

Scientific Publications in Peruvian Psychology Journals: An Analysis from Student Participation

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Abstract

The study describes the scientific production of psychology students in Peruvian Psychology Journals registered in the Latindex directory in 2017. A theoretical study that analyzed 220 articles from 12 journals of psychology was carried out. Any publication that did not have the IMRAD structure was excluded. There were 485 authors with national and international affiliation, of which 8.25% were psychology students and had participated in the publication of 29 articles (original research, reviews, and case studies). Of the 29 articles with student authorship, 64.5% were articles from the clinical area and 35.5% from the educational area. The most prevalent type of research was instrumental (54.8%). It is concluded that the scientific production of undergraduate psychology students in psychology journals is low. This makes it necessary to strengthen and encourage the generation and dissemination of psychology scientific studies by students in Peru.

Keywords: university student, bibliographic service, psychology journals, psychology research

Publicaciones científicas en revistas peruanas de psicología: un análisis desde la participación estudiantil

Resumen

El estudio describe la producción científica de estudiantes de psicología en revistas peruanas de psicología registrados en el directorio Latindex, en el año 2017. Se realizó un estudio teórico analizando 220 artículos de 12 revistas de psicología. Se excluyó

todo aquel tipo de publicación que no cuente con la estructura IMRYD. Se registraron 485 autores con afiliación nacional e internacional de los cuales el 8.25% son estudiantes de psicología, los cuales han participado en la publicación de 29 artículos (investigaciones originales, revisiones y estudios de caso). De los 29 artículos con autoría estudiantil, el 64.5% son artículos del área clínica y el 35.5% del área educativa. El tipo de investigación con mayor predominancia es instrumental (54.8%). Se concluye que la producción científica de los estudiantes de psicología de pregrado en las revistas de psicología es baja. Esto hace necesario fortalecer e incentivar la generación y divulgación de los estudios científicos psicológicos por parte de los estudiantes en el Perú.

Palabras clave: estudiante universitario; servicio bibliográfico; revistas de psicología; investigación psicológica.

Publicações científicas em revistas peruanas de psicologia: uma análise desde a participação dos estudantes

Resumo

O estudo descreve a produção científica de estudantes de psicologia em revistas peruanas dessa disciplina, cadastrados no diretório Latindex, em 2017. Realizou-se um estudo técnico por meio da análise de 220 artigos de 12 revistas de psicologia. Excluiu-se todo tipo de publicação que não contasse com a estrutura IMRYD. Dos 485 autores com filiação nacional e internacional cadastrados, 8,25% eram estudantes de psicologia, os quais tinham participado na publicação de 29 artigos (pesquisas originais, revisões e estudos de caso). Dos 29 artigos de autoria estudiantil, 64,5% correspondiam a artigos da área clínica e 35,5% pertenciam à área educativa. O tipo de pesquisa de maior predominância foi a instrumental (54,8%). Conclui-se que a produção científica dos estudantes de psicologia dos cursos de graduação presente nas revistas de psicologia é baixa. Isto torna necessário fortalecer e incentivar a geração e difusão dos estudos científicos psicológicos de estudantes no Peru.

Palavras-chaves: estudante universitário; serviço bibliográfico; revistas de psicologia; pesquisa psicológica.

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Research is the cornerstone of professional training in any college study program (Gutiérrez & Mayta, 2003). Within this process, formative research promotes the development of the necessary competencies for a permanent learning in research in students (Miyahira, 2009). In health-related professional programs, research is increasingly recognized as an important component of the undergraduate curriculum (Amgad, Tsui, Liptrott, & Shash, 2015) and a determining factor to conduct research during professional life (Reinders, Kropmans, & Cohen-Schotanus, 2005). In this regard, conducting research at the undergraduate level allows for better health professionals, who perform a more critical reading of literature and scientific evidence. In

addition, conducting a research project and presenting it at a conference or publishing it as a research paper creates a sense of achievement that will motivate students to take their research to a higher level (Cheung, 2018).

