Los procesos de titulación de la licenciatura en intervención educativa según sus actores

The processes of obtaining a degree in educational intervention according to its actors

Os processos de obtenção da licenciatura em intervenção educativa segundo os seus atores

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Resumen

Para la presente investigación se analizaron los testimonios de los actores involucrados en el proceso de titulación de la Universidad Pedagógica Nacional (UPN) 144 Ciudad Guzmán, es decir, estudiantes activos y egresados, así como directores y lectores de documentos recepcionales pertenecientes a la licenciatura en Intervención Educativa (LIE). El objetivo principal fue identificar las percepciones y experiencias de estos actores en relación con el proceso de titulación. A pesar que la LIE fue establecida en 2002, hasta la fecha no se ha llevado a cabo una investigación que analice sus procesos de titulación. El presente estudio, por ende, resalta las contribuciones en términos de normatividad de la UPN, así como en la elaboración de documentos recepcionales conforme a las pautas de la American Psychological Association (APA) y el Tecnológico de Monterrey. En los antecedentes del estudio se revisaron los trabajos de diversos autores que destacan las características y situaciones relacionadas con los procesos de titulación, tanto a nivel personal como institucional. Asimismo, se optó por un paradigma interpretativo con un método fenomenológico y un enfoque mixto para presentar de manera fidedignas las tendencias relacionadas con los resultados de las encuestas y entrevistas con el objetivo principal de otorgar voz a los diferentes actores implicados. Entre los hallazgos más relevantes se destaca que los estudiantes egresados titulados tienen una percepción más positiva que los alumnos activos en cuanto al apoyo brindado por los asesores, la Comisión de Titulación y la institución en general. Por otro lado, los directores y lectores mencionan haber tenido experiencias gratificantes en el proceso, pero también plantean la necesidad de promover cursos de capacitación para optimizar su labor.

Abstract

For this investigation, the testimonies of actors involved in the graduation process of the National Pedagogical University (UPN) 144 Ciudad Guzmán are considered; such as active and graduating students, directors and readers of reception documents; which are part of the degree in educational intervention (LIE). The objective of the study is to identify their perceptions and experiences regarding the degree process. The LIE began its operations in 2002 and to date there is no investigation analyzing its titling processes. The contributions in terms of regulations of the UPN are highlighted; Additionally, in the preparation of the reception document, from the American Psychological Association (APA) and the Tecnológico de Monterrey. In the background of the study, authors who highlight the characteristics and situations related to titling processes are included; in the personal and institutional spheres. The interpretive paradigm was implemented, with a mixed approach and the phenomenological method; to reliably make known the trends related to the results of the surveys and interviews, and, above all, give a voice to the different actors involved. Among the findings, they highlight that graduated students project a better perception than active students about the support of advisors, the Degree Commission and the institution in general. The directors and readers mention that they have had rewarding experiences in the process, but raise the need to promote training courses to optimize their work.

Resumo

Para esta pesquisa foram analisados os depoimentos dos atores envolvidos no processo de graduação da Universidade Pedagógica Nacional (UPN) 144 Ciudad Guzmán, ou seja, alunos ativos e graduados, bem como diretores e leitores de documentos de recepção pertencentes ao curso de graduação. Intervenção Educacional (MENTIRA). O objetivo principal foi identificar as percepções e experiências desses atores em relação ao processo de titulação. Embora o LIE tenha sido criado em 2002, até o momento não foram realizadas pesquisas analisando seus processos de titulação. O presente estudo, portanto, destaca as contribuições em termos de regulamentação da UPN, bem como na elaboração de documentos de recepção de acordo com as diretrizes da American Psychological Association (APA) e do Tecnológico de Monterrey. No contexto do estudo, foram revistos os trabalhos de vários autores que destacam as características e situações relacionadas com os processos de licenciatura, tanto a nível pessoal como institucional. Da mesma forma, optou-se por um paradigma interpretativo com método

fenomenológico e abordagem mista para apresentar fielmente as tendências relacionadas aos resultados das pesquisas e entrevistas com o objetivo principal de dar voz aos diferentes atores envolvidos. Entre os achados mais relevantes, destaca-se que os estudantes graduados têm uma percepção mais positiva do que os estudantes ativos em relação ao apoio prestado pelos orientadores, pela Comissão de Licenciatura e pela instituição em geral. Por outro lado, diretores e leitores mencionam ter tido experiências gratificantes no processo, mas também levantam a necessidade de promover cursos de formação para otimizar o seu trabalho.

Palavras-chave: qualificações, percepção, experiências, intervenção educativa, atores, aconselhamento.

Introduction

The National Pedagogical University (UPN) is a public institution of higher education that is dedicated to the training of professionals in the educational field and offers programs aimed at updating, continuous training and professionalization of in-service teachers (UPN, 2024). Unlike other similar institutions, the regulations for obtaining the UPN academic degree contemplate options and modalities that require students to complete a reception document, which excludes obtaining the degree solely through the grade point average.

According to the governing document of the degree in Educational Intervention (LIE) of the UPN (2002), the knowledge exam is an option, but in practice it is inoperative due to the lack of design of the instrument by the National Center for Evaluation of Higher Education (Ceneval). For this reason, the curricular map includes two spaces or subjects for degree seminars with the purpose of accompanying the student in the preparation of the reception document.

The degree process presents various facets of research. For students it means the climax of their professional career, a moment they have been looking forward to since they entered university. Furthermore, depending on the academic program, the degree is an opportunity to demonstrate the learning or professional skills acquired during your academic career (Directorate General of Higher Education for Teaching [DGESM], 2018; Tecnológico Nacional de México [TNM], 2020; Universidad of Guadalajara [UDG], 2006; On the other hand, for the directors of reception documents it means the opportunity to exhibit their research skills and competencies with the aim of guiding the student towards obtaining the academic degree. Your professional and academic profile, as well as your experiences and your vision of the topics for degree options, are essential to obtain successful results.

