

Employers Opinion on the Professional Performance on Infirmiry Graduates Form the Autonomic University of Guerrero, Mexico

**Dr. Leonila Román
Fernández**

Autonomic University of
Guerrero, Mexico.

Superior Infirmiry School N°1
email id: Leonila54@hotmail.com

**Dr. Lucio Díaz
González***

Autonomic University of
Guerrero, Mexico.

Superior Mathematics School
email id: luciodiaz@uagro.mx

**Ma. Erick G. Leyva
Román**

Autonomic University of
Guerrero, Mexico.,

(CIPES-UAGro.) sigue.
email id: leyva78@gmail.com

**Dr. Dante
Covarrubias Melgar**

Autonomic University of
Guerrero, Mexico.

Superior Mathematics School
email id: dcova@uagro.mx

*Corresponding author

Date of publication (dd/mm/yyyy): 03/06/2017

Abstract - Goal: To identify the professional performance of the infirmiry graduates of the Superior Infirmiry School N°1, using the employers opinion. **Method:** Descriptive and transversal studies. It was applied X^2 to determine the generic and relative skills relations; Cramer's v to determine the strength of such relation. To this purpose were surveyed 105 out of 150 employers on 20 public hospitals and 85 private hospitals. **Studied:** The general employer data, the generic and specific skills and the opinion on the institution's academic formation. **Results:** 92% of the institutions hire infirmiry bachelors; 89% demands the degree as a prime requisite for hiring. As far as individual indicators of generic and specific skills go, the 56% of the employers perceive a good performance, 31% an excellent performance on the first skill, on the second skill 62% of the employers perceive it as good, and 29% perceive it as excellent. Making a general evaluation of each, 67.7% of the employers opine that the bachelors have limited skills; applying X^2 it was found a relation among the skills at a significance level of 5% with high strength ($v = 0.74$). About institutional formation, 34% suggests an increase on clinical hospital practices; to deepen on theoretical topics, to reinforce responsibility, to foster compromise with the patients and to program constant update courses. **Conclusions:** It is required to reinforce the instruction on both skills, to achieve an excellent performance on the field.

Keywords – Professional Performance Evaluation, Infirmiry Employer's Evaluation, Infirmiry Performance, Professional Skills Evaluation on Infirmiry.

I. INTRODUCTION

As a bachelor at the end of a professional career is the beginning of the work life, counting to that point on the knowledge acquired so far during the formative years. However, this formation does not guarantees that the professionals has the sufficient skills to perform on the work market. Companies like Manpower points that four out of ten vacant positions remain empty due to applicant's lack of experience. Information that match with the opinion of several federal officials and human resources specialists, when they point out that the bachelors lack of specific skills as such as not speak English, problems to work as a team, the increment of competitors, thus making hard to stand out and causing the professionals to sub employ.^[1]

To avoid all this, we have to take account the work profile requirements for admission based, on the

employers that make the hiring of infirmiry professionals on private, governmental and business institutions. "Since the actual tendency on the work field is characterized by its flexibility and capacity to adapt swiftly to changes, adapting the production or services to the markets demands and new technologies"^[2,3]

Therefor is evident that the professionals skill set is becoming increasingly demanding and the unemployment level for professionals is higher with every passing day, as shown by the National Occupation and Employment poll performed by the Public Education Secretary (SEP according to its acronym in Spanish) on Mexico. SEP found that out of 100 professionals, only 40 achieve to get a job related with its university formation on the country.

Current demands to land a job imply that the bachelors must possess transmissible skills that allow them to unfold on different occupational dimensions and a set of skills linked with the thinking ability. IT is a necessity to advert solve and take decisions in the presence of a problem; mental flexibility, reflexive thought, sense of anticipation, creational and proactive attitudes, general basic formation, communication, negotiation and conciliation skills, know how to listen, self-respect, to be able to challenge oneself, and team work^[4,5]. "Skills to allow them to integrate and maintain in the work markets. We speak in the sense of an integral formation based on education and skills for life."^[6]

In the presence of this petitions the National University and Higher Education Institutions Association (ANUIES according to its acronym in Spanish)^[7] and organisms as the World Bank^[8] among others, have suggested to the Higher Education Institutions (IES according to its acronym in Spanish) to examine the relevance of their educational offers. Such relevance is to be measured as "the coherence between the educational program content and the real necessities on the influence scope of the university regarding the job market and the local, regional and national development projects"^[9]. The necessities of the job market "have been modified as the product of the new forms and job systems, the information and communication technologies such as vanguard technologies"^[10]

Beneitone et al.^[11] think "to achieve the academic process improvement on the IES is mandatory the constant opinion exchange of the productive sector, to be able to adjust the educational programs, so these go along and



efficiently with the development of the generic and specific competences and the new offers from the job market”.

