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Journal Educational Theory

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Knowledge Area

The works must be unpublished and refer to topics of Education economics, school demography, education history, education sociology, education philosophy and other topics related to Humanities and Behavioral Sciences.

Presentation of Content

As first article we present, *The impact of directive leadership in a higher education institution in Villahermosa Tabasco*, by MOREJÓN-SÁNCHEZ, Juana María, DE LEÓN-DE LOS SANTOS, Brissa Roxana, ELISEO-DANTÉS, Hortensia and AREDONDO-PÉREZ, Carlos Arturo, with adscription Tecnológico Nacional de México, Campus Villahermosa, with second article we present, *Teaching strategies to socialize NOM 035 in students of administrative economic sciences of a higher education institution*, by MORALES-ROMERO, Rocío Guadalupe, with secondment at the Universidad de Guanajuato, as third article we present, *Theoretical and methodological background on vocational guidance in the choice of university career*, by BARRÓN-PALOS, Eduardo Javier, MARTÍNEZ-PÉREZ, Marlene, VALLE-RODRÍGUEZ, María Eugenia and RÍOS-CAMPOS, Antonio, with adscription in the Universidad Autónoma de Zacatecas, as last article we present, *Perception of the students of the Human Capital Administration career on the return to face-to-face classes*, by RAMÍREZ-SILVA, Macario Alejandro, RIVERA-CISNEROS, Miguel Ángel, RUIZ-ESPARZA-OCHOA, Sandra and SÁNCHEZ-SOTO, Claudia, Gabriela, with adscription in the Universidad Tecnológica de León.

Content

Article	Page
The impact of directive leadership in a higher education institution in Villahermosa Tabasco MOREJÓN-SÁNCHEZ, Juana María, DE LEÓN-DE LOS SANTOS, Brissa Roxana, ELISEO-DANTÉS, Hortensia and AREDONDO-PÉREZ, Carlos Arturo <i>Tecnológico Nacional de México, Campus Villahermosa</i>	1-9
Teaching strategies to socialize NOM 035 in students of administrative economic sciences of a higher education institution MORALES-ROMERO, Rocío Guadalupe <i>Universidad de Guanajuato</i>	10-16
Theoretical and methodological background on vocational guidance in the choice of university career BARRÓN-PALOS, Eduardo Javier, MARTÍNEZ-PÉREZ, Marlene, VALLE-RODRÍGUEZ, María Eugenia and RÍOS-CAMPOS, Antonio <i>Universidad Autónoma de Zacatecas</i>	17-24
Perception of the students of the Human Capital Administration career on the return to face-to-face classes RAMÍREZ-SILVA, Macario Alejandro, RIVERA-CISNEROS, Miguel Ángel, RUIZ-ESPARZA-OCHOA, Sandra and SÁNCHEZ-SOTO, Claudia <i>Universidad Tecnológica de León</i>	25-29

The impact of directive leadership in a higher education institution in Villahermosa Tabasco

El impacto del liderazgo directivo en una institución de educación superior, en Villahermosa Tabasco

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Abstract

Objetivos: Obtener el escenario actual del liderazgo directivo ejercido en la Institución de educación Superior generando una propuesta de Mejora para el liderazgo directivo ejercido en la Institución.

Metodología: Para determinar el impacto del liderazgo directivo, en primera instancia se realizará una investigación cuantitativa y consta de dos fases. La primera fase será de tipo exploratorio y luego descriptiva con enfoque cualitativo y diseño no experimental. Con una prueba piloto a través de entrevistas y aplicación de un instrumento (encuesta) a 3 directivos (jefes de departamento) y 17 subordinados (docentes), es decir 20 personas.

Contribución: Permitirá a la Institución determinar de qué manera influye el liderazgo directivo en ella.

Gerencial, Institución, Subordinados

Resumen

Objectives: Obtain the current scenario of the managerial leadership exercised in the Higher Education Institution, generating an Improvement proposal for the managerial leadership exercised in the Institution.

Methodology: To determine the impact of managerial leadership, in the first instance a quantitative investigation will be carried out and consists of two phases. The first phase will be exploratory and then descriptive with a qualitative approach and non-experimental design. With a pilot test through interviews and application of an instrument (survey) to 3 managers (heads of department) and 17 subordinates (teachers), that is, 20 people.

Contribution: It will allow the Institution to determine what how the managerial leadership influences it.

Management, Institution, Subordinates

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Introduction

Society changes and transforms itself, which is why educational institutions require new alternatives that allow the formation of competent individuals, for this, the leadership offered in an educational institution constitutes a central piece, since the dynamics of the different processes and actors of the institution depend on it. One of the most important demands in education in recent years has been to improve results. A quality improvement process requires a new type of head teacher, with competences in school management and effective leadership, as his or her role is fundamental in the organisation and functioning of educational institutions. In this sense, it is important to highlight that a person's attitude determines their behaviour and thus the quality of the actions they undertake, therefore, the role and functions of the head teacher as a key element in generating changes and transformations in the educational context they lead are examined in depth.

Leadership is important because it is vital for the survival of any organisation. It is important because it is the ability of a leader to guide and direct.

An organisation can have adequate planning, control etc. and not survive the lack of a proper leader, or even lack planning and control, but having a good leader can help it to succeed (Koontz, H. 2004). Leadership can therefore be defined as a process of interaction between people in which one of them leads, through personal influence and power, the energies, potential and activities of a group, to achieve a common goal in order to transform both the company and the people who collaborate in it (Chávez, M. 2006).

Research background

We will consider some research that has been carried out previously in different contexts, which will serve as a reference to know in what way the research topic addressed here is appropriately oriented.

International context: Monroy Jenifer. (2013), in her article "Managerial leadership as a strategic element in the effectiveness of teaching performance, case study: Rafael Saturno Guerra State School", carried out at the University of Carabobo in Venezuela, showed that it leans towards authoritarian leadership, as it is not effective in meeting its goals and does not take into account the work of its collaborators; in turn, these are influenced if the leader satisfies their needs, and it is also difficult to reconcile institutional objectives with the personal objectives of school actors. In this delicate balance of intersubjectivities, the role of the leader is an essential part of the current processes of educational transformation. The results also indicate that the principal shows an attitude of omnipotence and establishes a directive criterion with a passive and unmotivating load, using the concept of extreme and external controls, which make the teacher work in an unfavourable environment, where he himself decides what he has to do, affecting his performance and that of the organisation to which he owes; acting in other words as authoritarian.

National context: Pérez López, (2012), in his research: La influencia del liderazgo sobre el aprendizaje. El papel mediador del contexto organizativo innovar, makes a relevant contribution by proposing and contrasting a model that offers an integrating vision of the links between leadership, culture, human resources policies and learning. Contrary to previous studies, the relationship between leadership and learning is not direct, but is mediated by variables related to the organisational context. This study confirms that change-oriented leadership plays a key role in creating a favourable climate for organisational learning (Slater and Narver, 1995). It overcomes internal scepticism and external difficulties in establishing organisational learning (Wick and Leon, 1995). Leadership acts as a driver and transmitter of an innovative culture oriented towards the search for better organisational results (Bass, 2000; Bass and Avolio, 1994).

As has been observed in the aforementioned projects, the results are very different, for example, Monroy Jennifer (2013) detected autocratic leadership, where it is commented that managers do not consider their workers for the development of their institution's projects, this is done by the manager with an attitude of omnipotence. On the other hand, Fernández, & Hernández (2013), democratic and participative leadership is detected, where teachers recognise that the work of managers is complex and that they have a great institutional commitment.

Problem statement: Education has been affected by a set of internal and external variables that require significant changes. The need to respond successfully to the demands of an increasingly demanding and changing society has led educational organisations to make great efforts to improve towards the achievement of their objectives, which has become a real challenge for managers, as well as to achieve a leadership that comes to respond to the solution of problems in their institutions and to manage their group of collaborators as a team.

Robles Francia, et al. (2008), in their article *El liderazgo de los gerentes de las PYMES de Tamaulipas, México*, through the inventory of leadership practices Cuadernos de Administración, comment that the research carried out shows that the number of people in charge of a manager is important in the five behaviours of the IPL (Inventory of Leadership Practices). That is, the number of subordinates aids optimal leadership performance.

Rationale: Managerial leadership in education has become a priority in education policy agendas both nationally and internationally. It plays a critical role in improving educational outcomes by influencing the motivations and capacities of teachers, as well as the educational environment and institutional climate. Effective managerial leadership in education is indispensable for increasing efficiency and equity in education

As countries seek to adapt their education systems to the needs of contemporary society, the expectations for institutions, and for the leaders of these educational institutions, are changing. There is concern in countries that the role of the principal as conceived for the needs of the past is no longer appropriate. In many countries, principals have heavy workloads, many are approaching retirement and are more difficult to replace. These developments have made senior leadership in education a priority for education systems around the world. Policy makers need to improve the quality of educational leadership and make it sustainable.

