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Journal of Contemporary Sociology

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Presentation of Content

The first article presents *Professionals in the position of purchasing administration in companies in Ciudad Obregón*, by ORTEGA-ARRIOLA, Jorge, BUELNA-PEÑIÑURI, Ramiro Arnoldo and MÁRQUEZ-CAMACHO, Jonathan, from the Instituto Tecnológico de Sonora, as the next article is *Quality of university life in southern Sonora*, by YOCUPICIO-BARRON, Josué, QUIROZ-CAMPAS, Celia Yaneth and GAXIOLA-FLORES, Jesús Omar, with secondment at Instituto Tecnológico de Sonora, the next article is *A descriptive study about language anxiety while learning English as a second language*, by GONZÁLEZ-ANAYA, Ana Gabriela & LÓPEZ-RAMÍREZ, Enrique, with adscription at Universidad de Guadalajara and Instituto Tecnológico de Oaxaca, as the next article is *Impact of the COVID-19 contingency on the food process engineering career at UTSOE*, by MORALES-FÉLIX, Verónica de Jesús & ROMERO-BALTAZAR, Diana Laura, with adscription in the Universidad Tecnológica del Suroeste de Guanajuato.

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Professionals in the position of purchasing administration in companies in Ciudad Obregón

Profesionistas en el puesto de administración de compras en empresas de Ciudad Obregón

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Abstract

This research work shows us the profile of the personnel that is occupying the position of responsible for the purchasing function in the companies of Ciudad Obregón. The investigation was carried out in 54 companies that agreed to provide information in this regard. To obtain the information, an instrument was used that allowed the information to be obtained immediately on the type of professional or academic profile of the person who occupies the purchasing position in the company. Regarding the results of this investigation, it is observed that 24.54% of the companies do not have a purchasing position, 26.41% have a person who is in charge of purchasing responsibility in addition to other functions different from it and 49.05 do. have a purchasing manager with some profession, of which 46.15 are graduates in administration, 23.07 are public accountants, 7.69% are industrial engineers, 7.68% are graduates in commerce and business, and 7.68% are graduates in law and electricians. In conclusion, there is no clarity regarding the academic profile that the person must have to fill the purchasing position.

Este trabajo de investigación nos muestra el perfil del personal que está ocupando el puesto de responsable de la función de compras en las empresas de Ciudad Obregón. La investigación se llevó a cabo en 54 empresas que accedieron a proporcionar información al respecto. Para la obtención de la información se utilizó un instrumento que permitió obtener la información de manera inmediata el tipo de profesional o perfil académico de la persona que ocupa el puesto de compras en la empresa. Respecto a los resultados de esta investigación se observa que el 24.54 % de las empresas no cuentan con un puesto de compras, el 26.41 % tienen una persona que se encarga de la responsabilidad de compras además de otras funciones diferentes a la misma y el 49.05% si tienen un encargado de compras con alguna profesión, de los cuales el 46.15% son licenciados en administración, 23.07% son contadores públicos, 7.69% son ingenieros industriales, 7.68% son licenciados en comercio y negocios y 7.68% son licenciados en derecho y electricistas. Como conclusión se tiene que no hay una claridad respecto al perfil académico que debe tener la persona que se debe tener para ocupar el puesto de compras.

**Purchasing, Job profile, Skills
Resumen**

Compras, Perfil de puesto, Habilidades

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Introduction

The lack of a clear vision of the requirements that a person should meet for a position greatly complicates an efficient outcome in the position. The impact can be felt in several ways: for the person occupying the position, for the administration as it generates management problems and for the achievement of the expected final results of the company. In the specific case of the purchasing function or operation, it is no different since, like the rest, it can be considered a key position, which requires great professionalism to carry out the activities contemplated in it, according to the research carried out.

This project was born out of the need to identify the profile of the personnel in charge of the purchasing function or who hold the position of head of purchasing in a company and to analyse what professional profile this manager should have in accordance with the results obtained and the activities carried out in the department in order to achieve efficiency in all the activities carried out there. The challenge is to identify the professional profile of those in charge of the purchasing function.

Background

Since ancient times, human beings resorted to the exchange of some things for others, the famous barter that has its origin approximately 10,000 years ago, all kinds of products were exchanged, from food to furs, stones, etc. This reveals the need for this activity, which is so important for the survival of human beings and now of organisations, whatever their nature (Mazella 2019). Purchasing is a function or an operation that affects the success of any social organisation, as it promotes good administrative management of the company's material and non-human resources by using negotiation as a basis for obtaining discounts and deadlines, as well as other benefits that can be achieved with it. The purchasing process is important because through it all the inputs required by a social organisation to be able to develop all its activities can be obtained (Sangri Coral, 2014).

Problem statement

Purchasing is of great importance in the administration of the company, whether it is micro, small, medium or large, since this activity depends on the satisfaction of consumer needs, the management of low costs and prices, as well as always having the existence of all the products that the consumer demands in a timely manner, in addition to having all the necessary inputs for the company to be able to carry out its operations efficiently. This will only be possible if the staff in charge of the purchasing activity has the right profile for this function. The aim of this research is to show the academic profile of the people who are occupying the position of purchasing manager and, as a consequence, that this operation of the company is more valued. Therefore, the following research question arises:

What is the academic profile of the personnel who are responsible for the purchasing operation in companies in Ciudad Obregón?

Objective

To identify the profile of the personnel who are responsible for the purchasing function in companies in Ciudad Obregón.

Justification

This research will be of great help to entrepreneurs, consultants, managers and readers as it will serve as a starting point for them to know the importance of the purchasing operation, as well as how essential it is to have knowledge about the necessary elements that help to recruit and select the personnel who will be responsible for this area, as they must have a series of specific knowledge and skills to be able to perform the activities in an optimal way. The benefits of this research are that the reader will know and value the importance of placing the right person in a position according to the requirements of the position, as well as assessing the impact that this purchasing operation has on the development of the company.

Failure to carry out this research would simply mean that companies would continue to give responsibility for this activity to personnel who do not have the necessary qualifications for the job.

Personnel who do not have the knowledge and skills required to occupy such an important position for the company and as a consequence affect the results of the purchasing department as well as the general objectives of the company, when these are formally established.

Theoretical framework

It is important for the purposes of this work to be clear about the meaning of the term purchasing, as the importance and care with which this activity should be treated in the company will depend precisely on this definition and the understanding of it.

Purchases are all the activities necessary to obtain the resources needed for the proper functioning of a social organism, resources such as materials and equipment, raw materials, merchandise, external services (Chaparro, 2014).

Importance of purchasing

Any activity in charge of acquiring any good or service for the proper functioning of the company is called purchasing. In companies this activity can be found with other names depending on the line of business of the company, in some cases it can be found as purchasing department, in others as procurement department and it can also be found as supply chain department, this is according to the line of business of the company, it can also be seen that in some companies there is no department as such or a specific responsible for this activity, it can also be found as a function in which someone is responsible for the activity although the position is different, this depends a lot on the size of the company.