On Mexico, due to the work competences assessment on the last decade of the Twentieth Century, it started the promotion and prioritization of the internal and external validation systems to increase the quality of education across all educational levels. Evaluations comprise actions such as institutional management, the bases to form the students, the degree of academic habilitation required by teaching staff, among other aspects ^[12]. However on several evaluations has not been considered always indicators that explicitly qualify the relation among the educational process and the work world.”^[13]

Cabrera et al. ^[14] points that “quality evaluations on higher education, frequently evidence serious flaws on the student’s competent development through the different levels of the educational system as well as in the work fields.” This can be express as the necessity that the IES perform feasible circles to develop on the students the competences to service “social necessities, frame on flexible profiles terms, for both productivity and citizenship” ^[15, 16]

II. COMPETENCES CONCEPTUALIZATION

Due to the importance of competences nowadays is convenient to be able to conceptualize it, which due to the variety of conceptions is not an easy task. On Mexico, the Secretary for Public Education ^[17] defines competences as “the set of capacities that include knowledge, aptitude, skills and dexterity that a person achieves by means of learning processes and that manifests on their performance on diverse contexts and situations”

For this research, we retake the Zabalza conceptualization. These concepts were made in the context of higher education, which retakes two definitions for competence. The first one as: “[...] the individual capacity to engage in in activities that require planning, execution and autonomous control [and] the capacity to use the knowledge and the dexterities related with products and processes and consequently to act efficiently to reach a goal”.^[18, 19]

The term competence has produced a very developed language on the area of education. This diversification was finally analyzed, on the TUNING Europa, Latin America project, as a byproduct there were established two types of fundamental competences: generic and specific competences. ^[20]

III. GENERIC AND SPECIFIC COMPETENCES

From this classification, several scholars on this topic started to formulate conceptualizations; among them Corominas considered:

That professional learning comprehends specific competences of the profession. These are techniques and knowledge characteristics of the professional medium, (example: the interpretation of charts about height and weight of people, calculate the resistance

of a mold, asses the knowledge acquired by a student, manage public polices, among others). The specific competences are grouped on three types the «professional knowledge», the «knowhow» and the «guide other knowledge».

The generic competences are the most common to all professions (for example, undertake, resource management, information management, adaptability to changes, teamwork, and quality disposition, among others). Generic competences are placed on the «place knowledge» and on the «to be knowledge», and are transferrable on different scopes of different professions. ^[21]

The appreciation about professional competences on the TUNING project, acknowledge that due to its complex character professional competences should be classified on two main types:

Generics (transversals, common to all professions).

These competences comprehend elements of the cognitive and motivational orders and are expressed through the so called:

- Instrumental Competences, of methodological order or procedural order such as capacity of analysis and synthesis, organization and planning and information management.
- Personal Competences, such as teamwork capacity, management skills of interpersonal relations, ethical compromise.
- Systemic Competences, these manifests on the autonomous learning, the ability to adapt to new situations, creativity and leadership, among others.

A. Specifics: those related with each thematic ares, i.e. with its concrete knowledge of a determined profession. ^[22,23]

TUNNING refers to generic competences as “transferable competences necessary to the job and live as a responsible citizen; being important to all students regardless the discipline they are in.”^[24]

The Superior Infirmary School N°1 is reaccredited every four years; there for it needs a constant and precise evaluation process regarding the integrant factors. To achieve this goal, there are constant changes performed to the study plan and corresponding programs, based on the New Educational and Academic Model of the University and on the generic and specific competences stated on the TUNNING Latin America. ^[25]

Considering these warnings, is necessary to use transcendental tools and one of them is to study the employers, this last one is presented as a necessity. To achieve this it was necessary to rely on an instrument that holds different dimensions to capture employers’ information on graduate students. Captured information such as formation received at school on terms of generic and specific competences managed on the exercise of their work functions as well as information on the future necessities of the employer’s institutions. “Since the university success is measured mainly by the result of its graduated students regarding their working status and social commitment, therefor the studies on graduated



students and employers constitute a way to perform such measurement.”^[26]

IV. MATERIALS AND METHODS

The performed study was transversal and descriptive according to the classification of Danhke ^[27, 28]. It was applied a X^2 test to determine the relation between the generic and specific competences, Cramer's v to determine the strength of this relation. The sample was formed by 105 out of 150 employers of 20 public hospitals (SSA, IMSS, ISSSTE) and 85 private hospitals, on the three attention levels, located on the seven regions of the state of Guerrero. It was a non-probabilistic sampling and out of convenience on reasoning established by the investigators. The inclusion criteria where, employers with graduated students of the Infirmary School N°1. The instrument was applied in a direct manner and elaborated previous bibliographical revision; latter it was piloted and adjusted

over the observations base. The instrument considers four dimensions: General employer data, work performance regarding generic and specific competences, finally the opinion about academic formation on the school.

