Pedagogical Support as an Improvement Strategy: A Bibliometric Review of The Literature in Scopus and Wos During 2018-2023

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Abstracts: The objective of the present study was the analysis and quantification of the scientific literature by means of metrics in relation to the research consulted on pedagogical accompaniment as an improvement strategy, in the Scopus and WoS databases, in addition the period is delimited. Publication between 2018 and 2023. Based on a personalized bibliometric review methodology, where “pedagogical accompaniment” and “pedagogical accompaniment” were used as search words. Regarding the year with the greatest number of publications, it was 2022 (n=9); while the average number of citations per year the highest value was that of 2019; The keyword indicator showed that the most recurrent words in the study are: "pedagogical accompaniment", "teaching practice", "accompaniment of pupils' activities" and "professional development", the "Social Sciences Journals" and "Venezuelan Journal of Management" presented the largest scientific production related to the subject, each with 2 articles. Regarding the affiliation of the authors, in the Scopus articles it was the Central University of Ecuador (n=2); and in WoS the César Vallejo University/César Vallejo Private University (n=3); while the countries with the highest scientific production were Chile and Peru, each with 3 articles in the WoS database; The most frequent language of publication of the articles was English, both for Scopus and WoS, with 6 articles each; The thematic areas where the identified bibliography was located were three: arts and humanities, administration and business, and social sciences; Finally, the themes.

Keywords: Pedagogical Support, Teaching Strategy, Bibliometric Review.

1. INTRODUCTION

Quality education plays a fundamental role in today's society. Therefore, it is important that teachers are well prepared and reflective in relation to their pedagogical work, since quality teaching and good work by the teacher are important pieces for quality education. Likewise, it is important to have pedagogical support that contributes to improving both professional and institutional training [1].

Pedagogical accompaniment emerges as a significant strategy that has a positive impact on the teacher's professional development. In pedagogical practice, it seeks to foster an environment of harmony and affective communication between the accompanying and the accompanied, which leads to more effective learning. The implementation of a Pedagogical Accompaniment Plan becomes an essential tool to improve teaching performance in educational institutions [2].

In the world, there is not abundant scientific production on reflective practice and pedagogical accompaniment in WoS and Scopus, however, between 2016 and 2020, there is a certain stability in the annual production. Thus, in view of this situation, it is necessary to establish institutionalized instances that encourage the study and analysis of the processes that lead to reflection from the initial stages of schooling and continuous pedagogical accompaniment. This will make it possible to cultivate a reflective culture within primary, secondary and higher education institutions, improving the quality of education [3].

Currently, there isn't adequate pedagogical accompaniment, and the low level of reflective practice shown by teachers in relation to their planned and executed pedagogical actions in the classroom has direct repercussions on the learning levels of their students. In other words, the lack of reflective competence on the part of teachers prevents them from improving and transforming their pedagogical practices autonomously. They aren't considering reflection as an essential part of their role as educators and guides the learning process of their students. By not

focusing on reflection, teachers may miss the opportunity to identify strengths and weaknesses in their teaching, adapt their methods according to students' needs, and improve the quality of learning in the classroom. [4].

Reflective dialogue is an important component of pedagogical coaching and plays a crucial role in promoting reflective practice among teachers, which in turn strengthens their reflective skills. In other words, when the accompanying teacher encourages reflective dialogue, it motivates the teacher to reflect and critically analyze his or her own experiences developed in his or her interaction with students. This interaction facilitates a process of self-evaluation and self-learning, allowing teachers to improve their pedagogical practice and enrich their educational approach [4]. Thus, pedagogical accompaniment, through reflective dialogue, becomes a valuable tool for the professional development and continuous improvement of teachers.

Pedagogical accompaniment brings about an improvement in classroom pedagogical practice, and therefore a boost in the interest of students to continue their teaching-learning process; it allows advising the teacher based on their common practice, offering them feedback on their classroom performance, and giving them some suggestions for improvement to ensure quality learning [5].