The project on the impact of managerial leadership in a higher education institution in Villahermosa Tabasco is important to carry out, because through this study it will be possible to determine how managers (director, deputy directors and heads of department) are exercising leadership in the institution.

Hypothesis: The variables; economic, political, social, cultural, technological and environmental influence on managerial leadership in a Higher Education Institution in Villahermosa Tabasco

Identification of variables

Research or Dependent Variable: Managerial leadership.

Independent variables: Economic, political, social, cultural, technological and environmental.

Literature Review: Here the theoretical foundations on which the hypothesis and each of the study variables considered in the research are based are handled. As is the research variable: Managerial leadership and the independent variables: Economic, political, social, cultural, technological and environmental. Different opinions supported by their authors and the own opinion of the author of this research are provided.

Leadership. There is no one definition of leadership that is valid for everyone; in reality, it is a very complex term because it takes into account many aspects of an individual's personality. Nowadays there are several authors who have contributed their own theories to the elements of leadership.

To quote some of them we have the following concepts:

What is Leadership? According to Chiavenato (2007), it is "the interpersonal influence exerted in a situation, directed through the process of human communication, to the achievement of one or several specific objectives".

Fiedler Konrad, (1964), defines leadership as "the ability to persuade another to enthusiastically pursue defined objectives. It is the human factor that holds a group together and motivates them towards their goals". Santos J.A. (2006), conceives leadership as "the process of influencing oneself, the group or the organisation through the processes of communication, decision-making and deployment of potential to obtain a useful result". Keith Davis, (2003), defines leadership as "the ability to convince others to enthusiastically pursue the achievement of defined objectives".

Chiavenato (2007), points out that leadership is a social phenomenon that occurs exclusively in social groups and organisations. We can define leadership as an interpersonal influence exercised in a given situation and directed through the process of human communication for the achievement of one or more specific objectives. The elements that characterise leadership are therefore four: influence, situation, communication process and objectives to be achieved.

Chiavenato (2007) defines leadership as the ability to influence people to do what they should do. The leader exerts influence on people oriented towards their objectives, the perceptions of their objectives. The definition of leadership includes two dimensions: the first is the assumed ability to motivate people to do what needs to be done. The second is the tendency of subordinates to follow what they perceive to be instrumental in achieving their goals and satisfying personal needs.

According to Cassio, leadership occurs when the leader has the ability to influence a group to achieve goals. In the same way, he considers that influence can be formal when the leader holds a managerial position in an organisation, which could be a company, educational institution, factory, club or academic or sporting association, etc. But he also considers that the leader can emerge and influence in a non-formal organisation such as a parents' meeting, a meeting of friends, etc.

Bravo P. R. (2000), comments in his article, that in order to better understand what leadership is, we must distinguish between three concepts: A leader is a position, a role, a role in a concrete system; The individual who assumes a formal role of the leader may or may not possess the necessary leadership skills; Having or not the ability to lead. Leadership is closely related to personal skills, abilities and degree of influence. Most leadership comes from people who are not formal leaders, but from a broad perspective leadership can be defined as the ability to influence others to achieve an end or goal. Being a leader today involves much more than being an expert in productivity, competitiveness, strategic planning, training and teamwork. You must be a visionary and effective leader, which means understanding your people, their values, what motivates them, how they think and feel. In other words, leadership means having and dealing with values.

The researcher agrees with the views of Chiavenato, James, Evans, Cassio and Bravo that leadership is the ability to influence people so that they can achieve organisational goals. Of course it must be a positive influence as mentioned by James and Evans. And he also agrees with Kotler, Chiavenato and Guibovich that leadership is a process by which leaders enable people to achieve their objectives in the organisation. It is a process, because to get a group of people to achieve the objectives of an organisation is not achieved overnight, but is a series of successive phases or steps that must be considered to achieve the objectives.

Methodology

The research is considered descriptive because each of the variables will be described conceptually and operationally, because in this type of research, to describe is to measure.

It is considered correlational because it will be possible to determine how the independent variables (economic, political, social, cultural, technological and environmental) influence the research variable (managerial leadership).

The design is non-experimental because there is no control over the independent variables (economic, political, social, cultural, technological and environmental). It is also cross-sectional because the data will be determined in the present at a given point in time, not over a given period of time. This allows conclusions to be drawn from a sample that is drawn from a population.

In order to determine the impact of managerial leadership in the first instance, quantitative research was conducted and consists of two phases. The first phase was exploratory and then descriptive with a qualitative approach and non-experimental design. With a pilot test through interviews and application of an instrument (survey) to 3 managers (heads of department) and 17 subordinates (teachers), i.e. 20 people, to obtain preliminary results of the study variables technique known as discriminant validity, an initial version of Likert was used and then find the final version.

The second phase was descriptive and then correlational, with a quantitative approach and a non-experimental cross-sectional design. Subsequently, the modified instrument was applied to principals, deputy principals and heads of department, who made their self-assessment and thus determined their self-perception of the type of leadership they exercise. Another instrument was applied to subordinate teachers as feedback to identify their perception of the leadership being exercised. The research was carried out with a quantitative approach comprising the type of study and the design.

After applying the final version of the instrument, the type of managerial leadership that prevails in the HEI was determined by means of statistical graphs, showing the frequency distributions using the Excel programme.

This was done to determine how each of the independent variables (economic, political, social, cultural, technological and environmental) is related to the research variable (managerial leadership).

Population: A total population of 24 managers was considered, including 1 director, 3 deputy directors and 20 heads of department.

Table 1 shows the populations and samples that were considered in the application of the instrument. Randomly selected staff.

	Directors	Subordi Nates	Total
Population	24	265	289
Sample	24	157	181

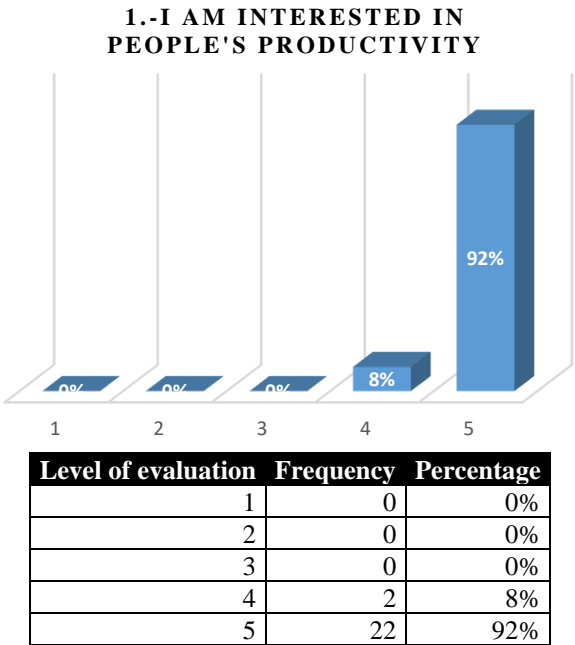
Table 1 Population and sample
Source: Own elaboration, 2021

Information from 24 managers and 157 subordinates were used as feedback. In order to determine how the independent variables (economic, political, social, cultural, technological and environmental) influence the research variable (managerial leadership) and thus evaluate how managers exercise leadership. A survey was designed through the Likert scale to obtain the data one for managers as well as another for subordinates, the variables were identified as dependent the managerial leadership (research variable) as well as the independent variables (Economic, political, social, cultural, technological and environmental), to be considered in this research.

Results

Graph 1 where the frequency distributions are presented for the measurement of the variables in a descriptive way and derived from the instrument applied to managers (24). The analysis of the information for each of the variables is presented. Only one of the graphs with question 1 of the instrument used is shown as an example.

Question 1.- I am interested in people's productivity.



Graphic 1 Managers - Descriptive Variable ECONOMIC VARIABLE

Source: Own elaboration, 2021

Managerial leadership variable: 75% of managers say that they lead their department in accordance with the institutional vision, mission and value systems, 71% say that they communicate with their subordinates, 58% say that they allow their subordinates to participate in decision-making.

Economic variable: 92% of managers say they are interested in the productivity of their people, 75% say they involve their subordinates in the planning of departmental activities and 71% say they share information about institutional programmes in a timely manner.

Policy Variable: 83% of managers are interested in their people's performance, 79% say they encourage their people to achieve the highest levels of performance in their work and give them the opportunity to contribute to the setting of objectives. 71% of managers say that they clearly communicate organisational policies to their staff. 21% of managers give orders to their subordinates and they should not question it.

