# Journal of Philosophy and Daily Life

# Journal of Philosophy and Daily Life

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Support the international scientific community in its written production Science, Technology and Innovation in the Field of Humanities and Behavioral Sciences, in Subdisciplines of ontology, phenomenology, hermeneutics, practical philosophy.

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## Instructions for Scientific, Technological and Innovation Publication

## Knowledge Area

The works must be unpublished and refer to topics of ontology, phenomenology, hermeneutics, practical philosophy and other topics related to Humanities and Behavioral Sciences.

# Presentation of Content

As the first article we present, *Social skills and bullying in secondary school students*, by Lozano-Gutiérrez, Jorge Lui, Pacheco-Amigo, Beatriz Mabel and Solís-Recéndez, Emma, with adscription Universidad Autónoma de Zacatecas, as second article we present, *The role played by critical thinking in the fight against academic failure in the ISENCO High School, Tecomán campus: An approach from Habermas theory*, by Granados-Del Toro, Julián, Santos-Lozano, Christian Omar and Chávez-Morales, Ignacio, with secondment at the Instituto Superior de Educación Normal del Estado de Colima, as third article we present, *Burnout in university students of the academic programs of Bachelor in Public Accounting (BPA) and Bachelor in Economics and Finance (BEF) of the Instituto Tecnológico de Sonora*, by Aceves-López, Jesús Nereida, Aceves-Córdova, Erika Soledad, González-Navarro, Nora Edith and Navarro-Arvizu, Elba Myriam, with adscription in the Instituto Tecnológico de Sonora, as next article we present, *Play and remembrance in young university students* by Nieves-Chávez, Mayra Araceli, Ortega-Martínez, María Cristina and Pérez-Castillo, Pablo, with attachment at the Universidad Autónoma de Querétaro, as next article we present, *Gender stereotypes and machismo in Higher Education: A comparative analysis* by Torres-Rodríguez, Pamela, Villareal-Soto, Blanca Margarita, Ramos-Jaubert, Rocío Isabel and Espericueta-Medina, Marta Nieves, with attachment at the Universidad Autónoma de Coahuila, as last article we present, *Distress at Home: A silent obstacle to academic success* by Cepeda-González, María Cristina, Ramos-Jaubert, Rocío Isabel, Muñoz-López, Temístocles and Tapia Valero, Jocelyne Yadira, with attachment at the Universidad Autónoma de Coahuila.

# Content

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Article

# Social skills and bullying in secondary school students

# Habilidades sociales y acoso escolar en alumnos de secundaria

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## Abstract

**Objectives:** The objectives of this research are to identify social skills and bullying among high school students. The particular objective consists in locating the correlation between the social skills that the student presents in relation to the bullying that exists in educational institutions. **Methodology:** We work with high school students, Goldstein's Social Skills Checklist is applied, it contains six areas, which are obtained by answering fifty items with a Likert scale, with options of never, rarely, sometimes, frequently. and always. With a score of 1,2,3,4. And 5 respectively. Likewise, the Cisneros Bullying Self-Test is used. It contains three harassment indicators and eight areas. It presents fifty items on a Likert scale, with three response options, never, rarely and many times, with a score of 1, 2 and three respectively. Reliability and correlation will be obtained from the results. **Contribution:** Identifying bullying and its form of existence will allow prevention and treatment of the phenomenon by improving the social skills of secondary school students.
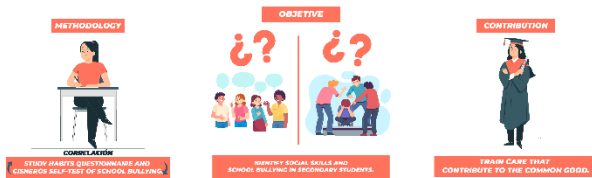
Bullying, Social skills, High school students

## Resumen

**Objetivos:** Los objetivos que se integran en esta investigación consisten en identificar las habilidades sociales y el acoso escolar entre alumnos de secundaria. El objetivo particular radica en ubicar la correlación entre las habilidades sociales que presenta el alumno con relación al acoso escolar que existe en las instituciones educativas. **Metodología:** Se trabaja con alumnos de secundaria, se aplica la Lista de chequeo de habilidades sociales de Goldstein, contiene seis áreas, la cuales se obtienen a través de contestar cincuenta ítems con escala de Likert, con opciones de nunca, pocas veces, alguna vez, frecuentemente y siempre. Con una puntuación de 1,2,3,4 Y 5 respectivamente. Asimismo, se emplea el Autotest de acoso escolar de Cisneros. Contiene tres indicadores de acoso escolar y ocho áreas. Presenta cincuenta ítems en escala Likert, con tres opciones de respuesta, nunca, pocas veces y muchas veces, con una puntuación de 1, 2 y tres respectivamente. A partir de los resultados se van a obtener la confiabilidad y la correlación. A partir de los resultados se van a obtener la confiabilidad y la correlación. **Contribución:** El identificar el acoso escolar y su forma de existencia permitirá una prevención y tratamiento del fenómeno a través de mejorar las habilidades sociales de los alumnos de secundaria.

Acoso escolar, Habilidades sociales, Alumnos de secundaria

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**Citation:** Lozano-Gutiérrez, Jorge Lui, Pacheco-Amigo, Beatriz Mabel and Solís-Recéndez, Emma Perla. [2024]. Social skills and bullying in secondary school students. Journal of Philosophy and Daily Life. 10[26]1-6: e11026106.

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## Introduction

School coexistence goes through different situations that are based on the behavioral report acquired from home by the students who make up the school community.

The interrelationships present the exercise of violence as an everyday form, so a problem to be solved is presented. There are different forms of school violence, such as that between teacher – student, directors – teachers, teachers – teachers, administrators – students, parents – teachers; The one that matters in this research is that of student - student, which is specifically identified as bullying, also called bullying.

Violence between students has escalated in intensity, a thirteen-year-old high school student dies in Tehuacán, Puebla; allegedly carried out by beatings from his schoolmates.

The possession or lack of social skills in high school students represents a risk or protection factor against bullying; violence is normalized within school institutions even though there are programs to combat bullying. Within these programs and inter-institutional collaboration in the identification of bullying, prevention is important by making the phenomenon visible and intervening from universal prevention and, where appropriate, selective or indicated prevention for students who carry out or receive violent behaviors between peers. This is how bullying is intended to be minimized or eradicated.

Intervention in the prevention of bullying through actions presented in courses, workshops, conferences so that students identify bullying behaviors and make them present in their relationships to be able to modify their behaviors towards a coexistence based on respect for the rights of each person. person, is a viable alternative to achieve a healthy coexistence.

The characteristic of the phenomenon has its importance in prevention since; by identifying the social skills of students in relation to bullying in daily life, it can be prevented with direct interventions with students.

The article presents the sections of social skills development contained in the healthy lifestyle in relation to the possession of social skills in the development of adolescence.

Next, the topic of bullying and its various areas in which it impacts is discussed, followed by the methodology section that was used in the research, followed by the results and conclusions of the work.

## Importance of social skills

The United Nations Children's Fund (UNICEF) with Sánchez Mora and González (2017), discuss healthy lifestyles, understanding a healthy life as a set of attitudes necessary for adequate and positive behavior that allow us to effectively face the challenges demands and challenges of daily life.

Through social learning, adolescents include a repertoire of behaviors that lead to coexistence in the different areas in which they interact, so their behavior is based on what they have learned, without leaving aside that they follow a process. towards stages of human development that require increasingly full maturity.

Healthy style behavior should be directed toward achieving a common good where behavior is directed by prosocial actions. The person as a holistic being must tend to harmonize their different areas of development in a comprehensive way.

Therefore, having comprehensive health will allow the adolescent to manifest social interaction that respects their human rights, as well as those of people with whom they participate within their social groups, carrying out appropriate social roles to promote their well-being, which in turn impact on other subjects.

Individuals are not born with the skills that allow them to function in an environment with positive relationships, they are acquired through action within society. Sánchez Mora and González (2017) identify a group of skills that allow adolescents to generate positive coexistence and have elements to cope with the challenges they encounter in life. The skills are cognitive, emotional and social.

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The school is a place where various systems belonging to a specific culture located in a territorial context identified as the neighborhood where the work group, the family, the group of friends coexist. Where each of the systems interact mutually and are not free of conflict.

To promote a healthy coexistence in social interrelationships at school, we are part of the Zacatecas National School Coexistence Program (PNCE) launched in 2017, whose general objective is "Present strategies for prevention, detection and action, in cases of child sexual abuse, bullying and mistreatment, to be applied in the State's basic education schools, as a technique to safeguard the integrity of the students."

**Social skills**

Goldstein (1989) points out that social skills are a set of different skills and abilities specific to healthy interpersonal relationships and the resolution of interpersonal and socio-emotional problems, from basic to complex and instrumental activities.

Its proposal is divided into:

I.      basic social skills, it contains listening, starting conversations, maintaining a conversation, asking questions, knowing how to thank, introducing yourself to others, introducing other people, giving a compliment.

II.     Advanced social skills, consisting of knowing how to ask for help, participating in activities with others, knowing how to follow instructions, being able to give instructions, knowing how to apologize, being able to persuade others

III.    Skills related to feelings, includes knowing your feelings, expressing your feelings, understanding the feelings of others, facing the anger of others, expressing your affection, facing fear, self-rewarding

IV.     Alternative skills to aggression consist of asking permission, sharing something, helping others, negotiating, having self-control, defending one's rights, responding to jokes, avoiding problems, and not getting into fights.

V.      Stress coping skills include making a complaint, responding to a complaint, demonstrating sportsmanship, resolving embarrassment, solving problems for yourself, standing up for a friend, responding to persuasion, responding to failure, coping with messages contradictory, respond to an accusation, prepare for a difficult conversation, manage group pressure.

VI.     Planning skills integrated by taking the initiative, discerning the cause of a problem, establishing an objective, determining one's own abilities, obtaining information, prioritizing problem solutions problems, make a decision, concentrate on a task.

Importance of social skills. They allow social development that leads to positive interaction, expressing ideas, feelings, needs, points of view; Thus, it integrates a personality that integrates into social interrelationships for comprehensive well-being.

**Why create a school coexistence program?**

The third article of the Political Constitution of the United Mexican States guarantees the right to education, which in the case of the secondary level is mandatory. "Education will be based on unrestricted respect for the dignity of people, with a focus on human rights and substantive equality." In order to comply with respect for the dignity of the person and their human rights, the Law to Prevent, Address and Eradicate School Bullying in the State of Zacatecas of 2014 (Congreso del Estado de Zacatecas, 2014) was created, which in turn gives rise to the National School Coexistence Program of the 2017, each federal entity has its program, that of the State of Zacatecas is resumed.

The program contains protocols to prevent, detect and act in cases of child sexual abuse, bullying and mistreatment in basic education schools, to which the level of secondary.

The table called "Violence in Schools" identified, among other things, that in general the different types of violence and in particular bullying at school is increasingly serious and it is important to recognize it as a problem where multiple social factors converge. (PNCE, 2017).

For May 8, 2023, in a note published in the newspaper El Sol de Zacatecas, it states that "The first half of 2023 became the semester with the most cases of bullying in schools in the state according to the historical record that the Ministry of Education has. Zacatecas Education.

From January to June, 30 cases were formally reported to said institution, a figure that already exceeds the number from 2022, which closed with a total of 28 complaints." García (2023).

Currently, in the State of Puebla, in the municipality of Tehuacán, a case of the death of a high school student has been reported, allegedly due to violence carried out by three schoolmates who beat him, causing death, according to information issued on the NMas website.com on September 5, 2024. Bullying is not exclusive to one place.

**School bullying**

School bullying: refers to any intentional, targeted, frequent behavior involving unequal power (whether physical, age, social, economic, among others) that is carried out between students and in the school environment, with the aim of subjecting, explode and cause damage. (PNCE, 2017).

Huerta Villegas in Lozano (2020) "A person is bullied when he or she is exposed repeatedly, and over time, to negative actions by one or more people, and he or she has difficulty defending himself or herself."

The characteristics to be considered bullying are the following: intimidation of the victim, actions not provoked by the victim, constant violence against the victim, inequality of power between victim and perpetrator, inability of the victim to defend themselves. As indicated, bullying exists in educational institutions, so actions have been implemented to prevent it.

**Methodology**

The research is quantitative, not experimental, descriptive. HE carried out with adolescents belonging to various secondary educational institutions in the State of Zacatecas.

A total of 44 students participate. The selection of the students was by designation of the educational authorities of the different participating school sites. The general objective of the research is to identify bullying among high school adolescents in relation to their social skills.

The specific objectives are:

1)      Identify the level of bullying among adolescents secondary.

2)      Identify adolescent social skills high school.

To identify bullying, used the Cisneros Bullying Autotest aimed at students. Its authors are Piñuel and Oñate of the year 2005, research is to identify bullying among high school adolescents in relation to their social skills.

The Cisneros self-test counts with 50 Likert scale type items, the options never, sometimes and many times with a value of 1, 2 and three points respectively. It has 10 areas: 1) Index Global Bullying Index (IGA), 2) Bullying Index bullying intensity (I), 3) Contempt – ridicule (A), 4) Coercion (B), 5) Restriction-communication (C), 6) Attacks (D), 7) Intimidation-threats (E), 8) Social exclusion (F), 9) Verbal harassment (G) and 10) Theft (H).

The scores of the high school adolescents were obtained according to the scales established in the Cisneros self-test.

To obtain the social skills of high school students, the Arnold Goldstein Social Skills Scale was used. It is applied from the age of twelve and indicates social skills in deficit. Is made up of six types of skills: Basic skills, advanced skills, skills related to feelings, alternative skills to aggression, skills to cope with stress and planning skills.

It presents 50 statements that are answered on a Likert-type scale, with a scale of 1 to five, in which 1 is very low, 2 is low, 3 is medium, 4 is high and 5 is very high.

Reliability of the two instruments is obtained through Cronbach's alpha.

$$\partial = (n/(n-1))\ (1 - \sum Vi/VT) \qquad (1)$$

## Results

Goldstein's Social Skills checklist presented a reliability of 0.96 with Cronbach's Alpha, placing it at excellent reliability.

**Box 1**
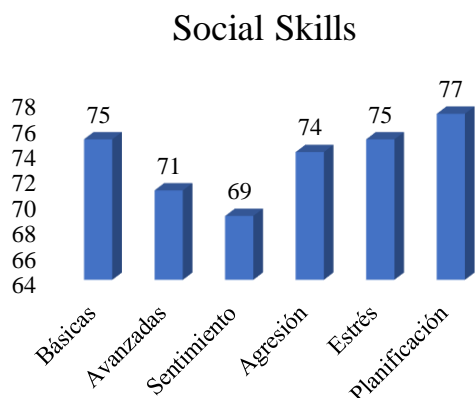


### Social Skills

**Figure 1**

Group social skills

At the group level, the area of social skills that is least present is the management of feelings, which has to do with emotional intelligence, it is located at sixty-nine percent of development of this skill that is identified by the ability to recognize, regulate and understand emotions, in oneself and in others.

The highest social skill in group form is the planning skill, it represents seventy-seven percent of the use of this, which consists of the ability to define objectives, make decisions and create future strategies. The Cisneros Bullying Self-Test obtained a reliability of 0.94 with Cronbach's alpha, which indicates that it is excellent reliability.

**Box 1**
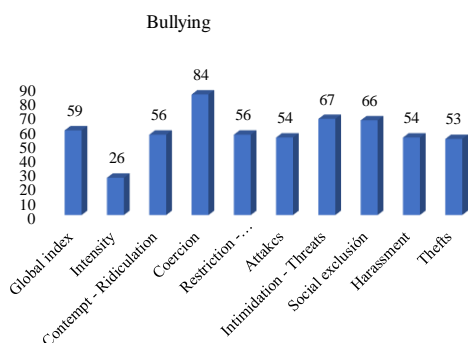


Bullying

**Figure 1**

Group bullying

In general, bullying occurs in the group of high school students in a percentage of fifty-nine percent, while in the intensity of bullying it only has twenty-six percent.

The most significant area in which bullying occurs is coercion, located at eighty-four percent, it is made up of actions that force a person to carry out behaviors that they do not want to do, but exercise forms of violence so that do them.

The bullying behavior that occurs the least is theft, it stands at fifty-three percent, these are behaviors that are characterized by appropriating objects, money from other people who did not give their consent to the subject who carried it out.

All specific areas of bullying were above fifty percent frequency, as seen in the graph below. Illustrates the presence of bullying in secondary school students. Regarding the correlation, it is 0.1 between social skills and bullying.

## Conclusions

1)    The existence of bullying is presented, where the most significant area is coercion, with eighty-four percent. Regarding intensity, only a level of twenty-six percent is presented.

The intensity only applies to some members of the group and not to the vast majority, a situation that is within the normality of a group relationship.

2)    Regarding social skills, the area with the highest score was managing feelings, with a percentage of sixty-nine percent. Situation that is explained by the development of adolescents, when deciding actions on a conventional moral basis, agreeing to the decisions of the group.

3)    The correlation of 0.1 that is presented is too weak, which indicates that there is a normal coexistence in the school groups, since if there had been a greater correlation, it would be as if there were "all against all" attacks. ", while in school bullying it is carried out against a few students.

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Enumere las abreviaturas por orden alfabético.

| | | |
|---|---|---|
| 1 | I | Index bullying intensity |
| 2 | IGA | Global Bullying Index |
| 3 | PNCE | National Coexistence Program School |
| 4 | UNICEF | The United Nations Children's Fund |

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# Journal of Philosophy and Daily Life

Article

## The role played by critical thinking in the fight against academic failure in the ISENCO High School, Tecomán campus: An approach from Habermas theory

## El rol que juega el pensamiento crítico en la lucha contra la Reprobación Escolar en el Bachillerato del ISENCO, campus Tecomán: Un enfoque desde la teoría de Habermas

Granados-Del Toro, Julián *[a], Santos-Lozano, Christian Omar [b] and Chávez-Morales, Ignacio [c]

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## Abstract

School failure is an educational problem that affects academic performance and the trajectory of students, impacts their self-esteem, and contributes to social inequality. This phenomenon, which indicates low educational quality, is linked to a lack of motivation, poor performance, and a scarcity of resources. A critical approach proposes analyzing the institutional structures that perpetuate this situation, fostering dialogue among educational actors to find effective solutions. At the ISENCO high school in Tecomán, efforts are being made to identify internal and external causes, proposing alternatives such as improving reading comprehension, implementing tutoring, and strengthening educational infrastructure. Additionally, it is crucial to develop critical thinking and ethical skills in students, as well as to encourage community participation in the school. This partial report presents advancements and results obtained, using a mixed approach for in-depth analysis that leads to solutions that prevent school dropout and failure.