However, the degree goes beyond completing the process, since the reception documents are a reflection of the academic work carried out at the educational institution. In

this sense, García and De la Torre (2007) and Ibarra (2017) conceive the "thesis" as a guide to investigate a specific problem, in addition to facilitating the generation of knowledge and the development of inquiry, consultation and synthesis skills. information from the student. For its part, for the institution it represents recognition of its work in promoting and promoting research into phenomena that occur in its immediate environment and that require rapid and timely intervention.

Now, this research seeks to collect the testimonies of the main participants in the degree process, especially the students and the directors of reception documents, in order to understand their perception of the process, the facilities and difficulties they have experienced, their mastery of the regulatory certification documents and, finally, their suggestions to improve the processes. The purpose is to raise the level of terminal efficiency and optimize the services offered by the Titling Commission, in this case, of UPN 144 Ciudad Guzmán.

Among the main causes of the problem are the low motivation of students to graduate immediately after graduating, the lack of time to receive advice because they enter the workplace immediately, the difficulties in coordinating schedules and spaces with advisors. or directors of reception documents, and the little attention on the part of the directors towards the students. Studies carried out by Carlino (2003), Morales (2008), Marambio (2010), Rodríguez (2014) and Guzmán and Saucedo (2015); support several of these situations or difficulties that hinder obtaining the professional title, thus underlining the importance of participation, will and efforts on the part of receptionist document advisors and students.

Regarding the demonstrations, a clear annoyance or frustration is observed on the part of the students when they face difficulties in completing their reception document or when they do not receive attention from the advisors. On the other hand, advisors complain that students do not show up at the institution, do not send progress or show a lack of commitment to the degree. Rodríguez (2014) identifies these factors as determinants for the numerous difficulties in obtaining an academic degree in higher education institutions in Mexico, especially in master's and doctoral programs.

These situations negatively impact students, who are the most affected by losing opportunities to improve their working conditions due to the lack of an academic degree. In fact, the consequences are also discouraging for the institution, since the level of terminal efficiency in the LIE is considered regular. For example, it is estimated that so far only 60% of graduates since 2006 have obtained the degree. In addition, the institution faces difficulties in improving its level of evaluation in institutional support programs, such as the Program for Strengthening and Improvement of Units (PROFORM) in the years 2010, 2011 and 2012, and the Strengthening Program for Educational Quality (PFCE) in 2016 and 2018. In short, terminal efficiency is a relevant indicator in these evaluations, and the final result has been ruled as fair.

Having explained the previous scenario, the questions to be answered in this research were the following:

- What are the perceptions and experiences of graduates, active students, directors and readers of reception documents regarding the LIE degree processes at UPN 144 Ciudad Guzmán?
- What difficulties and scope have arisen in the development of the titling processes?
- How has the participation of the different actors involved in the degree been?
- What opinions are expressed about the results of the titling processes?

The previous questions gave rise to the following objectives that determine the scope of the study:

- Analyze the perceptions and experiences of graduates, active students, directors and reception readers about the LIE degree processes at UPN 144 Ciudad Guzmán.
- Identify the difficulties and scope for the development of the titling processes.
- Characterize the participation of the different actors involved in the degree.
- Analyze the opinions expressed by different actors regarding the results of the titling processes.

It should be noted that the LIE professional exams began in 2006, although the research was carried out between 2019 and 2021, which mainly made it difficult to locate students from the first generations. This is reflected in the limited number of participants who responded to surveys sent via email and social media, which were the available means. This situation contrasts with the availability of active seventh and eighth semester students, as well as with teachers, who are easily accessible when they are at the institution.

Given the above, the problem to be addressed consists of investigating the perceptions and experiences of graduates, active students, directors and readers of reception documents, and teachers in relation to the LIE titling processes of the UPN 144 Ciudad Guzmán. The objective is to characterize these processes, identify some of their scope and limitations, and design strategies to optimize the participation of all actors involved in the titling.

With respect to the theoretical and conceptual foundations, we start from the mental ability of perception, defined by Gallegos and Gorostegui (2012) as the integration of the information captured by the different senses (auditory, visual, tactile, olfactory and gustatory) to emit a judgment related to an act or situation. This implies that the perception can be positive or negative depending on the experience of the people involved in the event.

On the other hand, experience, being a subjective and ambiguous term, also considers the experiences and meanings of each individual, with the ability to reconstruct meanings to put them into action or narrate them (Gallegos and Gorostegui, 2012; Guzmán and Saucedo, 2015).

In turn, higher education institutions, universities and public normal schools conceive the degree process as a crucial stage in the students' professional career. In this stage, students are expected to demonstrate and evidence the knowledge, competencies, skills and ethical attitudes acquired throughout the curricular path they have traveled. This is reflected in the regulations for obtaining the degree, which detail the procedures, phases, administrative requirements, options and modalities necessary to obtain the academic degree (DGESM, 2018; TNM, 2020; UDG, 2006; UPN, 2019).

In the aforementioned institutions, the degree options and modalities are distinguished by including the preparation of a reception document, which can derive from the products carried out in the subjects or intervention processes in the field, such as professional practices or social service. In this way, the writing of theses (research), dissertations (essays, reports or portfolios of evidence) or projects (technological, innovation or educational and/or social development) is encouraged.

However, it is identified that the only institutions that grant the degree for average or academic excellence are the Tecnológico Nacional de México (2020) and the University of Guadalajara (2006), where students with a minimum grade average of 9 can access these options.