The publication of the results of a research work in indexed journals is the most important indicator for assessing a country's scientific production (Huamaní, Chávez-Solís, Domínguez-Haro, & Solano-Aldana, 2007; Reyes, Alarcón, & Bahamón, 2014). This has fostered the desire in undergraduate students from different health-sciences study programs to carry out research projects and present their results in conferences and scientific journals (Cheung, 2018). However, studies conducted in Latin American countries, with high and low

scientific production, report that the number of students in Health Sciences programs who publish their research in indexed journals is still limited (Barbón & Bascó, 2016; Corrales-Reyes, Rodríguez, Reyes, & García, 2017).

Studies indicate that the research articles published by students in Peruvian medical journals represent about 5% of the total number of publications, where 70% of student articles are concentrated in the medical schools of Universidad Nacional Mayor de San Marcos and Universidad Peruana Cayetano Heredia (Huamani, Chávez-Solis, & Mayta-Tristán, 2008; Romani, & Wong, 2009). Another study indicates that, in the period between 2003 and 2009, 110 research papers were developed as part of an epidemiology course at a Peruvian university, but only 11.8% of those were published in a biomedical journal (Alarcón-Villaverde, Romani, & Gutiérrez, 2010). In Colombia, 10% of the scientific articles published in a medical journal have student participation (Pachajoa-Londoño, 2006). In Venezuela, only 3.9% of 333 original articles reviewed in the period between 2001 and 2005 had students participating as authors (Angulo, Angulo, Huamani, & Mayta-Tristán, 2008). Finally, a study on medical student production in Spanish language journals in 2011 indicated that only 3.6% of the 2,476 original articles identified had medical students as authors, and Peru was one of the countries with the highest number of student publications, along with Colombia and Chile (Taype-Rondán, Palma-Gutiérrez, Palacios-Quintana, Carbal-Castro, & Ponce-Torres, 2014).

This reality of Latin American countries is different from what happens in the European context or in the United States. In the Netherlands, of a total of 2,973 students, 14.5% published at least one scientific article during the last 3 years (Van Eyk, et al. 2010), while in Germany, 66% of medical students published articles in scientific journals (Cursiefen, & Altunbas, 1998). Finally, in the United States, 25% of medical students had publications in scientific journals (Zier, Friedman, & Smith, 2006).

As can be seen, there are some studies that analyze the scientific production of students in health sciences programs, mainly in the field of medicine. Due to the importance of student pub-

lications and, given that no reports have been found about the scientific productivity of psychology students in Peru, this study was conducted with the goal of describing the scientific production of psychology students in the journals indexed in Latindex. The results will have important practical implications as they will make it possible to identify potential errors and suggest improvement measures for research training of undergraduate psychology students in Peru.

Method

Population

The theoretical study (Montero & León, 2005) considered as unit of analysis 220 articles in PDF or HTML format (full text), 12 volumes and 25 issues published in 12 Peruvian psychology journals included in the Latindex Directory; they also required web visibility in a journal platform or portal and having been published continuously until 2017 (Table 1). Out of the total number of identified articles, and according to the inclusion criteria, only original articles, revisions and case studies were considered. Articles with student participation were defined as those in which at least one of the authors had mentioned in his/her affiliation to be an undergraduate student. No reviews, letters to the editor, essays, interviews, editorials or obituaries were considered.

Instrument

A data collection format in MS Excel, that included variables such as: type of article, type of research, name of the journal where the article had been published, type of author (professional or student), sex of the author, institutional affiliation data and country of origin, was used.

Procedure

The search of the articles was carried out in 3 phases. In the first one, the journals whose records indicated psychology as *sub-topic* were reviewed in a general way. In the second phase, each portal of journals was reviewed manually to identify original and review articles and case studies, which made it possible to draw up data

according to institutional affiliation. Finally, a search by author (student or professional) was conducted, and in order to identify and make sure that the article was being presented by a student, the words: student, undergraduate and

graduate were searched.

The data collected was tabulated and analyzed with the Stata 15 statistical package, and Microsoft Excel 2010 was used to report the frequency tables.

Table 1.