## Resumen

La reprobación escolar es un problema educativo que afecta el rendimiento académico y la trayectoria de los estudiantes, repercute en su autoestima y contribuye a la desigualdad social. Este fenómeno, que indica baja calidad educativa, está vinculado a la falta de motivación, bajo rendimiento y escasez de recursos. Un enfoque crítico propone analizar las estructuras institucionales que perpetúan esta situación, fomentando el diálogo entre actores educativos para encontrar soluciones efectivas. En el Bachillerato del ISENCO, campus Tecomán, se busca identificar causas internas y externas, proponiendo alternativas como mejorar la comprensión lectora, implementar tutorías y fortalecer la infraestructura educativa. Además, es crucial desarrollar habilidades de pensamiento crítico y ética en los estudiantes, así como fomentar la participación de la comunidad escolar. Este reporte parcial presenta avances y resultados obtenidos, con enfoque mixto para un análisis profundo que conduzca a soluciones que eviten el abandono y la reprobación escolar.

| The role played by critical thinking in the fight against academic failure in the ISENCO High School, Tecomán campus: An approach from Habermas theory. | | |
|---|---|---|
| Objectives | Methodology | Contribution |
| Analyze and understand the causes of school failure in the high school of ISENCO, Tecomán campus, through an approach based on critical thinking and action-research methodology." | Sociocritical Paradigm<br><br>Quantitative-Qualitative Approach<br><br>Method<br>Action Research | The study helps identify the causes of school failure and proposes strategies based on critical thinking, fostering dialogue and community participation to improve academic outcomes |



| El rol que juega el pensamiento crítico en la lucha contra la Reprobación Escolar en el Bachillerato del ISENCO, campus Tecomán: Un enfoque desde la teoría de Habermas | | |
|---|---|---|
| Objetivos | Metodología | Contribución |
| Analizar y comprender las causas de la reprobación escolar en el Bachillerato del ISENCO, campus Tecomán, mediante un enfoque basado en el pensamiento crítico y la metodología de investigación-acción. | Paradigma Sociocrítico<br><br>Enfoque cuantitativo-cualitativo<br><br>Método Investigación-acción | El estudio contribuye a identificar causas de la reprobación escolar y propone estrategias basadas en el pensamiento crítico, promoviendo el diálogo y la participación de la comunidad educativa para mejorar resultados académicos. |



**School failure, Critical thinking, Social inequality**

**Reprobación escolar, Pensamiento crítico, Desigualdad social**

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## Introduction

This article addresses the problem of school failure at ISENCO's Tecomán campus, a phenomenon that has generated concern among educational authorities, parents and teachers, due to its negative impact on students' academic performance and self-esteem.

This study, in the framework of a partial report, proposes an approach based on critical thinking, which is distinguished by its ability to promote a constructive dialogue between the different educational actors, allowing for a deeper understanding of the underlying causes of school failure.

The added value of this approach lies in its ability to integrate various dimensions of the problem. Through the methodology of action research, it combines quantitative and qualitative methods, which allows for a holistic understanding of the causes of school failure.

This approach not only focuses on academic results, but also considers motivational and contextual factors that influence student performance. The interaction between students, teachers and parents becomes a central axis in the search for consensual solutions, which contrasts with methods that tend to be one-dimensional and ignore the social dynamics of the classroom.

The central problem addressed in this article is the poor academic performance of first semester students, as evidenced by the results of mid-term evaluations. The central hypothesis holds that the lack of critical thinking skills and poor internal communication in the educational institution are determining factors in school failure.

By examining these aspects, it seeks to identify effective strategies that can be implemented to improve the current situation.

The article is structured in several sections to facilitate the understanding of the topic. First, a critical analysis of the phenomenon of school failure is presented, followed by a contextualisation including statistical data on students' academic performance.

Next, the implications of internal communication in the educational process are discussed and intervention strategies that foster critical thinking are proposed. Finally, it concludes with recommendations for the implementation of academic support programmes and the importance of collaboration among the educational community to reverse the trend of school failure.

This comprehensive approach not only seeks to address the immediate problem of failure, but also to contribute to the formation of a more cohesive teaching staff and school community committed to the academic success of their students.

**Box 1**



**Figure 1**

School Failure

*Source: https://lc.cx/FLbkSt*

## General objective

The general objective of this research is to analyse and understand the causes of school failure at ISENCO's Tecomán campus, using an approach based on critical thinking and action-research methodology, in order to develop and implement effective strategies that foster communication and collaboration between students, teachers and parents, thus contributing to the improvement of academic performance and the strengthening of students' self-esteem and motivation, within a framework of school cohesion.

## Rationale

School failure is an educational phenomenon that is always in the sights of educational authorities, teachers and researchers who seek explanations for its causes and effects.

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Article

Traditionally, it is assumed to be a natural event that is not dealt with in a timely manner; it is almost always reacted to as a hard fact when evaluating part of the teaching and learning process and, in numerical terms, a not very encouraging panorama is visualised that puts at risk the level of student performance, but also their formative continuity.

In fact, school failure is often assumed as a failure by the person who suffers it, but also by other educational or social agents involved in the educational act (including parents); in a certain way, the impact of school failure on students is significant. It can lead to a decrease in self-esteem, lack of confidence in academic skills and demotivation to continue studying. Moreover, it can perpetuate social inequality and limit students' future opportunities. It is therefore crucial to address this problem effectively.

Díaz Barajas & Ruiz Olvera (2018) express that failing is an expression of low school achievement and a clear sign of inequality in learning. It is mainly the cause of school failure and the irrefutable manifestation of a low educational quality that has placed our country among the nations with the poorest school performance, according to reports from the Organisation for Economic Co-operation and Development (OECD, cited by DGETA, 2005).

The probable causes of the phenomenon of school failure and/or the increase in failure rates can be inferred from several interrelated factors: lack of motivation or interest in the educational process, low commitment to assume the role of students, low academic performance, lack of educational resources, among other external factors that influence the development of conditioning factors that outline or detonate other types of related problems such as dropping out or dropping out of school.

To state the phenomenon of school failure and assume it from a critical paradigm stance, requires in the first instance the recognition and acceptance of an open, flexible, unrestricted, self-reflective, participatory, emancipatory position, with consensual decision-making, by those who assume the role of evaluator before, during and at the end of a process of student education.

According to Kant (1786), critical thinking is the ability to question the limits of one's own reason and to seek autonomous thinking; it is to dare to use one's own reason autonomously and to question established authority, to become accustomed to exercising one's own intelligence without necessarily following the guidelines determined by anyone else. To think is to search within oneself (i.e. in one's own reason) for the supreme criterion of truth.

Assuming the perspective of the critical paradigm and contextualising the issue at hand, it is necessary to examine the structural conditions that may be contributing to the high failure rates, i.e. material resources available in the institution, such as facilities and teaching materials, but also educational policies, which may be influencing the quality of teaching and learning.

Habermas (cited in Gómez Duarte, 2014), reminds us of the importance of assessing how these structures affect communication and interaction within the educational context; that is, this interaction implies the participation of at least two subjects capable of language and action, who establish relationships with the aim of understanding each other and coordinating their plans and actions.

From this Habernian perspective, education should not focus on the acquisition of academic knowledge (memorisation, for example), but also on developing critical thinking skills, ethics and active citizenship.

In the same line of thought, the critical analysis of the phenomenon of school failure anticipates the need to examine the processes of internal communication in the educational institution, as possibilities for dialogue and deliberation between managers, teachers, parents and the students themselves in a situation of school risk, in order to promote an institutional culture that critically assumes why students are failing, while recognising how the quality of internal communication can have a direct impact on school results and on the construction of a teaching staff and a school community that is cohesive and committed more to educational processes than to results.

The lack of authentic dialogue between principals, parents and particularly between teachers and students can contribute to situations of school failure, but at the same time, the absence of effective communication can limit mutual understanding and hinder the educational process; it is desirable to improve the processes of interaction between the parties involved in order to establish actions to reduce school failure.

It is clear that dealing with an issue such as school failure, in the context of the critical paradigm, requires the researcher to go beyond the simple analysis of the superficial symptoms of the problem and the probable causes, but to dive into the depth of the institutional structure and 'hidden' processes causing the problem: who says that it is not about teacher action? Following Foucault's perspective (as cited in Arriaga Álvarez, 2017, p. 83), it is essential to recognise that critical thinking involves questioning power structures, challenging social norms and exercising freedom through critical practice.

Carretero (2006) points out that the different interests present in educational interactions play a crucial role. An excessively technical approach focused only on academic results, without considering the practical and emancipatory needs of students, can lead to situations where failure becomes a simple response to more complex issues.

These types of interests represent different ways in which individuals relate to knowledge and reality. Technical interest focuses on mastery and control of nature, practical interest focuses on communicative action and social cooperation, while emancipatory interest seeks liberation from oppressive structures and individual and collective autonomy. Each of these types of cognitive interest reflects different dimensions of the relationship between individuals, society and knowledge.

It is crucial to reflect on the role of education in the formation of critical and socially engaged citizens. Habermas reminds us that education is not only about acquiring academic knowledge, but also about developing critical thinking skills, ethics and active citizenship.

## Methodology

Failure at the ISENCO Tecomán campus is an educational phenomenon that must be addressed immediately because the effects will lead to possible dropout or desertion of students. It is necessary to identify the causes of school failure focused on the first semester group of the Baccalaureate Studies Centre (August 2023-January 2024 semester) and seek effective solutions to prevent and reduce it,
in order to ensure that students can complete their education and succeed in their academic and professional future.

In this context, the problem of school failure can be classified into 4 dimensions: reading comprehension, tutorial action, implementation of academic support and improvement of infrastructure; as well as considering the different perspectives and interests of the actors involved, such as students, teachers, parents and educational authorities, fostering an open and rational dialogue to identify the underlying causes of school failure, avoiding the unilateral imposition of solutions.

Furthermore, to seek alternatives that promote the active participation of the educational community and that are based on critical and reflective thinking. In this way, the aim is to prevent and reduce school failure in a consensual and effective way, guaranteeing the right to a quality education and the academic and professional success of students.

Some of these strategies that are generated from the aforementioned dimensions are the improvement of reading comprehension, the integration of tutoring and reading circles, psychological support, the strengthening of self-esteem, the early identification of potential dropouts, and the implementation of virtual educational platforms.

Portellano (1989), states that 'the risk of failure and dropout in students whose family context has a low level of cultural formation is high, firstly there is no motivation within the family towards learning, nor towards reading, motivation towards reading is one of the best factors that prevents failure, secondly there is a poverty in the management of the usual vocabulary: as the linguistic combination is very limited, the student arrives at school with a poorer ability to address literacy learning' (P.44).

Article

In relation to tutorial action, it is advisable that this is not only a space for curricular filling, but that it effectively contributes to strengthening processes of adaptation-integration to the new school dynamics, focusing on psychosocial aspects specific to the students, accompaniment in school, vocational, professional and decision-making areas.

These strategies have proven to be effective in reducing school failure and dropout rates, as they guarantee quality education and the academic success of students' school careers.

Among other possibilities, it is intended to implement academic support programmes for students with difficulties, improve educational infrastructure and access to technological resources, and develop strategies to encourage students' motivation and commitment to their studies.

It is a priority for the institution and the educational community to work together to implement these solutions and reverse the worrying trend of school failure rates. Based on these approaches to the problem at hand, the way forward is guided by the following research question:

**What are the causes of school failure in the Bachillerato at ISENCO, Tecomán campus, and what strategies could be implemented to address this problem from the perspective of critical thinking?"**

Habermas' theory holds that rational communication and public deliberation are essential for a healthy democratic society; in this sense, we seek to open a critical dialogue with the immediate educational authority at the school, teachers, students and parents in order to establish the links that will make room for a total revision of the causes that determine the low levels of performance of students at the ISENCO's Bachillerato, Tecomán campus.

In this regard, Habermas argues that communication should be a process of mutual understanding, where participants seek to reach a consensus through dialogue.

This communicative action is fundamental in education, as it fosters an environment where students, teachers and parents can express their concerns and needs. By establishing authentic dialogue, the underlying causes of school failure can be identified and addressed, thus promoting a culture of collaboration and support (Gómez Duarte & Peñaloza Jiménez, 2014).

Habermas' theory also emphasises the importance of communicative rationality, which allows individuals to question and reflect on their own beliefs and power structures in education.

This approach not only seeks to improve academic performance, but also promotes the formation of critical and engaged citizens. Education, from this perspective, becomes a democratic process where every voice is heard, which contributes to an improvement in the quality of education and a reduction in school failure (Carretero, 2006).

**Critical Contextualisation**

The problem that concerns us refers to the need to analyse why first semester students at the Centro de Estudios de Bachillerato del ISENCO, Tecomán campus, show low academic performance according to the results of partial evaluations. It should be noted that these results infer a warning figure of failed students in the subjects of the curriculum and study programmes (see table 1).

However, the results of the three partial evaluations of the August 2023-January 2024 semester of the students who studied in the first semester (currently in the second semester) are complemented, visualising what has happened with the phenomenon of school failure in the Centro de Estudios de Bachillerato del ISENCO in Tecomán.

These data are retrieved from the evaluation reports that teachers submit to the Academic Coordination at the established times and are specified below in the following table:

**Table 1**

Percentage of first-semester students failing in the period August 2023/January 2024

| First semester subjects | Number of students failing with a grade of 5.0 in applied partial evaluations | | | Total number of students Failed in the calendar period of the semester August2-january24 |
|---|---|---|---|---|
| | 01 | 02 | 03 | |
| Matter and its interactions | 0 | 0 | 3 | 3/of 35 |
| Social Sciences I | 0 | 1 | 1 | 2/ of 35 |
| Digital Culture I | 6 | 11 | 8 | 25/ of 35 |
| Mathematical Thinking I | 5 | 6 | 18 | 29/ of 35 |
| Language and Communication I | 4 | 4 | 3 | 15/ ofde 35 |
| English I | 0 | 9 | 6 | 15/ of 35 |
| Humanities I | 0 | 1 | 1 | 2/ of 35 |
| Research Laboratory | 2 | 0 | 2 | 4/ of 35 |

*Source: own elaboration*

As can be seen in Table 1, the percentage of students who failed at least one partial evaluation per subject during the first semester is 8.57% (Subject and its interactions), 2.86% (Social Sciences I), 71.43% (Digital Culture I, 82.86% (Mathematical Thinking I), 42.86% (Language and Communication I), 42.86% (English I), 5.71% (Humanities I) and 11.43% (Research Laboratory).

The following formula was used to calculate the percentage of students who failed at least one partial evaluation per subject during the first semester:

**Percentage=(Total number of students who failed at least one partial assessment)×100**

**Total number of students**

Although third and fifth semester students are also listed, the target population is first semester students, i.e. the identifiable data on subject failures for the third semester group (August 23/January 24) is 10 students in Physics I during the period of application of the three partial assessments.

Meanwhile, in the case of the fifth semester (August 23/January 24), there are 7 students in the whole semester, distributed in the subjects of Psychology I and Administration I.

Other data that reveal the need to focus attention on the phenomenon of failing grades among first semester students at the Centro de Estudios de Bachillerato del ISENCO, Tecomán campus, are grades ranging from 6.0 to 6.9, which are considered to be signs of an early warning or of students at risk. The table below reflects this picture:

**Table 2**

First semester students at school risk. Semester August 2023/January 2024.

| First semester subjects | Number of students with scores ranging from 6.0-6.9 in applied partial evaluations | | | Total number of students failed in calendar semester period August 23rd /January 24 |
|---|---|---|---|---|
| | 01 | 02 | 03 | |
| Matter and its interactions | 0 | 0 | 3 | 3/de 35 |
| Social Sciences I | 0 | 1 | 1 | 2/ de 35 |
| Digital Culture I | 6 | 11 | 8 | 25/ de 35 |
| Mathematical Thinking I | 5 | 6 | 18 | 29/ de 35 |
| Language and Communication I | 4 | 4 | 3 | 15/ de 35 |
| English I | 0 | 9 | 6 | 15/ de 35 |
| Humanities I | 0 | 1 | 1 | 2/ de 35 |
| Research Laboratory | 2 | 0 | 2 | 4/ de 35 |

*Source: own elaboration*

Table 2 shows data that represent a high risk of failing school and allow us to infer warning situations by profiling grades ranging between 6 and 6.9, without considering the cases of students with grades between 7 and 7.9, considering that the assessment system itself is usually very kind, as normatively it prescribes up to 3 opportunities to present assessments as determined by teachers. To calculate the percentage of students with grades between 6 and 6.9 for each subject in the first semester, the number of students with grades between 6 and 6.9 was divided by the total number of students in each subject. The results are shown below:

Subject and its interactions: 3/35 = 0.0857 or 8.57%, Social Science I: 3/35 = 0.0857 or 8.57%, Digital Culture I: 25/35 = 0.7143 or 71.43%, Mathematical Thinking I: 29/35 = 0.8286 or 82.86%,

Language and Communication I: 15/35 = 0.4286 or 42.86%, English I: 15/35 = 0.4286 or 42.86%, Humanities I: 2/35 = 0.0571 or 5.71%, Research Laboratory: 4/35 = 0.1143 or 11.43%.

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Therefore, the percentage of students with grades between 6 and 6.9 for each subject in the first semester is: Subject and its interactions: 8.57%, Social Sciences I: 8.57%, Digital Culture I: 71.43%, Mathematical Thinking I: 82.86%, Language and Communication I: 42.86%, English I: 42.86%, Humanities I: 5.71% and Research Laboratory: 11.43%.