Considering that the central activities of teachers are: (1) the enrichment and development of knowledge (scientific research); (2) transfer and preservation of knowledge (teaching); and (3) benefiting from knowledge (community development). In this line, the pedagogical accompaniment allows the teacher to reflect on his pedagogical practice, together with an experienced teacher who will provide advice, the process can be given orally or in writing; the idea is to meet the objectives outlined as the fulfillment of the diversity of tasks assigned (educational and administrative), achieve learning goals, and have indications of success [6].

The kind of cooperativism that occurs in the pedagogical accompaniment enhances the teaching-learning process in the classroom, since the teacher assigned to accompany will reflect together with the accompanied teacher about his teaching practice, which will allow innovation in the classroom and thus a creative and personalized learning of students, both individually and in groups, through a flexible environment [7].

With respect to the aforementioned, it is proposed to conduct a study to deepen knowledge within the specialization. The attention that captures the pedagogical accompaniment as an improvement strategy, leaves as the main objective of the research: To review what is the state of the literature on pedagogical accompaniment as an improvement strategy in the Scopus and WoS databases during the period from 2018 to 2023. For this reason, the following specific objectives are proposed: To verify what is the status of the annual scientific production of the literature during the interval 2018-2023; to identify the average number of citations per total year of the included studies; to show the most relevant sources according to the production they had during the period of time and to study the dispersion of these sources according to Bradford's law; to verify in Scopus and WoS, which are the most relevant affiliations; identify the scientific production according to countries; likewise, analyze which are the most predominant languages in which articles are written; finally, verify which are the most popular thematic areas in Scopus with respect to pedagogical accompaniment as a strategy for improvement and the research areas in which there are scientific publications in WoS. Therefore, the following question arises: what is the overall picture of literature published on pedagogical accompaniment as an improvement strategy in Scopus and WoS during the period 2018-2023?

2. METHODOLOGY

The following study opted to use a customized bibliometric review methodology from the identification of studies to the analysis and collection of results. A bibliometric review is understood as a process of identification and analysis of the general panorama of the literature published in databases, through the extraction of quantifiable indicators that can measure certain aspects of the literature for its correct interpretation and understanding of the status and impact of the publications with respect to the topic under investigation [8], [9].

For the identification of research studies, we chose to search with the base combination: "pedagogical accompaniment" and "pedagogical accompaniment" in the selected databases: Scopus and WoS (Web of Science), taking into account the following inclusion criteria: the time restriction of 2018-2023, the study must be an article (no conference paper, no book, no thesis) and the article must be open access. In addition, within the identification we found 4 repeated studies in both databases, so they were discarded from Scopus and given use in the WoS list. The exact Boolean search strings are detailed in Table 1.

For the data collection phase, the data overview and the bibliometric indicators according to information sources were presented together. For the extraction of the other bibliometric indicators, which will be detailed later, they were presented individually in order to make a comparison of the publications panorama in both databases. The customized methodology used for this research is detailed in Table 1 below:

Table 1. Bibliometric methodological design.

Fase	Descripción	Clasificación
Phase I Questioning	We proceed to define the subject topic correctly.	What is the overall picture of published literature on pedagogical accompaniment as an improvement strategy in Scopus and WoS during the period 2018-2023?
Fase II Búsqueda eficiente	During this phase, the topic is defined, and the keywords for possible search combinations within Scopus and WoS are proposed, thus increasing the efficiency of study identification. Boolean operators (AND, OR) are used.	**Scopus:** (TITLE-ABS-KEY ("acompañamiento pedagógico") OR TITLE-ABS-KEY ("pedagogical accompaniment")) AND (LIMIT-TO (OA , "all")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2018)) AND (EXCLUDE (PREFNAMEAUID , "Arrellano, R.#57783776000") OR EXCLUDE (PREFNAMEAUID , "Herrera-Pastor, D.#55143975300") OR EXCLUDE (PREFNAMEAUID , "Marek, Z.#57223929390") OR EXCLUDE (PREFNAMEAUID , "Neyra, G.P.S.#57396049600"))
		WoS: (ALL=("Pedagogical accompaniment")) AND (PY==("2023" OR "2022" OR "2020" OR "2019" OR "2018" OR "2021") AND DT==("ARTICLE") AND OAJ==("ALL OPEN ACCESS"))
Phase III Data collection	The data collected are reviewed by the authors to perform interpretations for their correct identification, extraction and normalization of the most relevant data from the studies included in the research: n = 20.	**Published documents** • Period: 2018 – 2023 • Adjustment without country limit. **Bibliometric indicators:** a. Data Overview. b. Bibliometric indicators according to information sources. c. Bibliometric indicators according to affiliation of authors. d. Bibliometric indicators according to Scientific production of the countries. e. Bibliometric indicators according to language of manuscripts. f. Bibliometric indicators according to search areas and thematic areas.
Phase IV Construction of analysis material	The bibliometric indexes are calculated for a correct understanding by using tables, figures, obtained from Lenguaje "R" and Bibliometrix, from the automated analyzers of Scopus and WoS, or from the manual extraction of data for individual analysis of each	**Visual representation of bibliometric indicators:** • Annual scientific production. • Average number of citations per year. • Three-Field Plot. • Most relevant sources. • Bradford's Law. • Most Relevant Affiliations. • Countries' Scientific Production.