Regardless of the term given to it, this department, position or activity is of great importance for the company since one of the purposes of carrying out this activity in a professional manner is to ensure that the products and services are available in sufficient quantity, time, price and amount so as not to generate unnecessary expenses of losses or storage and also to provide sufficient savings to make the company more productive and competitive. (Sangri Coral, 2014).

Objective of purchasing

In management, all functional areas of the company, as well as operational areas, must have general and specific objectives and purchasing could not be the exception. So we can mention as general objective to obtain the best prices for the resources of material character and with the adequate quality for the good operation of the same and the specific objectives would be (Sangri Coral, 2014):

- 1) To operate with the lowest possible costs.
- 2) To buy at the lowest possible price.
- 3) To provide inputs at the right moment.
- 4) To fulfil the responsibility of managing the entire procurement process from the recognition of the need to the timely supply of inputs.
- 5) Properly manage contracts with suppliers and their legal compliance.
- 6) To have the best input suppliers by promoting good relationships with them.
- 7) Maintain staff efficiency through timely training in the functions they perform.

Types of procurement according to their structure

There are two ways of structuring purchasing in the organisation: centralised and decentralised. An organisational structure that responds to centralised purchasing refers to the fact that all departmental units must channel their purchases through a common purchasing manager, be it a purchasing manager or head of purchasing according to the size, line of business of the social organisation, capital, etc.

The purpose of this system is to control purchasing and to make the best use of the resources and budget allocated to it. This centralised purchasing structure is very common in large companies and the amount of activities involved in purchasing is also much greater than in medium-sized or small companies.

Decentralised purchasing is generally found in small and medium-sized companies, although there are also cases of large companies. Decentralised purchasing means that each of the departmental units that make up a social organisation has the power to make the purchases themselves, in which they have their own responsible persons and their own procurement procedures. (Zummar C.H. 2022).

Procurement activities

The purchasing function and its activities and responsibilities will depend to a large extent on the concept of purchasing and the ability to identify activities that by their nature should be included in the function or department. It should also be mentioned that the activities and the professionalism with which the activities are carried out will depend to a large extent on the size of the company, the line of business, the scope and characteristics of the market to which the company directs its activities. Regardless of the above, it is possible to identify common factors that can determine purchasing activities such as: 1) those related to the integration, selection and administration of suppliers, 2) Administration of the purchasing department, which involves everything related to the development of the work plan, establishment of objectives, purchasing policies, budgets, adequate management and training of personnel, remuneration and all the records and controls necessary for the proper functioning of the department.

The management of the purchasing or procurement function will have to execute the following activities (Heredia, 2013):

- To have full knowledge of the inputs that need to be integrated into the company.
- Manage everything related to the suppliers from the selection to the termination of the agreement with them.

- Controlling the quality of the inputs.
- Negotiate to obtain the lowest possible prices.
- Implement systems to improve procurement work.
- Search for strategies to take advantage of excess and obsolete products in stock

Relationship of the purchasing department with others in the company

A social organism that is in search of fully identified objectives supported by a mission must have the number of departments and positions necessary to achieve the objectives and also all of them must be interrelated either directly or indirectly because although the nature of each one of them is different, in some way they must contribute to the general objective of the company. For this reason all departments must be interrelated and some will depend on the results and operations of others in order to be able to carry out their own operations. The purchasing function or operation should not be a separate part of the company, it should be part of the network of objectives that have an impact on the general objective of the company. It is therefore necessary to specify the relationship that the purchasing department has with other departments in the company (Esucomex, 2017):

- Production: Purchasing is in charge of the acquisition and administration of inputs so that the production department can fulfil the objectives according to its plans.
- Marketing: According to the studies of sales, demand and economic resources, marketing makes sales forecasts and consequently calculates the budget for raw materials and other inputs to satisfy the market.
- Finance: It manages the financial resources so that purchasing can manage its acquisitions.
- Human Resources. It is related to purchasing as it is the one who supplies and manages the purchasing department staff.

Ethics in purchasing

Ethics is a very important issue for companies as they provide guidelines for professional practice as it helps to solve problems or make decisions in the light of duty. Lack of ethics in organisations can generate losses for the organisation, as bad practices only benefit one or several people in the organisation.

Some of the situations that arise and that are unethical are (Sangri Coral, 2014):

- Bribery.

This refers to asking suppliers for some personal benefit in order to have them as part of the company's inventory of suppliers.

- Avoid that kinship or friendship ties generate a preference for the supplier. The objectives of the department must be above the head of the department and even more so above those outside the company.
- Avoid meeting suppliers informally through invitations to dinner, lunch or any other type of meeting to avoid generating a commitment to consider the supplier over others who can provide better prices and services.
- Gifts from suppliers. It is important that the manager or person responsible for the company's purchasing or procurement

It is important that the head or person responsible for purchasing or procurement in the company avoids receiving gifts from suppliers to avoid generating a kind of commitment which in the end the head of purchasing ends up accepting as a supplier the person who gave him the gift.

- Seek to obtain the best price with a supplier by exposing the price given by other suppliers.

Basic principles of purchasing

Principles are fundamental truths that help guide the execution of a job efficiently even these are also present in everyday life. Observing and applying the principles for the exercise of management in any job gives the manager the best chance of achieving the desired results under the established parameters of the management to be performed.

- **Quality.** Ensure that the products or services offered are always what the consumer wants with the conditions he/she expects, as this determines the consumer's purchasing behaviour towards the product offered.
- **Quantity.** You should always consider the quantity of what you wish to acquire to avoid risks due to excess products or to bear in mind that not having the desired quantity can also lead to not offering the consumer the product or service when he/she wants it.
- **Price.** Consider that the price should always be competitive while still offering quality and quantity (Sangri Coral, 2014).

The purchasing manager

It is very important not to fail to relate the purchasing activity with the manager who executes the purchasing activities, in such a way that the purchasing function is not carried out automatically, a manager is required to execute the activity and that his/her profile is adequate with respect to what the position requires.

Role of a purchasing manager.

According to Gemma Ma. Romero (2018), the functions of a head of the purchasing department should be:

1. Planning, organisation and control of the department.
2. Attention to suppliers.
3. Making work programmes so that they can be carried out efficiently.

4. Keep the inventory of suppliers up to date so that others can be selected that offer better conditions in terms of price, quality and service.
5. Coordinate with the heads of other departments in order to know their product and service needs and to be able to attend them efficiently.
6. Direct and supervise the staff in your department to ensure the achievement of the department's objectives.

Skills of a purchasing manager

When a position is created in a social organisation, whether public or private, the objective and functions to be carried out must be clear so that the profile of the candidate for the position can be adequately identified. According to Campos (2021), the skills and competencies of a purchasing manager are as follows:

- Supplier relationship management.
- Supplier risk assessment.
- Spending analysis.
- Industry knowledge and market analysis.
- Statistical analysis.
- Technology skills.
- Oral and written communication skills.
- Social skills.