**External and internal contexts of the ISENCO Baccalaureate Study Centre, Tecomán campus**

As a starting point, only aspects related to the external and internal context of the Centro de Estudios de Bachillerato del ISENCO, Tecomán campus, evening shift, are described.

As for the classroom context, some aspects that are part of the Psychopedagogical Diagnosis applied during the admission process 2023 will be addressed, which allow us to identify some indications of the correlation between academic performance and motivation for learning; only until the research process begins, it will be feasible to make the precise description of the events in the classroom.

**External Context**

The Centro de Estudios de Bachillerato del ISENCO (Instituto Superior de Educación Normal del Estado de Colima), Tecomán campus, belongs to an institution of Higher Education that trains teachers in Primary, Pre-school and Secondary Education in its different disciplinary fields. It is a general baccalaureate that offers its educational services in the facilities that do not belong to the José Luis Gudiño Toscano T.M. Federal Secondary School, a place where upper secondary and higher education students converge.

Spatially, it is located in an urban area, but on the margins of situations of insecurity due to violence linked to organised criminal groups and areas of drug dealing. In the vicinity of the ISENCO Tecomán CEB facilities, there are visible pastures that give rise to a sense of isolation between the houses of the INDECO colony (National Institute for the Development of the Rural Community and Popular Housing), two schools (pre-school and primary school), a lemon packing plant, and the municipal DIF, which are located around the CEB.

Another of the mitigating factors of the external context that surrounds the CEB of ISENCO Tecomán is the street lighting, as its lamps are not working, despite the fact that sporadically the Municipality of Tecomán tries to resolve this type of damage, generally caused by people who wander around these areas, which is a warning or a sign of the permanent thefts committed and to which the campus of ISENCO Tecomán is exposed.

**Internal context**

According to the data issued by the Coordination of the Instituto Superior de Educación Normal del Estado de Colima, Profr. Gregorio Torres Quintero, Tecomán campus, the Centro de Estudios de Bachillerato of this Higher Education Institution, the student population at the upper secondary level is 68 students, as specified in the attached table:

**Box 4**

Table 3

School Statistics of the Centro de Estudios de Bachillerato, Tecomán campus

| Student population of the baccalaureate study centre, isenco tecomán school cycle 2023-2024 | | | |
|---|---|---|---|
| **Semesters** | **Women** | **Men** | **Total** |
| 01 | 17 | 18 | 35 |
| 03 | 9 | 10 | 19 |
| 05 | 8 | 6 | 14 |
| | 34 | 34 | **68** |

*Source: own elaboration*

Within the school, the distribution of groups by semester and/or educational level corresponds to what has been negotiated and authorised by the management of the José Luis Gudiño Toscano Federal Secondary School.

In relation to the upper secondary level, three classrooms are assigned, a common space that serves as a computer centre; courts for physical education activities and certain group tutoring activities, among others.

The figure of Director for the corresponding level does not exist; that is to say, only one person is appointed as Coordinator of the campus, as an extension of the ISENCO headquarters or Directorate, with headquarters in the city of Colima, the capital of the State.

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However, managerial tasks and functions are delegated and deconcentrated in order to attend specifically to each educational level. In the case of the CEB of ISENCO Tecomán, there are assigned tasks of Prefecture, support to the Coordination, psychology area, attention to students through the Tutorial Action Plan in an individual and group sense.

Also, compensatory support is offered through the federal scholarship system, the Institute's own scholarships, as well as the hot meals programme promoted by the municipal DIF. As a general baccalaureate we promote an education based on values, which are fundamental for the integral development of the student as a person and as a future citizen: respect, honesty, responsibility, tolerance and solidarity.

As far as possible, in terms of administration and teaching profiles, students at the CEB of ISENCO Tecomán are accompanied by teachers exclusively for the upper secondary level, although it is not always feasible and teachers from the upper secondary level are combined for certain subjects.

As far as infrastructure is concerned, it should be pointed out that the conditions are not optimal for the training of upper secondary or higher education students.

The classrooms have seats with a static structure (pallets) that do not allow mobility and comfort for team or collaborative work. The computer centre has three computers which are not always operable by the students.

Nor is there an internet system that reaches the entire high school population (68), without taking into account the undergraduate students and teaching staff.

Other shortcomings include the lack of laboratories or sufficient space for teachers to carry out their tasks of personalised accompaniment when necessary or for planning or tasks related to their work as teachers.

However, there is a common area that serves as a director's office (coordination), teacher counselling, office, academy meetings or a place for teacher training and refresher courses.

The working day runs from 14:00 to 20:30, with space for students and teaching staff to eat; of course there is the school shop and the hot meal programme.

**Classroom context**

Given that it is not yet time to be in the classroom to specify data on the problem to be studied, the first approach to explain what has happened with low school performance and the premise of relating it to the students' motivations, perceptions or expectations about their subjects or the fact of studying at the upper secondary level, makes it necessary to recover information provided by the first semester students in a psycho-pedagogical diagnosis form. For this reason, indicators are described that provide, from the authors' perspective, some alerts as to why the problem in question is occurring.

It is intended that the results of the research on school failure assume criteria such as: clarity and rigour, critical interpretation and responsible dissemination, for example, taking care of the identity of the research subjects. From this stance, research of this nature outlines two objectives to be pursued:

-       To analyse how communication and decision-making processes are carried out in the CEB school environment, in order to identify possible deficiencies that may be contributing to the phenomenon of school failure.
-       To identify how teachers' power relations are manifested and perpetuated in the context of the CEB, and how these may be linked to the problem of school failure, in the light of Habermas' critical theory.

Based on the progress of this research report, we anticipate the process to be followed with the research on the phenomenon of school failure, outlining the identifiable variables, as well as the comparison of the criteria used:

-       **Causes of School Failure**:

**Internal Variables**: Lack of motivation, poor academic performance, psychological problems.

**External Variables**: Socio-economic conditions, family environment, available educational resources.

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- **Intervention Strategies**:

**Reading Comprehension Improvement**: Implementation of reading programmes.

**Tutoring and Psychological Support**: Sessions to address specific needs of students.

- **Resource Strengthening**: Improvements in infrastructure and access to technology.

**Expected Results**:

- Reduction in the failure rate.
- Increase in academic performance.
- Improved self-esteem and motivation of students.

**Comparison of Criteria Used**

**Quantitative Approach**:

**Criteria**: Use of surveys and statistical analysis to measure failure rate and academic performance.

**Objective**: To obtain numerical data to identify correlations between variables.

**Qualitative Approach**:

**Criteria**: Interviews and reflective diaries to explore students' experiences and perceptions.

**Objective**: To understand the underlying dynamics that affect school failure from the perspective of the actors involved.

**Results**

There is a high likelihood that motivational factors are linked to poor school performance, as the cohort (2023-2026) studied at secondary level during the period of the COVID 19 pandemic.

In this sense, their motivations, perceptions and expectations of the role they play as students in a face-to-face scenario are very different from the process they underwent through technological mediation; but also, this is a generation that is beginning its studies at the upper secondary level with an educational model based on the pedagogical approach of the New Mexican School (NEM), which can also generate a paradigm shift and uncertainty.

The argument of attending to and giving priority to a problem associated with the final grades at the end of the first partial evaluation is because mapping the results obtained reveals an undesirable scenario for the educational institution that today gives them student identity, which translates into possible school dropout (**APPENDIX A**).

Annex 1 shows the data reflecting the low performance of first semester students (grades between 6 and 7), associated with failing results in some of the subjects. The results show that in the subject **Mathematical Thinking,** of the 35 students in the group, 22 of them are already in a situation of school risk (SRE); that is, twelve have a grade of 6.0 (without decimals), four have a grade of 7.0 (without decimals) and six have already failed the first partial evaluation. What is perceived at this moment is that 22 students (62.85%) have a high probability of going through an evaluation process that can lead them to regularise their studies, as long as they solve the three opportunities offered by the institutional evaluation system.

On the other hand, only 13 (37.14%) students with grades between 8 and 10 are in a position to pass the semester without any complications.

The importance of attending to and monitoring this situation of low student performance lies in alerting us to the possible and real scenarios that may arise at the end of the semester, i.e. students who, having failed 4 subjects, automatically and definitively drop out, a phenomenon that should be of concern in institutional terms due to the issue of desertion or dropping out of school.

On the other hand, the characterisation of 21 students out of 35 who answered the form as a basis for the Institutional Psychopedagogical Diagnosis applied in August 2023, supports the need to address this type of problem related to school failure.

This personalised description is accompanied by a table of our own elaboration, recovering specific data taken from the concentrate of responses of the Google form applied at the beginning of the August 2023-January 2024 semester, and which are related to the research topic that concerns us.

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The way of organising and making sense of the characterisation, a version that complements these data, can be analysed directly in the psycho-pedagogical files generated by the corresponding department (**APPENDIX B**).

When reviewing the results of the first partial evaluation of three that are applied in the semester, it is observed that the academic performance of ISENCO Tecomán's baccalaureate students is low; the summative evaluation yields data between 6 and 7 overall and cases of students who have failed one or two subjects and even the same student with a failed subject and others with a low grade.

Similarly, by concentrating data from the psycho-pedagogical diagnosis in one of its dimensions (motivation to study-ME-), which is related to the research topic, it suggests that student motivation is low, very low or below average.

From the critical context of this research on school failure, the aim is to: guarantee respect for ethical principles, such as confidentiality, informed consent and respect for the dignity of the participants; interpret the data obtained in a reflexive and critical manner, questioning implicit assumptions and seeking new perspectives that enrich the understanding of the problem of school failure and its causes.

In order to understand how to analyse and interpret the phenomenon of school failure, it is convenient to reconsider participation, dialogue and the prescription of action-research with a combination of quantitative and qualitative approaches; under this prism, diaries, interviews, surveys and/or statistical treatment will be the tools that allow precision in the findings of the causes of the phenomenon of school failure.

Martínez (2004) mentions that qualitative research tries to identify the deep nature of realities, their dynamic structure, that which gives the full reason for their behaviour and manifestations, everything is integrated (pp. 66-67); meanwhile, the quantitative approach uses data collection and analysis to answer research questions and test previously established hypotheses, it relies on numerical measurement, counting and the use of statistics to accurately establish patterns of behaviour in a population (Sampieri, 2004).

For its part, action research, described by the social psychologist Lewin (1946) as a spiral of steps such as planning, implementation and evaluation of the outcome of the action (Latorre, 2004, p. 25), outlines the need to change the organisation or institution, and research to generate knowledge and understanding, which is considered one of the main characteristics, and in that guideline, to improve practice and transform reality.

**Theorisation, discussion and conclusions**

Habermas' critical thinking, in particular his theory of communicative action and the theory of interests, allows us to analyse the phenomenon of school failure in the ISENCO Tecomán high school; that is, the theory of communicative action could be applied to analyse how students, teachers and parents interact in relation to failure.

Another dimension or category to consider is that of communicative rationality, which may be relevant to the analysis of school failure. This refers to the ability of participants in a communicative interaction to reach an agreement on truth and justice (Díaz, 2007).

In this perspective, communicative rationality can be used to analyse how students, teachers and parents can work together to find solutions to the problem of school failure, which is under analysis. A third plausible dimension is the structures of communicative action which are relevant because they delineate the conditions necessary for effective communication and for participants to reach an agreement on truth and justice; this means visualising and interpreting students, teachers and parents working together to create an atmosphere of open and constructive communication.

The categories of analysis such as ethics, politics, truth, technical interest, practical interest and emancipatory interest are relevant as they could be applied to analyse how students, teachers and parents can work together by analysing each other's interests to achieve specific goals, such as improving students' academic performance. Finally, we should not lose sight of the research question: What are the causes of school failure at ISENCO's Bachillerato, Tecomán campus, and what strategies could be implemented to address this problem from the perspective of critical thinking?

On this point, we anticipate possible internal or external causes for the phenomenon of school failure, but they are not reduced to a lack of motivation, personal problems, inadequate preparation or the absence of an academic project to guide and accompany the training process, but include a broader vision (still under study) that allows: generating open dialogue with students, regardless of the application of instruments to collect information about what happened; ensuring that students feel valued and respected based on what they are and represent as subjects of learning.

The above is an approximation to the results in the application of the action plan that is under construction, to use critical theory and Habermas' thinking as enablers of a reconstruction of the view towards failure and its solutions with the participation of multiple actors. As of April 2024 (semester February-July 2024), of the 35 students who began their baccalaureate training process in August 2023, only 24 remain, i.e. 11 dropped out due to failure.

## Declarations

### Conflict of interest

The authors declare that there are no conflicts of interest. They have no competing financial interests or personal ties that could have influenced the preparation of the article in question.

### Authors' contribution

*Granados-Del Toro, Julián:* Contributed to the central idea of the research, the problematisation, contextualisation and the corresponding rationale.

*Santos-Lozano, Christian Omar*: Outlined the methodological treatment, proposing concrete alternatives, such as tutorials and the strengthening of resources.

*Chávez-Morales, Ignacio*: Focused on the reworking of some of the ideas of the rationale and with central contributions to the results and theorisation.

### Availability of data and materials

Student grade records for the semester under investigation are accessible through the Academic Coordination system of ISENCO, Tecomán campus. Academic performance data were collected for 35 students, including partial grades. These data are available for analysis and can be requested by researchers with proper justification and institutional approval.

### Abbreviations

CEB - Centro de Estudios de Bachillerato (Centre for Baccalaureate Studies)

CISET - Centro de Investigaciones Sociales Educativas (Centre for Social and Educational Research)

ISENCO - Instituto Superior de Educación Normal del Estado de Colima (Higher Institute of Normal Education of the State of Colima)

OECD - Organisation for Economic Co-operation and Development

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# Journal of Philosophy and Daily Life

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### Annex A:

First semester grades (students are now in their third semester). Bachillerato ISENCO TECOMÁN

| Alumnae and students | Matter and its interactions | Assistance | Social Sciences I | Assistance | Digital Culture I | Assistance | Mathematical Thinking I | Assistance | Language and Communication I | Assistance |
|---|---|---|---|---|---|---|---|---|---|---|
| A1 | 8.5 | 100 | 7.2 | 100 | 8.6 | 100 | 8 | 100 | 7 | 100 |
| A2 | 6 | 100 | 6.1 | 100 | 6 | 100 | 6 | 100 | 9 | 100 |
| A3 | 8 | 100 | 9.1 | 100 | 5 | 90 | 6.7 | 100 | 8 | 100 |
| A4 | 8 | 90 | 9.2 | 100 | 6.1 | 100 | 7.1 | 100 | 9 | 95 |
| A5 | 6 | 100 | 6.7 | 100 | 5 | 100 | 6 | 100 | 5 | 100 |
| A6 | 9.5 | 100 | 7.7 | 100 | 6 | 100 | 6.4 | 100 | 9 | 100 |
| A7 | 10 | 100 | 10 | 100 | 9.6 | 100 | 10 | 100 | 9 | 95 |
| A8 | 6 | 90 | 6.2 | 95 | 6 | 100 | 5 | 95 | 5 | 90 |
| A9 | 9.2 | 100 | 10 | 100 | 6.8 | 100 | 8 | 100 | 9 | 100 |
| A10 | 10 | 100 | 10 | 100 | 8.3 | 100 | 7.7 | 100 | 6 | 100 |
| A11 | 10 | 100 | 10 | 100 | 8.8 | 100 | 8.9 | 100 | 10 | 100 |
| A12 | 6.5 | 90 | 6 | 100 | 6.6 | 90 | 6 | 100 | 9 | 100 |
| A13 | 8 | 100 | 10 | 100 | 8.2 | 100 | 8.7 | 100 | 9 | 100 |
| A14 | 7.5 | 100 | 7.2 | 100 | 6 | 100 | 6 | 100 | 5 | 100 |
| A15 | 10 | 100 | 10 | 100 | 8.6 | 100 | 8.9 | 100 | 9 | 100 |
| A16 | 10 | 100 | 6.4 | 100 | 8.4 | 100 | 7.7 | 100 | 6 | 100 |
| A17 | 7.5 | 100 | 6.1 | 100 | 7.6 | 100 | 6.7 | 100 | 6 | 100 |
| A18 | 7 | 100 | 6 | 100 | 6.3 | 100 | 5 | 100 | 6 | 100 |
| A19 | 10 | 100 | 9.7 | 100 | 9.6 | 100 | 10 | 100 | 9 | 100 |
| A20 | 8.6 | 100 | 6 | 100 | 5 | 100 | 6.1 | 100 | 5 | 100 |
| A21 | 9.5 | 100 | 10 | 100 | 7.6 | 100 | 7.4 | 100 | 9 | 100 |
| A22 | 7 | 100 | 9.3 | 100 | 6 | 100 | 5 | 100 | 7 | 100 |
| A23 | 7 | 100 | 6 | 90 | 5 | 95 | 5 | 100 | 8 | 100 |
| A24 | 8.5 | 100 | 7.9 | 100 | 9.5 | 100 | 8 | 100 | 10 | 100 |
| A25 | 9.6 | 100 | 10 | 100 | 8.6 | 100 | 8.9 | 100 | 9 | 100 |
| A26 | 8 | 100 | 6.7 | 100 | 5 | 100 | 6 | 100 | 6 | 100 |
| A27 | 7 | 100 | 6 | 100 | 5 | 100 | 6 | 100 | 5 | 100 |
| A28 | 7 | 100 | 6 | 100 | 5 | 100 | 5 | 100 | 8 | 100 |
| A29 | 9.5 | 100 | 10 | 100 | 7.4 | 100 | 8.4 | 100 | 9 | 100 |
| A30 | 9 | 100 | 6 | 90 | 6 | 100 | 6.8 | 100 | 9 | 100 |
| A31 | 7 | 100 | 8.7 | 90 | 7 | 80 | 5 | 90 | 7 | 100 |
| A32 | 8 | 100 | 6.2 | 100 | 8 | 80 | 6 | 100 | 7 | 90 |
| A33 | 8 | 100 | 6 | 100 | 7.5 | 100 | 8.7 | 95 | 5 | 95 |
| A34 | 9 | 100 | 10 | 100 | 7.5 | 100 | 6 | 100 | 7 | 100 |
| A35 | 10 | 100 | 9.4 | 100 | 7.2 | 100 | 8.4 | 100 | 9 | 100 |
| Pupils with a score of 6 (SER) | 4 | | 15 | | 10 | | 12 | | 5 | |
| Pupils with 5 marks (SER) | 0 | | 0 | | 7 | | 6 | | 7 | |
| GRAND TOTAL | 4 | | 15 | | 17 | | 18 | | 12 | |