Peruvian Scientific Psychology Journals and their Publication Characteristics

Psychology Journals	Institution	Year started	Indexing	Publication Frequency
Revista de Psicología	Pontificia Universidad Católica del Perú	1983	Scopus	Biannual
			SciELO	
			Redalyc	
			Dialnet	
			Latindex	
Liberabit	Universidad San Martín de Porres	1995	SciELO	Biannual
			WoS (ESCI)	
			Redalyc	
			Dialnet	
			Latindex	
Propósitos y Representaciones	Universidad San Ignacio de Loyola	2013	SciELO	Biannual
			WoS (ESCI)	
			Redalyc	
			Dialnet	
			Latindex	
Revista de Psicología y Trabajo Social	Universidad Inca Garcilaso de la Vega	2012	Latindex	Biannual
Persona	Universidad de Lima	1998	Redalyc	Annual
			Dialnet	
			Latindex	
Avances en Psicología	Universidad Femenina del Sagrado Corazón	1993	Latindex	Biannual
Revista de Investigación de Estudiantes de Psicología JANG	Universidad César Vallejo	2002	Latindex	Biannual
Revista de Investigación en Psicología	Universidad Nacional Mayor de San Marcos	1998	Latindex	Biannual
Revista Psicoanálisis	Sociedad Peruana de Psicoanálisis	1999	Latindex	Biannual
Interacciones	Instituto Peruano de Orientación Psicológica	2015	Dialnet	Quarterly
			Latindex	
Revista Digital EOS Perú	Instituto Digital EOS Perú	2013	Latindex	Biannual
Revista de Psicología (Arequipa) UCSP	Universidad Católica San Pablo	2011	Latindex	Biannual

Results

A total of 485 authors were found, 40 of which are psychology students (38 Peruvian and 2 Colombian). Regarding student participation by sex, 28 males and 12 females were found. As can be seen in Table 2, there is a greater predominance of student publication of original articles.

Regarding the authors by country (both students and non-students), it was found that 288 are from Peru (59.5%), 57 are from Mexico (11.8%), and 50 are from Argentina (10.3%), followed by other countries. With regard only to student authors by

country, Peru is the country that stands out with authorship, followed by Colombia. More detailed results can be seen in Table 3.

With respect to institutional affiliation, Universidad César Vallejo was identified as the one with the highest number of authors (37.5%) (Table 4).

Finally, of the 29 articles with student presence (psychology students), 64.5% were articles corresponding to the clinical area (Table 5). In addition, the predominant type of research was instrumental (54.8%) (Table 6), while the journal with the highest student participation is Revista de Investigación de Estudiantes de Psicología JANG (Table 7).

Table 2.

Types of Articles Published

	Total		Students	
	<i>f</i>	%	<i>n</i>	%
Original articles	153	70	27	12.3
Case Study	5	2	1	0.5
Reviews	13	6	1	0.5
Others	49	22	-	-

Table 3.

Student Authors with Institutional Affiliation by Country

Countries	Total Number of Authors		Student Authors	
	<i>f</i>	%	<i>f</i>	%
Perú	288	59.5	38	95
México	57	11.8	-	-
Argentina	50	10.3	-	-
Brazil	21	4.3	-	-
Spain	17	3.5	-	-
Colombia	11	2.3	2	5
Belgium	7	1.4	-	-
Chile	7	1.4	-	-
Ecuador	6	1.2	-	-
United States	5	1.0	-	-
Portugal	4	0.8	-	-
Costa Rica	3	0.6	-	-
Israel	3	0.6	-	-
Italy	1	0.2	-	-
Paraguay	1	0.2	-	-
Switzerland	1	0.2	-	-
Guatemala	1	0.2	-	-
Germany	1	0.2	-	-
Total	485	100	40	100

Table 4.

Student Authors According to Institutional Affiliation

Universities (affiliation)	Type of University	<i>f</i>	%
Universidad Metropolitana (Colombia)	Private	2	5
Universidad de Lima	Private	2	5
Universidad César Vallejo	Private	15	37.5
Universidad Nacional Mayor de San Marcos	State	18	45
Universidad Católica San Pablo	Private	3	7.5
		40	100

Table 5.

Articles with Student Participation According to Psychology Area

Áreas de la psicología	<i>f</i>	%
Clinical	20	68.9
Educational	9	31.1
Organizational	-	-
Social	-	-
Total	29	100

Table 6.

Articles with Student Participation According to Type of Research

Type of Research	<i>f</i>	%
Descriptive	4	13.8
Descriptive – Correlational	10	34.4
Instrumental	15	51.8
Total	29	100

Table 7.