On the other hand, Ramón Maroño (2019) states that the skills of a purchasing manager are:

- Leadership.
- Strategic business vision.
- A taste for constant innovation.
- Knowledge of technologies.
- Pursuit of operational excellence.
- Problem solving skills.

- Ability to listen and communicate.
- In-depth understanding of the supplier market.
- Financial literacy.
- Change management.

Indeed Editorial (2022) mentions that the skills of a purchasing manager are as follows:

- Organisation
- Good interpersonal skills.
- Negotiation skills.
- Knowledge of company strategies.
- Commitment to continuous updating.
- Ethics.
- Creativity and versatility.
- Integrity.
- Data analysis skills.
- Procurement forecasting.

Job profile

Concept of job profiling

When it comes to talking about job profiling, it is a subject of much debate as some consider job profiling to be the same as job description and others consider it to be different. For the project, the following definitions were considered:

The job profile details the characteristics that the candidate should have, both professional and personal, which are considered ideal for them to be able to carry out the functions and activities required for the job.

The job profile details the requirements that a candidate must fulfil, which makes it easier for the personnel selection manager to get to know them better so that he/she can confidently select the best candidate (Caballero, 2017).

Importance of the job profile

The ideal personnel for the performance of a position is only achieved if there is a job profile created according to the activities to be developed and this gives a greater margin of probability in the selection process was designed by the members of the administrative auditing academy of the Technological Institute of Sonora in May 2000, however, it has been modified for the current practice with respect to its contents.

Procedure

An investigation was carried out to determine which companies would be willing to participate by providing information related to their administration, subsequently a list was drawn up with the companies that accepted and the managers' questionnaire was applied to them, which initially forms part of one of the instruments for carrying out administrative and operational audits, in order to obtain the information and subsequently concentrate it in order to arrive at the final results.

Method

Subject

The research subjects were 54 companies in Ciudad Obregón from different sectors, ranging from industrial, commercial, service, public and non-profit organizations. Public agencies and non-profit organizations. The number of companies surveyed is the number that allowed us to provide information.

Instrument

An integration questionnaire was used to carry out an administrative diagnosis of the integration phase, consisting of 26 closed-answer questions, 10 multiple choice questions, and 9 open questions. The instrument was designed by the members of the administrative audit academy of the Instituto Tecnológico de Sonora in May 2000; however, it has been modified for the current practice with respect to its contents.

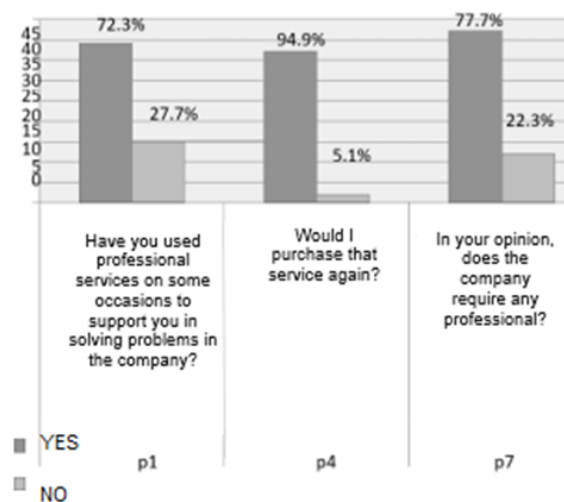
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Results and discussion

Results

The following results are presented with regard to the contracting of external professional services (see graphic 1).

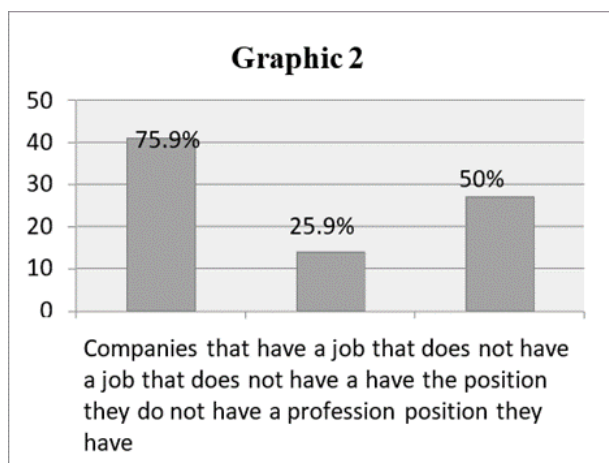


Graphic 1

Out of a total of 54 companies surveyed, 72.3% of the companies stated that they have used professional services on some occasion to solve problems in the company, while 27.7% of the companies have never used professional services in their company.

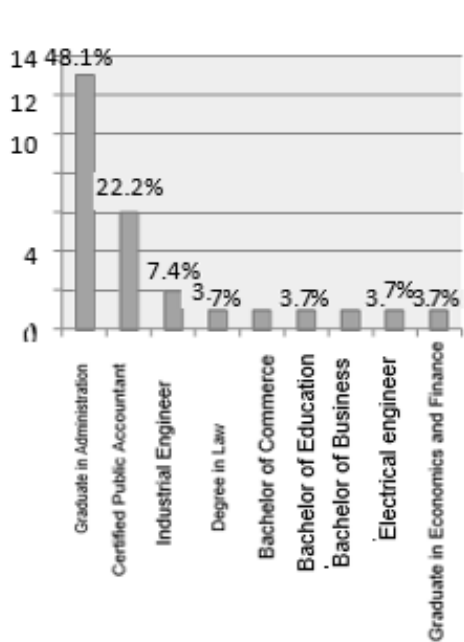
Of the 72.3% of companies that have used professional services in their company, only 5.1% would not hire them again. From the companies surveyed, information was obtained about the perception of the businessmen regarding the presence of a professional in the company, of which 77.7% answered positively and 22.3% negatively.

Regarding the companies that have a purchasing position, the following results are presented (see graphic 2).



Graphic 2

75.9% of the companies have a formally established position of purchasing manager. Of the 75.9% of the companies that do have a purchasing manager, 25.9% of the managers do not have a profession and 50% do have one. With regard to the professions held by the purchasing managers, the following results are presented (see Graph 3).



Graphic 3

Of the total of 27 companies that do have professionals occupying the purchasing position in the company, the following results were obtained in terms of the occupants' professions:

- 48.1% Professionals are Bachelor's Degree in Administration.

- 22.2% Professionals are public accountants
- 7.4% Professionals are industrial engineers.
- 3.7% Professionals are Education Graduates.
- 3.7% Professionals are Electrical Engineers
- 3.7% Professionals are Bachelor in Law
- 3.7% Professionals are Bachelor in Commerce
- 3.7% Professionals are Bachelor of Economics and Finance.
- 3.7% Professionals are Business graduates.
- 88.8% of companies hire professionals with bachelor's degrees and 11.2% with engineering degrees.

Discussion

According to the results obtained in the first graph, it can be highlighted that 22.3% of the entrepreneurs do not require the presence of a professional in their company, which shows that the administration of these companies is carried out in an empirical manner, a vision or conduct that is currently erroneous, since in order to remain competitive in the market, professional business management is required. Empiricism in business management nowadays increases the probability of company failure, as the environment is increasingly changing and demanding quality products and services, as well as maintaining a solid internal structure of the company.