| Alumnae and students | English I | Assistance | Humanities I | Assistance | Research laboratory | Assistance | Practice and citizen collaboration | Assistance | Cultural and artistic activities | Assistance | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A1 | 9 | 100 | 7.3 | 100 | 7 | 100 | AC | 3 | AC | 100 | SRA |
| A2 | 7.5 | 100 | 6 | 100 | 6 | 90 | AC | 3 | AC | 100 | 6 SEIS |
| A3 | 6.3 | 100 | 7.3 | 100 | 7 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| A4 | 8.1 | 100 | 7.5 | 100 | 6.2 | 100 | AC | 3 | AC | 100 | 2 SEIS |
| A5 | 7.9 | 100 | 6 | 100 | 5 | 90 | AC | 3 | AC | 100 | 4 SEIS |
| A6 | 8.7 | 100 | 8.6 | 100 | 8.5 | 100 | AC | 3 | AC | 100 | 2 SEIS |
| A7 | 10 | 100 | 10 | 100 | 10 | 100 | AC | 3 | AC | 100 | |
| A8 | 6 | 90 | 6 | 95 | 6.3 | 90 | AC | 3 | AC | 90 | 6 SEIS |
| A9 | 7.5 | 100 | 9 | 100 | 8 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| A10 | 8 | 100 | 9 | 100 | 7.2 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| A11 | 9.4 | 100 | 9.7 | 100 | 9 | 100 | AC | 3 | AC | 100 | |
| A12 | 7.3 | 100 | 6 | 100 | 6.2 | 100 | AC | 3 | AC | 100 | 6 SEIS |
| A13 | 10 | 100 | 9 | 100 | 8.8 | 100 | AC | 3 | AC | 100 | |
| A14 | 7.6 | 100 | 6 | 90 | 8 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A15 | 9.5 | 100 | 10 | 100 | 9.6 | 100 | AC | 3 | AC | 100 | |
| A16 | 9.1 | 100 | 6.7 | 100 | 8 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A17 | 7.3 | 90 | 6 | 100 | 7 | 100 | AC | 3 | AC | 100 | 4 SEIS |
| A18 | 8.8 | 100 | 6 | 100 | 6.3 | 100 | AC | 3 | AC | 100 | 5 SEIS |
| A19 | 8.5 | 100 | 8.5 | 100 | 8 | 100 | AC | 3 | AC | 100 | |
| A20 | 8.5 | 100 | 6 | 100 | 6.2 | 100 | AC | 3 | AC | 100 | 4 SEIS |
| A21 | 10 | 100 | 9 | 100 | 10 | 100 | AC | 3 | AC | 100 | |
| A22 | 8.2 | 100 | 8 | 100 | 9.3 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| A23 | 7.5 | 100 | 6 | 90 | 7 | 100 | NA | 2 | AC | 100 | 2 SEIS |
| A24 | 9.7 | 100 | 9.7 | 100 | 8 | 100 | AC | 3 | AC | 100 | |
| A25 | 9.7 | 100 | 6 | 100 | 9 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| A26 | 8 | 100 | 6 | 100 | 7.2 | 100 | AC | 3 | AC | 100 | 4 SEIS |
| A27 | 6.9 | 100 | 6.6 | 100 | 5 | 100 | AC | 3 | AC | 100 | 4 SEIS |
| A28 | 7.7 | 100 | 6 | 100 | 6.6 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A29 | 7.7 | 100 | 9 | 100 | 8 | 100 | AC | 3 | AC | 100 | |
| A30 | 8.7 | 100 | 7.2 | 90 | 8.2 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A31 | 6.2 | 100 | 7 | 90 | 7 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A32 | 8 | 100 | 6.2 | 100 | 8 | 100 | AC | 3 | AC | 100 | 3 SEIS |
| A33 | 9 | 90 | 6 | 100 | 7.4 | 90 | AC | 3 | AC | 100 | 2 SEIS |
| A34 | 8.1 | 90 | 9.5 | 100 | 6.2 | 100 | AC | 3 | AC | 100 | 2 SEIS |
| A35 | 9.3 | 90 | 6 | 100 | 9.5 | 100 | AC | 3 | AC | 100 | 1 SEIS |
| Pupils with a score of 6 (SER) | 2 | | 17 | | 8 | | | | | | |
| Pupils with 5 marks (SER) | 0 | | 0 | | 2 | | | | | | |
| GRAND TOTAL | 2 | | 17 | | 10 | | | | | | |

### Annex B:

Results of the psycho-pedagogical test that result in 10% as a criterion for admission to the ISENCO baccalaureate, Tecomán campus: Characterisation of first semester students (22 of 35).

| Diagnóstico Psicopedagógico /Primer Semestre. Ciclo Escolar 2023-2024 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| STUDENT | HE | OE | TE | ME | EA | AE | CA | RE |
| A | High | High average | High | High average | Visual | Needs to improve attention: pays too little attention | Adequate emotional clarity | Needs to improve its emotional repair |
| B | Very low | Low average | Very low | Very low | Kinaesthetic | Needs improvement in attention: pays too much attention | Adequate emotional clarity | Very low |
| C | Low | Below average | Below average | Low | Auditory | Needs improvement in attention: Needs to improve emotional | |
| D | Very High | Very High | Above Average | Very High | Auditory | pays too little attention | Excellent emotional clarity | |
| E | Very low | Low average | Very Low | Below average | Visual | Adequate perception | Adequate emotional clarity | |
| F | High | Above Average | High average | Above Average | Auditory | Needs improvement in attention: | Adequate emotional clarity | |
| G | Low average | Very low | Low average | High | Visual | pays too little attention | | |
| H | Average | Average | High average | Low Average | Visual | | Adequate emotional clarity | Must improve their emotion repair |
| I | Low | Average | Very Low | Below Average | Auditory | Adequate perception | | |
| J | Low | Low average | Very Low | Below Average | Visual | Needs improvement in attention: pays too much attention | Must improve emotional clarity | |
| K | Below Average | Low average | Very low | Average | Visual | Needs improvement in attention: pays too little attention | Adequate emotional clarity | |
| L | High | Above Average | High average | High average | | Adequate attention | | |
| M | Very low | Very low | Very low | Low average | | Needs improvement in attention: pays too much attention | | Adequate emotion repair |
| N | Low Average | Average | Average | Very low | Kinaesthetic | Adequate attention | Excellent emotional clarity | Must improve their emotion repair |
| Ñ | Average | Average | Average | Average | Visual | Needs improvement in attention: pays too much attention | Adequate emotional clarity | Adequate emotion repair |
| O | Low average | Average | Low | Below average | Auditory | Adequate attention | Must improve emotional clarity | |
| P | Low average | Average | Low | Below Average | | Adequate perception | | |
| Q | Average | Average | Average | Low Average | Visual | Needs improvement in attention: pays too little attention | Must improve emotional clarity | Must improve their emotion repair |
| R | Low average | Low average | Average | Average | Visual | Adequate attention | Must improve emotional clarity | |
| S | Low average | High average | Low | Below Average | Auditory Kinaesthetic | Needs to improve its attention: it pays little attention | Adequate emotional clarity | |
| T | Average | Average | Average | Average | Visualt | Adequate perception | You need to improve your emotional clarity | Must improve their emotional clarity |
| U | Low average | Below average | Average | Below average | Visual | Needs to improve its attention: it pays little attention | Must improve emotional clarity | Must improve your emotion repair |
| Meaning of abbreviations in the table | | | | | | | | |
| HE= Study Habits / OE= Organisation for Study / TE= Study Techniques / ME= Motivation for Study | | | | | | | | |
| EA= Learning Styles / AE= Emotional Attention / CA= Emotional Clarity / RE= Emotional Repair | | | | | | | | |

# Journal of Philosophy and Daily Life

Article

## Burnout in university students of the academic programs of Bachelor in Public Accounting (BPA) and Bachelor in Economics and Finance (BEF) of the Instituto Tecnológico de Sonora

## Burnout en estudiantes universitarios de los programas académicos de Lic. en Contaduría Pública (LCP) y Lic. en Economía y Finanzas (LEF) del Instituto Tecnológico de Sonora

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**Ranking CONAHCYT:**

Area: Social Sciences
Field: Economic Sciences
Discipline: Sectoral economy
Subdiscipline: Education

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**Abstract**

The challenges of adapting to this new world require universities to establish new actions that strengthen the preparation of their students. The objective of the research is to identify the degree of burnout that students of the Bachelor of Public Accounting (BPA) and Bachelor of Economics and Finance (BEF) programs of the Technological Institute of Sonora are experiencing. The research methodology is quantitative, non-experimental, with a cross-sectional design and descriptive scope. To collect the information, the Burnout Inventory-Student Survey (MBI-SS) was used, developed by Schaufeli, Martínez, Salanova, González-Romá and Bakker in 2002 in its Colombian adaptation and validation developed by Hederich and Caballero in 2016. The contribution is to determine the situation of the students of these academic programs in three major aspects: Exhaustion, Cynicism and Academic Efficiency, in such a way that interventions are established that support the academic transition of the student.

**Resumen**

Los retos de adaptarse a este nuevo mundo, exige a las universidades establecer nuevas acciones que fortalezcan la preparación de sus estudiantes. El objetivo de la investigación es identificar el grado de burnout que están viviendo los estudiantes de los programas de Lic. en Contaduría Pública (LCP) y Lic. en Economía y Finanzas (LEF) del Instituto Tecnológico de Sonora. Metodología de la investigación es de enfoque cuantitativo, no experimental de diseño transversal de alcance descriptivo. Para la recolección de la información se utilizó el Burnout Inventory-Student Survey (MBI-SS), desarrollado por Schaufeli, Martínez, Salanova, González-Romá y Bakker en el 2002 en su adaptación y validación colombiana desarrollada por Hederich y Caballero, en el año 2016. La aportación es determinar la situación de los estudiantes de estos programas académicos en tres grandes aspectos: Agotamiento, Cinismo y Eficiencia académica, de tal forma que se establezcan intervenciones que apoyen el tránsito académico del estudiante.

objective        Methodology        Contribution
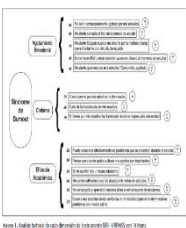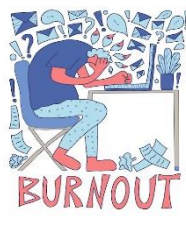


**Burnout, Cynicism, Exhaustion**

Objetivo        Metodología        Contribución
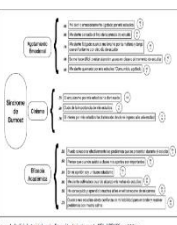


**Burnout, Cinismo, Agotamiento**

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1702902 CONAHCYT

## Introduction

Academic burnout is a negative state of physical, mental and emotional exhaustion that is generally produced by a chronic series of events related to overwork and exposure to emotionally demanding and stressful situations, which in the school context could be exemplified as: the delivery of projects, teamwork, exams and personal problems of each student, resulting in a state in which one dou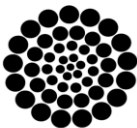bts about their own ability to overcome difficulties and acquires a devaluing attitude towards their own performance, this measured by three important factors: Burnout, Cynicism and Academic Efficiency (Rosales and Rosales, 2013).

## Development and conceptualisation of Burnout Syndrome

The concept of Burnout Syndrome, whose literal translation from English would be 'burnout syndrome' also known as emotional or professional exhaustion syndrome, although officially named in the International Classification of Diseases (ICD-11) version 01/2024 as 'Occupational Burnout Syndrome'.

It has its beginnings during the 1970s from observations made by the psychologist Herbert Freudenberger regarding different health professionals, referring to a state of physical, cognitive and emotional exhaustion after a long period of overwork with many demands and pressures both from the worker himself as well as from the institution to which he belongs (Fernandez, 2020).

It was later extensively researched by Maslach and colleagues (Maslach, 1982; Maslach & Jackson, 1981), whose most important contribution to the officially recognised conceptualisation of this syndrome would be the design of their three-dimensional model of Burnout, from which the Maslach Burnout Inventory (MBI) was developed and published with the aim of operationalising burnout and allowing its assessment in workers, functioning in turn as a mandatory reference when new ways of studying and measuring Burnout syndrome in the general population are proposed (Díaz & Gomez, 2015).

Although initially the study of Burnout occurred within the work context, it was integrated into the academic context as research progressed.

This with the aim of making comparisons between the two areas. In addition, it is recognised that, although students are not formally employed by the university, they experience several similarities with workers already established in the world of work (Caballero, et al., 2015).

Academic Burnout is measured through three different dimensions, these being burnout, cynicism and academic efficiency, referring to burnout as the feeling of not being able to give more of oneself and the inability to perform academic activities, cynicism as depersonalisation, disinterest and devaluation of what is and what study and university mean in the student's life, and academic efficiency as the ability to achieve goals, resolve conflicts and successfully develop school skills. (Nakamura, et al., 2014).

## Academic Burnout in Mexico

University is one of the most important transitions in a student's life, seen as a moment of access to adulthood, of learning about the management of one's own time and the balance between study and leisure, the development of autonomy and reflection to assume new responsibilities, but for this, it is important and necessary that the student makes an effort to adapt to a new dynamic, new rules, responsibilities, and academic demands in a much more competitive environment than what had been experienced at other educational levels (Zabalza, et al., 2017).

This situation increases the likelihood that the student will experience higher levels of stress (Restrepo et al., 2013). Stressful conditions such as: daily overload, short deadlines, high competitiveness and the pressure that the student has on him/herself, tend to converge in academic burnout syndrome, a problem that, although its prevalence and levels tend to vary depending on the area of study and the semester to which the student belongs, has already marked its existence within the higher education student body (Estrada, et al., 2018).

Among some studies to highlight on the presence of burnout syndrome in higher education students is the one developed by Osorio et al. (2020) in which more than 2000 students belonging to the areas of study of Physics-Mathematics, Biological and Health Sciences, Social Sciences and Humanities and Arts of the National Autonomous University of Mexico (UNAM) were surveyed and found that more than 60% of university students achieved medium to high scores with respect to the perceived levels of Burnout.

(2020) in which 4,700 students from the Tecnológico Nacional de México participated, in which Burnout levels were measured in three categories, exhaustion, cynicism and academic efficiency, it was found that 64% of the participants feel emotionally exhausted by their studies, 87% reported feeling disinterested and 64% mentioned that they rarely feel confident of being competent.

Continuing within the school context, according to the National Institute of Statistics and Geography (INEGI, 2023-2024) there are currently 5,103,342 students enrolled in different Mexican universities (INEGI, 2024).

This is relevant, as recent studies in relation to Academic Burnout in Mexican Universities have provided data on the presence of this syndrome within the country. The reason why Burnout is an important topic of study within the academic context is because of the repercussions it has on mental health, being related to loneliness, depression, anxiety and low self-esteem, and physical health being related to sleep problems, gastrointestinal problems, nausea, tachycardia and headache, neck and back pain of students (Rosales and Rosales, 2013).

Its impact on the student's academic development is also very important, having a high relationship with dropping out of university, due to the feeling of not being able to continue giving more physically and emotionally, apathy and loss of interest in the university and finally criticism of oneself and doubts about their own academic ability, these being the three factors with which Burnout is measured, exhaustion, cynicism and academic efficiency (Osorio, et al., 2020).

Against this background, with the intention of making known and shedding light on Burnout in higher level students, the following question is asked: What is the level of Burnout in its three levels and dimensions in higher level students belonging to the Bachelor of Public Accounting programme (LCP) and the Bachelor of Economics and Finance programme (LEF), of the Technological Institute of Sonora (ITSON) who are currently taking classes?

**Methodology**

The research has a quantitative, non-experimental, descriptive, cross-sectional design.

The Burnout Inventory-Student Survey (MBI-SS), developed by Schaufeli, Martínez, Salanova, González-Romá and Bakker in 2002 in its Colombian adaptation and validation developed by Hederich and Caballero in 2016, was used to collect the information.

The instrument is designed for students of both sexes belonging to the higher academic level regardless of their academic field.

The MBI-SS measures Burnout by means of 14 items divided into 3 subscales, 5 items of academic efficiency, 5 of burnout and 4 of cynicism, using a 5-item Likert scale (1=Never, 2 = Seldom, 3 = sometimes, 4 = almost always and 5 = always), 4 = almost always and 5 = always) in its three subscales in the same order, obtaining the score of each subscale by adding them together, which are recorded in a compilation variable that rates the level of Burnout of each participant based on three score ranges: low (1%-25%), medium (30%-75%) and high (80%-99%).

Each of these ranges identifies the presence of behaviours belonging to the 3 subscales, burnout, cynicism and academic efficiency.

For the application of the instrument, it was decided to create a form using the Google Forms tool, which would subsequently be sent to all students enrolled in the Bachelor's Degree in Economics and Finance and Bachelor's Degree in Public Accounting at the Sonora Institute of Technology who are active until the August-December 2024 semester.

When the form was sent, informed consent was requested from the participants, as well as their respectful response. For security reasons, responses were limited to exclusive e-mail addresses belonging to the educational institution.

The sample included 289 undergraduate students of Public Accounting (72.9%) and Economics and Finance (27.1%). Of these, 54.9% were female and 45.1% were male. Of the students, 85.4% were local and 14.6% were from abroad. The majority (54.5%) were between 18 and 20 years old, followed by those aged 20 to 23 (33.3%) and over 23 (12.2%).

The students were grouped into four cycles: first cycle (33.9% first and second semester), second cycle (27.7% third and fourth semester), third cycle (15.2% fifth and sixth semester), and fourth cycle (23.2% seventh semester onwards). 69.8% of the students were regular and 30.2% irregular.