	database.	• Papers' Language • Documents by Subject Area • Research Areas.
Phase V Drafting and conclusions.	During this process the findings and results found in the other phases are critically interpreted. The explanation should be easy to understand and should be written clearly and correctly for a better understanding and reading.	The results obtained in stages III and IV are analyzed and evaluated, respecting the objectives and research questions posed during phase I. Likewise, main trends, publication patterns, inferential suggestions identified in the data obtained, as well as the strengths and weaknesses of the scientific production are identified, taking into account the existing literature and the importance of the results for the field of study. Finally, conclusions are drawn that synthesize the most relevant results of the study and its contribution to current knowledge.

3. RESULTS

The results phase begins with an overview of the studies included with their respective authors and titles, as shown in Table 2.

3.1. Data Overview

Table 2. Studies included in the bibliometric review from: pedagogical accompaniment as an improvement strategy: a literature review in Scopus and WoS during 2018-2023.

Autores	Título de Estudio
Arellano et al. (2022) [10]	A Qualitative Analysis of Teachers' Perception of Classroom Pedagogical Accompaniment Program
Bernaschina (2018) [11]	Art in the Silence: New Experience Towards the Role of the Bilingual Hypoacous Teacher
Chávez-Peña et al. (2022) [12]	Pedagogical leadership applied to teaching practice in times of pandemic crisis in Peru
De Sa and De Carvalho (2020) [13]	A proposal for technical-pedagogical support in professional and technological distance education courses
Herrera-Pastor et al. (2020) [14]	Socio-pedagogical accompaniment, holism and longitudinality: Keys from a good practice with a young offender
Kariyev et al. (2022) [15]	Development of primary school teachers' skills to accompany pupils in projects and research
Karsenti et al. (2020) [16]	Digital technologies in teaching and learning foreign languages: Pedagogical strategies and teachers' professional competence
Kenigs et al. (2022) [17]	Perception of teachers and school directors on teaching advice in the classroom
Kozanitis et al. (2018) [18]	Continuous development and education follow-up of new university professors: Effects on the use of teaching strategies
Lara-Reimundo et al. (2022) [19]	School management during the pandemic: relationship between educational support and teaching performance
Marek and Walulik (2022) [20]	Ignatian Spirituality as Inspiration for a Pedagogical Theory of Accompaniment
Mojica and Palacios (2022) [21]	Pedagogical strategy: Life plan for teenage mothers
Morado and Hernandez (2019) [22]	An Accompanying Experience in the Construction of Virtual Environments for Learning in Higher Education
Navarro and Torres (2023) [23]	Digital culture in the Telesecundaria school curriculum
Neyra et al. (2021) [24]	Management of Pedagogical Supervision and Teacher Performance in the Teaching of English in Peru
Pérez and Marquez (2022) [25]	Pedagogical support in on-site and virtual professional practice
Posso-Pacheco et al. (2021) [26]	Educational management: Key factor in the implementation of the physical education curriculum
Rasskazova et al. (2021) [27]	Readiness of social services specialists for gender-sensitive activities with offence-prone juveniles
Reyes and Azahuanche (2020) [4]	Relationship between pedagogical accompaniment and reflective teaching practice