Every company requires a formal organisational structure, i.e. a structure that is professionally designed to meet the needs of efficient operation and thus achieve the fundamental purposes for which a business has been invested in.

With respect to the purchasing or procurement operation, this activity like any other within the company requires formality in the design of the functions of that activity and not only the functions but also the identification of the knowledge, skills, experience, attitudes and values that a person must have to be able to perform that activity with due care and professional diligence so that the result of this management will be a successful one. Professional care and diligence so that the result of this management becomes a real strategic position for the company.

Not taking due care in defining the structure and profile of this activity brings bad consequences for the company, so that instead of being a strategic position, it becomes a burden for the company, an unnecessary expense.

If we look at graph two, it shows that a little more than 75% of the companies do have a formally established purchasing management position, taking this data as a basis, the same graph shows that 26.42% of the managers do not have a professional. On the other hand, it can be seen that 49% of the companies do have a professional in this position, but the result shows that there is no clear vision of what type of professional should fill this position.

Conclusions

The purchasing function, its formal structure and the profile of the person who should fill this position are basic elements that should be carried out so that this activity can become a true ally for the productivity and competitiveness of the company, however it was observed in the results of the research that even after so many years of promoting management as a science that provides efficiency to the company, In addition to the above, it was observed that in most companies there is a lack of knowledge about the impact that the purchasing function has on the other functions of the company, as well as the administrative and economic repercussions that this brings.

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Quality of university life in southern Sonora

Calidad de vida universitaria del sur de Sonora

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Abstract

The objective of the study was to determine the quality of university life in southern Sonora through the application of a measurement instrument. The method used in the present investigation is mixed, non-experimental, transversal, for this work a sample of 372 students was selected, the confidence level was 1.96 (95%), the data collected through the questionnaire is made up of 32 questions in a Likert scale and 9 general multiple-choice questions on sociodemographic data. As a general result, an 83.76% quality of university life was obtained in students from the South of Sonora. In the general data obtained, 57.8% belong to the female sex and 41.7% to the male sex, with 0.5% identifying as non-binary, 60.5% corresponding to the age range between 18-20 years, 34.7% corresponds to the age range of 21-23 years, 2.2% is 27 years old, 1.6% corresponds to the age range of 24-26 years, 1.1% is less than 17 years old, 91.1% of the participants are single, 6.5% have a different marital status, while 2.4% are married.

Resumen

El objetivo del estudio fue determinar la Calidad de vida universitaria del Sur de Sonora a través de la aplicación de un instrumento de medición. El método utilizado en la presente investigación es mixto, no experimental, transversal, para este trabajo se seleccionó una muestra de 372 estudiantes, el nivel de confianza fue de 1.96 (95%), los datos recolectados mediante el cuestionario están conformado de 32 preguntas en una escala de Likert y 9 preguntas generales de opción múltiple en datos sociodemográficos. Se obtuvo como resultado general un 83.76% de calidad de vida universitaria en estudiantes del Sur de Sonora. En los datos generales obtenidos, el 57.8 % pertenecen al sexo femenino y el 41.7% del sexo masculino, habiendo un 0.5% que se identifica como no binario, el 60.5% corresponde al rango de edad entre los 18-20 años, el 34.7% corresponde al rango de edad de 21-23 años, el 2.2% tiene 27 años de edad, el 1.6% corresponde al rango de edad de 24-26 años, el 1.1% es menor a 17 años, el 91.1% de los participantes son solteros, el 6.5% tiene un estado civil distinto, mientras que el 2.4% es casado.

Cross-sectional research, Trust, Quality of life

Investigación transversal, Confianza, Calidad de vida

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Introduction

It is of utmost importance to study the quality of life in university students, because nowadays, even with all the advances and existing facilities, there are many factors that influence young people that may not yet be known and it is believed that the quality of life is a factor that plays a very important role in different areas in the life of university students.

According to Medina et al., (2022) states that quality is vital in the life of a university student since during this stage people go through a very complex transition in which for some students many doubts arise in many aspects of their life.

Brito and Palacio (2016) mention that the quality of student life influences the academic performance of students, since a student with a better quality of life and with a good economic situation would have an outstanding academic performance or above average, in this study it was possible to demonstrate the opposite since the results of the research show that those young people who came from a low social stratum have a higher academic performance, this is related to the desire of young people to change their situation, and get ahead since they face with persistence and hope the difficulties, seeing in the study an opportunity to improve themselves; considering the most outstanding elements of the research carried out (Busón, 2023).

According to Peñaherrera et al, (2015), in recent years the quality of life has been playing an important role and increasingly gaining prominence as a factor that is a determinant in measuring productivity and quality of service of employees in their jobs, this is really worrying because it is said that quality of life has a great impact on job performance, in the particular case of this study is intended to assess the quality of life in university students and it would be important to detect how is the perception of the quality of life of students; considering conducting in-depth analysis regardless of the type of research to be performed (Felger, 2023).

In a research conducted by Quiroz et al (2021) found that the quality of working life of human capital is a fundamental pillar for any organisation.

Based on the research carried out on the problem of quality of student life in university students, it is necessary to apply corrective actions to reduce or overcome the intrigue of students in the process of adaptation from student to worker, as well as to find a job field within the area they specialise in; in addition to considering the quality of research as indicated by (Payne, 2023).

In recent years the quality of life of individuals has been related to the issue of financial education, taken relevance around the world, in addition to developing skills and attitudes (Felix et al., 2019); In addition to considering possible illustrative photographs of this type of research to make them more visual (Pesebre, 2023).

Methodology to be developed

According to Sampieri (2018) this research is mixed since the objective of the research is to analyse the quality of student life in universities in southern Sonora. We worked with qualitative and quantitative data, considering a non-experimental design that will be applied transversally, since the research topic has sufficient theoretical support.

Lasa (2022) defines non-experimental research as research whose main objective is to describe the characteristics, attributes, traits and particularities of a population.

According to Cabezas et al. (2018), a non-experimental research is one in which the variables are not manipulated, and its purpose is to observe the phenomena and how they behave in their natural environment and then analyse them. In this sense, non-experimental research can be: cross-sectional and longitudinal.

The present research was designed under the methodological approach of the mixed approach, according to Hamui-Sutton (2013) since this is the one that best adapts to the peculiarities and needs of the study; since it provided an answer to the research question: What is the level of university quality of life of students in southern Sonora? and the hypothesis of Ho. The quality of university life of students from Southern Sonora is favourable and H1 The quality of university life of students from Southern Sonora is not favourable.

The statistical package SPSS version 26 was used, where a general numerical result of the study and the result of the variables taken from the instrument were obtained, which are: Quality of student life, university identity and academic performance.

According to Albán et al. (2020), the scope of this study was descriptive in that it aimed to analyse the characteristics of the student population of different universities without going into the relationship between them in depth.