To determine the relation among generic and specific competences it was used a X^2 , and to measure the strength of the relation Cramer's V statistics was applied. To perform the capture and analysis of the data base it was used the software Statistical Package for the Social Sciences (SPSS), version 20.

V. RESULTS

On this section, we present the results obtained on the research, including the description of each one of the dimension items with its respective statistical analysis, to find significant associations among some variables.

Table 1. General employer's data from different public and private institutions.

General employer's data									
Aspects	Variables		Frequency	Percentage					
Sex	Female		70	65					
	Male		35	35					
	Total		105	100					
Employer Position	Nurses		50	48					
	Doctors		19	18					
	Non-Medical Personal		36	34					
Level of Participation on the Hiring	Nurses	100%	35	33					
	Doctors	75 %	22	21					
	Non-Medical Personal	50 %	33	31					
	Others	25 %	15	14					
Employers Degree	Licentiate		96	91					
	Specialty		8	8					
	Technician		1	1					
University of origin	UAGro		73	70					
	Other Universities		32	30					
Institution Size	Big + 251 Works		9	9					
	Medium +101 Works.		14	13					
	Small + 16 Works.		45	43					
	Micro – 15 Works.		37	35					
	Total		105	100					
Institution Regime				Attention Levels					
				1 st level		2 nd level		3 rd level	
				F	%	F	%	F	%
	Public		20	5	5	17	16	0	0
	Private		85	40	38	38	36	5	5
Total		105	45	43	55	52	5	5	

Source: Own elaboration.

Table 1. Shows the general characteristics of the contracting personal of the human resources management of the public and private health institutions; it was found that 65% are nurses and out of that percentage 33% takes the 100% decision to hire the nursing staff. The other 35% that also hires is non-medical staff i.e. not nurses nor doctors. The level of studies of the employee is 91%

infirmary bachelors, 70% from the Autonomic University of Guerrero. The 78% of the employees works on micro and small health care institutions, due to that the 74% of the health care institutions are private and service the first and second attention level, and scarcely 16% of the institutions of public health offer only second level of attention to the population.

Table 2. Indicators that influence the hiring of infirmary personal.

Indicators	LOW IMPORTANCE		IMPORTAN		HIGH IMPORTANCE		
	F	%	F	%	F	%	
Professional Title	2	2	10	10	93	89	
Good presentation	10	10	44	42	51	49	
Work experience	24	23	33	31	48	46	
Psicometric Exams	60	57	32	30	13	12	
Schedule availability	13	12	26	25	66	63	
Age	79	75	20	19	6	6	
Sex	92	88	10	10	3	3	
Civil Status	89	85	13	12	3	3	
Skills to operate technology and informatics.	17	16	58	55	30	29	
University of Origin	82	78	16	15	7	7	
Specialized Knowledge	16	15	76	72	33	31	
Second language skills	57	54	33	31	15	14	
Institution Licensed on Infirmary			Frequency		Percentage		
	Yes		97		92		
	No		8		8		
Graduated personal hired on the last 3 years for health care institutions							
Public				Private			
	F	%	Hired Number		F	%	Hired Number
Hire	6	6	29	Hire	46	44	96
Don't Hire	14	13	0	Don't Hire	39	37	0
Total	20	19			85	81	

Source: Own elaboration.

The Table 2. Shows the indicators that influence on the hiring of infirmary personal. Finding as of high importance the professional title, schedule availability, good presentation, and work experience. As of low importance sex, age, civil status and university of origin. The 92% of the health institutions are public and privates

and require on their services infirmary bachelors. As for the hiring of graduates from the Infirmary School N°1 on the last three years the 6% of the public institutions have hired 29 graduates and 44% of the private institutions 96 graduates.