Rosas et al. (2022) [28]	Pedagolical Support in, A Hybrid Setting, in Public Institutions and PRONOEI of the Initial Level

3.2. Annual Scientific Production

The annual scientific production of the studies included in the review of both databases is shown in Fig. 1. During the period from 2018 to 2023, in general, the year with the highest rate of production was identified as 2022, with (n= 9) studies published in both databases. Behind, we have the year 2020 with (n=4) studies published and 2021 with (n=3) studies. The years 2018, 2019 and 2023 are those with the lowest amount of production.

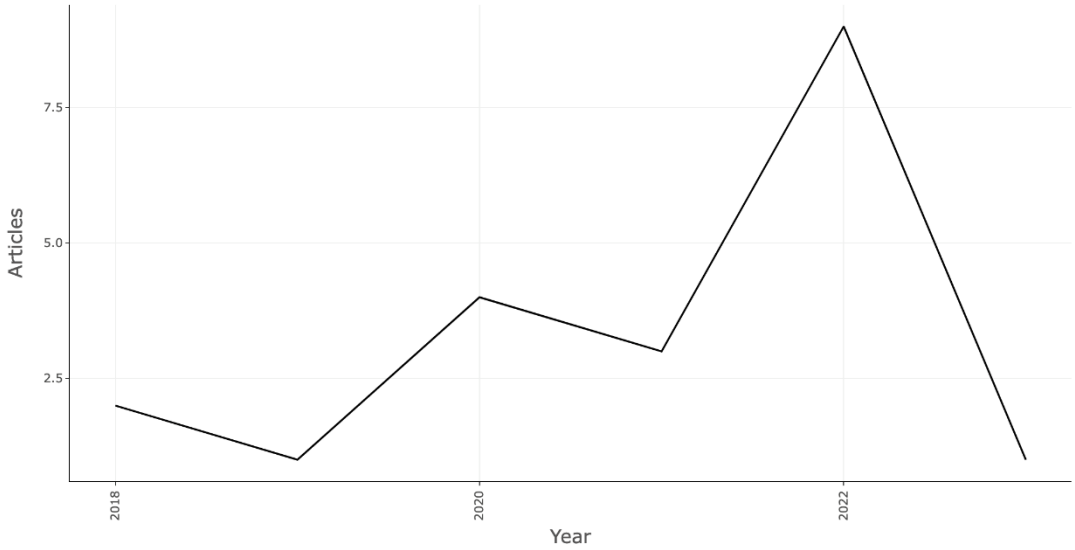

Figure 1. Line graph on "Annual Scientific Production". With application of "R" and Bibliometrix (13/06/2023).

Giving a more partial appreciation, both Scopus and WoS have had very similar total productions, Scopus (n = 9) and WoS (n = 11) partially in total. However, in Scopus no publications were detected in 2019, nor 2023, as this was compensated by the high number of published studies which was in 2022 with (n = 5) published studies. While in WoS during all years there was at least 1 publication, being 2022 also, the year with the highest number of published studies with (n = 4) articles.

These results suggest that the topic is of interest in both databases. Pedagogical accompaniment as a strategy for improvement is a topic that seems to be well received by the research community. Although the number of studies published in 2023 is 1 in WoS and 0 in Scopus, this could be possible because we are still in the middle of the year. It will be important to conduct more studies to be able to go deeper into the topic for future research.

3.3. Average number of Citations Per Year

Table 3 emphasizes the average number of citations per year on the research topic. There are 5 columns with interrelated data. The first one, "Year" is the temporal delimitation that has been chosen, in this case it is from 2018 to 2023, "MeanTCperArt" is the average total citations per article during each year of publication, "N" is the number of studies published in each year, which will be used as dependent variable for the calculation of MeanTCperArt. "MeanTCperYear" is the average total citations per year, this is a calculation of MeanTCperArt among the citable years (Citable Years). "Citable Years" is the number of citable years in the time period considered.