Social Variable: 8% of managers say they show interest in their staff, 75% let their group determine their goals and solve their own problems and 71% say they give their people confidence to perform their tasks and motivate them. 67% of managers say they trust their people to perform their tasks. 67% of managers agree that they take time to talk informally with their subordinates about their ideas.

Cultural variable: 92% of the managers say that they get involved in solving problems in their department, and show interest in the work being done by their subordinates, 88% show willingness to participate in institutional programmes and 75% encourage teamwork.

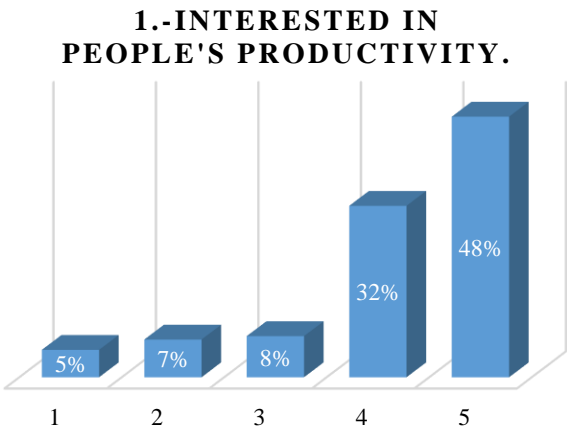
Technological variable: 92% of the managers say that they allow proposals for improvement in their work, 79% show a willingness to accept responsibility for innovation and 63% communicate technological development strategies to their subordinates.

Environmental variable: 83% of the managers say that they lead their staff to a friendly working environment and a friendly working rhythm, and that they encourage this pleasant working environment.

Once the contributions of each variable have been considered and from the point of view of descriptive measurement according to the perception of the managers in their self-assessment, it is the cultural variable that has the greatest influence on managerial leadership, followed by the environmental variable and the technological variable. It is worth mentioning that all the independent variables influence the research variable, only some of them to a lesser extent.

Graph 2 shows the frequency distributions for the measurement of the variables in a descriptive manner and derived from the instrument applied to subordinates (137). The analysis of the information for each of the variables is presented. Of which only one of the graphs with question 1 of the instrument used is shown as an example.

Question 1.- Interested in people's productivity



Level of evaluation	Frequency	Percentage
1	8	5%
2	11	7%
3	12	8%
4	50	32%
5	76	48%

Graphic 3 Subordinates - Descriptive Variable
ECONOMIC VARIABLE
Source: Own elaboration, 2021

Considering graphic 2, where the frequency distributions are presented for the measurement of the variables in a descriptive manner and derived from the instrument applied to subordinates (157). The analysis of the information for each of the variables is presented.

Variable Managerial Leadership: 45% of the subordinates say that their boss has communication with each one of them and that they as subordinates share ideas and work together to achieve the tasks.

Forty-four percent say their boss allows them to participate in decision-making. And 39% are of the opinion that the boss runs the department according to the vision and mission, institutional value systems.

Economic variable: On the economic variable, 58% completely agree that their boss shares information about institutional programmes in a timely manner, 52% say that they are involved in the planning of their department's activities. 48% say that their boss is interested in their productivity, and 38% think that he/she helps to increase the productivity index of their department.

Policy Variable: On this variable, 70% strongly agree that their manager is interested in people fulfilling their tasks or activities, while 47% say that he/she encourages them to achieve higher levels of performance at work. 46% say that their manager is interested in their people fulfilling their tasks or activities, while 47% say that he/she encourages them to achieve higher levels of performance at work. Forty-six percent say that the boss clearly communicates the institution's policies to them and 45% that he/she gives them the opportunity to contribute to goal setting.

Social variable: 58% think that their boss shows interest in them, 53% say that he/she gives them confidence and motivates them to carry out their task or activity. But 36% think that they let the group determine their own goals and solve their own problems.

Cultural variable: With respect to the cultural variable, 61% of the subordinates think that their boss encourages teamwork, 54% say that their boss shows interest in the work they are doing as a subordinate and 51% say that their boss shows interest in the work they are doing as a subordinate and 51% say that their boss shows interest in the work they are doing as a subordinate.

54% say that their boss shows interest in the work they are doing as a subordinate and 51% say that the boss gets involved in the search for solutions to problems in their department.

Technological variable: 48% of the subordinates think that their boss allows proposals for improvement in the work he/she is doing, 42% say that the boss shows responsibility for innovation. And 28% think that their boss clearly communicates technological development strategies to them.

Environmental variable: 64% of the subordinates think that their boss leads them to a friendly work environment and work rhythm and that he/she creates a pleasant working atmosphere.

After considering the contributions of each variable and from the point of view of the descriptive measurement according to the perception of the subordinates who evaluated their immediate bosses, it is also the cultural variable that has the greatest influence on managerial leadership, followed also by the environmental variable and now by politics. It is worth mentioning that all independent variables influence the research variable, only to a lesser extent. As can be seen, subordinates agree with managers on the priority of the cultural variable as the most influential variable, despite the fact that subordinates rated managers as having the lowest percentage of influence on the research variable.

Now considering table 2, which shows all the contributions of each of the variables, based on averages for managers. It is also the cultural variable that has the greatest influence on managerial leadership, in this case followed by the environmental and technological variable, then the economic variable. The graphs of frequency distributions and the table of averages coincide. And it is confirmed that according to the perception of the managers, it is the cultural variable that has the greatest influence on managerial leadership, followed by the environmental and technological variables.

Variable	Average
Economic variable	4.74
Political variable	4.15
Social variable	4.53
Cultural variable	4.79
Leadership variable dir.	4.50
Technological variable	4.74
Environmental variable	4.79

Table 2 Managers (Averages)
Source: Own elaboration, 2021

Now considering table 3, where all the contributions of each of the variables are shown, based on averages for subordinates. It is also the cultural variable that has the greatest influence on managerial leadership, also followed by the environmental variable and now in this case the economic variable. Thus, there is a great coincidence in the frequency distribution graphs and in the table of averages. The same happens with the cultural and environmental variables.

Economic variable	4.23
Political variable	4.00
Social variable	3.95
Cultural variable	4.09
Leadership variable Managerial	3.95
Technological variable	4.02
Environmental variable	4.20

Table 3 Subordinates (averages)
Source: Own elaboration, 2021

Conclusions

In this research, two instruments were used to measure the impact of leadership, one for managers who carried out their self-assessment and the other for subordinates (teaching staff) who assessed how managers are exercising managerial leadership over them.

From the results obtained, it was found that all the variables influence managerial leadership, only the cultural and environmental variables have the greatest impact on it. Therefore, it was possible to prove the hypothesis: The economic, political, social, cultural, technological and environmental variables influence managerial leadership in the Higher Education Institution in Villahermosa Tabasco, according to both the self-perception of the manager (bosses) as well as the perception of the subordinates when evaluating their immediate boss.

Recommendations

It is suggested that an investigation also be carried out on the impact of managerial leadership in the Higher Education Institution in Villahermosa, but now also considering the administrative staff, i.e. considering the entire population of the institution's staff, both teaching and administrative (secretarial and clerical staff). Taking the present research as a background.

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Teaching strategies to socialize NOM 035 in students of administrative economic sciences of a higher education institution

Estrategias de enseñanza para socializar NOM 035 en estudiantes de ciencias económicas administrativas de una institución de educación superior

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Abstract

The International Labor Organization (ILO) and the World Health Organization (WHO) have developed initiatives and actions to promote an environment that favors the maxims for the respect of Human Rights and reverses the precariousness of work. In this situation, progress has been made, in the case of Mexico, in addition to the Federal Labor Law (LFT), NOM-035- STPS-2018, Psychosocial Risk Factors at Work- Identification, analysis aims to establish the elements to identify, analyze and prevent psychosocial risk factors, as well as to promote a favorable organizational environment in the workplace.

The objective of the research focuses on using elements of standard 035 in the thematic content of the subject Interpersonal Conflict Resolution taught to undergraduate students in the Industrial Relations career. The methodology used was a Likert scale instrument where knowledge about the topics of the UDA and NOM-035 was evidenced. The contribution focuses on generating in a transversal way the thematic content of the subject to generate analysis and reflection among students and generate the appropriation of the content seeking a practical application of the NOM.

NOM-035-STPS-2018, Psychosocial risk, Higher education students

Resumen

La Organización Mundial del Trabajo (OIT) y la Organización Mundial de la Salud (OMS) han gestado iniciativas y acciones para promover un ambiente que propicie las máximas para el respeto de los Derechos Humanos y la reviertan la precarización trabajo. En esta tesitura se han tenido avances, en el caso de México, además de la Ley Federal del Trabajo (LFT), la NOM-035- STPS-2018, Factores de Riesgo Psicosocial en el Trabajo- Identificación, análisis tiene como objetivo establecer los elementos para identificar, analizar y prevenir los factores de riesgo psicosocial, así como para promover un entorno organizacional favorable en los centros de trabajo.