The study population consisted of 1356 university students from various universities in the northwest of the country (Mexico), the relevant demographic characteristics of the study subjects are as follows: age, sex, marital status, educational institution to which they belong, type of university, educational programme to which they belong, semester they are studying, type of student (foreign-local), and whether they practice any sport.

Creswell (2012) defines a sample as a small set of data that the researcher will select or choose from the population by using a predefined selection method.

For this work a sample of 372 students was selected as according to Stevenson (1981) the Confidence Level of 1.96 (95%). Using the non-probability sampling method, which is defined as a sampling technique in which the researcher selects his sample based on a subjective research judgement, rather than by random selection which could be carried out by using specialised software, the non-probability method does not ensure that all subjects in the population have an equal chance of participating in the research.

Reliability index and confidence level:

The level of reliability and confidence level was calculated with the following formula (Stevenson, 1981).

$$n = \frac{D^2 pqN}{e^2(N-1) + D^2 pq}$$

$$n = \frac{1.96^2(0.5)(0.5)(8000)}{0.05^2(8000-1) + 1.96^2(0.5)(0.5)}$$

In which the following variables are involved:

Variables	Meaning	Values
N=	Population.	8000
D=	Standard deviation (Confidence level).	1.96
e=	Expected error.	5.0%
p=	Proportion in favour.	0.5
q=	Proportion against.	0.5
n=	Sample size.	367

Table 1 Sample estimate of quality of life in Navojoa students

Values used for the study: The confidence level used in the study is 1.96 (95%). According to Martínez et al. (2017), a confidence interval (CI) represents a range of values calculated by a statistical method (population mean, median, variance, probability or other unknown quantity), theoretically including true parameters, after repeating the sampling with a certain probability. A confidence level of 95% means that the confidence interval covers 95 true values out of 100 studies conducted.

According to Briones (2002), reliability in qualitative research refers to the degree of confidence to the degree that a researcher's results can be accepted in accordance with the procedures used to conduct the research.

Validity is an important property to disclose because it allows the reader to know the level of precision and evidence of the instruments used (Ventura, 2017).

Instrument

The instrument has 9 general questions and 32 questions divided into three dimensions, quality of student life (10 items), university identity (12 items), academic performance (10 items), etc. The types of answers with which the questions are evaluated is the Linkert scale (scale from 1 to 5) (in 32 questions), multiple choice (in 9 questions).

The reliability of the instrument was carried out through the Statistical Package for the Social Sciences SPSS version 26, determined from the Cronbach's alpha coefficient of .919, in the statistical package, 32 items of the instrument were entered, and more on the above will be developed soon.

The instrument used for this research has an alpha coefficient of .919 so we can say that the measurement instrument is excellent (George et al., 2003).

According to Simms et al., (2019), it was found that the more possible response options on the Linkert scale, the greater the coherence and reliability of the test in question, in this same study it was concluded that after six possible response options the benefits of using this type of scale decrease significantly, which is why for the conduct of this study we opted for a scale of 5 options to maximize the effectiveness and reliability of the instrument.

Matas (2018) mentions that if you want to obtain good quality data it is essential to make use of a Linkert scale, and one of the most effective and recommended formats for the development of this type of scales is the 5-choice scale.

The Linkert measurement scale used, which corresponds to the response options to the questionnaire, are:

Strongly agree

Procedure (Mixed process)

There is not really a pre-established process to follow when developing a mixed research work, as it is the result of a mixture of qualitative and quantitative approaches.

This type of study begins with the formulation of a problem that requires the use of both qualitative and quantitative approaches, and in order to do so, questions and objectives from both approaches must be formulated.

In the case of mixed research, a broad investigation is carried out, seeking to cover the largest amount of literature related to the problem posed, it is important to include qualitative, quantitative, mixed references and theories related to the research to be carried out, considering this whole process of added value with respect to the other techniques, due to the process used and the number of instruments applied.

Measuring or understanding human perceptions in any field may seem subjective. However, this type of research with methodological rigour makes it possible to strengthen them in the short, medium and long term (Galván et al., 2022).

Results and discussion.

This chapter shows the results obtained from 372 university students surveyed. The main objective is to obtain the percentage of quality of student life of university students, thus fulfilling the objective of this research, which was 83.76% within the total number of subjects surveyed, obtaining a good level of quality of student life.

In the general data obtained, 57.8% belong to the female sex and 41.7% to the male sex, with 0.5% identifying themselves as non-binary, 60.5% correspond to the age range between 18-20 years, 34.7% correspond to the age range of 21-23 years, 2.2% are 27 years old, 1.6% correspond to the age range of 24-26 years, 1.1% are younger than 17 years, 91.1% of the participants are single, 6.5% have a different marital status, while 2.4% are married, 68.8% do not play any sport and 31.2% play sport.

67.7% are local students, while 32.3% are foreign, 93% of the participants study in public universities, and the other 7% in private universities, 50.5% of the participants are ITSON students, 26.3% in UES, 11.6% in UNISON, 7.8% study in another university that is not listed, 1.6% study in ITH, 1.3% in VIZCAYA, 0.5% study in CEUNO and 0.3% of the students are from UAS.

24.5% are students of bachelor's degree in administration, 16.7% of bachelor's degree in education, 14% study another degree that is not listed, 12.9% bachelor's degree in public accounting, 8.3% industrial engineering, 5.6% software engineering, 5.4% bachelor's degree in psychology, 3.2% bachelor in law, 3% bachelor in civil engineering, 2.7% bachelor in international business, 1.6% bachelor in mechatronics engineering, 1.3% bachelor in economics and finance, 0.3% bachelor in business management, 0.3% bachelor in aerospace engineering, and 0.3 bachelor in chemical engineering.

25.5% are first semester students, 25.5% are fifth semester students, 23.4% are seventh semester students, 18.3% are third semester students, 3.2% are eighth semester students, 2.2% are fourth semester students, 1.6% are sixth semester students, 0.3% are second semester students.

Results of the variables evaluated

Variables	Result
Quality of student life	4.02
University identity	4.25
Academic Performance	4.26

Table 2 Results obtained from the variables of the instrument

Academic performance was the best evaluated variable with 4.26, followed by university identity with 4.25 and finally quality of student life with 4.02, considering that the highest value is 5.

Conclusions

This research fulfilled the objective of evaluating the quality of life of university students and the general result was 83.76% of the level of quality of life in university students in southern Sonora, where the hypothesis of Ho is accepted. The quality of life of university students in southern Sonora is favourable.

The results of the three variables evaluated were as follows: Academic performance with 4.26%, followed by University identity with 4.25% and finally quality of student life with 4.02%,

Based on the results obtained by Blázquez et al., (2013) which obtained similar findings to the present study in some areas, they conclude as good quality of life based on the following parameters equal or greater than 80% is considered good quality of student life.

Comparing the results of this study with other similar studies in particular case with the region of Sonora, it stands out that the average value of overall quality of life was 8.3, with a high level of overall quality of life of students (Barreras et al., 2016).

The results obtained by González (2017) are lower than those of the present study, with an overall average of 70%, but they qualify this result as acceptable, since they found that students were satisfied with their university life and that these manifested a high degree of well-being in the variables studied.