In the specific case of the UPN LIE, the regulatory basis for obtaining the professional title is found in the current regulations issued in 2019 (UPN, 2019), in the degree instructions (UPN, 2005) and in the academic programs. of the "Titlement Seminars I and II" (UPN, 2002). According to this regulation, it is established that the student, to obtain the academic degree, must write a reception document based on the options of thesis, dissertation, monograph, educational development project and systematization of professional intervention.

It is important to note that the last option only applies to students who have graduated at least two years and who have carried out educational intervention actions (UPN, 2002, 2019). Likewise, according to the LIE qualification regulations (UPN, 2019), the application of the Ceneval exam is considered a qualification option, although so far the evaluation instrument has not been officially designed, so this option is practically inoperative. .

The LIE curricular map includes two degree seminar curricular spaces, which are taught in the seventh and eighth semesters. In these subjects, students have the opportunity to learn about the options and modalities available for completing the reception document. The proposal for working in these seminars is to begin with the choice of a research topic, which will be developed later according to the option or modality selected. Hernández-Sampieri and Mendoza (2018) agree with this approach as a starting point for any research. The next step focuses on developing a thematic index, which represents the structure based on chapters and subchapters, to be integrated into a protocol or degree project.

From the perspective of Pulido (2015), regardless of the options or modalities in which reception documents are developed, it is essential to consider the following aspects: a) theoretical, b) methodological and c) formal.

On the other hand, regarding the importance of theory, Rivera-García (2003) and Rivero (2021) propose that in any document it is necessary to present a position, authors, sources, concepts and previous research that support the relevance in the theory. reality of the research topic to be addressed. Theoretical references, among other benefits, serve to explain the nature or origin of the problem and the results of the study (Hernández-Sampieri and Mendoza, 2018).

Likewise, regarding the methodology, Pulido (2015) highlights one of its particular characteristics: any reception document involves the choice and development of methods and techniques so that the development of the parts of the protocol or degree project is functional, practical and systematic. In this sense, a difference is made with documentary and field research. With respect to the first, Bruguera (2007) emphasizes the process of searching for information sources, such as books, magazines, databases, theses, newspapers, blogs, etc., which the researcher will select and interpret in light of the objectives. of the study. Regarding the second, Hernández-Sampieri and Mendoza (2018) and Pulido (2015) offer a variety of methods to apply in the field, from quantitative, qualitative or mixed approaches, in which interview, survey, observation and research techniques predominate. focus groups.

Regarding the formal aspects within a reception document, the trend in recent years is to base it on the standards of the American Psychological Association (APA) (2020) [7th edition is the most recent version]. Among other editorial guidelines, these standards propose a format for the presentation of the document, which includes the measurement of the margins, the line spacing of the text, the fonts and the size of the letters, among others. In addition, they suggest the management of textual quotes and paraphrases, as well as the integration of references derived from consulting various sources. Another important recommendation of the APA 7th edition standards is the use of scientific and academic writing. In accordance with this, Pulido (2015), the Tecnológico de Monterrey (2012) and the Miguel de Cervantes University (2020), are authors and institutions that provide writing, style and technological resources so that reception documents meet academic quality. expected.

Now, in relation to the topic of study of this work, it should be noted that it is pertinent to analyze some previous research on the research topic in order to obtain solid and credible background information, given that so far a limited number of investigations have been identified. that address the topic in question. For example, García and De la Torre (2007) establish a relationship between the variables of qualifications and school performance. They start from the hypothesis that it is important for teachers and tutors to monitor students' academic performance in a timely manner to more effectively guide their graduation process, especially to achieve high rates of terminal efficiency in universities. On the other hand,

Marambio (2010) highlights a problem manifested in Chile, where secondary education students are satisfied with obtaining a certificate for the level of studies completed, and leave aside obtaining the title as professional technicians in some branch. Likewise, the work of this last author focuses on the difficulties related to the bureaucratic and administrative procedures that students must complete to access the degree.

For his part, Ibarra (2017) refers to the problem in the conceptualization of the term "thesis". The author mentions that this word has had a somewhat subjective and ambiguous tendency, since in some institutions it represents a simple and accessible research document, while for others it implies complex and laborious work, both in content and formal aspects, in addition to require a considerable amount of time to prepare.

In turn, Suárez Monzón *et al* . (2017) list a series of strategies implemented at a university in Ecuador to increase terminal efficiency rates in graduate students. In general terms, these actions affected the implementation of degree seminars, the support of the course advisor and an academic tutor, the constant presentation of progress of the reception documents and the continuous evaluation of the content and form aspects of said documents. . All this was carried out in order to ensure compliance with international standards regarding thesis, based on theories and methodologies relevant to the academic programs taken by the students.

In a similar vein, Carrera-Aguirre *et al* . (2021) present the proposal of a web platform for professional training in degrees, a technological resource that is based on specialized *software* or platform that allows the development of a degree process both from the perspective of the thesis director or advisor and the student. Through this platform you can upload documents to verify the level of plagiarism, work on the format of the document, receive feedback on its content and even schedule video calls to follow up on the advice. In addition, the resource offers technological and online tools that can be downloaded to support the construction of the reception document.

Regarding the perception and experiences during the degree process, Navarrete (2021) describes the case of basic education teachers who faced difficulties in writing a postgraduate thesis, which mainly stemmed from the delimitation of the problem and, above all, everything, in the development of the qualitative-interpretive methodology, given that the thesis involved recovering dialogues, communications and meanings from basic education students.

A similar study is presented by Carlino (2003), highlighting the problems that students face when writing a degree thesis. The author focuses her attention on the processes of academic reading and writing, and highlights students' comprehension difficulties when consulting specialized literature on a topic. In this way, it reveals the students' deficiencies in carrying out writing that is based on the adequate use of grammatical and spelling rules, on the syntactic fluency of ideas, on argumentation and on the use of linguistic resources to express themselves appropriately. .