El objetivo de la investigación se centra en utilizar elementos de la norma 035 en el contenido temático de la materia Resolución de Conflictos Interpersonales impartida a estudiantes de licenciatura en la carrera de Relaciones Industriales. La metodología utilizada fue un instrumento de escala Likert en donde se evidencio el conocimiento sobre los temas de la UDA y la NOM-035. La contribución se centra en generar de manera transversal el contenido temático de la materia para generar el análisis y reflexión entre los estudiantes y generar la apropiación del contenido buscando una aplicación práctica de la NOM.

NOM-035-STPS-2018, Riesgo psicosocial, Estudiantes de nivel superior

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Introduction

The regulatory and contextual framework of labour relations in Mexico is governed in the first instance by the provisions generated by the International Labour Organisation (ILO), the Political Constitution of the United Mexican States (CPEUM) in its article 123, which stipulates that everyone has the right to decent and socially useful work, the Federal Labour Law (LFT), which establishes the relationships, rights and obligations that must be generated between organisations and those who collaborate with them, and in a complementary manner, NOM-019-STPS-2011, constitution, integration, organisation and functioning of health and safety commissions. NOM-030-STPS-2009, preventive services of safety and health at work-Functions and activities and the NMX-R-025-SCFI-2015, on Labour Equality and Non-Discrimination.

The topic of the research is relevant because the increase in risk factors, accidents, and occupational diseases, led the Ministry of Labour and Social Welfare to create standards that address very specific problems such as NOM 035, which aims to provide the framework and operational framework for the identification of psychosocial risk. Although the approval of this standard led to progress in terms of worker safety, there are theoretical and methodological elements that need to be reviewed Duarte and Vega (2021).

There is a perception that there is little linkage between the thematic contents that are taught in the classroom with respect to some particular problems in each area of knowledge, in this sense; the students of the degree in Industrial Relations at the University of Guanajuato are no exception; since with the theoretical bases and the development of skills in issues that affect the standard will allow them to be more competitive. The research hypothesis consists on the transversalisation of the UDA Interpersonal Conflict Resolution with respect to the thematic content will help students in the understanding and application of NOM 035.

Thematic content begins with the theoretical review of some research focused on the teaching-learning processes that have allowed to influence favorably in specific contexts, later a review of the challenges of Higher Education is generated, the psychosocial risk factors are analyzed, as well as NOM 035. In a second moment, the methodology used is evidenced, as well as the results obtained from the application of the methodology and finally the conclusions of the research.

Theoretical framework

The teaching-learning strategies can encourage analysis, reflection and, where appropriate, proposals applicable in specific scenarios, such as the case of the area of Economic-Administrative Sciences, which allows in a practical way to promote in students the possibility of applying theoretical knowledge in scenarios that allow praxis in issues that affect work development.

Teaching strategies for teaching and learning

In the area of teaching-learning strategies, various methodologies have been generated to deal with complex and concrete situations, such as COVID-19. In this context, Jabeen and Siddiqui (2023) refer to the adaptations generated to move from face-to-face to virtual or online. Under another approach, but with the intention of finding common elements to innovate teaching strategies Khan, Iftikhar and Sultana generated research in which social networks, in addition to being a means of communication, pedagogically becomes an online English learning platform for students in India. Nurafiati and Herman (2022) highlight the role of teachers in strengthening education, which permeates the teaching process and student development.

Letourneau et al., (2023) developed teaching-learning strategies in nursing that facilitate the transition of students to the labor field and in turn generate a system in which available vacancies are filled. Carreño, Salinas, Durán and Blanco (2020), promote the programming and management of participatory activities in the teaching-learning process and to achieve this, resources, tools, and materials that guide students to generate meaningful learning, which allows – in the case of research – to promote content analysis regarding the implications of Standard 035 and some intervention proposals.

Higher education

As organizations in movement, Universities cannot remain inert or static in the face of global changes and advances, as well as the respective repercussions in the various areas such as economic, political, Human Rights; as well as innovations in educational-pedagogical matters; which must generate strategies that affect the development, improvement of their environment and social contribution.

The issue of higher education in Mexico must be a priority to promote the development of the country. Through research, teaching and extension, knowledge is generated in the various areas. López Ramírez, Martínez Iñiguez and Ponce Ceballos (2020) recognize that Universities have the great responsibility of training professionals who can intervene in their environment to contribute to the progress of their professions; one of the key pieces is the university-society link. In this context, universities must be constantly updated, which in turn entails educational quality.

The University of Guanajuato is an institution that has almost 300 years of existence and in which it has achieved quality standards, without neglecting the academic part. In particular, the Industrial Relations career has more than 60 years of creation. In the search to adapt the curricular contents to the needs of both companies and society, the curriculum 1999, 2014 and 2021 has been modified at least three times. DCEA (2023).

In the case that concerns the investigation, the 2014 plan is taken as a reference, which does not consider as such a UDA that explicitly covers all the contents of NOM 035, however, there are some UDAS such as Communication, Work Environment, Leadership, Studies of the Organization, which pay to cover part of what affects the aforementioned standard. In a complementary way, there are subjects such as collective law, which allow contextualizing the application of the applicable legislation in labor topic.

NOM 035

According to the standard, the field of application is nationwide, in industries, companies and organisations such as universities. Its scope of application is governed by the number of employees in workplaces in the ranges of 15, 16 to 50 and 50 or more workers. According to NOM 035 risk factors can be associated with:

The physical work environment

Organizational environment (defined as that in which the workers' sense of belonging to the company is promoted; as well as training for the proper performance of the tasks entrusted; the precise definition of responsibilities for workers in the workplace; proactive participation and communication between workers; adequate distribution of workloads, with regular working hours in accordance with the Federal Labour Law, and the evaluation and recognition of performance.

Regarding research and applications of NOM 035, Cázares (2020) bets on the inclusion of the emotional wage as part of the design of strategies that promote compliance with the standard; in this sense, Rubio-Ávila et. al (2020) carried out a case study to justify the concept of a favorable organizational environment.

The practical application of the standard, research by Ruvalcaba, Gómez and Linares (2020) determined the "burnout" syndrome in a maquiladora company, associated with standard 035. Luna, Anaya and Ramírez (2019) generated a diagnosis of the perceptions of psychosocial risk factors in the work of personnel in a manufacturing industry.

Regarding the analysis and measurement of the instrument derived from the Standard, Uribe, Gutiérrez y Amézquita (2020) carried out a review of the instrument approved by the STPS for the measurement of risk factors.

Littlewood- Zimmerman, Uribe-Prado, and Gurrola (2020) studied the reliability and validity of the 5 categories of the NOM-035 questionnaire contained in 72 items and found that a revision of the questionnaire is necessary.

Cotonieto-Martínez (2021) generated in a Higher Education Institution an evaluation on psychosocial risk, as well as the actions that must be implemented for compliance with the standard, as well as the use of the organizational climate and psychosocial risk scale in university professors.

As a reference, it is mentioned that the UG (2023) presented a general report on the identification and analysis of psychosocial risk factors and evaluation of the organisational environment in the UG for the period 2021-2022. The aforementioned document corresponds to the reference guide III numeral 7, paragraph b and includes organisations in which more than 50 people collaborate. Semi-structured interviews were conducted with employees regarding working conditions and the variables of recognition of performance and control over work, which should be considered in the action programs.

Psychosocial risk factors

Psychosocial risk factors were defined by the ILO and WHO (1984) as those conditions that could influence health, performance and job satisfaction, considering elements such as the environment, organizational conditions, needs and culture of the worker, among other personal aspects.

According to Estrada (2021), psychosocial risk factors can directly and indirectly affect the performance and development of the activities performed, thus generating poor working environments.

Methodology to be developed

NOM 035 promotes a Favourable Organisational Environment, defined as one in which workers' sense of belonging to the company is promoted; training for the adequate performance of the tasks entrusted; the precise definition of responsibilities for workers in the workplace; proactive participation and communication among workers; the adequate distribution of workloads, with regular working hours in accordance with the Federal Labour Law, and the evaluation and recognition of performance.

The UG has established itself as the most important higher education institution in the state and one of the best nationally in terms of productivity and academic quality. The policies and actions that have been used to position itself have a direct impact on the development of the substantive activities that involve the academic staff within the institution; in the same way, the impact is generated with the students of the different areas of knowledge. In the case of the LRI, the RCI selected topic considers seven major moments for learning which are reflected in the teaching guide; the first of them focuses on the background on the process of conflict and its symptoms, the second on the different dimensions that make up the work climate; the third moment contemplates communication (effective and assertive); the fourth moment is about attitudes and emotion management in the negotiation process; the fifth moment is about the different methods of conflict resolution; the penultimate moment is about the importance of decision-making in the conflict resolution process; and finally, the topic of leadership (different approaches and their importance in negotiations). Based on the teaching guide, reference is made to the approach to the topics focused on the professional sphere, and exercises are generated in which NOM 035 is socialized.