According to studies conducted by Leong et al. (2021) on the quality of life in university students, they consider an average of 75% medium-high with similar characteristics to the research conducted in this study, so the results of this research are 83% overall average, emphasizing that it is in an accessible and high parameter, where other statistical tests can also be developed for further statistical interpretations such as artificial neural networks (Campas, et al., 2022).

Based on the results obtained and the analysis of these, the following recommendations are made:

The variable with the lowest results was quality of student life with a mean of 4.02, especially the items related to distance classes and the balance between student responsibilities and personal life, which is why it is recommended to teach as many classes as possible face-to-face, and always seek a balance between school activities and the student's personal life, so that the student is not absorbed by university responsibilities and this causes a poor quality of life for the student.

According to Lovón and Cisneros (2020) the mental health of students has been seriously affected by the virtualisation of classes, since based on a study at the Pontificia Universidad Católica del Perú (PUCP) 93.2% of students claim a greater academic load and many professors have not developed a good methodology for teaching this type of classes.

For other researchers it could be interesting in the future to do a similar research to this one. That is why certain points should be clear, this research was of mixed approach, the experimental design was used, which was applied in a cross-sectional and descriptive way, since it worked on true facts, so it is recommended that those interested in replicating or doing similar research, it is suggested to use a design similar to the one used in this research (Campas et al 2021).

Flores et al (2023) in their study found that the attitude towards doing research by students is not optimal.

The study conducted is an area of research that is updated from time to time according to the variables that affect the evolution of the human being. Its importance is not a subject that should be left aside, so the suggestion is to continue doing research according to the quality of student life, taking into account variables that arise over time, the work done is the tip of the iceberg on future research based on ideas for improving the quality of life of students.

Based on the results of the present study, the effects of the variables (quality of student life, academic performance and academic identity) on the quality of life of students are demonstrated, so that further investigation of the variables by specialists can generate a broader and more comprehensive picture of the things that affect students in their quality of life (Quiroz et al., 2022).

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A descriptive study about language anxiety while learning English as a second language**Un estudio descriptivo sobre la ansiedad del lenguaje al estudiar inglés como segundo idioma**

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Abstract

Learning a second language has implications that go beyond cognitive processes. External factors such as the individual's economic situation, and other intrinsic factors such as motivation, can influence the second language acquisition. With this study we seek to analyze the role anxiety can have in order to learn English as a foreign language. This work is based on a descriptive analysis which was applied to 1773 undergraduate students from a University of Guadalajara campus, and with this study we look forward obtaining information about the role of anxiety in learning English; in addition to identifying whether there are any differences in anxiety levels according to the major students are going to graduate from. It is intended to contribute to the knowledge related to the study of a second language, to determine what factors influence the development of language anxiety, and how it could be possible to work aiming to reduce it while ensuring that the students can learn a second language in a more effective and meaningful way.

Learning process, Foreign language, University students**Resumen**

El aprendizaje de un segundo idioma tiene implicaciones que van más allá de los procesos cognitivos. Factores externos al individuo, como su capacidad económica y otros factores intrínsecos como la motivación, pueden influir en la adquisición de una segunda lengua. En este estudio se busca analizar el papel que la ansiedad puede tener para poder aprender inglés como lengua extranjera. Con este trabajo se parte de un análisis descriptivo aplicado a 1773 estudiantes de licenciatura de un campus de la Universidad de Guadalajara con el que se busca obtener información acerca del rol que tiene la ansiedad para el aprendizaje del inglés; además de identificar si existen diferencias en los niveles de ansiedad de acuerdo con el programa de estudios en el que se encuentra el alumno. Se pretende contribuir en el conocimiento relacionado al estudio de una segunda lengua, para determinar qué factores influyen en el desarrollo de la ansiedad del lenguaje, y cómo sería posible, en un futuro, trabajar para disminuirla y lograr que el estudiante pueda adquirir un segundo idioma de una manera más efectiva y significativa para él o ella.

Proceso de aprendizaje, Lengua extranjera, Estudiante universitario**Citation:** GONZÁLEZ-ANAYA, Ana Gabriela & LÓPEZ-RAMÍREZ, Enrique. A descriptive study about language anxiety while learning English as a second language. *Journal of Contemporary Sociology*. 2023. 10-28:19-25.

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Introduction

Research on second language learning tends to focus on cognitive development and skills. There are other factors that play a large role and one that has been analysed since the 1980s is anxiety. Without considering it as a disorder that has been recognised by different organisations and authorities in the field, language anxiety is analysed as a series of fears, worries and negative feelings that the learner develops with respect to the study of a second language, in this case, English.

Based on the need to carry out a diagnostic test of the English level of students at the Centro Universitario de los Altos (Cualtos), University of Guadalajara, it was decided to also analyse the characteristics of the students and determine factors that could influence a higher command of the language. For this study, only the results of the questions related to anxiety are included, as it is an element that should be analysed on its own.

Determining whether anxiety has an important influence on students' second language learning allows for new proposals focused on working with the subjects, leading to optimal performance in terms of English proficiency. It will also be possible to determine what resources the University of Guadalajara can offer that can meet the demands they have, based on their needs.

The research question that drives this work is what are the anxiety levels of the students and if there are differences with respect to the study programme to which they belong. As a hypothesis, we believe that anxiety levels are significant enough for students to be affected in their learning, and that there are careers in which these levels are more predominant than in others.

In this paper we first present an overview of the study of English as a second language specifically on the campus under analysis in this paper. This is followed by a review of the literature on anxiety and second language learning, a presentation of the methodology, a descriptive analysis of the results obtained, and conclusions.

The study of learning English as a second language

English is the main language of choice for global interactions, according to Calderón (2015), and Ruiz (2015) explains that more than 87% of publications in the social sciences, 79% in the health sciences and 96% in the natural sciences are published in English. The National Education Plan 2007-2012 (University of Guadalajara, 2016) established the teaching of a second language, mainly English in the curricula; in addition to professionalising foreign language teachers and establishing the parameters for considering that the levels indicated by the Common Framework of Reference for Languages (CEFR) (Instituto Cervantes, 2002) are reached.

Centro Universitario de los Altos has been offering English classes to students for more than a decade, with different programmes (called FILEX, JOBS and CLAP on campus). While these programmes have different offerings that can meet students' interests and adapt to their needs, they have not always been taken up, or in most cases, students drop out. In the case of the Bachelor's study programmes in Accounting, International Business and Management, students have four subjects focused on learning English as a second language. And in the case of the Law Degree, they have five semesters of foreign language teaching, in which English has been offered.

It became necessary to carry out a diagnostic assessment of students to find out their level of proficiency in English or another language. In addition, there is a need to find out more about the characteristics of the students that have allowed them to have an advanced level, i.e. those who already meet the level required for entry, regardless of the semester in which they are placed. In addition to this, to define whether there are characteristics that have a positive or negative impact on their learning of another language.