Geographically, 41% resided in the southern part of the city, 26.4% in the northern part, 17.7% near the university, and 14.9% in the central part of the city. In terms of employment, 54.9% did not work, 27.1% worked in areas unrelated to their degree, and 18.1% in related areas. Regarding transport, 53.1% used public transport, 20.1% used their own car, 18.1% depended on others, and 8.7% walked.

**Results**

The results obtained from the reliability analysis by means of Cronbach's alpha in the three subscales of the instrument were satisfactory, being that of exhaustion 0.862, cynicism 0.877 and efficacy 0.791, obtaining an overall score of 0.866, complying with the minimum values accepted for the interpretation of results.

**Box 1**

**Table 1**

Reliability statistic

| Subscales | No. Elements | Cronbach's alpha |
|-----------|--------------|------------------|
| Agotamiento | 5 | 0.862 |
| Cinismo | 4 | 0.877 |
| Eficacia académica | 5 | 0.791 |

*Source: own elaboration*

**Overall results**

In terms of the overall school results, clear patterns were observed in the different dimensions of burnout. For the burnout variable, 49.8% of the students reported low levels, indicating that almost half of the sample did not present significant symptoms of emotional fatigue.

However, 34.6% reported medium levels of burnout, suggesting the presence of moderate symptoms that could affect their well-being in the long term, and 15.6% reported high levels of burnout, reflecting a greater vulnerability to chronic stress and its consequences.

Regarding the variable cynicism, the results were similar, with 51.9% of the students showing low levels, indicating a positive attitude towards their studies and the academic environment.

However, 30.4% reported a medium level of cynicism, which could imply an incipient disconnection with their academic responsibilities. Finally, 17.6% were at the high level of cynicism, suggesting more negative attitudes or disinterest towards learning.

In terms of academic efficacy, 91.3% of the students were found to be at the highest level of this dimension, showing a strong perception of competence and efficacy in their academic tasks. Some 7.6% reached a medium level, while only 1% of the students reported low levels of efficacy, indicating that a small minority might be experiencing significant difficulties in terms of academic self-efficacy.

Finally, on the overall Burnout variable, the majority of students (79.9%) placed themselves at a low level, suggesting that, overall, students are not at high risk of severe burnout.

However, 11.1% showed a medium level of burnout, which may be indicative of a possible progression to higher levels. Finally, 9% of the students were found to be at a high level of burnout, representing a group that may need priority attention to avoid serious problems of well-being and academic performance.

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## Box 2
### Table 2
General statistics

| Variable | Low level | | Medium level | | High level | |
|---|---|---|---|---|---|---|
| | % | Frequency | % | Frequency | % | Frequency |
| Exhaustion | 49.8% | 144 | 34.6% | 100 | 15.6% | 45 |
| Cynicism | 51.9% | 150 | 30.4% | 88 | 17.6% | 51 |
| Efficacy A. | 91.3% | 264 | 7.6% | 22 | 1% | 3 |
| Burnout | 79.9% | 231 | 11.1% | 32 | 9% | 26 |

*Source: Own elaboration*

**Results in socio-demographic variables**

In terms of gender comparisons, firstly, it was found that women have significantly higher levels of burnout compared to men (t = 2.515; gl = 287; p < 0.05).

## Box 3
### Table 3
Statistic Comparison of burnout by gender

| Genre | Media | t | Gl | p |
|---|---|---|---|---|
| Male | 1.54 | 2.515 | 287 | .012 |
| Female | 1.75 | | | |

*Source: own elaboration*

Regarding academic effectiveness, foreign students show significantly lower levels compared to local students. (t = 2.965; gl = 287; p < 0.05).

## Box 4
### Table 4
Statistic Comparison of academic effectiveness by location of student

| Genre | Media | t | gl | P |
|---|---|---|---|---|
| Foreigners | 1.23 | 2.965 | 287 | .003 |
| Local | 1.07 | | | |

*Source: own elaboration*

In relation to age, significant differences were identified in levels of cynicism (F = 7.104; p < 0.05) and global burnout (F = 1.839; p < 0.05).

Students aged between 20 and 23, as well as those over 23, experience higher levels of cynicism compared to those aged 18 to 20.

In addition, students aged 20 to 23 tend to report higher levels of burnout compared to other age groups.

## Box 5
### Table 5
Statistical Comparison of cynicism and burnout by age

| Age | Half cynicism | F | P | Media burnout | F | P |
|---|---|---|---|---|---|---|
| 18-20 years old | 1.51 | 7.104 | .001 | 1.20 | 4.993 | .007 |
| 20-23 years old | 1.87 | | | 1.44 | | |
| 23+ | 1.74 | | | 1.21 | | |

*Source: own elaboration*

In terms of academic status, irregular students have significantly higher levels of cynicism (t = -3.217; gl = 287; p < 0.05) and burnout (t = -3.217; gl = 287; p < 0.05). (t = -3.009; gl = 286; p < 0.05).

## Box 6
### Table 6
Statistical Comparison of cynicism and burnout by academic status (regular/irregular)

| Academic status | Half cynicism | T | gl | P | Media burnout | t | gl | P |
|---|---|---|---|---|---|---|---|---|
| Regular | 1.56 | -3.217 | 287 | 0.001 | 1.21 | -3.009 | 286 | 0.003 |
| Irregular | 1.87 | | | | 1.45 | | | |

*Source: own elaboration*

With respect to the school cycle, significant differences were found in the levels of burnout, cynicism and exhaustion. Students in the fourth cycle show significantly higher levels of burnout compared to those in previous cycles (F = 3.559; p < 0.05). They also show higher levels of cynicism (F = 10.878; p < 0.05) and burnout scores. (F = 4.913; p < 0.05).

## Box 7
### Table 7
Statistical Comparison of burnout, cynicism and burnout by school cycle

| Ciclo escolar | Average exhaustion | F | P | Half cynicism | F | P | Media Burnout | F | P |
|---|---|---|---|---|---|---|---|---|---|
| 1st Cycle | 1.57 | 3.559 | 0.02 | 1.39 | 10.878 | 0 | 1.18 | 4.913 | 0.002 |
| 2nd Cycle | 1.59 | | | 1.61 | | | 1.25 | | |
| 3rd Cycle | 1.59 | | | 1.77 | | | 1.2 | | |
| 4th Cycle | 1.91 | | | 2.03 | | | 1.53 | | |

*Source: own elaboration*

On the other hand, no significant differences were found in the levels of exhaustion, cynicism or burnout according to the sector of the city where they live, the means of transport they use to get to the university or their employment situation, nor were significant differences observed between careers.

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## Conclusions

The results of this research provide a comprehensive view of the presence of the factors that make up Burnout syndrome among university students, highlighting the influence of demographic and academic factors on their psychosocial well-being.

Overall, the scale results indicate that the majority of students show low levels of burnout (49.8%) and cynicism (51.9%), suggesting that, in general, students are coping adequately with academic demands.

These results are similar to those obtained by Llenes et al. (2022), who investigated the incidence of Burnout syndrome in students belonging to a university in Tamaulipas, finding that 17.9% of students presented high levels of academic burnout. However, a significant group of students were at medium and high levels of both burnout (34.6% and 15.6%, respectively) and cynicism (30.4% and 17.6%).

These results highlight the importance of implementing preventive support strategies, especially for those at the highest levels of burnout and cynicism.

In terms of academic efficacy, the findings are quite encouraging, with the majority of students (91.3%) reporting high levels of efficacy, reflecting a positive perception of their ability to cope with academic challenges.

Recalling the burnout formula, characterised by high levels of exhaustion and cynicism, and low levels of efficacy; high levels of academic efficacy are a factor that seems to decrease the incidence of high levels in the other variables, in agreement with other studies such as those conducted by Torres, et. al (2023) and Guzmán, et. al (2023).

At the overall level of Burnout, the majority of students (79.9%) are within the low levels, indicating that the overall risk of burnout is low in this sample.

However, a vulnerable group is present within the university student body, which requires attention in order to avoid more serious consequences.

When analysing gender differences, it was found that women experience significantly higher levels of burnout, these results also being in agreement with those obtained by Llanes, et al (2022) and Talavera et al (2024). Furthermore, foreign students reported lower levels of academic efficacy, which could be linked to the challenges of adapting to an unfamiliar environment and the lack of local support networks.

In terms of age, students aged 20-23, as well as those over 23, showed higher levels of cynicism and burnout than younger students (18-20 years), suggesting that academic pressures accumulate as students progress through their careers.

This situation becomes consistent when it was revealed that students in the most advanced school cycles (fourth cycle) were the most affected in terms of burnout, cynicism and burnout, compared to those in lower cycles.

This finding highlights the need to implement specific support programmes for students in advanced semesters, who face greater academic and emotional demands. This situation is also present in the Mexican context in other research, such as Estrada, et al. (2018) and Asencio, et al (2016).

Student burnout is a complex phenomenon that affects the emotional well-being and academic performance of university students.

The results of this research not only highlight the presence of burnout in certain groups, but also underline the importance of further exploring its causes and consequences in order to intervene more effectively.

## Declarations

### Conflict of interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that might have appeared to influence the article reported in this paper.

## Authors' Contribution

Each of the co-authors worked with the first author, in the organization of the project as well as its realization.

*Aceves-Cordova, Erika Soledad*: Worked with the identification and use of statistical systems, in which all the data collected was captured, as well as the preparation of the references.

*Gonzalez-Navarro, Nora Edith* and *Navarro-Arvizu, Elba Miryam*: Participated in the elaboration of the diagnostic instrument in the Google forms format, and the preparation of the database provided by the academies.

*Aceves-López, Jesús Nereida*: Participated in the design of the project for the presentation to the authorities that support the research topic, as well as in the gathering of information, interpretation and presentation of results, generating the present article as the first product.

In this case we worked with a multidisciplinary team made up of two public accountants, a psychologist and an administrator.

## Availability of data and materials

Please indicate the availability of the data obtained in this research. The research data are in the possession of the research group and are available for future research.

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The project was directly supported by the university, providing the required infrastructure, databases and personnel.

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# Play and remembrance in young university students

# Juego y recuerdo en jóvenes universitarios

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## Abstract

Social coexistence and with oneself, in recent years, is characterized by an absence of tenderness and the presence of objectification of oneself and the other, the same thing happens in university classrooms, a reflection of this is the non-desire to play, to meet the other from the imagination of play. This research aimed to understand how students define play and what could trigger free and joyful play. It was a qualitative study, with the phenological and hermeneutical method based on the recovery of threads of life and the experience of playing with students. The results showed a devaluation of play because it is stripped of freedom and limits distance from ordinary life. Playful memory opens the door to free play, movement of the imagined body and world, triggering a humanizing game.

## Resumen

La convivencia social y consigo mismo, en los últimos años, se caracteriza por una ausencia de ternura y presencia de cosificación de sí y del otro, esto mismo ocurre en las aulas universitarias, reflejo de ello es el no deseo de jugar, de encontrarse con el otro desde la imaginación del juego. La investigación tiene como objetivo conocer cómo, las y los estudiantes, definen juego y qué podría detonar un juego libre y gozoso. Fue de corte cualitativo, con el método fenológico y hermenéutico a partir de la recuperación de hilos de vida y la experiencia de jugar con estudiantes. Los resultados arrojaron una desvalorización del juego porque queda despojado de libertad y no logra poner distancia con la vida corriente. El recuerdo lúdico abre la puerta al juego libre, movimiento del cuerpo y mundo imaginados, detonante de un juego humanizante.

| Play and remembrance in young university students | | |
|---|---|---|
| Objectives | Methodology | Contributions |
| Define the idea of play in university students Know which situations trigger the free play | Qualitative. Method: Phenological and hermeneutical Study population: university students. Techniques: Threads of Life and Participant Observation Tools: questionnaire and field diary | Definition of play from university youth. Description of the process of play in young university students. Identify memory as a trigger for free play. Proposal to create spaces for free play |

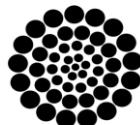| Juego y recuerdo en jóvenes universitarios | | |
|---|---|---|
| Objetivos | Metodología | Contribuciones |
| Definir la idea de juego en, las y los estudiantes, universitarios Conocer que situaciones detonan el luego libre | De corte cualitativo. Método: Fenológico y hermenéutico. Población de estudios: estudiantes universitarios. Técnicas: hilos de vida y observación participante Herramientas: cuestionario y diario de campo | Definición de juego desde la juventud universitaria. Descripción del proceso de juego en los jóvenes universitarios. Identificar el recuerdo como un detonador del juego libre. Propuesta para crear espacios para el juego libre |

**Play, Memory, Youth**

**Juego, Recuerdo, Jóvenes**

Article

## Introduction

Classroom work presents important challenges; it is not just a matter of worrying about teaching and learning, but, from the sociology of education, it is the mirroring of the ways in which social relations are constructed. From the educational utopia, the great ideal is that relationships are based on tenderness, which allows the construction of authentic learning communities, with the aim of humanising, that is, the transformation of human groups for the integral development of all the agents that make up educational groups.

One possible way for the integral development of people in the classroom is through play, playful pedagogies offer the possibility of enjoying the stay in the classroom and learning from amazement and imagination (Jiménez, 1998), although the game could be a fun activity it is not always easy to trigger emotion, for example, in a class it is proposed to make a game of making a mandala with the body, there is resistance: 'it is very difficult', 'I have no elasticity for that', 'what are we going to gain by doing it'. In other games where they are asked to create art using words to build a story, 'Oh no, not that, inventing is not easy', 'What can we invent', 'We don't have any ideas', they just reproduce the known world, violence, jealousy, enrichment and accumulation of objects.

One of the most striking aspects was the lack of smooth realities: in a game of exploring the classroom with closed eyes, and on finding a classmate and identifying who it was, a student said: 'Yuck, it's you...', or when playing with hoops, the hoops were pulled and pulled to burst them.

In short, there is a reluctance to move the body, little imagination to create and not very smooth manifestations in the classroom. From these realities, the question arises: what do university students understand by play? What conditions would provoke the emotion of playing and lead to humanising social relations for the students?

The concept of play alludes to an action in freedom, in a specific time and space, with the sole purpose of enjoying and letting go of the seriousness of reality through spontaneity and joy; in short, play is life itself from a happy point of view (Huizinga, 2002, Paredes, 2003 and Moreno, 2005).

The act of playing requires freedom, commitment to assume a 'as if' of a perfect imagined reality outside the everyday, the tension of giving the best of oneself, moving the body, solemnity, that is, keeping the commitment of the created reality, and enthusiasm to sustain the 'as if' (Huizinga, 2002 and Moreno, 2005). Playing is suspending the everyday to inhabit the imagination, people can enter and leave the imagination because they have the ability to recognise the real from the imagined, Morin (2015) recognises that this ability is what leads to dreaming and creating possible worlds.

Play is not only enjoyment, it is also the door to humanisation because it transcends the given world, thus play is not only in childhood, but accompanies throughout life, Bally (1973) will argue that people are the only beings who play throughout life, and Paredes (2003) will say that people are born, grow and die playing.

What are the realities that hinder play in university classrooms? The sociology of education offers some answers, one of which has to do with the school's mission: in childhood, play is inherent to this stage and learning takes place through play. In youth we learn from what is considered serious, which is to assume adult roles, but without the status and prestige that adulthood grants, such as freedom and autonomy (Heller, 1977 and Groppo, 2017 and Palomares, 2003).

Youth have to learn to reproduce the given world and this moves away from the actions of play. An ideal of the adult world is to be productive and successful professionals, hence universities seek to train bureaucratic cadres that respond to these new needs of the competitive world (Weber, 1972). This reality makes enjoyment evanescent and the game is played to compete.

On the other hand, the social context can be another inhibiting factor of the game, in liquid modernity commitment is blurred, interest in something is ephemeral, boredom is common, impatience rules and the subject is enclosed in mobile devices, fragmenting the social bond (Bauman, 2002 and 2010), that is to say, it is a time of exacerbated individualism, which leads to the loss of sensitivity and tenderness, opening scenarios of violence, indifference and little social commitment, Bauman and Donskis (2015).

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To play requires trust and freedom (Moreno, 2005), a group does not want to dance with their eyes closed because they think they will be recorded and uploaded on the net, others because someone will laugh at their steps, they do not make commitments due to distrust.

The reality has its lights as when they remember the childhood games and interstices are created in which tenderness can live, that affective balance, a harmony in internal disposition to play and the attitude of sustaining the game from the excellence of life, the joy of being and living and enjoying the beauties of life (Maya, 2003). Tenderness is born and nourished by the memory of those common experiences that become collective and it is right there where a bond is created by the playful experience (Halbwachs, 2010).

The memory from tenderness promotes the playful attitude, which is to enjoy, enjoy, create (Jiménez, 2007), it is to potentiate the humanisation of the person by the resignification of social relations through play, it is to learn to live from commitment, to recognise a sense of life and to assume a life from solidarity and tenderness (López-Calva, 2009).

Play humanises and transforms social life.

The aim of the research is to define the concept of play and those situations that trigger tenderness, it was considered that play is stripped of freedom and trust and does not fulfil its humanising mission because there are no social conditions to feel treated with tenderness and therefore the other is not treated with tenderness. In the absence of tenderness, only the game of competition and the meaninglessness of life are possible.

The research recovers the experience of the students, gives a voice to what they experience and feel about play throughout their lives, and play with the aim of identifying the experiences and identifying what makes play from tenderness possible.

This makes the research innovative in its approach and a relevant topic for a more comprehensive education.

The following sections describe the research methodology, the research results in which the idea of play in young university students is presented, as well as their ways of playing, and how they manage to play from tenderness based on childhood games. One of the findings is that modern play lacks commitment and lacks time and space for freedom and trust, which is why there is no tenderness.

It is possible to identify that remembering childhood generates bonds of belonging and tenderness, and play acquires humanising manifestations. It is concluded that education is needed to return to free play that responds to the needs of young people.

**Methodology**

The main objective of the research was to define what they call play based on the experience of playing, to describe their play and to identify what moves them to enjoy the game, which is why qualitative research was chosen in order to recover the qualities of the experience, the meaning given to the activity (Schewartz, 2006, p. 25). It was descriptive.