An instrument was developed and applied to students and former students of the UDA Interpersonal Conflict Resolution, which is taught in the 2014 curriculum of the bachelor's degree in industrial relations. The questionnaire was applied virtually, mentioning the objective and confidentiality in the treatment of the information.

The first section asked for information such as gender, age, and the semester in which they attended the UDA. Subsequently, we asked whether the UDA addressed the issue of assertive communication, in another question we asked whether they addressed some of the components of the work climate such as work spaces, affective and emotional salary, among others), Do you know what NOM 035 consists of? Do you consider that the knowledge of the UDA will help you to generate strategies to comply with NOM 035? In this block of questions, a binary answer option was given (Yes/No). In order to find out more in depth, you were asked to argue the answers in which you responded positively. At the end there was a space for general comments. This allows for a qualitative analysis.

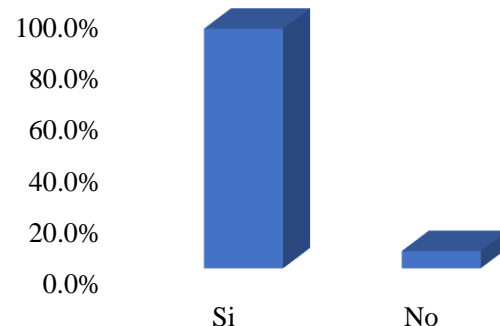
Results

The students of the semesters January June-August December 2022 and January June 2023 were taken as a reference. Participation was requested on a voluntary basis. The only criterion was that they had studied and completed the UDA. The total number registered was 63, of which 15 responded.

Of the population that responded to the instrument, 86.7% were women, while 13.3% were men. In terms of age, 40% were 22 years old at the time of taking the UDA, followed by 20% of the population aged 21 and 23. Since it is a subject that is a select subject, it can be taken from the fifth semester onwards. In the case of the application of the instrument; 46.6% of the population was in the eighth semester while 33.3% was in the sixth semester.

Regarding the question: In the UDA Interpersonal Conflict Resolution the subject of assertive communication was addressed, 100% stated that they did address the subject. In the item "In the UDA Interpersonal Conflict Resolution, some of the components of the work environment (work space, communication, salary and affective salary, among others) were addressed", 93.3%, as shown in graphic 1.

Components of the work climate were addressed

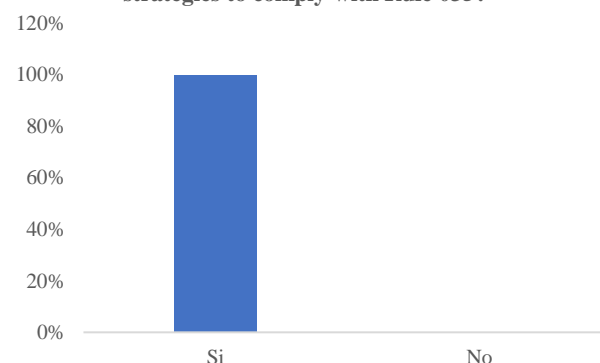


Graphic 1 Components of the work climate were studied

Source: Own elaboration based on information collected from students

In the area of knowledge of NOM 035, 100% mentioned that they are aware of it. When asked Do you consider that knowledge of the resolution RMU would help you to generate strategies to comply with NOM 035? 100% of the answers were affirmative.

Do you consider that the knowledge of the resolution UDA would help you to generate strategies to comply with Rule 035?



Graphic 2 Do you consider that the knowledge of the resolution UDA would help you to generate strategies to comply with Rule 035?

Source: Own elaboration based on information collected with students

To give the meaning of the variables in linear wording and it is important to compare the criteria used.

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Conclusions

In the field of education, teaching-learning strategies are vital for students to be able to land theoretical knowledge in practical scenarios. From the University field focused on the UDA Resolution of Interpersonal conflicts has been generated in a transversal way, that the contents of the teaching guide in the topics that tie directly or indirectly in the fulfillment of NOM 035 are addressed in a focused way to promote the reflection and gestation of proposals that serve as a reference for its application.

In the global context, some forms of work seem more likely to trigger pressures that generate discomfort and suffering in people, which has an impact on individual well-being and indirectly in the social-collective sphere; given this scenario in Mexico, a way has been sought to regulate these forms of work and promote favorable environments, such as NOM-035, so there is an area of opportunity to generate from the various trenches strategies that can permeate the health of workers.

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Theoretical and methodological background on vocational guidance in the choice of university career

Antecedentes teóricos y metodológicos sobre la orientación vocacional en la elección de carrera universitaria

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Abstract

Vocational guidance is a fundamental development in the career choice of young high school graduates, which is far from capitulating at the conceptual level, given the winds of change that exhale inside and outside the subject. In this situation, this article aims to find out and break down which are the most common approaches, hypotheses, methodologies, variables and corollaries in the circulation of scientific articles that link career selection and vocational guidance, to identify the attributes or variables that support future analyzes and settle a quick consultation synopsis on the subject for locals and strangers. Therefore, a conceptual mapping was made, locating three main thematic veins: 1) The importance of a good vocational orientation for the adequate choice of career and consequent professional satisfaction; 2) theoretical-historical studies about the concepts, categories, teaching method and instruments to identify aptitudes and attitudes in a psychological context of transformation inside and outside the subject; 3) medium-term challenges in vocational guidance. Among the findings, although diverse, attitudes, aptitudes and personal goals predominate as the most important elements in the choice of career.

Resumen

La orientación vocacional es un desarrollo primordial en la elección de carrera de los jóvenes bachilleres, misma que se encuentra lejos de capitular en el plano conceptual, dados los vientos de cambio que exhalan dentro y fuera del sujeto. En dicha tesitura, este artículo lleva por objetivo averiguar y desglosar cuáles son los planteamientos, hipótesis, metodologías, variables y corolarios más comunes en el tiraje de artículos científicos que vinculan la selección de carrera y orientación vocacional, para identificar los atributos o variables que sustentaran futuros análisis y zanjar una sinopsis de rápida consulta sobre el tema para propios y extraños. Por lo que se confeccionó un mapeo conceptual, ubicando tres vetas temáticas principales: 1) La importancia de una buena orientación vocacional para la adecuada elección de carrera y consecuente satisfacción profesional; 2) estudios teórico-históricos acerca de los conceptos, categorías, método de enseñanza e instrumentos para identificar las aptitudes y actitudes en un contexto psicológico de transformación dentro y fuera del sujeto; 3) desafíos a mediano plazo en la orientación vocacional. Entre los hallazgos aunque diversos predominan las actitudes, aptitudes y metas personales como los elementos de mayor peso en la elección de carrera.

Vocational orientation, Career choice

Orientación vocacional, Elección de carrera

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Introduction

Basically, the theoretical association between vocational guidance and career choice is currently facing the following research problems: 1) the importance of good vocational guidance for adequate career choice and consequent professional and job satisfaction; 2) theoretical-historical studies about concepts, categories, teaching method and instruments to identify the aptitudes and attitudes of the bachelor in a psychological context of transformation inside and outside the subject; 3) medium-term challenges in vocational guidance, such as the correspondence between the forms and contents of the subject with current needs, as well as the growing interest of young people in the labour market, sometimes even over and above their real aptitudes and attitudes in the professional dilemma.

Assisted by concepts, categories and variables specific to vocational guidance, such as aptitudes and attitudes of the high school graduate, the correspondence in curricular contents, teaching systems, current empirical needs of educational guidance, psychological maturity, personal goals, social, interpersonal and learning goals and motives, the correlation of good vocational guidance with appropriate career choice and career satisfaction.

Among the most common assumptions within this paradigm are: 1) a suitable vocational orientation is the best tool for appropriate career choice; 2) young people within the same faculty show similar patterns in their decision motives; 3) career selection depends on factors internal and external to the young person about to graduate as a bachelor; 4) the methods and contents taught in the subject of vocational orientation are not relevant to the current globality, hypotheses tested via conceptual mappings, regression and simple correlation models, aided by standardised and proprietary instruments.

- 1) The importance of a good vocational orientation for an adequate career choice and consequent professional and job satisfaction.