A questionnaire was then given to the students before they took their diagnostic test. The aim of the questionnaire was to obtain information both on the characteristics of the students that influence their second language level (age, teaching resources, other courses), and on personal and motivational characteristics that could provide an overview of the factors that influence their decision whether or not to continue with their English studies. Factors may also be external or institutional such as the range of courses available, the prestige of the courses, among others. For this paper the focus is on what students responded about anxiety and their performance in English classes or another language they are acquiring in addition to their native language.

Anxiety and its role in second language learning

Learning a second language has positive implications for both the personal and professional life of any individual. However, language teachers have found that it is not a pleasant experience for many, and that learners' performance is often unrelated to their knowledge of the new language. Anxiety is an important factor to consider for learners, especially in relation to certain areas of knowledge that have more important implications for them.

Learners' emotions shape foreign language learning. In recent years, there has been a growing interest in the psychological factors of second language learning (Li and Wei, 2022).

In order to prevent classroom work from becoming a traumatic experience for learners, it is necessary to determine what it is that creates these adverse situations in learners and to lead them to develop a better and broader understanding of what the learner is expected to master.

Authors such as von Worde (1998) analysed the anxiety levels of second language learners and found that at least a third of learners, and in some cases half, had debilitating levels of what many authors have termed "language anxiety". In some cases this is due to the speed at which topics are reviewed, to having to use it in class and at other times to sitting exams which will assess their language proficiency.

Anxiety has been shown to impede learners' cognitive processing and has been recognised as a predictor variable of second language learning outcomes (Fathi and Mohammaddokht, 2021).

Anxiety can be defined as feelings of tension, apprehension, nervousness and worry that are associated with changes in the nervous system (Spielberger, 1983). Anxiety is an excessive worry about certain events or activities, a worry that is disproportionate to the actual impact of the event. These worries can interfere with the individual's development in a significant way. In the case we are analysing, it has been determined as situational anxiety (which would have to be evaluated as a phobia, according to the Diagnostic and Statistical Manual of Mental Disorders DSM-5) (American Psychiatric Association, 2014).

It is a widely studied disorder and different forms of anxiety, as well as its triggers, have been identified. The anxiety that we propose to analyse, in this case, is not classified as a disorder but as a set of emotions that the student presents and perceives at the time of developing different activities as part of their learning of a second language. Those negative emotions of nervousness that lead the learner to refuse to participate in different activities, as well as to refuse to continue with his or her studies of a new language, despite knowing about the benefits it can have for him or her.

MacIntyre (1998) explains it as language anxiety, being "the worry and negative emotional reaction that arises when learning or using a second language" (p. 27).

Scovel, in 1978, was the first to analyse that there was a relationship between anxiety and learning another language. He found that levels of difficulty in learning activities could trigger anxiety reactions. Interestingly, Horwitz, Horwitz and Cope (1986) found that language anxiety is unrelated to other types of anxiety, so that we could determine that studying a new language is causal for these emotions in itself.

Authors such as Bensalem (2017) take up what these authors have said about second language learning anxiety. He found that high levels of anxiety appear in class performance, confidence in English (the language he used as a foreign language for his study), negative feelings towards English and fear. Without finding any gender differences, the author explains that the belief that women are more prone to anxiety cannot be demonstrated with regard to language learning.

The main reasons that Bensalem (2017) found to cause anxiety were: worry about failing English class, speaking in class using the second language, a finding that is consistent with other studies (e.g. Horwitz, Horwitz and Cope, 1986).

Zheng, 2008, reviewed what aspects might influence the development of language anxiety. Whether it has to do with the learner, the teacher, the classroom or the interaction of all three was reviewed. Similarly, if there are affective variables that could be impacting, or if they were cognitive skills. Among the findings, it was determined that a language deficiency leads to anxiety, and that affective skills and cognitive abilities do not have a significant impact.

Other authors, such as MacIntyre (1995) found that anxiety impacts on all stages of language acquisition: input, process and output. The input is understood as all those resources that a person can make use of to improve or increase their knowledge of another language, while the output will be those sentences or speech productions that the learner can make.

It is necessary to recover the work of MacIntyre and Gardner (1991) as they established five aspects where anxiety influences second language learning and performance. Firstly, anxiety is a strong predictor of learning competence (the higher the anxiety, the poorer the performance); socially, learners with higher anxiety will avoid communicating with others; cognitively, anxiety occurs at any stage of learning; anxiety can influence the speed and effectiveness of learning another language; and finally, studying another language can even become a traumatic experience.

It is worth noting that there is agreement between the various studies reviewed that explain classroom or performance-related anxiety, whether it is about speaking in front of the group, fear of the instructor or about the learners' own aspirations for their learning. Other factors, reported by Williams and Andrade (2008), include fear of negative evaluation or of making a bad impression on peers, as well as feeling less capable than others, in Japanese students, although their results were similar to those of American students. In all cases the anxiety presented did not have an external emotional, cognitive or environmental cause, so we could understand that these are emotions produced and strictly related to the study of a second language.

Methodology

A questionnaire was administered to the student population of the Centro Universitario de los Altos of the University of Guadalajara, Mexico. The questionnaire included questions that focused on determining the personal characteristics of the students: degree course, semester, municipality of origin, whether they had previously studied English or another language in addition to Spanish, what level they consider themselves to have in English and, finally, questions focused on language anxiety.

These questions come from the Foreign Language Classroom Anxiety Scale (FLCAS) instrument that was validated by García Ramos, Ochoa García and Hernández Cueto (2016) in the Mexican student population. The version that was validated in Spanish retained the structure of the original 33-item questionnaire.

It is measured on a Likert scale ranging from 1 to 5, from strongly agree to strongly disagree. The original questionnaire focused on measuring levels of anxiety in foreign language learning, so the authors adapted the language to English. For the purpose of this study, we will only focus on the answers students gave to the anxiety questions.

It should also be noted that 2885 students from Centro Universitario de los Altos participated, but for this study only the results of 1773 students from cycle 2022 B (second semester of the year) are taken into account. For the analysis only students from Law, Administration, Medical Surgeon, Midwife, Public Accounting, Nursing, Computer Engineering and Psychology are taken into account. The rest of the study programmes were not considered for this study as there were not enough students to be able to make a comparison between degree programmes.

Of the students who participated, 34.9% were male and 65.1% were female.

Career	Number of participants
Lawyer	319 (18.4%)
Administration	204 (11.8%)
Midwife Surgeon Career	244 (14.1%)
Public Accounting	303 (17.5%)
Nursing	193 (11.1%)
Computer Engineering	149 (8.6%)
Psychology	321 (18.5%)

Table 1 Distribution of students by degree
Source: Own elaboration

Considering the present study as descriptive, we considered it necessary to establish a scale to classify the students according to an appropriate risk level based on their normative group, so that with these items, a brief application could be made and the risk level could be determined according to the total scores. First, the total scores of each participant were calculated, the mean and the standard deviation were determined for the calculation of the z-scores.