Table 3. Generic Competences of the Graduates on Work Performance

GENERIC COMPETENCES OF THE GRADUATES							
COMPETENCES	Excellent		Good		Regular		
	F	%	F	%	F	%	
Knowledge about the area of study and profession	34	32	66	63	5	5	
Capacity to organize and plan the time	33	31	60	57	12	11	
Social responsibility and commitment to patients	44	42	55	52	6	6	
Capacity to learn and update permanently	31	30	54	51	20	19	
Capacity to formulate and manage projects	21	20	57	54	27	26	
Fulfill the responsibilities of the job with the desired quality and efficiency	45	43	53	50	7	7	
Shows initiative on the work	45	43	51	49	9	9	
Capacity to identify, plan and solve problems	20	19	69	66	16	15	
Capacity to make decisions	23	22	60	57	22	21	
Shows ability to learn new knowledge and techniques	36	34	62	59	7	7	
Value and respect for the diversity and multiculturalism	42	40	55	52	8	8	
Ability to work autonomously	33	31	62	59	10	10	
Show leadership skills	23	22	56	53	26	25	
Total Frequency Average	105	33	58		14		
Total Percentage Average	100	31	56			13	

Source: Own elaboration.

According to generic competences of TUNING29, we took the 13 generic competences considered the most transcendental to the infirmary profession and are shown on table 3. Finding that 60% of the employers value that the graduates have good generic competences on:

Knowledge about the area of study and profession, Capacity to organize and plan the time, Capacity to identify, plan and solve problems, Capacity to make decisions, Shows ability to learn new knowledge and techniques and Ability to work autonomously



Table 4. Specific competences of the Graduates on Work Performance

SPECIFIC COMPETENCES OF THE GRADUATES						
COMPETENCES	Excellent		Good		Regular	
	F	%	F	%	F	%
Ability to apply the methodology of the infirmary process and discipline theories.	26	25	67	64	12	11
Capacity to document and communicate in ample and full form the information to the person, family and community to provide continuity and security on the care.	20	19	75	71	10	10
Capacity to use information technologies and communications to assertive decision-making and the management of resources to the care of health.	28	27	61	58	16	15
Shows respect for the culture and human rights on infirmary interventions on the field of health	40	38	62	59	3	3
Ability to interact on interdisciplinary and multisectorial teams, with resolute capacity to satisfy the priority, emergent and special health needs.	23	22	72	69	10	10
Capacity to plan, organize, execute and evaluate promotion, prevention and recuperation activities with quality criteria.	25	24	67	64	13	12
Capacity to work in the context of ethical, normative and legal codes of the profession	37	35	61	58	7	7
Capacity to design, execute and evaluate formal and non-formal education programs that responds to the context needs	22	21	66	63	17	16
Knowledge of the different functions, responsibilities and rolls to play the infirmary professional.	40	38	58	55	7	7
Capacity to apply the principles of security and hygiene on the infirmary cares.	46	44	54	51	5	5
Knowledge and ability to use the inherent instruments to the human care proceedings.	37	35	62	59	6	6
Capacity to administrate medicines in a safe way and other therapies with the end to provide quality infirmary care.	33	31	64	61	8	8
Administrative skills	16	15	72	69	17	16
Total Frequency Average	105		30	65	1	0
Total Percentage Average	100		29	62		10

Source: Own elaboration.

Table 4, shows the specific competences that must have an infirmary bachelor according to TUNING. The 62% of the employer's value good specific competences for the graduates of the Infirmary School N°1, and 29% of the employers grade their work performance of excellent.

Table 5. Relation between generic and specific: Chi-square test

	Value	gl	Asymptotic Sign (bilateral)
Pearson 's Chi-square	114,407 ^a	4	,000
Likelihood ratio	57,307	4	,000
Lineal by Lineal Association	54,661	1	,000
N of valid cases	105		

To find the relation between the generic and specific competences it was applied the χ^2 test, we found that exists a relation between the competences with a value of 114.407 (p-value of 0.000) at a significance level of 5%.

Table 6. Relation between generic and specific competences Symmetrical Measures

	Value	Approximate Sig.
Nominal by Phi	1,044	,000
nominal Cramer's V	,738	,000
N of Valid Cases	105	

To determine the strength of the relation it was applied Cramer's V with a value of 0.74, i.e. that the relation between such competences is strong. This means that the performance of infirmary professionals on the work field, are scarcely suited for to perform their functions on the health care institutions of Guerrero.

Table 7. Comparison between generic and specific competences

Generic competences scale	Level of specific competences			Total
	Scarce competences	Medium competences	High competences	
Scarce	70 66.7 %	5 4.8%		75 71.4 %
Medium	10 9.5 %	16 15.2 %	1 1.0 %	27 25.7 %
High			3 2.9 %	3 2.9 %
Total	80 76,2%	21 20,0%	4 3,8%	105 100,0%

Table 7, shows the opinion distribution of employers regarding the generic and specific competences of the



graduates from the Infirmary School N°1. It was found that the 67.7% thinks that such graduates have scarce competences. Disturbing results that must be considered by this institutions, due to the implications that may have the service offered to the patients.

services; other 32% considered that the graduates need more theoretical knowledge.