Table 3. Average citations per year

Year	MeanTCperArt	N	MeanTCperYear	Citable Years
2018	2.50	2	0.42	6
2019	9.00	1	1.80	5
2020	2.00	4	0.50	4
2021	2.00	3	0.67	3
2022	0.56	9	0.28	2
2023	0.00	1	0.00	1

According to the table, it is observed that the highest MeanTCperArt index belongs to 2019 with a value of 9 and 1 published study. However, in 2022 there were 9 published studies, but the MeanTCperArt was 0.56, which means that there is a greater volume of production, but a lower number of total citations (the number of citations is inversely proportional to the number of articles produced), which is why the index value is lower.

When looking at 2020, it is shown that the MeanTCperArt value has a value of 2 with 4 published articles, which suggests that these studies have had influence within other researches due to the number of citations with respect to the number of published studies. With respect to MeanTCperYear, it is observed that 2019 has a value of 1.80, which suggests that the study has deepened enough so that other studies in relation to pedagogical accompaniment as an improvement strategy, can cite it due to the quality and content of the published study.

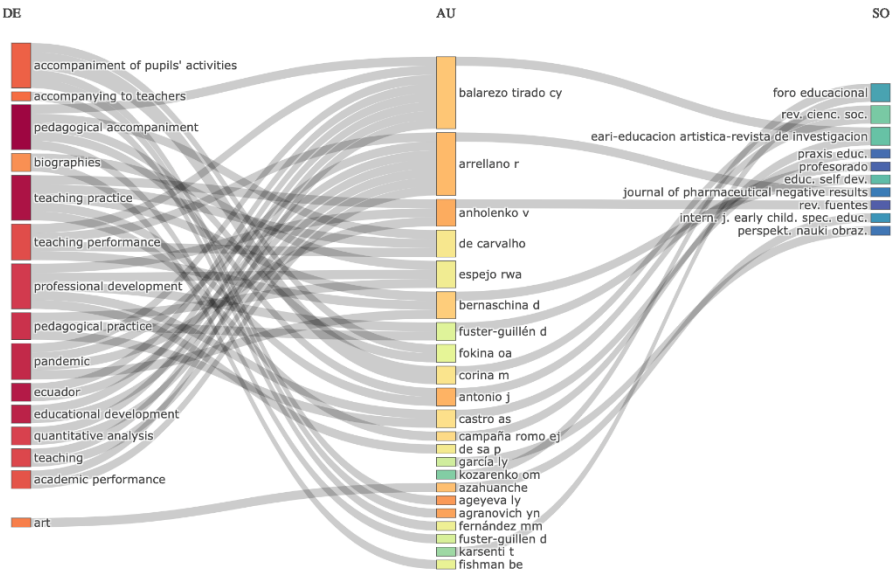

Figure 2. Three-Field Plot. Con aplicación “Cran-R” y Bibliometrix (13/06/2023).

The next indicator is shown in Fig. 2, which shows the relationship between 3 different criteria that the authors consider prudent. For the present case, the following fields will be measured: authors' keywords, authors of publications, and the sources of scientific publication through outgoing flow and incoming flow. It is of utmost importance to mention that the dependent relationship was identified from right to left, having the keywords as a criterion independent of the others. Since the authors depend on the use of the keywords and the sources depend on the authors who have published in these.

Among the most recurrent keywords in the study are: "pedagogical accompaniment", "teaching practice", "accompaniment of pupils' activities" and "professional development" with outflows of 5 repetitions each. "teacher performance" and "pandemic" present an output stream of 4 repetitions. In relation to keywords, the authors with the highest frequency of use are: Balarezo Tirado CY, Arrellano R, Bernaschina D and Espejo RWA with values of 8,

7 and 3 of inflow (frequency of use). Among some of the sources with more authors shown in the graph, we have "Revista de Ciencias Sociales", "EARI-Educación Artística-Revista de investigación" and "Foro educacional".

3.4. Bibliometric Indicators According to Information Sources

3.4.1. Most Relevant Sources

Table 4 shows a list of the 10 sources considered the most relevant among the sources consulted in Scopus and WoS (Web of Science).