Contextualised the challenges and challenges faced by employees of some public ministries in conjunction with vocational guidance in Costa Rica. A study was developed with a naturalistic, qualitative and phenomenological paradigm, which obtained relevant information through interviews and a research workshop, structuring the first two a theoretical contextualisation with the help of the Atlas Ti package, highlighting among the corollaries the need to update plans and programmes to give greater weight to advanced approaches such as life design and the use of new technologies. Vargas-Hernández, E. Y., & Salas-Pérez, K. V. (2023).

The literature on vocational guidance studies has historically discriminated between students' medium and long-term goals. Through a quantitative research developed from an original instrument, a factorial analysis is derived where academic, personal and social development goals are considered as an explanatory factor in the university decision, the results of the work are categorical in most cases. Psychologists adopt the career for academic and personal reasons, while, in lawyers and biologists, social reasons were the most important, followed by power in the case of law and prestige for biology, but there is also a small group that did not consider these aspects at the time of choosing a degree. Gámez, H & Marrero, H (2003).

All agree that vocational guidance is of utmost importance for future career development. There are many studies on techniques to identify and evaluate the student's predominant aptitudes and attitudes, however, few studies focus on the reciprocity of what the counsellor identifies as the student's strengths and their final choice, therefore, this explanatory diagnosis aims to identify the best career or careers for each final year high school student, by means of a questionnaire modified from the original version, proposed by Rimada Peña & De León (2012,), to emphasize the "correlation between their interests, aptitudes and specific areas with the career chosen by the students of CBTA N° 1 of La Partida, Coahuila", highlighting the strong connection between aptitudes and attitudes and interests with the career finally developed. De León, M T., & Briones, D. L. R. (2012).

By means of a longitudinal quantitative examination, the a priori notion that vocational identity is reinforced with maturity during the transition from high school to university is verified. To this end, the evolution of the vocational identity of a group of young people at two points in time, the last year of high school and the fifth semester of undergraduate studies, is addressed, to determine whether or not the psychological evolution of the young people reaffirms their decision to go to university, applying the test (EIVO) that measures psychosocial maturity and vocational identity proposed by (Jones, Akers & White, 1994), subjecting the results to the chi-squared test, it is observed that academic performance and vocational identity are explained in terms of the certainty of commitment that the young person has with their current career Jara, L. (2010).

With the aim of evaluating the teaching and learning exchange in virtual environments in the Faculty of Humanities of the National University of Salta, the modified form of dialogue is problematised from a critical perspective with emphasis on technical and social components. Martín, P. J. (2023)

Social dominance orientation (SDO) is a personality variable that refers to the degree to which an individual desires a social group to dominate and establish as superior to other masses. The aim of this thesis is to determine the index of social dominance in the psychology faculty of the UNAM, by replicating European instruments, although in this case the sample is doubled to more than 1000 respondents given the size of the population. Individuals prone to being dominated tend to make decisions that allow them to accompany their dominator, whom they interpret as a reference point, someone who can make difficult decisions for them, and they may even delegate their career choice to others. Hermida, A. (2016)

Based on a previous research: "entrance to psychology, choice, continuity and abandonment of the university career", using the quantitative method of semi-structured interviews with first, third and last year students in the faculty of psychology in Córdoba Argentina and young people about to choose a career, it is concluded that the attitudes and aptitudes to be a psychologist are determinant in the choice and permanence within the institution. Ortega & Duarte (2012).

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The following article addresses uncommon elements in research on career choice, since most of the axes tending to this catalogue, focus their attention on the gender, attitudes and aptitudes of the boy, without regard for the ultimate goals of the student. Using a qualitative analysis to interpret the aspirations of young people, it was found that friends, parents or previous training are not predominant in the choice of medical careers in Chile, as are the vocation of service and altruistic spirit. Troncoso & Garay. (2016).

This thesis represents the implementation of the topics learned in the school of social work at the UNAM and the CCH East of the CDMX. Through a representative sample, we inquired about the motives or variables that influence the next career decision of young people in their sixth semester. The results of the study show that the interests and aptitudes of the young person, identified through a good vocational orientation, are the variable that best explains the university failure, in second place is the duration of the chosen degree, curiously, the lack of explanation expressed through don't know or don't answer, was the third cause followed by the labour market. Rodriguez &Inda&Peña. (2014).

The variables of self-sufficiency and gender as a central argument in career choice are compared, defining a sample of close to one thousand first and second year undergraduate students at the University of Oviedo. The results on the influence between genders are opposite, therefore, it is concluded that the orientation should be as well. Fernández, G (2014).

A fundamental part of a bachelor's graduation profile is the mathematical ability to face and solve specific problems. This research compares mathematical performance by gender in relation to career choice. The solution found was that the mathematical ability of women and men who study technological careers is similar, although the majority of women who study in the area of health sciences would also have been competent in technological careers, unlike men, since the vast majority of profiles suitable for engineering are enrolled in these careers. Pérez&Castro (2011)

- 1) Theoretical-historical studies about the concepts, categories, teaching methods and instruments to identify the aptitudes and attitudes of the bachelor in a psychological context of transformation inside and outside the subject.

The high drop-out rate and the low satisfaction in professional development are unequivocal proof of the importance of accompanying young high school students in their choice of university. The following article presents a historical overview of the emergence and evolution of vocational guidance, with the ideal of serving as a quick reference manual for scholars (González, Maura, 2009).

In order to evaluate the pedagogical training of medical assistants in the Cuban environment, a documentary analysis was carried out using various methodologies: dialectical, historical-logical, historical-logical, analytical-synthetic and its consequent systematisation under the qualitative mantra, locating historical-logical regularities in the pedagogy of training and the entry profile of medical assistants. Martínez, K. E., Díaz, A. A. D., & Llano, J. C. M. (2023)

The theory of vocational orientation bases its axioms on the unequivocal premise that the subject is an autonomous entity in terms of decisions, and rational in the sense of knowing one's own context (attitudes, aptitudes, goals, limitations) and external (labour market, the society in which one lives), however, evidence from psychoanalysis shows that many subjects are not entirely independent and/or rational. This qualitative work approaches the perspective of the self from the theories of Freud and Lacan, in order to understand and contextualise individuality in a broad sense, far from abstract reductionisms that only serve to arbitrarily define guidelines that in practice are more exception than rules. Inevitably, the self is a personal and social construct, which accompanies the individual in all his or her judgments, including the career judgment (Morales, D. (2018) Hernández, J. A., & Chádez, I. E. (2023).

In order to identify the elements that participate in the professional choice of adolescents close to higher education, a representative sample of young high school graduates from public schools was defined, to whom "a vocational orientation questionnaire developed by the didactic centre of the La Salle University was applied, to which some adjustments were made in terms of its structure", inferring from this three main topics in the adoption of career: friends, prestige of the school, price. Rosales Vishnú (2012).

Making a fundamental choice such as the professional field on which a whole working life will depend is not easy, and even less so if one does not have the elements to make the right choice. There are many contradictions in the youth sector about what they really want to be throughout their professional life, sometimes, there is desertion for lack of elements that really exploit the aptitudes of the students, there are places, as the technical baccalaureates that offer of required ultimate formation for the work, this generates indecision, because the students that come from a formative stage face a determinant election for the future, introductory courses can be realised, These courses can define an area but in reality the student does not have that empathy, or it comes from home and is confronted with what these courses or workshops provide, thus generating an emotional conflict. For this reason, beyond theory, these courses should be oriented more towards the explosion of skills and attitudes rather than forcing the choice by guidelines already determined by a small quota of choice. De León, T., & Rodríguez, R. (2008)

- 1) Medium-term challenges in vocational guidance

In order to corroborate whether the way vocational guidance is taught in COBACH Sonora does not correspond to current labour needs, a conceptual mapping was carried out to establish the relevance between the educational guidance given in the institution and the curricular level. Finally, some of the necessary adjustments in the curriculum needed to activate more complex cognitive processes are presented, followed by a proposal to formalise psychological variables such as self-esteem and maturity. Camarena, G. B. O. (2009)

The document collects information from more than 300 students enrolled in the journalism degree at the UCM virtual university in Madrid, based on an instrument generated by ITEMS related to the theories of vocational orientation, the information will serve as a basis for consolidating the institution in academic matters, as well as establishing more clearly the faculty's market niche. Peinado, M. F. (2011).

Documentary analysis of the curriculum of the Universidad Nacional del Mar del Plata 1989-2010, in order to compare the contents 2009-2015 with a synchronic cut, evaluating the fluctuations in the areas of: subject; disciplinary affiliation of the author; nationality of the author; type of document and theoretical orientation of the document. The mapping was strengthened with interviews with teachers in order to justify the changes in the academic plans. Moya, L. A. (2023).