On the other hand, Alvarado *et al* . (2014) focus on the determining factors for obtaining an academic degree. First of all, they mention experience in the research area, since they believe that it is important to have experience to prepare the study that will serve as the main input for the thesis. Another factor is the ability to advise and/or evaluate research projects, participate in teaching and have published, aspects that are directly related to the functions of research, dissemination and teaching. Finally, it refers to the administrative procedure in the degree processes, which should be streamlined and optimized for the acceptance of the reception document and the organization of the professional exam.

Unlike the experimental study previously analyzed, Milanés *et al* . (2022) carry out qualitative research on the degree processes, based on the analysis of the experiences of directors and students. One of the fundamental aspects that these authors consider is the time dedicated to projects, which in most cases extends considerably beyond the time in which students graduate from their professional career. The results of this work are presented from different perspectives: theoretical, when comparing the degree with other higher education institutions; practical, by highlighting the methodological tools that thesis directors use for advice; regulations, through comparison between the options and/or degree modalities offered by different institutions; and socialization, where the theses are sought to be disseminated by publishing them as articles in books, magazines and complete versions in digital repositories.

For their part, Torquemada *et al* . (2022) present a study focused on the perspective of students, where they highlight the importance of professional training to facilitate the construction of a thesis. One of the highlights of the study is the exploration and analysis of the diversity of options and modalities to obtain a degree at a Mexican university. It is agreed that, regardless of the alternatives, they all require students to carry out research actions, such as searching for electronic or digital information sources, applying academic writing principles, using argumentation and personal interpretation, the consideration of previous studies on the topic to be addressed, and the development of a methodology specific to the option and/or modality in which the reception document is made.

In summary, Alvarado *et al* . (2014), Carlino (2003), Carrera-Aguirre *et al* . (2021), García and De la Torre (2007), Ibarra (2017), Marambio (2010), Milanés *et al* . (2022), Suarez Monzón *et al* . (2017), Navarrete (2021) and Torquemada *et al* . (2022) are authors who provide solid and reliable background to form a favorable perception about the degree. Through their analysis and reflections on experiences and good counseling practices, as well as the proposal of academic and technological resources to write reception documents. Based on the reviewed background, it is concluded that the degree process is complex, since it demands the implementation of skills, competencies and learning acquired during the career in the undergraduate or postgraduate program taken.

Materials and method

In the present study, the interpretive research paradigm was used (Kogan, 2004) because the emphasis fell on the perception and experience of the actors involved in the LIE titling processes, who were consulted through surveys and interviews. in depth. Additionally, a mixed research approach was used (Hernández-Sampieri and Mendoza, 2018), which complemented the interviews with online surveys. The results of both instruments were analyzed using tables to visualize trends in the quantitative data.

Regarding the mixed approach, the convergent method was applied (Hernández-Sampieri and Mendoza, 2018), which required the collection of quantitative and qualitative data. Specifically, surveys of graduated and active LIE students facilitated obtaining quantitative data, while interviews with teachers who acted as directors or readers of reception documents provided qualitative information.

In addition, the phenomenological method was considered (Trejo, 2012), which allowed us to delve deeper into the experiences of teachers and students, and establish the criteria to define the categories and codes with which the data from the instruments were analyzed. Phenomenology is characterized by its focus on the authentic, transparent and faithful recovery of experiences through the stories and meanings attributed by the subjects investigated. It also implies a contextualized interpretation of these experiences based on the research objectives, as well as the particularization of each experience as unique and authentic. This method helped define the categories and key aspects for the analysis and reflection of the collected data.

On the other hand, the research had an exploratory scope (Hernández-Sampieri and Mendoza, 2018), since within the institution or in other similar institutions there was a lack of antecedents or previous studies related to the degree processes in higher education. Participants were selected using a convenience sample (Creswell, 2009), as follows:

- UPN 144 teachers, especially those who have participated in the institution's degree processes.
- Active students of the seventh and eighth semester of the LIE.
- Students graduating from the LIE.

The interviews applied to the teachers were structured, for which an interview script was used aimed at directors and readers of reception documents, with ten open questions, based on the following categories proposed in an inductive (empirical) manner: 1) degree experience , 2) advisor profile, 3) knowledge of the degree process, and 4) scope and limitations of the degree.

In addition, a questionnaire was designed and applied to active students, who were studying the seventh and then the eighth semester of the LIE, in the context of the degree seminars. In total, 29 students participated. The questionnaire was based on a Likert scale (

QuestionPro , 2024) with 20 questions, organized into four categories of analysis proposed inductively: 1) regulatory documents, 2) functions of the advisor, 3) dissemination of the degree commission, and 4) improvement alternatives.

Another instrument used was a questionnaire aimed at graduated students from the LIE. The design was based on a Likert scale with 10 questions, where the following inductive categories were addressed: 1) degree time, 2) normative documents, 3) experiences in the degree process, and 4) conception of the degree.

It is worth noting that the application of the surveys was carried out online, through a link to *Survey Monkey* : http://www.surveymonkey.com/s/75QKLDR. This website specializes in facilitating the design of online surveys and also offers information gathering services. Notifications to complete the survey were distributed among graduates mainly through email, but also through *WhatsApp* groups and the social network *Facebook* . Despite the aforementioned circumstances, participation in the survey was favorable. A period of one month was given to respond and 37 people participated.

The surveys aimed at active students and graduates, which are quantitative instruments, went through a reliability process using SPSS *software* (version 29), which yielded a Cronbach's alpha of 0.7, indicating high reliability.