Table 4. Most relevant sources

Sources	Articles
Social Science Magazine	2
Venezuelan Management Magazine	2
EARI-Educacion Artística-Research Magazine	1
Education and Self Development	1
Eduweb-Revista de Tecnología de Información y Comunicación en Educación	1
Blank Spaces-Inquiries Series	1
Foro Educacional	1
Frontiers in Education	1
International Journal of Early Childhood Special Education	1
Journal of Educational and Social Research	1

A total of 18 different sources were identified. The table shows that the journals with the highest production (n = 2) are: "Revistas de Ciencias Sociales" and "Revista Venezolana de Gerencia". A great variety of sources included in the research can be observed.

3.4.2. Core Sources by Bradford's Law

Bradford's law shows how literature is dispersed in scientific journals in order to classify them into core areas. This law is used for the identification of the most productive sources within the field of study. It can be seen that the sources were classified in columns. In addition, there is the "Freq" column, which is the frequency of articles published by each source. The "CumFreq", refers to the cumulative frequency of all the sources included in the table. And finally, "Zone" is the column that determines in which Bradford region the source is located.

The law is based on identifying the journals in concentric "zones" where zone 1 contains the highest frequency of published studies, but fewer journals. In this case, zone 1 contains 6 journals as shown in Table 5. Zone 2 concentrates fewer articles, but a greater number of sources. This table provides a useful overview of the dispersion of sources with respect to the topic under investigation and may be useful for other researchers to know which journals are the most relevant with respect to the field of study.

Table 5. Bradford's Law

SO	Rank	Freq	cumFreq	Zone
Social Sciences Magazine	1	2	2	Zone 1
Venezuelan Management Magazine	2	2	4	Zone 1
EARI-Art Education-Research Magazine	3	1	5	Zone 1
Education and Self Development	4	1	6	Zone 1
Eduweb-Magazine of Information and Communication Technology in Education	5	1	7	Zone 1
Blank Spaces-Inquiries Series	6	1	8	Zone 2
Foro Educacional	7	1	9	Zone 2
Frontiers in Education	8	1	10	Zone 2
International Journal of Early Childhood Special Education	9	1	11	Zone 2
Journal of Educational and Social Research	10	1	12	Zone 2

Table 5 studies the sources through Bradford's law, showing how the literature is dispersed in scientific journals in order to classify them into zones. The law is used to identify the most productive sources within the research field. The table shows how the sources are classified in columns. "SO", are the titles of the scientific sources. "Freq", is the frequency of articles published per source. The "CumFreq", shows the cumulative frequency of articles published by each source. Finally "Zone", column that determines the Bradford region in which the source is located.

This law identifies the journals in concentric zones with respect to their productivity and impact in the field of study. Zone 1 is characterized by a higher production, but fewer sources, in this case the first zone contains 5 sources: "Revista de Ciencias Sociales", "Revista Venezolana de Gerencia", "EARI-Educación Artística-Revista de Investigación", "Education and Self Development" and "Eduweb-Revista de Tecnología de Información y Comunicación en Educación". Likewise, 7 scientific journals were identified in zone 2 and 6 journals in zone 3. This indicator shows a useful view of the dispersion of sources on the field of study, which may be useful for researchers to know which journals may be the most relevant with respect to pedagogical accompaniment as a strategy for improvement.

3.4.3. Bibliometric Indicators According to Author Affiliation

Table 6 shows the most relevant affiliations of the studies included in the research with respect to the authors.

Table 6. Most relevant affiliations

Scopus' Affiliations	**Articles**
Universidad Central del Ecuador	2
Shadrinsky State Pedagogical University	1
Universidad Privada César Vallejo	1
Kazakh National Women's Teacher Training University	1
Lomonosov Moscow State University	1
WoS' Affiliations	**Articles**
Universidad César Vallejo/Universidad privada César Vallejo	3
Universidad Nacional Mayor de San Marcos	2
Inst Fed Goias Profept IFG	1
Inst Tecnol Milpa Alta	1
Jesuit Univ Ignatianum Krakow	1

It is observed that in Scopus only one affiliation presents an index higher than 1, "Universidad Central del Ecuador" has published 2 studies, with the titles: "School management during the pandemic: relationship between educational support and teaching performance" and "Educational management: Key factor in the implementation of the physical education curriculum", which suggests that the topic is under development within this affiliation. With respect to Web of Science, 2 affiliations were identified with indexes greater than 1, these are: "César Vallejo University" and "Nacional Mayor de San Marcos University".