A quantitative cross-sectional study is presented which evaluates students from four public and private high schools in terms of attitudes and aptitudes, but also interviewed counsellors, in order to find out, according to their experience, what are the fundamental elements according to the students for the choice of career, both warn that the economic context and family influence are more important than the orientation in the decision, the boys are more interested in technical conferences and the labour market of the careers, than in the results of their own vocational orientation test. Moreno, Etrada, P. (2011)

With the aim of improving and updating the subject of vocational guidance at the Oviedo University in Seville. The reciprocity between vocational guidance and its resulting tests with the final choice of the young person is reviewed, the results are that there is a large gap between the recommendations of the counsellors and the alternative finally taken by the students. Although young people value their vocational guidance courses and consider them well structured, at the end of the day the labour market is more important to them, so it is recommended to include some of these topics in the subject. Fernandez, G. (2013)

Conclusions

The types and sizes of sample designed to evaluate the nexus of vocational orientation and career choice, except for the case of De León, M. T., & Briones, D. L. R. (2012), who conducted a census to identify the aptitudes and attitudes of final year high school students in relation to career choice, the rest of the articles reviewed use stratified samples with high confidence intervals Camarena, G. B. O. (2009), Jara, L. (2010), Gamez, H., & Marrero, H. (2003), Rosales (vishnú.) (2012), Peinado, M. F. (2011), Fernández, G (2013), who apply their own or canonical instruments to size the instruments to determine the size of the sample, & Marrero, H (2003), Rosales (vishnú. (2012), Peinado, M. F. (2011), Fernández, G (2013), who apply their own or canonical instruments to measure the importance of vocational guidance and career selection. With the aim of evaluating and understanding the importance of vocational guidance in career choice, scholars have used different techniques such as: qualitative analysis of personalised interviews and responses to semi-structured instruments through focus groups and workshops on students in their last year of secondary school and first year of Bachelor's degree in Córdoba, Argentina. Ortega & Duarte (2012).

Reviewing and obtaining indicators from indirect sources such as official data and working documents of the Colegio de Bachilleres del estado de Sonora. Camarena, G. B. O. (2009). Stratified sampling and derived frequency distribution table to infer measures of central tendency and dispersion, absolute and relative numbers Barrón et al (2022) Jara, L. (2010). Gámez, H., & Marrero, H. (2003), Rosales, vishnú. (2012), Peinado, M. F. (2011), concentrated evidence based on a Likert scale, Domínguez (2013). The corollaries that analyse the impact of vocational guidance on university choice differ according to the context and the variables assessed. The first group of studies is devoted to the etymological and epistemological aspects of the contents and teaching methods and instruments used in vocational guidance. Camarena, G. B. O. (2009), González, Maura, (2009), Ortega & Duarte (2012).

Although most of the texts, by means of case studies with their own or standardised instruments in the area, discriminate the main factors in career choice among an extensive glossary of variables, in which the aptitudes and attitudes of young people stand out, expressing the results in simple percentages. Rosales vishnú, (2012), or correlations from regression models De León, M. T., & Briones, D. L. R. (2012) psychological reasons encompassing personal, academic, social and economic goals Peinado, M. F. (2011), personal goals such as power and prestige versus more altruistic goals depending on career and gender Gámez, H., & Marrero, H. (2003), the influence of parents and relatives, friends, teachers, guidance counsellor, partner etc. (Moreno, Etrada, P. (2011), job market, professional outlet, expected future income differentiating between public and public schools. The decreasing interest in vocational guidance in the face of the economic reductionism of the labour market. Fernández, G. (2013)

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Perception of the students of the Human Capital Administration career on the return to face-to-face classes

Percepción del alumnado de la carrera de TSU en Administración área Capital Humano, sobre el regreso a clases presenciales

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Abstract

El objetivo de este artículo fue analizar la percepción del alumnado de la carrera de Administración, Área Capital Humano sobre el regreso a clases presenciales para determinar el impacto de afectación por COVID-19 con la finalidad de implementar estrategias informativas en escenarios futuros. Se utilizó un diseño descriptivo y explicativo, así como un tipo de estudio transversal. Colaboraron 220 estudiantes, de los 550 que forman parte de la carrera, siendo una muestra del 40%. Se consideraron las variables de: Percepción de riesgo, estilo de vida, relaciones interpersonales, uso de tic’s, apoyo emocional, y economía; para la medición de estas se usó la encuesta, que comprende 36 ítems distribuidos en siete bloques. Los resultados obtenidos lograron que se identificara la percepción del alumnado en relación con las estrategias formativas en época de pandemia, se distinguieron las fortalezas y debilidades, para el logro de las competencias de la carrera, así como el impacto emocional, psicológico, social, tecnológico, económico, y familiar que los estudiantes experimentaron. Finalmente, esto fue una búsqueda entre los mismos alumnos de la carrera, en donde se conocieron sus vivencias marcadas por el suceso sanitario. Este proyecto brindó una escucha y sensibilización con la comunidad estudiantil.

COVID-19, Percepción, Riesgo, Profesional

Resumen

El objetivo de este artículo fue analizar la percepción del alumnado de la carrera de Administración, Área Capital Humano sobre el regreso a clases presenciales para determinar el impacto de afectación por COVID-19 con la finalidad de implementar estrategias informativas en escenarios futuros. Se utilizó un diseño descriptivo y explicativo, así como un tipo de estudio transversal. Colaboraron 220 estudiantes, de los 550 que forman parte de la carrera, siendo una muestra del 40%. Se consideraron las variables de: Percepción de riesgo, estilo de vida, relaciones interpersonales, uso de tic’s, apoyo emocional, y economía; para la medición de estas se usó la encuesta, que comprende 36 ítems distribuidos en siete bloques. Los resultados obtenidos lograron que se identificara la percepción del alumnado en relación con las estrategias formativas en época de pandemia, se distinguieron las fortalezas y debilidades, para el logro de las competencias de la carrera, así como el impacto emocional, psicológico, social, tecnológico, económico, y familiar que los estudiantes experimentaron. Finalmente, esto fue una búsqueda entre los mismos alumnos de la carrera, en donde se conocieron sus vivencias marcadas por el suceso sanitario. Este proyecto brindó una escucha y sensibilización con la comunidad estudiantil.

COVID-19, Percepción, Riesgo, Profesional

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† Researcher contributing as first author.

Introduction

The coronavirus (COVID-19) is considered a historical event given the great havoc it caused in the political, financial, educational and health fields. It emerged at the end of 2019, in Wuhan, China, arriving in Mexico on 27 February 2020. From 15 March of the same year, an increasing rate of contagion was reported in Guanajuato, which led to the extreme measure of confinement for the entire population, and, therefore, the indefinite suspension of on-site classes.

As a result, thousands of students had to adapt to the change to a virtual mode of study and the constant use of technological equipment for two years. This problem is not alien to the context of the Technological University of León in the Human Capital Management programme, offered on campus II.

Among the complications that the students experienced, six can be highlighted, namely risk perception, lifestyle, health, emotional well-being, as well as psychological and social life. Therefore, the need arises to have information on the impact of the resumption of classes in order to generate a series of strategies to know what to do in future scenarios in the context of a pandemic.

Study design

The research was carried out through a quantitative explanatory study with a cross-sectional design at the Universidad Tecnológica de León Campus II, located in the municipality of León, Guanajuato.

Determination of the sample

The sample size was determined by means of the finite population formula using the calculator offered free of charge on the questionpro website. To perform the calculation, it was necessary to know the confidence level, margin of error, and population number. The formula used to obtain the sample size is presented below:

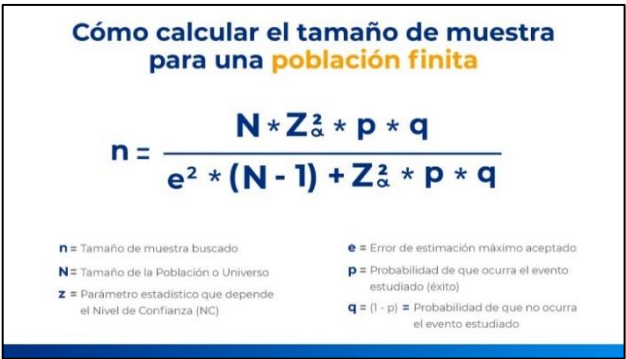


Figure 1 Finite sample size formula
Source: [Questionpro.com/en](https://questionpro.com/en)

The sample was made up of 220 students from the TSU Administration degree in the Human Capital Area. It was selected based on a non-probabilistic sampling of a total of 505 students, with a 95% confidence level and a 5% margin of error.

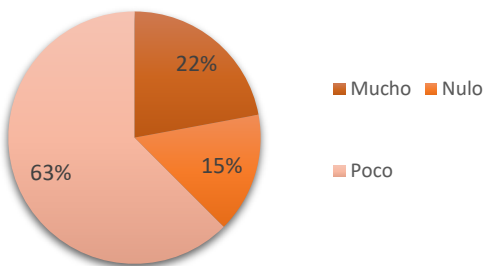
The questionnaire "AD_Contingency Survey", designed for the purposes of this study, is composed of 36 closed questions; this instrument was reviewed by two employees of the educational institution. In addition, the means of communication for its dissemination was by electronic means through a link. The data were collected through the forms platform, which was chosen to fill in the information.