Number of Student Authors per Journal

Revista	<i>f</i>
Revista de Psicología PUCP	-
Liberabit	-
Propósitos y Representaciones	2
Revista de Psicología y Trabajo Social	-
Persona	2
Avances en Psicología	-
Revista de Investigación de Estudiantes de Psicología JANG	15
Revista de Investigación en Psicología UNMSM	12
Revista Psicoanálisis	-
Interacciones	6
Revista Digital EOS Perú	-
Revista de Psicología (Arequipa) UCSP	3
Total	40

Discussion

Universities have a formative mission and a research mission. Currently, training student researchers is of vital importance (Christensen & Eyring, 2011), given that research, as a part of higher education, must begin during the undergraduate phase (Castro-Rodríguez, 2015). As part of this challenge, universities propose plans for formative research since it is necessary that curricula include strategies for the formulation and development of research works and their possible publication (Carrizo, 2010).

Students are active agents in their training and learning and focus their attention and energy on mastering the tasks that enable them to strengthen their research work, establishing support networks with adults and their peers (Wang & Eccles, 2012). Therefore, the students' participation is fundamental in the production of knowledge, in this case, materialized in high-impact products such as scientific journals (Appleton, Christenson, & Furlong, 2008; Castro, Sihuay-Torres, & Pérez-Jiménez, 2018).

The implementation of research products and the publication of results are fundamental for a psychology student. If the results of research studies or program documentation are not published, other researchers cannot appreciate the value of the evidence generated, and science in general would not be able to advance. In this sense, and in order to promote scientific production, the National System of Evaluation and Accreditation emphasizes that professional schools must have journals that allow students to disseminate the results of their research (Carranza & Turpo, 2018).

The results of this study are comparable to the 11.8% of original articles written by students during the period between 2003 and 2009 in a Peruvian university (Alarcón-Villaverde et al., 2010), and higher than the reported 10% in Colombia (Pachajoa-Londoño, 2006) and 3.9% in Venezuela between 2001 and 2005 (Angulo et al., 2008). This limited scientific production can also be observed in the field of Peruvian professional psychologists. For example, of the total number of articles published between 1994 and

2014 (1026 articles) in the Latin American Journal of Psychology, only 6 are written by Peruvian authors, representing 0.8% (Arias, Ceballos, & Arpa-si, 2015). Other more current bibliometric studies provide new evidence about the poor scientific output of Peruvian psychologists (Morgado-Gal-lardo et al., 2018; Salas, et al., 2018).

There are different academic and research factors associated with the above results, such as a lack of access to adequate information and the support from experienced research advisors, which are important factors that have to be taken into consideration when planning and conducting research (Atamari-Anahui, Sucasaca-Rodri-guez, & Marroquin-Santa Cruz, 2016; Castro-Ro-driguez, 2015; Mamani, 2018, Mamani, 2019).

Among the limitations for student publication is also the lack of appreciation of the work done, the absence of a culture of dissemination in the country, the low participation in publications despite existing evidence of the organization of national and international student congresses, and the poor record of membership data since, in many cases, authors enter their institutions but not their academic training. In this regard, it is valuable to train students in the publication of their research, including courses or workshops taken during their university education.

The results of predominance in Peruvian authorship might be explained by the fact that the analyzed population resorts to journals published by national institutions. Other studies, which evaluated the production of scientists from different countries, reveal that the countries that had more journals with student publications were Colombia, Chile, and Peru (Taype-Rondán et al., 2014; Carvajal, 2018).

Regarding student participation by type of study, the results indicated that most are instrumental studies. This differs from the findings of Castro-Rodríguez (2015), who found that 6.4% of the articles published by health science students were clinical trials, 16.6% were experimental studies, 13.9% were review articles and 63.1% were articles derived from observational studies. In this regard, Mamani (2019) reports that the highest percentage of these presented by students from private universities in Lima are correlational (81.2%), while only four (2.7%) are instrumental.

The study presents as methodological limitation the fact that the student scientific production carried out in 2017 was considered. This makes it impossible to visualize in retrospect and prospectively the development of psychology research of Peruvian students.

The conclusion is that the scientific production of undergraduate psychology students is low; the articles published are mainly of instrumental type, and the highest percentage is concentrated in a student journal. Therefore, one way to motivate students to publish the results of their research is to increase the hours dedicated to research and to reward students who manage to disseminate the results of their research in the form of a scientific article. To facilitate this, journals should provide better guidance and promote discussions on research.

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