It should be noted that for the Universidad César Vallejo it was found that the affiliation was distributed in 2 different names, for this reason, the two were gathered as a single affiliation adding up to a production of 3 published articles, which are: "Relationship between pedagogical accompaniment and reflective teaching practice", "Pedagogical Support in, A Hybrid Setting, in Public Institutions and PRONOEI of the Initial Level" and "Management of Pedagogical Supervision and Teacher Performance in the Teaching of English in Peru". The Universidad Nacional Mayor de San Marcos published the following two titles: "Pedagolical Support in, A Hybrid Setting, in Public Institutions and PRONOEI of the Initial Level" and "Management of Pedagogical Supervision and Teacher Performance in the Teaching of English in Peru". This reflects the joint participation of authors from both affiliations, which demonstrates an interest in joint development among some Peruvian universities.

3.4.4. Bibliometric Indicators According to Countries' Scientific Production

Table 7. Countries' scientific production

Scopus' countries' scientific' production	Articles
Ecuador	2
Russian Federation	2
Spain	2
Canada	1
Chile	1
WoS' countries' scientific' production	**Articles**
Chile	3
Peru	3
Brazil	1
Costa Rica	1
Mexico	1

Table 7 shows the distribution of literature from countries around the world in each database. With respect to Scopus, 3 countries distributed in 3 different continents, Ecuador, the Russian Federation and Spain, each with 2 published studies, were recorded. Other countries such as Canada, Chile, Colombia, Kazakhstan, Peru and Ukraine were also identified with at least 1 study published in these international territories. With respect to WoS, Chile and Peru are the countries identified with the highest scientific production, both countries reached a value of (n = 3), countries such as Brazil, Costa Rica, Mexico, Poland, and Spain, reached at least one publication. This suggests that in both databases there is interest in pedagogical support as a strategy for improvement in the content of the Americas.

3.4.5. Bibliometric Indicators According to Manuscript Language

The following table aims to identify the most predominant writing languages of the manuscripts included in the bibliometric review. With respect to Scopus, after the analysis of the articles, it was possible to count the articles according to their language in this database. Six studies were identified in English, representing 66.67% of the total number of articles, 2 studies in Spanish, representing 22.22%, and 1 study in Russian, representing 11.11% of the search. In WoS, the languages identified were: English with 6 studies representing 54.55% of the articles considered, Spanish representing 36.36% with 4 published articles, and in Portuguese only 1 study was found, representing 9.09%.

Table 8. Papers' language

Scopus' papers' language	Articles	Porcentage
English	6	66.67%
Spanish	2	22.22%
Russian	1	11.11%
WoS' papers' language	**Articles**	**Porcentage**
English	6	54.55%
Spanish	4	36.36%
Portuguese	1	9.09%

3.4.6. Bibliometric Indicators by Search Areas and Thematic Areas

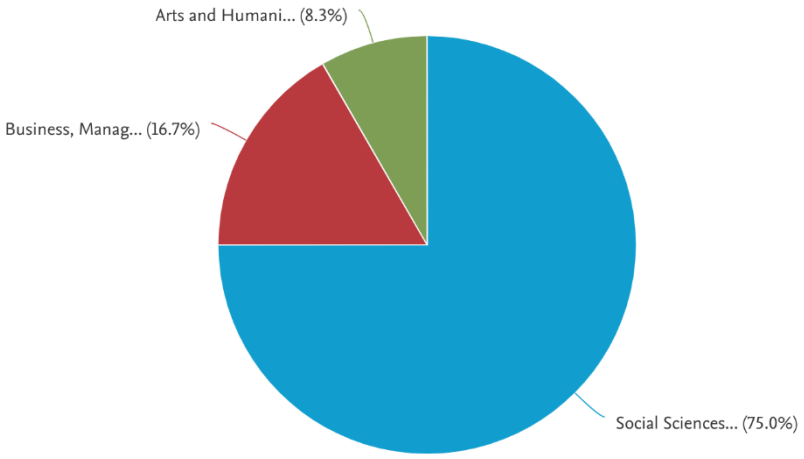

Figure 3. Documents by subject area. Recuperado de Scopus (13/06/2023).