VI. DISCUSSION

The obtained results of this research, allowed answering the questions stated on the beginning of the research that led to the study design, the results also allowed us to achieve the research goals. This research is valid, adequate and reliable, since allow us to know acknowledge the reality of the employers and of the graduated students of the Infirmary School N°1, on the work field, which allow us to perceive the strengths and weakness that must be studied calmly to reassess the study plan.

We also confirmed the importance level that has the employers pinion as a tool able to evaluate the needs and demands that must fulfill the educational institutions, regarding the set of needs employers has about the work performance of university graduates. We are also able to evaluate of a determinant matter the curriculum, professional profile, development level and application of generic and specific competences of the graduates; aspects that coincide with the researches of García et al. (2011); Córdova et al. (2013) on Mexico; Corrales (2012), on Venezuela.

We also have to acknowledge the set of social needs that predominates at this moment demand of higher education schools a better preparation, several skills that improve the academic formation of the students. “Although the work market keeps demanding professionals from traditional careers; today acknowledges other careers with social contributions such as the infirmary career. Situation that offers a context of opportunities, to help on the specialized graduate’s formation that will be demanded by the institutions for years to come. Specializations that require greater knowledge and attributes on new fields of science and technology, as well as the necessary skills to take scientific and technic decisions on several spaces of the infirmary practice and in the face of health situations od diverse and complex diseases”³⁰

Making a balance regarding the challenges that faces a professional on infirmary, this are increasingly demanding and the results of the research where scarcely satisfying; although the indicators assessment was good on both generic and specific competences; on the general evaluation the 67.7% of the employers pointed out that the graduates have scarce competences. To examine this result we applied the χ^2 test finding a relation between both competences at a significance level of 5% with a high force ($V= 0.74$), resulting in a coincidence with the results of Muñoz (2013), in Colombia.

As warned, this result is troublesome due to “The security of the hospitalized patient. The infirmary professional provides 80% of the overall patient care, context on which we must prevent errors on patient care. The nurse must be competent in the patient care as well as in the communication verbal and written. Besides must have a solid academic preparation to provide a safe treatment”^[31].

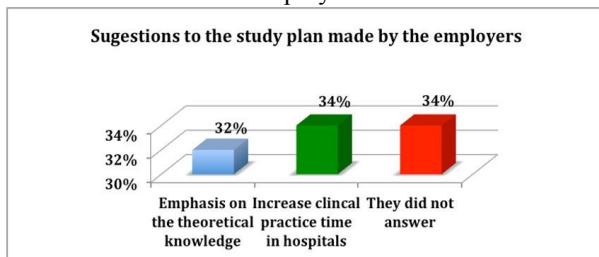
Table 8. Information related to hiring and work performance

Hiring form on which the infirmary licentiates enter.	Confidence enrollment	32	30
	Base enrollment	1	1
	Temporary	3	3
	Guards and Alternates	59	56
	Others	10	10
Service assigned for the first time	General external consultation	43	41
	Preventive Medicine	4	4
	General Hospitalization	10	10
	Surgical Area	4	4
	Urgency	35	33
	Others	9	9
Employer satisfaction about hired personal of the UAE No. 1	Satisfied	101	96
	Un Satisfied	4	4
General performance of the infirmary licentiates on the work	Excellent	23	22
	Good	77	73
	Regular	5	5
Professional formation regarding other universities	Excellent	20	19
	Good	75	71
	Regular	10	10

Source: Own elaboration.

Table 8, shows that 85% of the public and privates institutions hires infirmary licentiates. The most commons hiring ways according to 59% are Guards and Alternates, assigning for the first time to 49% the urgency services and the 29% is assigned to general consultation. As far as general graduate graduates performance, 76% of the employers qualify it as good, regarding the formation in relation with other universities, 71% considers it as good. Regarding employer’s satisfactions about hired personal from the Infirmary School N°1 said to be 96% satisfied.

Graphic 1. Suggestions to the study plan made by the employers



Source: Own elaboration.

The graphic 1, shows that the 34% of the employers, thought that the time of clinical practice on hospitals must be increased, due to the fact that graduates need more practice regarding procedures they can learn on different

VII. CONCLUSIONS

The work performance refers to, knowledge of the job, quality of the job, interpersonal relations, dexterity, motivation, leadership, among others that allow us to contribute with the goals of service provider institutions.