The study population were students from the Universidad Autónoma de Querétaro, from different faculties such as Psychology and Education, Engineering, Languages and Literature, and Nutrition. They are young people ranging from 18 to 22 years old, some of them assume the role of primary caregivers and providers of their home. Others work and study. Gender representation was sought until saturation point was reached in the field data.

**Operationalisation of variables**

Play is an action with an end in itself, it is a playful occupation to occupy the time in certain degrees of freedom as a product of self-control, it is a commitment of the 'as if' when the rules are accepted, and therefore to assume the tension, uncertainty, to get the best out of oneself so that the game unfolds and this is not always pleasant sensations (Huizinga 2002, and Moreno, 2005). Considering play as a commitment, self-control and as a possibility of self-expression makes play in itself an expression of humanity, i.e. one plays because one is fully human (Schiller, 2018) playing humanises us.

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What is observable is the smooth forms of play, the playful joy of play, i.e. the readiness to be in play.

Playing is an action that takes place in freedom, but it is also an emotion and a solemnity, it is taken with all seriousness, in the respect of the rules, in sustaining the as-is. Play is the playful attitude that allows the creation of new things during the game, it is the unfolding of the human, hence what was observable was the effects of the game in the coexistence with the other, how the game begins, develops and concludes in order to understand the experience of tenderness and humanisation.

## Methods, techniques and instruments

Play is a subjective personal and social experience, which is why the phenomenological and hermeneutic method of description was necessary. Phenomenology brings to the table the lived experience, the joy, boredom, uncertainty, fun of the game without questioning it, it is simply the player's human experience of playing (Heidegger, 2014).

Hermeneutics is the possibility of reorganising ideas in order to understand and explain how the subject assimilates the idea of play in their daily life and why they experience it this way (Heidegger, 2014), a task that the researcher carries out.

Recovering past and present experiences of play required making use of the life story, narrating the most significant aspects of the life of play (Moriña: 2017). It was necessary to provoke play situations in order to observe the development and the factors that trigger play, for this two types of observation were carried out: external and internal participant observation, in both types of observation we were in the natural space of the play experience.

The internal participant observation invited to assume the role of an active player in the group. At other times we were external observers, describing and recording how the university students play and the games they play (Girardi, 2011).

The instruments used were: the field diary and an interview script to ask about the idea and experience of play.

## Results

### Play as a pastime

To the question 'What is play for university students? The empirical answer refers to it as a pastime or distraction and the experience is to de-stress and distract from daily activities, one student expressed 'it no longer has the spark and joy of childhood'.

In other moments and conditions it is also competition and a way to earn a place in the world, 'I play to show what I am and earn a place'.

Those spaces to de-stress are parties, sports, virtuality, cultural events or concerts and board games at home. Among young people there is a gender difference in the ways of playing, women enjoy partying, fashion, make-up, men enjoy sports.

The students argue that 'playing has no more joy, I just play to be less bored'.

Playing is no longer exciting, but it helps with the dullness of life, and there is no time for play: 'I don't have time to play, I leave school to go to work', or 'school takes up all my time, lots of homework to do'.

As it is not an activity that brings joy, no time is given to it, besides, student life requires time to go out with a profession, 'my priority is to become a professional', expressed one student.

For play to come alive it must have time and space, as well as the commitment to leave reality to enter the world of imagination, in the ordinary life of young people this is not a possibility, because they are training to be adults, and in adulthood there are only serious things, for example: 'only children play, adults don't, grown-ups just want to pass the time' commented one student.

It seems that they do not play, that play as a natural, free, joyful activity is not present, because it is no longer of age, and because it does not have the input of time and space.

Article

## The structure of play

When the invitation to play is made in the classroom, with the phrase 'let's play!' the reaction is reluctance 'oh no!', 'what at?', 'it depends on what we are going to play' and the body moves with lethargy, mistrust, but if there is an incentive, a prize or recognition then there is more mobilisation to play: 'now they are going to know who we are!' animated voices are heard and they become more agile to play.

Competition moves bodies.

During the game, there are a series of reactions, ranging from aggression, indifference or involvement, which are described below.

*Anger and aggression*: the game is a pretext for aggression, physical contact is the justification for hitting or expressing aggressive words such as 'how disgusting you are', 'you are clumsy, you always throw the ball and we lose', playing is feeding the group fissures, and the game can continue with this violence and laughter because they find these attitudes amusing, because during the game they bring out the situations, in an indirect way, that cause anger.

*Indifference*: no involvement, slow and listless body that does the minimum necessary to be, for example, you have to complete a circuit, and a team does it slowly, even with phrases like 'we don't care what time we get there', or that at a given moment someone says: 'I don't want to play anymore, I don't like your game! Situations that also lead to stopping the game and looking for a new game or changing the rules of the game. From indifference they can jump to involvement, to look for ways to play collectively.

*Involvement*: their eyes open wider and sparkle, they laugh, they get excited, they organise themselves, they agree on what they will do and how, for example, they are asked to construct a story with the first three words they see in a newspaper, they look for them, they write them down in a notebook, they ask themselves what do we tell? They retrieve stories from films, series, come up with ideas, laugh at their ideas. The results of these stories are reproductions of the known world.

The game can end because they are physically tired from running or shaking, but with smiles and happy looks, or because they are angry and no longer want to respect the rules of the game, or end because there was aggression such as pulling each other, or not recognising the authority of the person who is directing the game.

In other endings, they end up being grateful for the moment lived, because they played a childhood game, because they enjoyed the activities, they end up making a parenthesis of the daily life to recognise themselves as players committed to the game.

The above evidence reveals that play ceases to be play when we strip it of its constituent elements. The student can recognise that he or she would like to play, that he or she wishes to play, but cannot do so because the degrees of freedom are lower, i.e. there is no self-control of emotions, ideas, knowledge (Moreno, 2005), for example one student mentioned: 'I cannot play with my group because we have a history, I cannot open myself up!

When there is no management of emotions, no containment of the incidents of coexistence, no peaceful resolution of conflicts, there is no confidence to show oneself to the world.

In the absence of confidence to be there is no congratulatory action, hence the aggression or indifference because there is no desire to build the game, the development of the game can be uncertain and in an atmosphere of mistrust flow has obstacles. What can exist is the 'guafiestas', the one who does not accept to play and boycotts (Huizinga 2002), 'you have seen how *so-and-so looks* ', when someone breaks or does not accept the contract of play it is not possible to deploy the actions of play in freedom.

Another element that does not help the game is not accepting the rules, recognising the limits between reality and the game, this condition has effects from not very terse acts, such as throwing a ball out of the bases just to make someone run longer and make him/her lose points. In others, the rules are not accepted because they imply containing one's personality and this is unpleasant, such as keeping silent, contemplating, moving one's body. By not accepting the rules, you don't take on the game.

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In a game of Futbeis, a colleague asked them to paint their faces like professional players and to mark the bases, to put on a name and make their game strategy, this is to give solemnity to the game, seriousness, to take it to its ultimate consequences, there were those who began to laugh because it seemed absurd or those who said no, because they didn't want to ruin the personal arrangement. At other times they accept the solemnity and let themselves flow and in this act they assume the tension between the pleasant and the unpleasant, of knowing themselves what they can do.

Under these conditions, play is lived intermittently, between the desire to play and the impossibility of playing, because of age and school commitments, but also because of social conditions that do not allow for trust and personal conditions that do not help to sustain self-control.

It is revealing to know that students recognise that they do not play at all, because it is not the experience of childhood and only helps them to feel less drowsy, but the reasons why it is not play are not so clear to them.

**Recollection: gateway to free play**

To the question what was the experience of play in childhood they summarised it as: life itself, nothing was more important than playing because there the world is perfect. Play is the only and the ultimate thing that can exist. This beautiful experience of play was accompanied by friends, neighbours of the same age who longed to play. The other condition was that the play was taken care of in time and space by the parents and was done out of love, the students felt cared for and respected in their play time.

Play in childhood meant an inner desire to share and love, to express and dwell in fun encounters, laughter, running, hugging, inventing, creating, learning, knowing, hitting and getting up, imagining, listening and telling stories. Playing was the attitude of letting oneself be loved, longing to grow, to learn, to be oneself, to live together, to know, to build, life itself but from joy and playfulness.

Remembering these times made the faces light up and smile, the tone of voice was more hurried with intonations, joyful emphasis, spontaneous laughter.

At the end of the stories, someone said: 'I was nostalgic to remember those times, I had confidence in people and spaces', a comment that was echoed by other companions, because they recognised that in childhood they had a community that accepted and accompanied them during playtime, while in youth there is no such accompaniment, and sometimes not even a loving look to contain emotions.

The childhood memories led them to remember fun games that they wished to play again, such as: the Big Bad Wolf, Doña Blanca, La Rueda de San Miguel, Football, carreritas, Las traes, Listones, La Ollita, La Cebollita, La Gallina Ciega, El Resorte, Los Colores, Encantados, Stop, Basquet Boll, Volley Boll, Basebol, Atrapados, Basta. They are games of movement, which give for the expression of oneself, to feel tension, emotion and solemnity.

The childhood games from the beautiful memories, opened a new contract for the game, because it makes possible to assume the as yes, because one day it was possible to live it this way, Augé (2019) mentions that the felicitous is momentary and sudden and it appears in the most unexpected moments that impregnate the memory, and then, they fill the body and the mind of small intense joys, becoming a beautiful memory that speaks of the essence of being.

The students are human beings who advance in their humanisation every day, because they have already experienced it, they have already tasted the beauty of tenderness, they know what it is to be cared for and looked after, which implies the commitment of a 'like yes' and from there they can move their energy to play. Playing from the playful memory is huamnising.

The invitation is presented: let's go and play El Lobo, on hearing this a student opens his eyes wide, opens his mouth in surprise and exclaims with astonishment: we are really going to play El Lobo, at which point they begin to agree, I am the wolf! says a student, he places himself outside the group, settles down in a place to lie down to sleep, the rest of the group takes each other's hands and begins to sing and dance around, lifting their feet and jumping up and down like children.

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The game ran its course, the wolf came out to chase with solemnity, they shouted, they ran, they got excited with all the tension of keeping themselves safe and keeping the rules, and the body ended up tired of enjoying, they looked at each other with joy, their differences disappeared, they had the confidence to be and to manifest the world from their joy.

The joyful personal memory is a mirror of the forms of social relations, of those things that unite, of what pleases to share, of how bonds are built (Augé, 2019), and of how the processes of humanisation are.

For his part, Halbwachs (2010) argues that shared memory generates links between the collective, feeling traversed by the same experience strengthens social links, but in addition to enriching the memory, a personal memory is nourished by the memories of others. Playful memories open up possibilities for more humane social relations, for re-signifying the time spent in the classroom and the ways of learning.

Playing in an educational context implies uninhibiting social sensitivity for the humanisation and transformation of relationships that are not very smooth to smooth.

The playful memory drives the game that leads to the movement of the body, to think about strategy, to think and treat each other horizontally, to suspend differences, it is a moment that gives a tasty flavour to life, resignifies spaces, transforms senses and meanings and positions the body for the collective encounter, this leads to enjoying the beauty of life, because now the treatment is from tenderness (Maya, 2003 and Assmann, 2013).

The bet of playing from the playful memory is to make present those small joys that lead to tenderness, because now we seek to establish social relations from that joy, laughter, love, just as Augé (2019) argues, social relations are at stake in moments of happiness, that is, life is more enjoyable when it is shared, playful memories are strengthened, tasted, multiplied when they are shared and relived with others.

Playing strengthens the community, the person, makes us humanise ourselves together and transform the world by collective agreement.

The playful memory is three-dimensional: it is remembered, it is relived together with others, and it motivates us to continue to accumulate playful memories.

Playful memories also experience limits in their effects, because the moment of play can be experienced as unique, but at the end of the game, obstacles can appear again in the coexistence or in the desires for a harmonious coexistence.

These stories of misunderstandings in the groups, these learned impulses to compete, the learning at home or at school, such as remembering that there is an age to stop playing because of commitments to collaborate in household chores, or to take care of family members, of the phrases that the students most remember having received from their parents, were the following: 'you have to take care of your little brother', or thinking that schoolwork is more important because the success of the next successful adult life depends on it.

The task of educating is permanent to accompany the processes of huminisation, and this is not only done in the classroom, but in every school environment, play needs to be cared for and educated to be lived in freedom and to be a source of joy, learning and social transformation, because we must educate the emotions, so that non-loving, non-playful or happy memories do not lead us to fragment the social bond, but rather encourage us to re-signify the past, the contexts and social relations with the world, it is an urgent need to attend to all the dimensions of the person, to educate for uncertainty and social change (Morin, 2000).

**Conclusions**

Not playing has serious implications for people, because it is through play that we become humanised, create culture and build the world; it is through play that we get to know ourselves and others, show ourselves to the world and learn to relate to each other through tenderness. Life is play and it is to be played.

The lack of emotional education deprives play of its humanising character and places it as a pastime, or as a

It is to annul a time and space to share oneself, to welcome the other from laughter, tenderness and creativity, it is to weaken the capacity to enjoy and to transcend the human. Playing to dominate impoverishes the human condition.

The university must assume its role as a human training institution and create spaces for free play, spaces that are designed from the perspective that cares for the other, that allows self-expression, that sustains the commitment of the as-is, spaces that contribute to trust, empathy, tenderness, to be able to be in freedom, and thus to enjoy life, to erase mistrust and caution and give oneself fully in the game.

## Bubbles: a door that opens

Play can be considered an interstice, a border or a bubble that contains the world of the imagination and separates it from the real world.

The great pedagogical ideal would be that the return from these border zones would be in a dialectical movement, that is, to return to the everyday with a new proposal of social relationship and construction of the given world.

For this ideal to become a reality, or at least an approximation to what is desirable, it is possible to build these bubbles through educational accompaniment, through the recognition of human needs and theoretical reflection that guides the creation of a playful bubble.

Taking up the experiences of the students, in the directed play spaces they recognise that they are tired of academic tasks and overexposure to the virtual world, they also need to express what is inside them far from judgement, mockery, criticism, they also need a space to create everything they imagine from the subjective and do not know where to place it in the world of reason.

In short, young university students need space to reflect, to rest, to share, to meet, to be able to give voice to their subjectivity.

Young people need accompaniment, they need to feel a safe place to be able to show themselves to the world, and educational spaces must open up spaces for these needs.

In this context, an experience of creating a bubble to experience free play began.

The work of creating a bubble was carried out with a group, they were invited and those who accepted began to work in the space.

The experience consisted of inhabiting a classroom with the possibility of free play, the first thing that was done was to imagine how we would like them to be and what we would like to do in that space.

They imagined it free of furniture, without tables or chairs, without white walls, but full of colour. Then we thought about what we would like to have in that space and they were mats, cushions, games, reading and colouring books, paints, crayons, musical instruments, a swing, music.

The next question was how do we decorate and arrange the room? According to their needs they distributed the place, the biggest space was the one for rest and meeting, followed by the one for play, a smaller one for personal reading. They evaluated it from the light that enters and what they expected to experience in those places.

To begin the creation, the starting point was the playful memory, going back to childhood and bringing to the present the ways of managing spaces. The bubble space is a project, which to this day, is still under construction to be furnished and learning to live free play.

The education of free play has an itinerary of themes to reflect on such as the concepts of playfulness, art, play, as well as the reflection of one's own life from the theoretical, for example one theme was the playful biography, reconstructing the personal history of play, the internal dispositions to play and the attitudes during play. The personal history of play also included the recognition of knowledge learned through play.

Reflecting on the play biography led to an appreciation of the need for play throughout life, for what it teaches and what it makes people feel. Recognising that playing is a way of existing, which forces us to be more and better people, enjoying the encounter with others.

After this reflection, an agenda was drawn up of things that one would like to experience, for example, dancing, playing board games, meditating or keeping silence to listen to oneself, telling and listening to stories. What you want to experience is somewhere between the emotions of childhood and the experiences of youth.

To this day inhabiting the bubble is a challenge for the participants, because entering awakens the tension of playing and at the same time carries the burden of everyday life, these experiences imply beginning to educate to live in the here and now, but more than that is to manage the emotions of mistrust, to know oneself in a safe place, that really is a bubble that allows a parenthesis of the everyday to take energy and return to the everyday with the hope of the new.

The bubble is an invitation to play with tenderness, to strengthen the inner self in order to enjoy life and to sustain daily commitments with hope. Hope is placed in transforming the experience of being in this world to beautify it with kindness.

## Declarations

### Conflict of interest

The authors declare that they have no financial or personal conflicts of interest that may have influenced the reporting of the article.

### Authors' contribution

*Nieves-Chávez, Mayra Araceli*: Contributed with the construction of the project, construction of the method and writing of the paper.

*Ortega-Martínez, María Cristina*: Contributed to the application of the fieldwork.

Pérez-Castillo, Pablo: Contributed to the literature review.

### Availability of data and materials

The work instruments and the information collected is available for processing or dissemination under informed consent, in which the privacy of the informants and the information is safeguarded.