The analysis of the data was carried out on the Microsoft Excel platform, since Google forms provided the data through it, and it also has graphic tools, which helped to illustrate the information by means of pie charts, whose design was modified by changing the colours, the format of the data labels, as well as the graphic elements, and for greater understanding, simple language was used in order to facilitate reading for those interested in the research project.

Results

As shown in graphic 1, it can be observed that more than 50% of the students are certain that it is unlikely that they will become infected, therefore, they are in high spirits to resume those activities or routines that were put on hold because of the confinement imposed for security reasons, but even so, 22% consider that the risk may increase because they could return to their lives as they were before the pandemic.

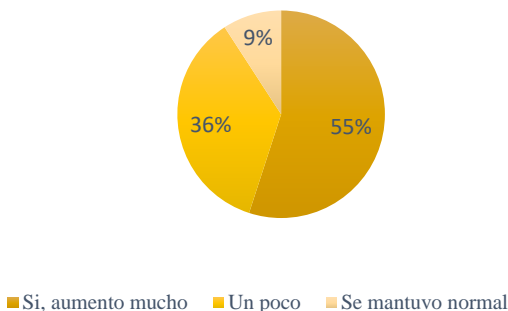
1. En el contexto local, ¿Qué tan probable es que en este momento usted se infecte de COVID?



Graphic 1 Probability of infection by COVID
Source: Own elaboration

In relation to graphic 2, it can be seen that 55% of the students consider that their stress increased due to the confinement due to the pandemic, as well as being in the distance learning modality and spending a lot of time with technology, while a low percentage of 36% of others think that the stress they were already dealing with before increased only slightly.

25. Due to the pandemic, do you consider that the level of stress you normally deal with will change?



Graph 2 Level of stress managed by students.
Source: Own elaboration

It is logical that the main obstacle was the economy with a 52% response, given that it is normally the factor that is the first and most affected by any major change. Similarly, with this constraint, students came to experience other obstacles such as giving up their studies because they could no longer afford the internet or the necessary equipment, as well as not being able to pay the tuition fees.

33. Durante el confinamiento ¿Cuál fue el principal obstaculo para continuar estudiando?

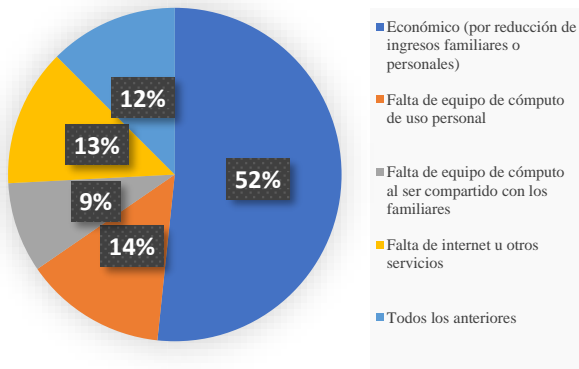
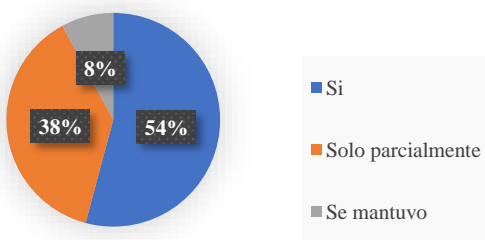


Figure 3 Main obstacle to continue studying
Source: own elaboration

The most outstanding results reflected in graph 4 show that 54% of the students who responded to the survey think that their level of learning was changed by the distance education model, as it was something new and unknown to university students, which shows that despite having already had interactions with technologies, it is not the same to use it for recreation as for work, in addition to the fact that it was a completely different model to which they were accustomed, in the same way it shows that 38% of the students only partially changed their level of learning.

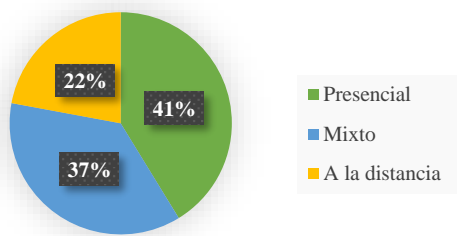
19. Su nivel de aprendizaje, ¿Se vio modificado por este modelo de educación a distancia?



Graphic 4 Level of learning
Source: Own elaboration

It is understandable to observe very similar percentages between the face-to-face modality with 41% and the mixed modality with 22%, given that after two years of the pandemic, students had just enough time to adapt to being at home and the use of technology for learning, but it is worth noting that they also long for and wish to return to face-to-face learning, as most of them feel that this is the right way to learn, so that the percentage that prefers to balance the methods, so as not to delay their studies or modify their lifestyles again, is generated.

20. Con la experiencia adquirida, ¿Cuál método considera que le conviene más a usted?



Graphic 5 School method
Source: Own elaboration

Discussion

Undoubtedly, the students of the Universidad Tecnológica de León went through events. The theoretical, conceptual and empirical contribution of the cited authors allows for a better understanding of the social dynamics that emerge in a pandemic situation and the relationship with different issues such as economics, health, education and lifestyle, aspects that were affected during the two years of the pandemic.

According to the results, it is possible to highlight the importance of health and strength in the face of this crisis, in addition to the fact that learning levels were broken, reinforced by the use of technology to attend to distance education, in such a way that strategies were diversified to reinforce learning, taking into account the obstacles due to the reduction in income, lack of computer equipment, among others.

Another feature is the positivity of the students to attend classes again, taking into account that the possibility of contagion is not as high as before, however, they do not lower their guard, and continue to comply with preventive measures. As for the level of stress that the students experienced during the confinement, this was modified a lot and in others only a little, given that their strongest obstacle was that of the economy, as already mentioned, some were already working and contributing money to their homes, but they lost that income, others did not work, so they were forced to do so, therefore, the stress that they already managed or had to deal with was modified little or a great deal after certain factors.

In the end, the perception of the students of the Human Capital Management course on the return to classes was known, thus offering the possibility of starting another project in relation to implementing strategies for the training of students and the difficulties of the teaching-learning process during the time of the Covid-19 pandemic, taking this research and its information as a reference.

The project generated certain points of view among those involved in the research, which led to the conclusion that, if the educational purposes were fulfilled, given that it was possible to identify the teaching difficulties during the pandemic, it is still worth noting the solidarity that was perceived among the families during this crisis and the emotional support that some students received.

Acknowledgments

We would like to thank all the students of the TSU in Administration for their participation in the development of this work.

Conclusions

In conclusion, this research generated a new vision of life, given the events that we faced during the crisis caused by the COVID-19 virus, that is to say, that strategies are always found to cope with the most important aspects of our lives, for example, in education, the strategy of the virtual modality was found to continue studying without the possibility of becoming infected or spreading the contagion.

In health, sanitary measures were implemented such as keeping a safe distance, staying at home, reducing seating in certain places such as cinemas in order to respect this distance, as well as putting into practice certain measures that already existed before such as the use of gel and masks.

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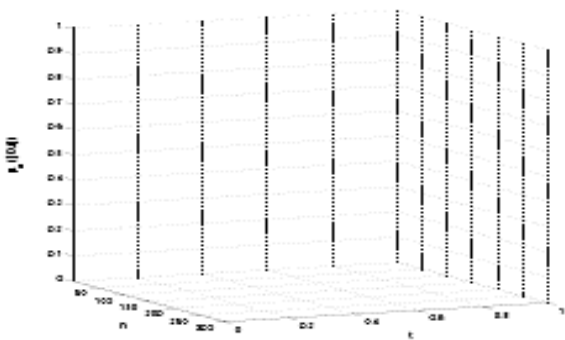
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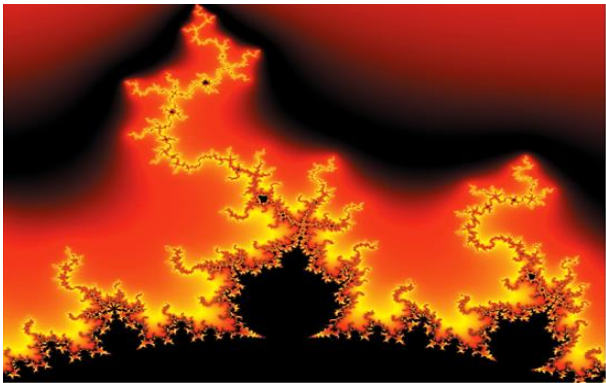


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