The graduate range are the capacities, generics and specific competences that differentiate person to take the responsibilities over the tasks of a determined profession, reflected on a position.

The conclusions we like to emphasize on this employers study regarding graduates from the Infirmery School No.1 are:

- 92% of public and private institutions hires infirmery licentiates with a degree through the Guards and Alternates jobs.
- 91% of the employers have a degree from the Autonomous University of Guerrero.
- 33% of the nurses take 100% part on the nursing staff hiring personal.
- The graduated profile regarding the evaluation of the indicators about generic competences yields that 56% of the employers, value the graduate's performance as good; meanwhile 31% grades it as excellent performance. Although exists the suggestion that teamwork can be improved.
- The graduated profile regarding specific competences indicators yields that 62% of the employers, value the graduate's performance as good, meanwhile 29% grades it as excellent.
- Although the results are good regarding the indicators. On the general evaluation of these two competences, the results disagree since the employers consider that 67.7% of the employees have limited competences.
- That the leadership of the Infirmery School N°1, does not sustain a permanently narrow bond with the possible work places that allows them to know their own opinion regarding graduates performance.
- Regarding the formation graduates receive at the school, 34% of the employers recommend increasing the time of clinical practices in hospitals, and 32% that in addition to these practices, the theoretical knowledge must be improves as well.
- With this study, we acknowledge the generic and specific competences that the on the professionals of the career of Infirmery of the Infirmery School N°1 have and need to achieve an adequate job performance, which allow us to value the pertinence of the actual educational offer and to make changes to improve the study plan.

REFERENCES

- [1] Hernández Lilian. Sin ejercer, 60% de profesionistas; egresan con conocimientos obsoletos (Without exercising, 60% of professionals; graduate with obsolete knowledge). El Excelsior. July 30 2012. Secc. Nacional: p.10. Available on: (Hernández Lilian. Without exercising, 60% of professionals; graduate with obsolete knowledge (Without exercising, 60% of professionals; graduate with obsolete knowledge). The Excelsior July 30 2012. Sect. National: p.10. Available on: <http://www.excelsior.com.mx/2012/07/30/nacional/850633>)
- [2] Organización Internacional del Trabajo. La formación profesional como puente para el empleo y la inserción laboral de los jóvenes (International Labor Organization. Vocational training as a bridge for employment and job placement for young people) (Perspectiva de la Cooperación Internacional (Perspective of International Cooperation)) Notas, Estudios y Documentos (Notes, Studies and Documents). OIT.1997; (S/N): 1-18. Available on: <http://www.ilo.org/public/spanish/region/ampro/mdtsanjose/pape rs/estudio1.htm>
- [3] Estrella G, Ponce M. "Impacto laboral de egresados universitarios y opinión de empleadores (Labor impact of university graduates and employers' opinions)". 1st Ed. Mexico: Editor Miguel Ángel Porrúa, 2006.
- [4] Gutiérrez D. Educación para el trabajo (Education for work). Revista Transición (Transition Magazine) ¿Nuevo Rumbo (New way)? [Internet], Centro de Estudios para la Transición Democrática (Center for Democratic Transition Studies), 1999 [consulted 2014 april 15]; (23):1-3. Available on: <http://cetrade.org/v2/revista-transicion/1999/23-educacion-nuevo-rumbo>
- [5] Vargas LM. La educación superior no responde a las demandas de los empleadores (Higher education does not respond to employers' demands) [Internet], UPAEP, 2003 [consulted 2014 april 9]: 1-15. Available on: <http://universia.net.mx>
- [6] Estrella, Gabriel y (and) Ponce. (Op. Cit; p. 16)
- [7] Asociación Nacional de Universidades e Instituciones de Educación Superior. Esquema básico para estudios de egresados. Mexico: ANUIES; 1998. (National Association of Universities and Institutions of Higher Education. Basic scheme for graduate studies. Mexico: ANUIES; 1998).
- [8] Banco Mundial. Prioridades y estrategias para la educación. En Rafael, C. (Comp.): Disyuntiva actual de la educación superior. Mexico: UNAM-Praxis; 1995. (Banco Mundial. Prioridades y estrategias para la educación. En Rafael, C. (Comp.): Disyuntiva actual de la educación superior. Mexico: UNAM-Praxis; 1995)
- [9] Secretaría de Educación Pública. Modelo de Evaluación de la Calidad. Subsistema de Universidades Tecnológicas. Mexico: SEP-CGUT, 2000:27; (2003). (Ministry of Public Education. Quality Evaluation Model. Subsystem of Technological Universities. Mexico: SEP-CGUT, 2000: 27; (2003))
- [10] Damián J, Montes E. Los Estudios de Opinión de Empleadores. Estrategia para elevar la Calidad de la Educación Superior no Universitaria (Damián J, Montes E. Employer Opinion Studies. Strategy to raise the Quality of Non-University Higher Education) [Internet]. REICE. 2010 [consulted 2014 March 10]; 8(3):179-203. Available on: <http://www.redalyc.org/pdf/551/55115052012.pdf>
- [11] Beneitone P, Esquetini C, González J, Maletá M, Siufi G, Wagenaar R. Ref. Persp. Educ. A.L. Informe Final [Internet]. TUNING. 2007 [consulted 12 Jan. 2015]; p. 33. Available on: http://publicaciones.anuies.mx/pdfs/revista/Revista172_S2ES.pdf
- [12] Díaz A. El Enfoque de Competencias en la Educación. ¿Una alternativa o un disfraz de cambio (Díaz A. The Focus of Competences in Education. An alternative or costume change) ? [Internet]. Perfiles Educativos. 2006 [consulted 24 Jan 2015]; 28 (2): 7-36. Available on: <http://www.iisue.unam.mx/seccion/perfiles/>
- [13] Damián S, Montes J. Los Estudios de Opinión de Empleadores. Estrategia para elevar la Calidad de la Educación Superior no Universitaria (Damián S, Montes J. Employer Opinion Studies. Strategy to raise the Quality of Non-University Higher Education) [Internet]. REICE. 2010 [consulted 2014 March. 10]; 8(3):179-203. Available on: <http://www.redalyc.org/pdf/551/55115052012.pdf>
- [14] Cabrera L, Bethencourt JT, Álvarez P, González M. El problema del abandono de los estudios universitarios (Cabrera L, Bethencourt JT, Álvarez P, González M. The problem of dropping out of university studies) [Internet]. RELIEVE. 2006 [consulted 2015 Feb. 20]; 12(2). p. 134. Available on: http://www.uv.es/RELIEVE/v12n2/RELIEVEv12n2_1.htm
- [15] Cuellén C. Autonomía Moral, Participación Ciudadana y Cuidado del Otro. (Cuellén C. Moral Autonomy, Citizen