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Article

# Gender stereotypes and machismo in Higher Education: A comparative analysis

# Estereotipos de género y machismo en la Educación Superior: Un análisis comparativo

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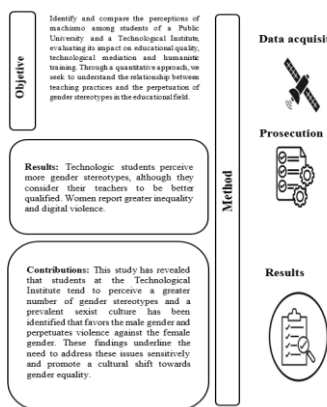[d] ROR Universidad Autónoma de Coahuila • T-1500-2018 • 0000-0002-4924-7632 • 372705
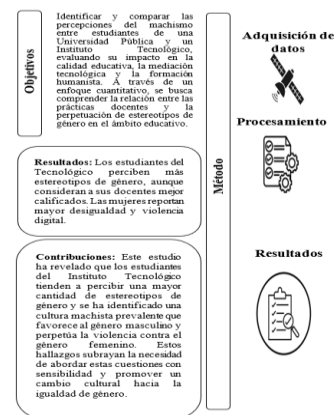
**Abstract**

Throughout history, society has been marked by a patriarchal system that has subordinated women. Although the fight for equality has advanced, it wasn't until the 20th century that women began to gain significant recognition. The purpose of the study is to identify how students from two higher education institutions perceive machismo. A specific instrument was designed to collect general data (school, gender, personality, sex life, religion, LGBT+ community) and 100 variables related to machismo, measured on a scale of 0 to 100. The sample included 100 students (50 from the Public University and 50 from the Tecnológico de Saltillo). Statistical methods were used for the analysis of frequency, percentages, characterization, correlation and comparison using Student's t-test. According to the UN's Sustainable Development Goal 5, which promotes gender equality, the results indicate that students at the Technological Institute perceive more gender stereotypes, but consider their teachers to be better qualified. In both contexts, violent and sexist behaviors are identified, such as rejection and aggression, which perpetuate gender stereotypes. Women report greater inequality and digital violence. It is recommended to implement public policies to punish violent behavior and improve empowerment and gender equality in the educational field.

**Resumen**

A lo largo de la historia, la sociedad ha estado marcada por un sistema patriarcal que ha subordinado a las mujeres. Aunque la lucha por la igualdad ha avanzado, no fue hasta el siglo XX que las mujeres comenzaron a obtener un reconocimiento significativo. El estudio tiene como propósito identificar cómo los estudiantes de dos instituciones de educación superior perciben el machismo. Se diseñó un instrumento específico para recoger datos generales (escuela, género, personalidad, vida sexual, religión, comunidad LGBT+) y 100 variables relacionadas con el machismo, medidas en una escala de 0 a 100. La muestra incluyó a 100 estudiantes (50 de la Universidad Pública y 50 del Tecnológico de Saltillo). Se emplearon métodos estadísticos para el análisis de frecuencia, porcentajes, caracterización, correlación y comparación mediante la prueba t de Student. Según el Objetivo de Desarrollo Sostenible 5 de la ONU, que promueve la igualdad de género, los resultados indican que los estudiantes del Instituto Tecnológico perciben más estereotipos de género, pero consideran a sus docentes mejor calificados. En ambos contextos, se identifican comportamientos violentos y machistas, como el rechazo y la agresión, que perpetúan estereotipos de género. Las mujeres informan mayor desigualdad y violencia digital. Se recomienda implementar políticas públicas para sancionar conductas violentas y mejorar el empoderamiento y la igualdad de género en el ámbito educativo.
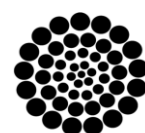
Machismo, Violence, Gender



Machismo, Violencia, Género

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## Introduction

Throughout history, societies have been shaped by patriarchal structures that have perpetuated the subordination of women in various spheres, including education. Despite significant advances in the struggle for gender equality, this issue remains relevant, especially in the context of higher education, where the perception of machismo and its impact on educational quality and humanistic training require in-depth analysis. This study focuses on how students in two higher education institutions in Mexico perceive machismo and how these perceptions influence their educational experience.

The main objective of this research is to identify and compare the perceptions of machismo among students at a public university and a technological institute, assessing how these perceptions affect their views on educational quality, technological mediation and humanistic training. Through a quantitative approach, the aim is to provide data that allow us to understand the relationship between teaching practices and the perpetuation of gender stereotypes in the educational sphere.

The issue of gender equality has been widely discussed by authoritative figures such as Beauvoir (1949) who underlines how patriarchal structures have relegated women to an inferior position in society. Similarly, Bourdieu (1998) examines how social and cultural practices reinforce male power, a dynamic that also manifests itself in the educational context.

Furthermore, the UN, through Sustainable Development Goal 5, promotes gender equality and the elimination of all forms of discrimination against women and girls. In the field of education, Delors (1996) highlights the importance of an education that fosters respect, inclusion and equity, which are fundamental elements for a quality humanistic education.

The relevance of this study lies in its comparative approach, which will make it possible to identify significant differences in the perception of machismo between two types of educational institutions, and how these differences may influence the educational quality perceived by students.

This study is innovative because it uses a rigorous quantitative methodology, with an instrument specifically designed to measure 100 variables related to machismo, allowing for a detailed characterisation of students' perceptions. Furthermore, the research is situated in a current context in which gender equality is a global priority, which reinforces its relevance and the need to develop educational policies that promote inclusion and respect in the classroom.

In line with the ideas of Freire (1968), who stresses the importance of a liberating education that challenges oppressive power structures, this study not only contributes to the understanding of the phenomenon of machismo in education, but also offers practical recommendations to improve the quality of teaching and gender equity in higher education.

Finally, Cerda-Vargas (2024) mentions that a study at the ESPOCH Faculty of Public Health in 2023 examined the perception of machismo and sexist gender stereotypes among students, highlighting the need for interventions and policies to create more inclusive and equitable academic environments.

In the same sense of policies to create more acceptable environments, Guerrero and Espejo (2024) compare university dropout rates between Spain and Colombia from a gender perspective, revealing greater academic success among women and significant differences in attrition between genders in Colombia, suggesting strategic reflections for the implementation of public policies.

## Methodology

This research is comparative and differential, focusing on the relationship between machismo and the practice of teachers as perceived by students at a public university and a technological institute. A methodological design was formulated that encompasses a comparative analysis of two higher education populations in the Mexican Educational System.

The study is composed of 100 variables aligned with the research axes, using a centesimal scale ranging from 0 (absence of the attribute) to 100 (maximum presence of the attribute). In addition, 10 variables were incorporated to characterise the study population.

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These variables facilitated a meticulous comparison between the two educational institutions.

Parametric statistical techniques were used to analyse the data, covering several analytical levels: 1. Frequencies and percentages, 2.

## Results and Discussion

The following are the results of the research on the study phenomenon of machismo and teaching practice, based on the statistical processing worked on in the statistic with respect to the axes of machismo and teaching practice; which is made up of 100 variables that will be explained through the statistical processing of: frequencies and percentages, characterisation, correlation, comparison and international.

## Frequencies and percentages

School variable: The variable that is explained indicates to which school the students belong, either the Public University or the Technological Institute.

It is observed that both populations have the same representation within the population with 50 students from the Public University and 50 students from the Technological Institute, so the results of the research can be extrapolated if there is confidence in the variables of the phenomenon with other populations of the same characteristics.

## Characterisation

The characterisation of the study phenomenon reveals a sample of 100 subjects, with a range of values between 0 and 100 for most of the variables. The Z-statistic indicates that most of the variables ($Z \geq 1.96$) are within a confidence range that implies an error of less than 5%, suggesting a high scientific rigour in the data obtained.

However, many variables are concentrated in the lowest values of the scale (0-49), suggesting that teachers are not adequately fulfilling their duties with respect to the needs of society, which is conducive to machismo in the classroom.

The coeficient of variation (CV) reveals that most of the variables behave homogeneously (CV ≤ 51%), which reinforces the reliability of the sample and allows for informed decision-making in intervention proposals. Furthermore, the variables are within a range of normality (Li = 42.6, X̄ = 67.03, Ls = 91.46), suggesting that machismo within teaching practice is a regulated but persistent phenomenon in both institutions.

## Correlation

Correlation analysis, using Pearson's method, reveals significant variance between the variables. In particular, it is observed that university students perceive a high correlation between rape and misogyny (r = 0.58), as well as with manipulation (r = 0.47). These correlations suggest that macho thoughts (r = 0.46) are deeply rooted in society, leading to judgements and social rejection (r = 0.44 and r = 0.42, respectively). This implies that, in cases of rape, victims often face manipulation and social judgement.

## Comparison

The comparison between the students of the Public University and the Institute of Technology reveals significant differences in the research axes. For example, students at the Technological Institute perceive more gender stereotypes (X̄ = 81.22) compared to those at the Public University (X̄ = 73.84). Also, students at the Institute of Technology perceive their teachers as more qualified (X̄ = 78.60 versus X̄ = 67.19 at the Public University) and consider that they receive better teaching (X̄ = 77.62 versus X̄ = 65.11 at the Public University). In addition, teachers at the Technological Institute are seen as more dynamic in their teaching (X̄ = 55.88 vs. X̄ = 43.32 at the Public University).

The above data show that there are significant differences between students' perceptions according to their school of origin. Students at the Technological Institute, although they perceive a higher amount of gender stereotypes, also consider their teachers to be better qualified compared to students at the Public University.

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## Discussion

The results of this research reflect divergent perceptions of gender stereotypes between students at a public university and a Technological Institute, and how these perceptions influence educational quality and humanistic training. The presence of gender stereotypes, macho practices and an unequal perception of teaching qualifications and competence underlines the need for a critical analysis of the educational environment from a gender perspective.

Following Bourdieu (1998), the data suggest that educational institutions are not exempt from social structures that reinforce male power. The higher perception of gender stereotypes at the Institute of Technology could indicate that these institutions, especially in technical and scientific disciplines, remain spaces where patriarchal norms and behaviours are perpetuated. Bourdieu argues that these practices are internalised and reproduced within the institutions, thus reinforcing the macho culture observed in both contexts studied.

Beauvoir's (1949) reflections are echoed in findings that show how female students report higher levels of inequality and digital violence. De Beauvoir argues that women have historically been regarded as 'the other,' a secondary category in relation to men, which is manifested in the marginalisation and unequal treatment women face in various settings, including education.

From Freire's (1968) perspective, education has the potential to be a tool for liberation, but only if it is able to challenge the power structures that oppress certain groups. The results of this study indicate that, although higher education should be a space of emancipation and empowerment, in many cases it is still a space where gender inequalities are reproduced.

Freire stresses the importance of a critical and conscious education that not only transfers knowledge, but also transforms social reality. In this context, the presence of a machista culture within educational institutions is a significant obstacle to achieving a humanistic and equitable education.

The perception that teachers at the Technological Institute are better qualified than at the Public University could reflect a gender bias, where the perception of competence is influenced by prevailing gender stereotypes. This observation is consistent with the theories of Bourdieu, who argues that cultural and symbolic capital within educational institutions tends to be monopolised by those who best conform to dominant norms, in this case, those associated with masculinity.

In sum, the findings of this research underscore the urgency of implementing educational policies that not only promote gender equality, but also address the power dynamics that perpetuate gender oppression within educational institutions. Following the line of thinking of Delors (1996), who argues that education should be based on the principles of respect and inclusion, it is crucial that educational institutions review and adapt their practices to create a more equitable and respectful environment for all students, regardless of their gender.

This work not only confirms the persistence of machismo in higher education institutions, but also highlights the need for a more critical and conscious education that not only educates, but also transforms and liberates, as suggested by the works of Freire, Beauvoir, and Bourdieu.

## Conclusions

The research carried out in a public university and the Technological Institute has made it possible to obtain a homogeneous representation that facilitates the extrapolation of the results to similar populations. The variables studied have been defined with a scientific rigour that ensures a reliable interpretation of their behaviour.

However, it is important to recognise that, in cases of rape, victims often face manipulation and judgement by society and their immediate environment. This study has also revealed that students at the Institute of Technology tend to perceive more gender stereotypes. In addition, a prevalent macho culture that favours the male gender and perpetuates violence against the female gender has been identified. These findings underline the need to address these issues sensitively and promote cultural change towards gender equality.

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## Recommendations

Based on the findings, the following recommendations are proposed to address educational backwardness and improve the quality of learning in Mexico's baccalaureate level institutions:

1.  The creation of public policies in favour of gender equity which sanction violent behaviour of one gender over the other and which regulate legal processes so that they are of quality and efficient.

2.  Medical, psychological and legal accompaniment for victims of violence, providing them with the tools to overcome the situation so that they can reintegrate into society.

3.  Implementation of teacher training programmes with a gender focus, based on the critical pedagogy of Paulo Freire.

4.  Review and update curricula to include gender equality and challenge patriarchal structures, following the ideas of Simone de Beauvoir.

5.  Create spaces for dialogue that promote reflection on gender and machismo.

## Statements

### Conflict of Interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that could have influenced the article reported in this paper.

### Contributing author

*Torres-Rodríguez Pamela*, Conceptualization, research, data curation.

*Villareal-Soto Blanca Margarita*: Formal analysis. Supervision, methodology.

*Ramos-Jaubert Rocío Isabel*: project management, validation.

*Espericueta-Medina, Marta Nieves*: visualization, drafting, revision and editing

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### Availability of data and materials.

The data and materials used in this study are available upon request to the corresponding author. The data include treatments, surveys, etc. To access these data, please contact the author at mnieves@uadec.edu.mx.

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# Distress at Home: A silent obstacle to academic success

# La Angustia en el Hogar: Un obstáculo silencioso para el éxito académico

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**Abstract**

This research focuses on the analysis of the family and its relationship with academic performance. In this sense, it seeks to examine how the family plays a fundamental role in the development of a student's life, impacting their education. socio-emotional and school. Therefore, the central objective is to know how the family influences the education of high school 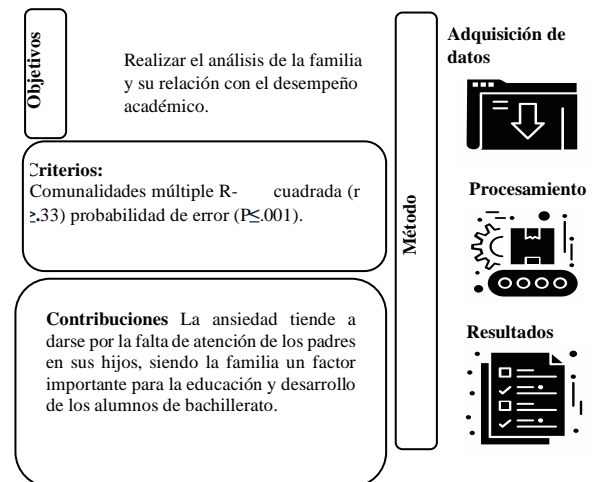students between two types of high school: general and technical. It should be noted that this research is comparative and differential, where we worked with an instrument made up of 100 variables of the study phenomenon and 5 signalytic variables with a sample of 50 subjects from general high school and 50 students from technical high school. To respond to the explanations of the study phenomenon, parametric statistics were used through the levels of frequencies and percentages, characterization, correlation, comparison and integration. Among the main contributions, it is highlighted that anxiety tends to arise from the lack of parental attention to their children, with the family being an important factor in the education and development of high school students.

**Resumen**

La presente investigación pone en su foco de atención el análisis de la familia y su relación con el desempeño académico, en ese sentido, se busca examinar cómo la familia funge un papel fundamental para el desarrollo de la vida de un estudiante, repercutiendo en su formación socioemocional y escolar. Por ende, se tiene como objetivo central conocer cómo influye la familia a la educación de los estudiantes del nivel medio superior entre dos tipos de preparatoria: general y técnica. Cabe destacar, que la presente investigación es de corte comparado y diferencial, en donde se trabajó con un instrumento conformado por 100 variables del fénomeno de estudio y 5 variables signalíticas con una muestra de 50 sujetos de la preparatoria general y 50 estudiantes del bachillerato técnico. Para dar respuesta a las explicaciones del fénomeno de estudio se empleó la estadística paramétrica a través de los niveles de frecuencias y porcentajes, caracterización, correlación, comparación e integracional. Entre las principales contribuciones se destaca que la ansiedad tiende a darse por la falta de atención de los padres en sus hijos, siendo la familia un factor importante para la educación y desarrollo de los alumnos de bachillerato.

Goals: Conduct the analysis of the family and its relationship with academic performance."

Criterion: Comunalidades múltiple R-cuadrada (r ≥.33) probabilidad de error (P≤.001).

Contributions: Anxiety tends to arise from the lack of parental attention towards their children, with the family being an important factor in the education and development of high school. students

Method — Adquisition — Preprocessing — Results

Family, Education, Adolescents



Objetivos: Realizar el análisis de la familia y su relación con el desempeño académico.

Criterios: Comunalidades múltiple R-cuadrada (r ≥.33) probabilidad de error (P≤.001).

Contribuciones La ansiedad tiende a darse por la falta de atención de los padres en sus hijos, siendo la familia un factor importante para la educación y desarrollo de los alumnos de bachillerato.

Método — Adquisición de datos — Procesamiento — Resultados

Familia, Educación, Adolescentes

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## Introduction

The analysis of the family shows that the family influences people when they develop their lives and how their personalities are formed, the home environment can intervene in the attitudes of students, the influence of children's homes can have an impact on their socio-emotional and school development, bringing their personalities into the classroom.

It is for this reason that this research focuses on the family and education, since according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) the importance of education, health and welfare of students and how they need a good environment to learn better represents a substantial piece for their school environment, from this, the following research question is derived: How does the family intervenes in the education of students of the General High School (Preparatoria Uno) vs Technical Baccalaureate (Cetis 48)?

In this respect, the central hypothesis reflects that there is a relationship between the role played by the family and the learning that students manage to construct. This question will be the guideline to carry out all the statistical processing that will seek to respond to the problems that arise in the family, and to understand the family dynamics in order to provide intervention proposals that make visible and address the problems of students to raise the quality of their learning.

## Theoretical framework

The role of the family in society

The family is the institution that provides protection, care, values, principles, beliefs and support to guide its descendants along the path of education. This is why it is a nucleus that must be cared for so that it does not break down or generate conflicts that affect the dynamics between family members.

Having said this, authors such as Betancourt and Esquivel (2022), emphasise that the family is the first educational institution of the subject, as it generates processes that allow him/her to develop integrally and that should be optimised by public or private educational institutions.

Children and adolescents need a good family in order not to fall behind in their studies, with parents being the main drivers for the child to have good mental health and academic performance.

Aguiar *et al*. (2020), for their part, mention that from the earliest years, the family assumes its leading role as a promoter of child and adolescent development, to the extent that it commits itself, prepares, organises, conducts the educational actions it carries out with its children and values their results. The results are important for the child's daily life, both in the family environment and in the educational environment, leading to a healthy coexistence in both spheres.