On the other hand, the reliability of the interviews was determined using the "researcher's criterion" technique (Hernández-Sampieri and Mendoza, 2018), which allowed only the relevant information related to the analysis aspects described in the interview script to be selected. interview. The survey data were analyzed with SPSS *software* , specifically to calculate the central mean corresponding to the results of each question, which simplified the interpretation of the information. The entire quantitative data was then summarized in tables.

Regarding the analysis of qualitative data, following what was proposed by Mejía (2011), the results of the interviews were reviewed using specific analysis criteria. For example, information related to the experience of degree advisors was chosen, as well as the opinions expressed by active students and graduates. Likewise, textual fragments from some interviewees were selected to exemplify the most relevant responses of teachers within the context of the study.

Ethical principles were applied throughout the research process, with special emphasis on the confidentiality of the participants and the proper handling of the information collected. Therefore, surveys were completed anonymously to ensure the privacy of respondents. In the summary of the results of the interviews, only the teachers interviewed are identified by their initials (codes), who work at UPN 144. In addition, the videos and audios of the interviews carried out with the teachers are kept under the protection of the titular researcher. .

Results

The research findings are presented below. Firstly, tables are included that show the data obtained from the surveys carried out on active students and graduates. These integrative tables aim to present the data in a clear and functional way to compare trends between participants. In a second section, the findings of the interviews carried out with the teachers are presented, using textual quotes that summarize the most relevant responses, in accordance with the objectives of the study.

Questionnaire for active LIE students

It was identified that students have a favorable perception regarding the degree process and the services offered by the Degree Commission. This tendency is reflected in their knowledge of the degree regulations, the process itself, the functions of the advisor, the empathetic relationship between the advisor and students, and the composition of the Degree Commission, which has been favored because these topics are part of the content of the subjects of the degree seminars.

However, areas of opportunity have been detected in the knowledge of the LIE qualification instructions, the identification of resources and materials for advice, the use of in-person and virtual means for advice, and the understanding of the information generated by the Titling Commission.

As alternatives for improvement, according to the students' opinions, various means should be considered to carry out the advice, the opening of qualification workshops after completing the professional career, and the creation of a qualification manual that supports the preparation of reception documents. These strategies would guarantee the training of teachers with little experience in counseling, given that the UPN proposes a degree model different from that of other higher education institutions.

The results mentioned in the previous paragraphs are directly linked to the studies of Carlino (2003), Alvarado *et al* . (2014) and Milanés *et al* . (2022), who highlight the need to work in depth with students on theoretical, methodological, writing and style aspects of receptional documents. Likewise, Guzmán and Saucedo (2015) and Torquemada *et al* . (2022) propose an awareness-raising approach and the creation of an environment of empathy and security in which the uncertainty, stress and anxiety that the degree process generates in students is considered, since these variables can negatively impact the motivation or dropout in the degree process (Marambio, 2010).

Table 1 is presented below with the results of the questionnaire applied to the active students of the LIE, whose response options were the following:

a) Totally agree (value 1).
b) Partially agree (value 2).

c) Neither agree nor disagree (value 3).
d) Partially disagree (value 4).
e) Totally disagree (value 5).

Table 1. Results of the questionnaire for active LIE students

Questions	to)	b)	c)	d)	a n d)	Average Rating
Regulatory documents						
1. I have reviewed the general degree regulations for UPN degrees	twenty	8	0	0	1	1.41
2. I know in depth the LIE degree instructions	12	17	1	0	0	1.69
3. I clearly identify the degree options and modalities	22	7	1	0	0	1.34
4. I am clear about what each stage of the titling process consists of (preliminary project registration, request for an advisor, etc.).	16	13	1	0	0	1.56
5. I know the functions of the Titling Commission	22	6	2	0	0	1.38
Advisor functions						
6. I identify teachers who can be advisors for reception documents	18	9	3	0	0	1.56
7. I am clear about what the degree consultancy consists of (preliminary project review, notes and recommendations, bibliography suggestion, etc.).	19	9	3	0	0	1.59
8. I am aware of the importance of having a good relationship with the advisor (empathy) to finish the reception document.	25	4	1	0	0	1.24
9. I identify the resources and materials for counseling (LIE instructions, formal and conceptual assessment guidelines, examples of reception documents, etc.).	13	fifteen	2	0	0	1.69
10. I know the in-person or virtual means by which I will be advised	12	fifteen	3	0	0	1.75
Dissemination of the Titling Commission						
11. I identify the information media of the Titling Commission	8	twenty	0	2	0	1.93
12. I know who the members of the Titling Commission are	fifteen	eleven	4	0	0	1.68
13. I am clear about the procedures and requirements to start the titling process	twenty-one	7	1	1	0	1.45
14. I know where and who to turn to for information about the degree process	22	6	0	0	0	1.17
15. I have access to regulatory documents and support materials for the degree	16	10	2	1	0	1.59
Improvement alternatives						
16. I accept the need to diversify print and virtual media to communicate information from the Titling Commission	17	7	3	1	0	1.52
17. I consider that there is a lack of information sessions to understand the degree process in depth	8	eleven	6	2	1	2.10
18. I accept the need to diversify the means for degree advice	14	eleven	1	2	0	1.62
19. I consider it necessary that there be qualification workshops when graduating from the degree	16	7	3	1	1	1.66
20. I consider the alternative of preparing a qualification manual to support the preparation of reception documents viable.	twenty	7	0	0	1	1.34

Note: The quantities are presented in absolute frequency, considering the number of people who responded to each option. In total, 29 people were surveyed.
Source: self made

Questionnaire for LIE graduate students

In this case, a better perception of the degree process is demonstrated compared to active students. This trend is evident in aspects such as having completed the degree within four years after graduating from the degree, the review of the degree regulatory documents, knowledge about each stage of the process and the services offered by the Degree Commission. Furthermore, the satisfaction with the relationship and advice provided by the director of the reception document, the support of the UPN, and obtaining employment and better living conditions thanks to the degree stands out.