- Participation and Care of the Other.) 3rd. ed. Argentina. Edit. Novedu, 1999. 160: p.159
- [16] Kirpal S. Identidades Laborales en Perspectivas Comparativas: El Papel de las Variables Contextuales, Nacionales y Sectoriales [Internet]. Revista Europea de Formación Profesional. 2006 [consulted 2015 April 22]; 39(3): 25-54. (Kirpal S. Labor Identities in Comparative Perspectives: The Role of Contextual, National and Sectorial Variables [Internet]. European Journal of Vocational Training. 2006 [consulted 2015 April 22]; 39 (3): 25-54.) Available on: file:///C:/Users/Leonila/Downloads/39-es.pdf
- [17] Secretaría de Educación Pública. Plan de estudios de la licenciatura en educación primaria. Enfoque centrado en competencias. Mexico: SEP, 2012. Available on: (Secretary of Public Education. Degree curriculum in primary education. Competency-centered approach. Mexico: SEP, 2012. Available on:) http://www.dgespe.sep.gob.mx/reforma_curricular/planes/lepri/plan_de_estudios/enfoque_centrado_competencias.0
- [18] Rial A, Abuin F, Díaz S, García A, Hera A, Leis J, Mallo M, Yáñez ML. La Formación Profesional: Introducción Histórica, Diseño del Currículo y Evaluación. 1st. Ed. Santiago de Compostela: Edit. Secretaría General Técnica. Subdirección General de Información y Publicaciones, 2005.
- [19] Zabalza MA. Competencias docentes del profesorado universitario: calidad y desarrollo profesional. 2nd. ed. Madrid: Narcea, S.A. Editores; 2007 (Zabalza MA. Teaching skills of university teachers: quality and professional development. 2nd. ed. Madrid: Narcea, S.A. Editors; 2007)
- [20] Informe final Proyecto TUNING Europa, América Latina; 2007, pp. 13-20. Available on: http://www.cca.org.mx/profesores/cursos/hmfbcp_ut/pdfs/m1/competencias_proyectotuning.pdf
- [21] Corominas E, Montse T, Dolors C, Joan T., et al. Competencias genéricas en la formación universitaria [Internet]. Educación. 2006 [consulted 2015 March 18]; 341:301-336. Available on: (Corominas E, Montse T, Dolors C, Joan T., et al. Generic competences in university education [Internet]. Education. 2006 [consulted 2015 March 18]; 341: 301-336. Available on:) http://www.revistaeducacion.educacion.es/re341/re341_14.pdf
- [22] TUNING. Informe final, Proyecto Europa, América Latina; 2007, pp. 40-41. Available on: http://www.cca.org.mx/profesores/cursos/hmfbcp_ut/pdfs/m1/competencias_proyectotuning.pdf
- [23] González M, González RM. Competencias Genéricas y Formación Profesional: Un análisis desde la docencia universitaria [Internet]. Iberoamericana de Educación. 2008 [consulted 2015 March 20]; 47 (3): 3. (González M, González RM. Generic Competences and Vocational Training: An analysis from university teaching [Internet]. Iberoamerican Education. 2008 [consulted 2015 March 20]; 47 (3): 3.) Available on: <http://www.rieoei.org/rie47a09.htm>
- [24] Blanco A. Desarrollo y evaluación de competencias en educación superior. Desarrollo y evaluación de competencias en educación superior. 1st. ed. Spain: Narcea, S.A. Editores; 2009 (White A. Development and evaluation of competencies in higher education. Development and evaluation of competencies in higher education. 1st. ed. Spain: Narcea, S.A. Editors; 2009)