Another of the authors who contribute their position are Martinez *et al*. (2020), who point out that the family is the first pillar of formation of people, which is why it is considered the main institution and basis of human societies; this social nucleus has the primary objective of guiding its members to face the environment in which they will develop, each one has its own characteristics, therefore, it is immersed in different factors that can benefit or affect the development of these. A good student is one who is guided and raised in an environment of affection, values and companionship, creating a human being capable of managing their emotions, being productive and influencing their school life.

Quejada 2024, carries out a research with the aim of understanding the meaning of the experience of domestic violence in relation to the academic performance of young people over 18 years old students, with a qualitative, phenomenological and hermeneutic methodology, the research exposes the impact of domestic violence on academic performance and interpersonal relationships of young people, highlighting the need to address this issue in students in their first semesters and proposing future research on the influence of indirect violence.

The relationship of the family to education

It is undoubtedly education that has a relationship with children's learning and how the family intervenes in their development.

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The affective environment in which children grow up can affect their learning and their social relations at school, making them prone to developing a mental disorder due to the control they have over their emotions; the school not having good teachers and the family not being aware of their children's school life can lead to situations of academic stress and school failure.

In this regard, Obledo (2020) stresses that education at school should aim to instil academic and personal knowledge, study habits, and take into account the individual and family context of students. The social context of each student should not be left aside in the education of children and adolescents, having knowledge of the students' homes, economy and study habits is beneficial to provide them with better learning, awareness and autonomy for each of them, going hand in hand with the education they receive at home and the values adopted by their parents.

The support network in adolescence

It can be seen that the family is important for the development of high school students who are going through adolescence, where physical and psychological changes can affect them due to academic stress and the social environment in which they are presented, the support of the family to students is of great importance so that they can focus in a healthy way in their studies and have a proper training without problems in between, as well as the family should support and educate within the home, giving a follow-up in depth in the classroom on values, leading the adolescent to a process of autonomy and knowledge for their future.

It is at this stage of adolescence that the student's personality changes completely, taking him or her into their social circle to new fashions and changes that arise during high school, also beginning to think in a different way and being mature in family or academic situations, the family is of great support for the student to follow a path of good values before the student's social environment. In this sense, Benavides-Delgado (2021), alludes that adolescence as a transitional stage between childhood and adulthood constitutes a stage of social moratorium that has been considered necessary to reach maturity.

This process has been defined as the path to the construction of identity and personality. Decision-making is paramount at this stage, students have the pressure of thinking about their family, high school and their university career which will give them a future in the workplace, the stress of their life can lead them to make bad decisions such as the consumption of dangerous substances or fall into depression by crisis, it is important that the family is a support for adolescents and have the information on how to deal with these changes. In this context, the World Health Organization (2019) states that adolescents experience rapid physical, cognitive and psychosocial growth.

This influences how they feel, think, make decisions and interact with their environment. Although adolescence is considered a healthy stage of life, deaths, illnesses and injuries occur at a considerable rate during adolescence. Many of these problems are preventable or treatable. During this phase, adolescents establish behavioural patterns - for example, related to diet, physical activity, substance use and sexual activity - that can protect their health and the health of others around them, or put their health at risk now and in the future.

**Methodology to be developed**

The research has a comparative and differential cut that seeks to contrast the differences between two groups of general and technical high school samples.

Only one measuring instrument was applied, which was based on a centesimal ratio scale and was made up of 5 general data variables and 100 variables of the study phenomenon, of which 50 are from the family theme and the rest from the education axis. In addition, there was a sample of 50 subjects from the general high school (high school one) and, on the other hand, 50 students from the technical high school (CETIS 48) participated in the study.

In order to answer the explanations of the study phenomenon, parametric statistics were used. The relative frequencies were processed through Statistica and Excel to analyse the explanatory residues of the research, which gave rise to new proposals for intervention in which the warmth and quality of life of citizens of the world are raised.

Article

## Results

In order to give a reliable and scientifically rigorous explanation to the research axes, which correspond to the theme of family while the contrast refers to education and academic performance seen during this, the relative frequencies were processed, which were collected through statistical programs with which the phenomenon will be explained statistically through the levels of frequencies and percentages, characterization, correlation, comparison and integrational.

## Frequencies and percentages

In the lower part, tables and graphs are presented, in the explanations obtained from the frequencies and percentages of the variables gender and whether they plan to study at university.

### *Variable Gender*

Annex 1 presents the table showing the results of the gender variable, in terms of female and male. In this respect, it can be seen that the lowest frequency was indicated for the male gender, representing 37% of the percentage; however, the female gender was represented with 63% frequency. It is inferred that women are the ones with the highest representation, so that once the data of the variables that present confidence are obtained, they can be characterised with scientific rigour by this gender.

### *University Study Plans*

In appendix 2, it can be seen that 4% of students do not plan to study at university, while 96% plan to study at university. It can be inferred that the most represented students are those who plan to go to university after finishing their studies, so that the conclusions obtained can be extrapolated to populations that adapt to this characteristic, fulfilling the traits of confidence.

## Characterisation

For the Xx statistic, in appendix 3, we read that the variables bonds (Xx=73.55), responsibility (Xx=72.71), social relations (Xx=72.62), community (Xx=70.54), daily life (Xx=73. 81), character (Xx=70.12), affect (Xx=75.06), attention (Xx=71.4), values (Xx=71.12), interest (Xx=71.91), employment (Xx=72.64), personality (Xx=70.85), adaptation (Xx=70. 12), depression (Xx=77.4), entitlement (Xx=72.72), attendance (Xx=75.89), friends (Xx=71.3), anxiety (Xx=82.61), crisis (Xx=77.5), academic stress (Xx=74.57), vulnerability (Xx=72. 82), distress (Xx=82.72), educational system (Xx=72.81), participation (Xx=71.39) and school failure (Xx=77.8) are represented in the high values of the scale (70 to 100). They are within the limits of normality (Ls=100.04, Xx=66.41, Li=32.78).

It is inferred that high school students despite having good ties with people in their community, receiving affection does not exclude them from having depression or being vulnerable in the educational system, and the anxiety of academic stress may lead them to possible school failure.

## Correlation

Next, the correlational analysis is presented, where it was established through Pearson's statistic in which a probability of .05 (p:.05) with a relationship level of (r=0.28) is contemplated.

### *Correlation of the variable Anxiety*

In the anxiety variable it is observed that the students who had psychological changes in their adolescence (r=0.22), have good values (r=0.20) and had a good education as children (r=0.21) in the same way they suffered physical force as punishment (r=0.21), therefore, even with a good education they do not receive attention from their parents (r=-0.26) nor have bonds with them (r=-0.24) as well as they do not feel comfortable in their group of friends (r=-0.22).

It can be inferred that anxiety tends to be caused by the lack of parental attention to their children, the family being an important factor in the education and development of high school students (Appendix 4).

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*Correlation of the variable Crisis*

In Annex 5, it is examined that generally students who have crises due to life situations have a good place to live (r=0.21) and go to a quality school (r=0.26) as well as being sympathetic to their classmates (r=0.21), however, their crises may be due to the fact that they did not have a good childhood development (r=-0.26). It can be deduced that the students' crises are due to their poor childhood development, with the family being the first factor for the students to grow up with good emotional stability.

**Comparison**

In the lower part we will work on the Student's T-test to observe the concordances and differences in the study phenomenon that are observed in the variables school and gender.

*Comparison of the school variable*

The school variable will be worked as a probability of (P=0.5), in which the alternative hypothesis that mentions that there are significant differences between those who go to the technical school Cetis 48 and those who attend Prepa Uno, belonging to the general baccalaureate, is worked.

In annex 6, the hypothesis is accepted where it is shown that there is significant inference between the students who study in Prepa Uno and the students who study in Cetis 48, the students who respect their parents more, and consequently are more respectful with their classmates and teachers are those who study in the General High School, while the students of the Technical High School are the ones who surround themselves with better people and show more sociable behaviours,

This is important for them to have the tools and be a capable person to obtain good grades, to have contacts when they leave high school and to be able to have a future where they can develop easily with other people, giving them benefits in their jobs.

*Comparison of the gender variable*

The gender variable will be worked as a probability of (P=0.5), in which the alternative hypothesis that mentions that there are significant differences between male and female individuals is worked out.

In annex 7, it is explored that men present a better mental health than women, this being a benefit for them to be able to concentrate their minds on academics and give a good performance, giving them the opportunity to form a better future due to the advantages they present in the educational and labour system by being more aware of their feelings, While women are at a disadvantage in terms of their mental health, they can generate depression and anxiety by not having things the same way as the male gender, encouraging them to enter into crisis by not meeting the standards and with the best grades in school, this being an important factor for the education of high school students. Integrational

In this section a factor analysis is carried out in order to obtain the underlying structures in order to weight the development of the original research. It should be noted that the working method was the multiple correlation R-squared (R=.33) with a normalised varimax rotation with an (eigen=1) of 6 factors and using a probability of (P=.001).

*Intrafactorial Analysis*

Factor 4. Academic problems

In appendix 8, it is shown that students who present academic problems are those who have teachers who show a lot of authority (Exp=0.35), isolate themselves from their friends (Exp=0.33) but feel comfortable within their educational institution (Exp=0.50) and learn the things they want to learn (Exp=0.50). 50) and they learn the things they are shown in class by pure memorisation, without this being useful in their social life (Exp=0.33), their parents do not control them (Exp=-0.47) so they do not feel anxious about being active in their home and institution (Exp=-0.50). It can be inferred that the anguish experienced at home generates problems in academic performance.

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## Annex 1

### Box 1

### Table 1

Gender Statistical Behaviour

| Gender | Frequencies | Percentages |
|--------|-------------|-------------|
| Female | 63 | 63% |
| Male | 37 | 37% |
| **Total** | 100 | 100% |

*Source: Own Elaboration (2024)*

## Annex 2

### Box 2

### Tabla 2

Statistical Behavior of University

| University | Frequencies | Percentages |
|------------|-------------|-------------|
| Yes | 96 | 96% |
| No | 4 | 4% |
| Total | 100 | 100% |

*Source: Own Elaboration (2024)*

## Anexo 3

### Box 3

### Table 3

Statistical Behaviour of Xx

| Variables | Xx |
|-----------|-----|
| Links | 73.55 |
| Responsibility | 72.71 |
| Social relations | 72.62 |
| Community | 70.54 |
| Everyday life | 73.81 |
| Character | 70.12 |
| Affection | 75.06 |
| Attention | 71.4 |
| Values | 71.12 |
| Interest | 71.91 |
| Employment | 72.64 |
| Personality | 70.85 |
| Adaptation | 70.12 |
| Depression | 77.4 |
| Law | 72.72 |
| Assistance | 75.89 |
| Friends | 71.3 |
| Anxiety | 82.61 |
| Crisis | 77.5 |
| Academic stress | 74.57 |
| Vulnerability | 72.82 |
| Distress | 82.72 |
| Education system | 72.81 |
| Participation | 71.89 |
| School failure | 77.8 |

*Source: Own Elaboration (2024)*

## Annex 4

### Box 4

### Table 4

Correlational Statistical Behaviour

| Correlation | Value r |
|-------------|---------|
| Links | -0.24 |
| Attention | -0.26 |
| Values | 0.20 |
| Adolescence | 0.22 |
| Violent discipline | 0.21 |
| Friends | -0.22 |
| Pedagogy | 0.21 |

*Source: Own Elaboration (2024)*

## Annex 5

### Box 5

### Table 5

Correlational Statistical Behaviour

| Correlation | Vaue r |
|-------------|--------|
| Home | 0.21 |
| Understanding | 0.21 |
| Quality | 0.26 |
| Mental development | -0.26 |

*Source: Own Elaboration (2024)*

## Annex 6

### Box 6

### Table 6

Comparison of the school variable

| Variable | X CETIS 48 | X Prepa One | t-value | p |
|----------|-----------|-------------|---------|-----|
| Respect | 57.56 | 73.84 | -2.43 | 0.01 |
| Use | 66.34 | 52.28 | 2.08 | 0.03 |
| Social Environment | 74.52 | 61.82 | 2.12 | 0.03 |

*Source: Own Elaboration (2024)*

## Annex 7

### Box 7

### Table 7

Comparison of the gender variable

| Variables | X Man | X Woman | t-value | p |
|-----------|-------|---------|---------|-----|
| Health | 76.24 | 57.95 | 2.62 | 0.01 |
| Feelings | 77.40 | 51.79 | 3.77 | 0.00 |
| Crisis | 67.94 | 83.11 | -2.31 | 0.02 |

*Source: Own Elaboration (2024)*

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**Annex 8**

**Box 8**

**Table 8**

Intrafactorial Behaviour of Factor 4

| Factor 4 | Factorial loading |
|---|---|
| Parental control | -0.47 |
| Influence | 0.35 |
| Isolation | 0.33 |
| Anxiety | -0.50 |
| Education system | 0.50 |
| Memorisation | 0.33 |

*Source: Own Elaboration (2024)*

**Conclusions**

After having carried out a broad and exhaustive analysis based on statistical parameters, it is concluded that the family definitely plays a leading role in the academic performance of students, as it provides them with shelter and support to be able to face the various complex situations that they go through in the different areas of their lives.

It is important to ensure that families, both mothers and fathers or guardians, are present in the academic training of their children, that they do not let them sail alone in this sea of education, as there are so many storms such as falling into drugs, poor performance, bad company, which can cause students to drop out of their baccalaureate studies.

In this sense, the main conclusions offered to the academic and scientific community are the following:

According to the university variable, the most represented students are those who plan to go to university after finishing their studies; therefore, the conclusions obtained can be extrapolated to the populations that adapt to this characteristic, fulfilling the confidence traits.

High school students, despite having good ties with people in their community, receiving affection does not exclude them from having depression or being vulnerable in the educational system, and the anxiety of academic stress can lead to possible school failure.

Caring is an important factor for students to have good relationships at home, and the family is important for students to have good character at school.

High school students learn well when they receive a good upbringing from childhood, with their family and childhood being important to their education.

Anxiety tends to be caused by parents' lack of attention to their children, and the family is an important factor in the education and development of high school students.

Students' crises are due to the poor development they had in their childhood, the family being the first factor for students to grow up with good emotional stability.

As for the main results of the comparative analysis, it was found that women have more crises due to difficult situations in their lives, complicating their school environment, neglecting their grades and their way of life, not paying attention to their mental health and having a disadvantage against men.

At the same time, it was found that students who have a good upbringing are more likely to plan to go to university, having a good education from home, with values and principles that allow them to reach a better level in the workplace.

Likewise, the students of Cetis 48 (technical baccalaureate) acquire better knowledge and have a good academic achievement, in contrast to Prepa Uno (general baccalaureate), taking into account that the students of Cetis 48 leave with better knowledge in their technical area and with better social skills, giving a benefit when they go out to look for work, therefore, education is an important axis for high school students.

In terms of the integrational analysis, it was observed that the anguish experienced at home generates problems in academic performance.

In the light of all the research carried out, intervention proposals were made with the aim of strengthening the commitment of families to the education of students, which are discussed below:

Cepeda-González, María Cristina, Ramos-Jaubert, Rocío Isabel, Muñoz-López, Temístocles and Tapia Valero, Jocelyne Yadira. Distress at Home: A silent obstacle to academic success. Journal of Philosophy and Daily Life. 10[26]1-08: e61026108.
DOI: https://doi.org/10.35429/JPDL.2024.10.26.6.1.8

– Giving priority to the mental health of students who present problems in terms of their academic performance.

– Integration programmes for students who have problems at home.

– Creation of public policies for better quality education, as well as the promotion of respectful parenting at home.

– Workshops for the development of socio-emotional skills for parents and students with mental health problems.

## Statements

### Conflict of Interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that could have influenced the article reported in this paper.

### Author contributions

*Cepeda-González, María Cristina*. General logistics, supervision, data cleaning, citation.

*Ramos-Jaubert, Rocío Isabel*. Data cleaning support, methodology.

*Muñoz-López, Temístocles*. observation of required statistical analyses.

*Tapia Valero, Jocelyne Yadira*. Formal analysis, visualization and writing.

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This article is from a final research project titled La Angustia en el Hogar: Un Obstáculo Silencioso para el Éxito Académico (Distress at Home: A Silent Obstacle to Academic Success). Availability of data and materials.

The data and materials used in this study are available upon request from the corresponding author. For access to these data, please contact: m_cepeda@uadec.edu.mx.

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*Support*

Betancourt, P. y Esquivel, G. (2022). Percepciones sobre el rol educativo de las familias estudiantes con discapacidad. *Revista Chakiñan de Ciencias Sociales y Humanidades,* núm. 16, 2022, pp. 68-82. Universidad Nacional de Chimborazo. https://doi.org/10.37135/chk.002.16.04

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Quejada Hinestroza, Y. C. (2024). *Experiencia de la violencia intrafamiliar en relación con el rendimiento académico en 2 jóvenes mayores de 18 Años estudiantes de la Corporación Universidad Minuto de Dios, Rectoría Antioquia Chocó-Sede Bello* (Doctoral dissertation, Corporación Universitaria Minuto de Dios).

*Discussions*

UNESCO (2024). *Lo que debe saber sobre la educación para la salud y el bienestar.* UNESCO.

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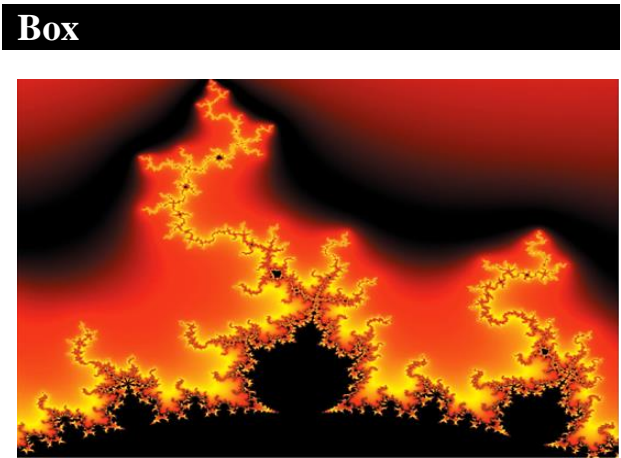[Indicating the title at the bottom with No.10 and Times New Roman Bold]

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