As areas of opportunity, there is a perceived need to deepen the review of the degree regulatory documents, improve the dissemination and extension of the information corresponding to the Degree Commission, increase the support of the UPN for the degree process and link more this process with the labor market so that students can obtain employment or improve their current employment situation.

One of the needs most felt by graduated students is the continuous support of the advisor and the institution to obtain the academic degree. The results of the questionnaire coincide with the difficulties and scope experienced during the degree process, as pointed out by Guzmán and Saucedo (2015). Similarly, it is demanded that the Degree Commission and the institution maintain permanent and active communication with the graduates, and clarify the structure and purpose of each degree option and modality, as stated by Ibarra (2017). It should be noted that the difficulties expressed by graduates in the degree process coincide with those found in the study by Rodríguez (2014), who refers to the process as bureaucratic, administrative and tedious.

Next, Table 2 is presented, which breaks down the quantitative results of the questionnaire, whose response options were the following:

   a) Totally agree (value 1).
   b) Partially agree (value 2).
   c) Neither agree nor disagree (value 3).
   d) Partially disagree (value 4).
   e) Totally disagree (value 5).

Table 2. Results of the questionnaire for graduated students

Questions	to)	b)	c)	d)	a n d)	Average Rating
Titration time						
1. I graduated before 4 years after graduating from the UPN	31	1	0	1	3	1.44
Regulatory documents						
2. During the professional career we review the regulatory documents of the "Title Regulations and Instructions".	25	10	0	0	0	1.29
3. During my professional career and once I graduate, I am clear about each stage of the degree process	30	6	0	0	0	1.17
4. I know the services of the UPN Degree Commission Unit 144	twenty-one	eleven	1	2	1	1.64
Experiences in the degree process						
5. The relationship with the director of the reception document was satisfactory	29	1	4	0	0	1.34
6. The advisory strategies were appropriate to achieve the degree	30	3	2	1	0	1.28
7. The support of the UPN is adequate for its students to achieve the degree	22	12	0	2	0	1.50
8. In general, the degree experience was rewarding	32	4	0	0	1	1.22
Concept about the degree						
9. The UPN degree is a process where the learning and skills acquired during the professional career are demonstrated	31	4	1	0	0	1.17
10. The degree made it easier for me to obtain a job and better living conditions	twenty	12	2	3	0	1.68

Note: The quantities are presented in absolute frequency, considering the number of people who responded to each option. In total, 37 people were surveyed. One response was omitted for questions 1, 3, 4, 6, 7, and 9; 2 answers were omitted in question two and finally, three answers were omitted in question 5.

Source: Own elaboration based on the survey applied online, from http://www.surveymonkey.com/s/75QKLDR

Structured interviews with teachers

The following categories of analysis were used to design the interview script and in a second moment analyze the information they derived:

- *Teaching experience:* The choice of teachers was determined with broad, medium and limited.

- *Experience in degree processes:* It was essential to know the participation of teachers as thesis directors or directors of reception documents, even as those in charge of the degree seminars.

- *Perception about the policies for the degree:* In this area, the opinions of teachers were investigated from an analytical and critical perspective to gather the scope, limitations and recommendations to improve the degree.

- *Training to participate in the degree:* Explore knowledge of the regulations and methodological tools that guide the degree processes.

In total, eight teachers were interviewed: three with extensive experience, three with medium experience and two who had just begun to participate in the degree processes. The interviews were video recorded (except for two that were audio only).

Below are some textual responses from the teachers, who are mentioned with a code to protect their identity. Among other aspects, the perceptions and experiences regarding the participation of directors and students in the degree processes are highlighted.

Professor NLCF, who has participated in a considerable number of professional exams, comments that when issuing a result, not only the student's participation in the replica is considered, but also the contributions and feedback of the synods to enrich the reception document. Even in that terminal moment, we seek to contribute to the academic training of students.

> I think all the experiences I have had have been positive, since the professional exam is not only evaluating the person who is taking the exam, but it is an exchange of experiences of the synods together with the student, and well it seems to me that it has been positive (N. Chávez, personal communication, January 18, 2020).

For his part, the JRSC professor, with extensive experience as a higher-level teacher and thesis director, in addition to having doctoral studies in a program within the Conacyt standard of excellence , highlights the assignment of students for advice based on the topics he masters as an expert and others related to his academic training. It also highlights the limited conditions of the students, which make it difficult to obtain an academic degree.

> As a degree advisor I have had good, excellent, average and bad experiences. The criteria that we use for the purpose of being assigned the advisory commission in the degree process is the professional profile that one has. I am sent by students who choose topics related to educational psychology or the topic of reading or the topic of evaluation or the topic of sexuality. When this is the case and the student is very efficient, the experience is very satisfactory. But he has also assigned me some other guys with other topics that I don't necessarily master; I don't ignore them, but I don't master them. In addition, they have assigned me other children with academic deficiencies and this causes the process to be complicated (J. Sánchez, personal communication, January 20, 2020).

On the other hand, the SCD teacher focuses his responses on the profile of the students for the construction of the reception document and the modality he suggests to advance with fewer difficulties in the process. The thesis is recommended as an academic report, since it is a

document in which the student narrates the activities carried out during the professional internship. In addition, it suggests a structure that gives a logical sense to the content and highlights the importance of formal aspects to optimize its presentation.

> The modality as an advisor that makes it easier for me for the student to graduate, well the report; because you already have the others to prepare it, so they just restructure and have nothing else to do, however in a thesis they have to create the entire theoretical body, the methodological framework (S. Castillo, personal communication, January 20, 2020) .

