the establishment of continuous training programs that favor teacher updating and specialization. On the other hand, it is possible to highlight how each teacher interprets the suitability of bibliographies, using terms such as Basic, Compulsory, Fundamental, General, Recommended, or Textbook. In this respect, while in one department 16 so-called fundamental bibliographies are recommended (Methodology), in another up to 81 are recommended (Personality, Assessment, and Psychological Treatment). In all cases, however, the lecturers extend these important bibliographies by proposing what they call Complementary Bibliography and, in the e-book proposals, there was no specification as to the category of these recommendations. In this respect, it could be difficult for students to discern what is a compulsory study or what is complementary training. This inconsistency in the naming of the labels could promote a certain distrust of the teaching guides among students, who perceive them as not very congruent.

It would be interesting, in this respect, to promote not only the unification of these concepts or agreement among teachers when naming bibliographies, but also to promote teacher training in the competence of teaching planning, which includes the activity of selecting what is fundamental and important in the subject (Álvarez-Rojo et al., 2011). In this way, students' understanding of the importance of the material they are faced with could be facilitated. With regard to the analysis of credits per subject, there were no relevant differences. In this respect, it is worth noting that the number of bibliographies proposed by the teachers was, on average, three times higher in subjects with six ECTS credits than in those with two ECTS credits. There seems to be consistency in this criterion, although there were only three subjects with two ECTS credits. In terms of the availability of bibliographies, there was a notable percentage of documents not available at any of the sites. Of these, 14.41% were books. This data is important as it could suggest, on the one hand, that the library does not have a bibliography considered relevant by the teachers or, on the other hand, that the teachers do not provide the students with accessible and available bibliographies. In this respect, it would be interesting to promote initiatives not only to update the bibliographic collection but also the teaching guides, so that they are more coherent and adapted to the student.

Finally, of the bibliographies available at the Faculty of Psychology headquarters, all were loanable (i.e. none were reserved for exclusive use within the library). It would be interesting, in the future, to carry out circulation analyses of the available documents, so that the use of the documents proposed by the teachers in the guides could be known more directly.

Conclusions

In conclusion, analyzing the bibliographic resources of university libraries is an important task to obtain data on the updating and relevance of the bibliographies proposed by lecturers. In this way, strategies for improving the quality of teaching and services can be promoted.

The main limitation of this study is that it presents data from only one particular degree program. In this case, it is not possible to compare the data between different faculties at the national level or between different disciplines.

It would be interesting in the future to carry out analyses of bibliographic holdings (following the methodology presented in this paper) between faculties at different universities.

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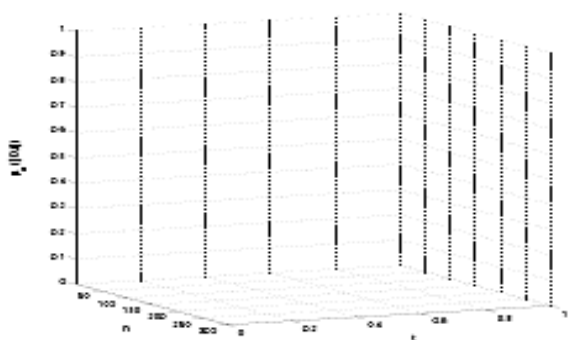
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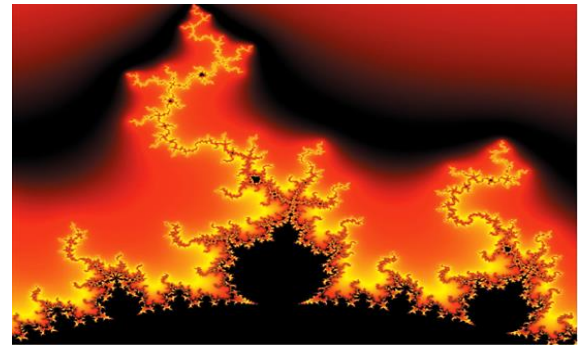
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