Fig. 3 shows the distribution of the literature according to the thematic areas to which each study belongs; it should be noted that some articles may belong to 2 thematic areas at the same time. In this case, 3 thematic areas were identified in Scopus, these are: "Social Sciences", represented by 75% with 9 articles, "Business, management and accounting", represented by 16.7% with 2 articles and finally, "Arts and humanities" being 8.3% with 1 published article.

Table 9. Research areas

Research Areas	Record Count	% of 11 records
Education: Educational Research	8	72.727%
Art	1	9.091%
Pharmacology Pharmacy	1	9.091%
Public Environmental Occupational Health	1	9.091%
Religion	1	9.091%

Table 9 shows the distribution of search topics in relation to the articles published. The area "Education: Educational Research" was identified as being represented with 72.727% of the total of the 11 records found. The area "Arts (Art)" accounted for 9.091% of the studies. The rest of the areas identified presented 9.091% of the total as well as arts, which are: "Pharmacology. Pharmacy (Pharmacology Pharmacy)", "Public Environmental Occupational Occupational Health (Public Environmental Occupational Health)", and "Public Environmental Occupational Health (Public Environmental Occupational Health)".

This table provides a useful overview for researchers, as the most predominant and best developed areas can be identified in order to find strengths in pedagogical accompaniment and deepen them in future research.

CONCLUSION AND DISCUSSION

Pedagogical coaching, given the changing context, offers a space for teachers to reflect on their pedagogical practice with a coach who directs them and with more experience or among teaching colleagues; this allows them to improve the quality of the teaching-learning process and therefore fosters pedagogical leadership by self-criticizing their pedagogical performance for continuous improvement [12], [22].

The study aims to explore the state of the art published on pedagogical accompaniment as an improvement strategy in Scopus and WoS that have been published during the period 2018-2023; for this purpose, a five-phase methodology was proposed, and that came to identify indicators of bibliometric review as part of the specific objectives of the research.

The bibliometric indicators according to sources of information, which resulted in 18 different sources, only "Revistas de Ciencias Sociales" and "Revista Venezolana de Gerencia" have two articles published on the subject. Likewise, Bradford's Law identifies the same sources in the first and second rank, with a frequency equal to 2 for both, located in zone 1; while the accumulated frequency was 2 for the first journal, and 4 for the second.

Regarding bibliometric indicators according to author affiliation; for the Scopus database it was the Universidad Central de Ecuador with 2 articles; and for WoS it was the Universidad César Vallejo with 3 articles. As for the bibliometric indicators according to scientific production of the countries, and differentiating by database, in Scopus it was Ecuador, Russian Federation, Spain, Canada, Chile; while in WoS it was Chile and Peru, with 3 articles each study.

In relation to the bibliometric indicators according to the language of manuscripts, both in Scopus and WoS, the language most frequently used in Scopus and WoS was English, with 6 articles each. On the other hand, the bibliometric indicators according to Search areas and Subject areas there are 3 subject areas in Scopus.

Finally, it was identified that 2022 was the year with the highest scientific production (n= 9). In terms of the affiliation of the authors, in the Scopus articles it was the Central University of Ecuador (n=2); and in WoS the Universidad César Vallejo/Universidad privada César Vallejo (n=3); while the countries with the highest scientific production were Chile and Peru, each with 3 articles in the WoS database; the most frequent language of publication of the articles was English, both for Scopus and WoS with 6 articles each; the thematic areas in which the identified bibliography was located were three: arts and humanities, management and business, and social sciences; finally, the subject areas.

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