In turn, the GEP professor orients his responses towards communication between the advisor and the student to achieve success in the degree. He states that it is crucial to maintain periodic meetings to guide progress and correct what is necessary , and highlights the importance of creating a climate of trust, empathy and security towards the student in order to help him face the stress of the degree process.

> It is definitely a fundamental factor. Empathy will be an element that will always facilitate this tutor-tutor communication and I believe in my experience in supporting these works, this circumstance has always been presented in a favorable way; With my tutors I have achieved that identity and as a result of them the professional exams have been successful and so far there has not been an unpleasant experience (G. Esteban, personal communication, January 19, 2020).

On the other hand, Professor TGC emphasizes the importance of the students' attitude and will to complete the degree process. It relates various experiences where students begin with the best attitude, but over time they face difficulties that affect their motivation to advance. However, the professor shares the strategy of sending messages to students to reactivate their degree process.

> It is within our functions, and that of all teachers, generally full-time teachers have time, we have enough time between the groups we serve and the commissions we have outside the unit or extra jobs, we have enough time to attend to the student degree, what happens is that many times the student prefers part-time students, out of sympathy, because they are younger; That's good, it doesn't bother me, it worries me, because many times the part-time employee does not return and then the student is left with the work he has done, certainly, but he no longer has the same enthusiasm, the same interest, because he no longer His thesis director came and he doesn't want to work with those who are going to give him now. Generally what we try is to conclude that it integrates what is missing, but unforeseen things happen (T. Gómez, personal communication, January 18, 2020).

The final interview was conducted with Professor CGRT, who highlights the positive and negative experiences as thesis director. According to him, one of the aspects most neglected by students is the formality, writing and style of the document, which sometimes makes the difference in fully understanding the content in all its dimensions.

> I have advised educational projects, essays, pedagogical projects. One of the obstacles I have faced is that the boys lack a little time and we do not compact both the advisors and the students. Another obstacle is that the students hand in their work and in the first readings they make observations and it seems that this disappoints them and it takes them a while to integrate again to be able to finish their work; Another is that they do not have that commitment many times and we have to be behind them talking on the phone, by email, so that they integrate into this process, since once the work goes to reader it is a step that allows us to, with those small observations that they make to you; integrate them, improve them and now go to that final process to present your qualification exam (C. Ramos, personal communication, January 21, 2020).

Based on the proposed categories of analysis and the information from the interviews carried out with teachers who have participated as directors and readers of reception documents, the following results are established: experienced teachers highlight that the degree represents a peak stage in the professional career of the student, since it allows them to put into practice the learning and skills acquired. They mention that students find it difficult to develop a work outline, advance the content and write appropriately with academic and scientific language. Likewise, many students tend to download information from the Internet from unreliable sites or claim information as their own, which constitutes plagiarism. Even so, these teachers show a firm commitment to accompanying students throughout the entire process, including preparation for taking their professional exam.

On the other hand, teachers with medium experience indicate that they have advised a limited number of reception documents and still feel anxious when they are assigned the commission. At first, they faced difficulties in fulfilling the required functions, especially in the content and formal aspects. An additional aspect for them has been to recommend sources of consultation related to the topic of the reception document. These teachers demand more training not only to advise, but also to perform better in professional exams.

Finally, teachers with little experience, despite having been commissioned as degree advisors, have not managed to get students to graduate. They have participated in the process as readers and synods in professional exams, and they highlight that students lack consistency and dedication in preparing their reception document, in addition to facing obstacles in searching for information, developing content, and writing the text. These teachers also demand training to improve their performance as degree advisors.

Based on the experiences, anecdotes and memories shared by teachers as directors or readers of reception documents, it is possible to identify findings that are reflected in previous studies such as those of Carlino (2003), García and De la Torre (2007), Guzmán and Saucedo (2015), Suárez Monzón *et al* . (2017), Navarrete (2021) and Rodríguez (2014). These authors confirm the difficulties and challenges from the beginning of the degree process, and highlight the lack of academic and research skills of the students to construct the reception document, the limited time for communication and advice, the obstacles to fully understanding the chosen option and, in particular, they highlight the lack of commitment of the students to advance their reception document.

Despite this, a positive attitude to accompany students is identified in all teachers, not only academically, but also emotionally, which is crucial, since one of the main factors that lead to dropout in the titration process is low motivation or a limited tolerance for frustration.

Discussion

Taking as a reference the results of the instruments and the analysis of the specialized literature on the degree processes in higher education, it is observed that the perceptions of the graduates are mostly positive and favorable, since they are satisfied with the results of the degree process. ; Furthermore, they value the attention received from the teachers, the Degree Commission and the institution in general. On the other hand, active students are characterized by showing uncertainty and lack of knowledge about the degree, mainly because they are just becoming familiar with the regulations, as well as with the theoretical and methodological aspects of the various degree options and modalities.

This is corroborated by the contributions of Alvarado-Menacho *et al* . (2014), Guzmán and Saucedo (2015), Marambio (2010), Milanés *et al* . (2022), Rodríguez (2014) and Torquemada *et al* . (2022), who highlight the active role of advisors in motivating students and directing their efforts towards achieving successful results. Furthermore, although they agree that the degree process is complex, they assure that assertive communication and effective advice are key to obtaining good results.

With respect to experiences, students express common difficulties during the degree process, from the approval of the degree seminars to the theoretical and methodological considerations of the reception document. Once graduated, they face a lack of time to attend counseling or advance on the document. However, the approval of the document and the presentation of the professional exam constitute the highlights of the degree. Negative experiences and obstacles are evident in the studies of Marambio (2010), Morales (2008) and Torquemada *et al* . (2022).