- [25] TUNING, Informe final Proyecto Europa, América Latina; 2007, pp.147-157. Available on: [file:///C:/Users/Leonila/Downloads/LIBRO_TUNING_AMERICA_LATINA_version_final_espanol%20\(1\).pdf](file:///C:/Users/Leonila/Downloads/LIBRO_TUNING_AMERICA_LATINA_version_final_espanol%20(1).pdf)
- [26] Universidad Juárez Autónoma de Tabasco. “Programa Institucional de Seguimiento de Egresados y Opinión de Empleadores” [Internet]. Available on: (Universidad Juárez Autónoma de Tabasco. “Institutional Program of Monitoring of Graduates and Opinion of Employers” [Internet]. Available on:) http://www.archivos.ujat.mx/dese/departamentos/superacion_documento/PROGRAMA%20INSTITUCIONAL%20DE%20SEGUIMIENTO%20DE%20EGRESA.
- [27] Dankhe G L. Investigación y Comunicación, en Fernández Collado, C. y G. L. Dankhe (comps.), La comunicación humana: Ciencia Sociales. 2nd. ed. Mexico: McGraw–Hill. Editor; 1989. (Dankhe G L. Research and Communication, in Fernández Collado, C. and G. L. Dankhe (comps.), Human communication: Social Science. 2nd. ed. Mexico: McGraw – Hill. Editor; 1989)
- [28] Hernández R, Fernández C. y Baptista P. Metodología de la Investigación. 5^a.ed. Mexico: McGraw-Hill, Editor; 5th edition: McGRAW-HILL/ Interamericana Editores, S.A. DE C.V.; 2014. (Hernández R, Fernández C. and Baptista P. Research Methodology. 5th ed. Mexico: McGraw-Hill, Editor; 5th edition: McGRAW-HILL / Interamericana Editores, S.A. DE C.V.; 2014.)
- [29] TUNING, América Latina. Innovación Educativa y Sociedad. Competencias Específicas en Enfermería; 2013, Available on: (TUNING, Latin America. Educational Innovation and Society. Specific Skills in Nursing; 2013, Available on:) <http://www.tuningal.org/es/areas-tematicas/enfermeria/competencias>.
- [30] García M, Zárate, RA, Matus R, Balseiro CL, Balan C. Opinión de los empleadores respecto al desempeño de los egresados del Plan Único de Especialización en Enfermería de la ENEO [Internet]. ELSEVIER. 2013 [consulted 2016 march 29]; 10(1):21. Available on: (García M, Zárate, RA, Matus R, Balseiro CL, Balan C. Employers' opinions regarding the performance of graduates of the ENEO Single Plan for Nursing Specialization [Internet]. ELSEVIER 2013 [consulted 2016 March 29]; 10 (1): 21. Available on:) <http://www.elsevier.es/es-revista-enfermeria-universitaria-400-articulo-opinion-los-empleadores-respecto-al-S166570631372623X>
- [31] Pérez RI. 10 retos de la profesión de enfermería. Publicación del Consejo Internacional de Enfermería: Migración internacional de las enfermeras, tendencias y consecuencias para la política en general, 2006. Available on: (Pérez RI. 10 challenges of the nursing profession. Publication of the International Nursing Council: International migration of nurses, trends and consequences for politics in general, 2006. Available on:) <http://aprendep.com/guia/10-retos-de-la-profesion-de-enfermeria>