For their part, teachers tend to highlight positive experiences more, and highlight the discipline, capacity, dedication and creativity of the students in the preparation of the reception document. However, they also report cases of students with academic limitations or low motivation for the degree, which is corroborated in the studies by Guzmán and Saucedo (2015), Milanés *et al* . (2022) and Navarrete (2021). One of the most heartfelt requests from teachers is the need for greater support from the Degree Commission and the institution, as well as the offer of training and updating courses in degree advice.

Now, both qualified and active graduate students agree that, from the degree seminars, they could advance further in the reception document, so that when returning to it with the advisor it is only necessary to review formal and presentation details, although both groups They refer to the lack of commitment and responsibility of some advisors. On the other hand, teachers attribute these same negative situations to the students, who, once the seminars are over, take a long time to report or do not show up for the assessments. Even so, everyone recognizes the advantages of constructing the reception documents from the degree seminars, having various options and modalities, and feeling the support of the Degree Commission to properly complete the process. The difficulties and scope expressed are part of the findings presented in the studies by García and De la Torre (2007), Guzmán and Saucedo (2015) and Navarrete (2021).

Another advantage of the titling processes developed by the LIE are the regulations and instructions (UPN, 2005, 2019), in which the participation of students and thesis directors is clearly specified. The process practically begins with the degree seminars, continues with the advice of the director of the reception document and culminates with the ruling of the Degree Commission, when one would be able to take the professional exam.

Despite the above, as stated by Carlino (2003), Guzmán and Saucedo (2015), Ibarra (2017), Milanés (2022) and Navarrete (2021), students demand better support from teachers and advisors , especially in theoretical and methodological aspects, in addition to training to learn about APA standards in their 7th edition. For their part, teachers and advisors report the lack of commitment, responsibility, dedication and willingness of the students to advance in the construction of the reception document. In summary, the participation of all the agents involved in the titration is active, although it is perceived that it can be optimized or improved.

Finally, it is confirmed that the opinions of students and teachers about the results of the degree are favorable or adequate, despite the fact that the terminal efficiency indices are considered regular, since currently only approximately 60% of students have obtained the academic degree. Even so, the active students have expectations of achieving the completion of the process in the short term, while the qualified graduates thank the teachers, advisors, the Titling Commission and the institution in general for the support provided , and the teachers gladly assume the responsibility. commitment to advising students. In short, all the actors

involved agree to work together to achieve successful results, favorable opinions that are part of the studies by García and De la Torre (2007), Suárez Monzón *et al* . (2017) and Morales (2008).

Conclusions

At UPN 144 Ciudad Guzmán, there was a lack of a study that analyzed the terminal processes, especially those of the degree in Educational Intervention (LIE), which was the first school program at the institution. However, when serving as secretary of the Degree Commission and teacher in the degree seminars, I witnessed the multiple complaints and disagreements from students and advisors due to the lack of timely completion in obtaining the academic degree. This was the main reason for carrying out this research, focused not so much on the design of strategies to increase terminal efficiency indices (as usually happens in public higher education institutions), but on recovering the perceptions and experiences of the actors involved. in the degree, who in general give life and nuance this process.

Now, in relation to the experiences of the agents in the degree processes, the graduated graduates have a better perception of the process compared to the active students and teachers of the UPN 144, which may be due to the fact that they managed to obtain the academic degree and the experience was rewarding for them. Therefore, it is necessary to work even more with active students to increase their optimism and confidence.

On the other hand, the survey carried out on active students revealed that in general they know the degree process, a trend that was also observed in graduated students, who experienced the entire process previously. On the other hand, teachers with little and medium experience indicate that they still have some doubts about the certification procedure.

Likewise, degree advising was an area favored by the students' responses; However, teachers with extensive experience pointed out that not everyone has the profile and skills to be an advisor, which has become evident with the errors detected in the documents advised by colleagues with less experience. Therefore, they consider it urgent to systematize training for degree counseling in order to remedy this problem.

In general, a positive perception is identified regarding the institution's support for the degree, although it must be improved mainly by increasing information media, creating spaces for virtual interaction and maintaining close communication between advisors and students.

Regarding recommendations on titling processes, it is important to take into account the perception and experiences of all the agents involved, since in this way one will be in a position to identify the strengths and weaknesses related to the participation of each one. In short, and as stated in the regulations for obtaining the professional title (UPN, 2019), the institution must

provide the conditions and facilities for the student to complete the process as soon as possible, hence seminars must be offered. degree and the permanent support of an advisor.

Finally, the online surveys represented practical and accessible instruments to obtain the corresponding responses from graduated students. However, significant obstacles were found to achieve their participation, since telephone numbers, emails or other contact information became invalid. Another success was the use of structured interviews with open questions to recover in a reliable, real and transparent way the experiences and testimonies of the teachers who have served as directors or readers of reception documents.

Future lines of research

Based on the findings of the study, it is considered viable to apply the research instruments again to a greater number of graduates and current professors with the intention of updating the information and data in accordance with the reality experienced by the institution. This is especially relevant because a large part of the study was carried out during the covid-19 pandemic, the most critical period of which was from March 2020 to December 2021.

Consequently, several areas of interest emerge as lines of research. First, it would be important to delve into the academic difficulties of active and graduating students to build the reception document. This includes aspects such as mastery of APA 7th edition standards, the use of grammar and spelling rules, understanding the structure of the degree options and/or modalities, and the theoretical and methodological management of the content to be integrated into the course. The document.

On the other hand, it would be appropriate to investigate the specific difficulties faced by receptionist document directors, since during the interviews they expressed a lack of training to perform their role and limited experience to accompany students effectively.

A final recommendation that could be specified as a line of research is the design of strategies to guarantee the timely obtaining of the academic degree. This could be achieved through the analysis of the results of this study, the review of institutional regulations related to the degree processes, and the generation of possible solutions within the framework of the collegiate work of teachers.

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