Results

The Cronbach's alpha internal consistency index obtained from the full questionnaire was .91. To analyse whether the selected items belonged to a single dimension, we conducted an exploratory factor analysis, which allowed us to determine that the items were grouped into a single factor explained by 70.71% of the variance. Bartlett's test of sphericity was statistically significant, $X^2= 8051.325283$, $p \leq 0.001$, $KMO=.805$.

N	Statistical minimum	Statistical maximum	Asymmetry
Puntuation z	1733	-2.46	1.60

Table 2 Descriptive data by z-score
Source: Own elaboration

The calculation of z-scores was carried out in order to find out what level of anxiety each student is at in accordance with the scores of their normative group. This also allowed us to establish a scale to determine the levels of anxiety and compare which careers, according to the standard deviation of 1.50, we consider to be high average anxiety.

It is important to note that the highest score according to their standard deviation position is 1.60.

Career	Sample	Students	Percentage
Lawyer	319	19	5.95%
Administration	204	14	6.86%
Medical Surgeon Midwife	193	14	2.59%
Public Accountant	303	8	2.64%

Table 3 Students with z-score between the first standard deviation and the second
Source: Own elaboration

A total score on the questionnaire is 30 points. According to the scale established for this population of students, it is considered that scores of 27 to 30 points would indicate a high level of anxiety in the students. A lower score would not be considered as a level of anxiety that could represent complications in learning, at least for this variable.

Career	Sample	Students	Percentage
Lawyer	319	32	10.03%
Administration	204	21	10.29%
Midwife Surgeon	193	52	21.31%
Public Accountant	303	37	12.21%
Nursing	193	11	5.69%
Computer Engineering	149	31	20.80%
Psychology	321	53	16.51%

Table 4 Students with negative z-scores between the first and the second standard deviation

Source: Own elaboration

Total scores of 14 and above can be considered as a near zero level of anxiety.

Career	N	Minimum	Maximum	Media	Standard deviation
Lawyer	319	6	30	20.61	5.38
Administration	204	7	30	20.49	5.24
Medical Surgeon Midwife	244	7	30	18.52	5.78
Public Accounting	303	7	30	21.17	5.46
Nursing	193	11	30	22.92	5.15
Computer Engineering	149	6	28	17.69	5.78
Psychology	321	6	30	21.35	6.47

Table 5. Total anxiety scores

Source: Own elaboration

The tests of differences between the groups were not statistically significant. Through the means it can be shown that the nursing group had higher scores, followed by the group of Public Accounting, Psychology, Administration, Lawyer, Surgeon Midwife and finally Computer Engineering.

The groups analysed were classified into seven careers. Since the assumption of normality for applying a parametric test was not met, we opted to apply the Kruskal-Wallis test to analyse whether there are significant differences between the groups in terms of the level of anxiety in English. The hypothesis test for group differences did not reflect significant differences between any group, so we found no evidence to determine that the groups are different in terms of their raw total scores on anxiety level $p > .05$.

Conclusions

The main aim of the study was to perform a descriptive analysis of the anxiety level of students who can be considered to be entering higher education. Although no significant differences were reflected in any group, the averages allowed us to understand the general anxiety level of this population.

Taking into account that, according to the normative scores, the score that can be considered as a high level of anxiety was 27, the mean scores of the students ranged between 17 and 20. However, the nursing and public accounting students had the highest scores compared to the students of the other degree programmes. In contrast, computer engineering and midwifery students had the lowest scores. The latter two courses are of particular relevance since the updated literature is mainly in English, and can be considered not to represent, for this population, a level of anxiety towards English language learning that could be considered alarming.

Finally, we can conclude that this study has allowed us to have a closer look at the levels of anxiety in learning English as a second language, which has been considered an important emotional component in education and which could hinder performance during the courses offered by universities.

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Impact of the COVID-19 contingency on the food process engineering career at UTSOE**Impacto de la Contingencia de COVID-19 en la carrera de ingeniería en procesos alimentarios en UTSOE**

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Abstract

The present research was conducted at the Southwest Technological University of Guanajuato (UTSOE), a public university with in-person classes. It focused on the impact of distance education resulting from the COVID-19 contingency, during which face to face classes were suspended at all levels. Surveys were administered to eighth and eleventh- semester groups during the corresponding period of January - April 2021, from the food processing engineering program. The research investigated the effectiveness and efficiency of the adopted Virtual Teaching-Learning Environments. The data collected were coded and analyzed using Excel 2016 and IBM SPSS Statistics V21, through descriptive analysis. The study revealed that students' motivation has significantly decreased since the beginning of the pandemic, with a majority experiencing at least one disorder, and 48.6% being at risk of dropping out. Therefore, it is concluded that, despite the university's appropriate measures to handle the new modality, students have been significantly affected, especially in psychological and emotional aspects.

Resumen

La presente investigación se desarrolló en la Universidad Tecnológica del Suroeste de Guanajuato (UTSOE), universidad pública de corte presencial, acerca del impacto que tuvo la educación a distancia a distancia derivada por la contingencia de COVID-19, en la cual se suspenden las clases presenciales en todos los niveles. Mediante encuestas que se aplicaron a los grupos de octavo y onceavo cuatrimestre del período correspondiente enero – abril 2021, de la carrera de ingeniería en procesos alimentarios; en donde investigó la eficacia y la eficiencia los Entornos Virtuales de Enseñanza Aprendizaje (EVEA) adoptados. Los resultados se codificaron y analizaron en los programas de Excel 2016 e IBM SPSS Statistics V21, mediante un análisis descriptivo. Derivado del estudio se sabe que la motivación de los alumnos ha disminuido considerablemente desde el inicio de pandemia, la mayoría ha presentado al menos un trastorno y el 48.6% se ha encontrado en riesgo de deserción. Por lo que se concluye que, a pesar de que la universidad tomó las medidas adecuadas para el manejo de la nueva modalidad, los estudiantes se han visto afectados en gran medida, principalmente en los ámbitos psicológico y emocional.

Distance learning, Impact, Desertion**Educación a distancia, Impacto, Deserción**

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† Researcher contributing as first author.

Introduction

The COVID-19 pandemic is having profound impacts on education, yet even before it, the world was facing a learning crisis. Most countries were a long way from achieving the Sustainable Development Goal, which commits the world to ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all by 2030, but so far according to Rogers (2020), even universal quality schooling at primary level -not to mention secondary, tertiary or lifelong learning - has proven to be unattainable in many countries.

The online education modality had its advantages for university students, as practical subjects became theoretical, and the inclusion of information and communication technologies as their new means of learning greatly promoted autonomy when continuing their studies during the contingency.

However, in general it does not seem that the change of modality has been received very positively at UTSOE, part of the disaffection comes from the fact that the content offered was never designed in the framework of a distance higher education course, Román (2020) mentions that it tries to palliate the absence of face-to-face classes with virtual classes without further prior preparation.

Based on the above, the importance of the present research focuses on determining the impact generated by the implementation of COMUT, an educational platform based on Moodle, Microsoft Teams, and other environments that will be shown in the work, on the students of the educational program of engineering in Food Processes of the Technological University of Southwest Guanajuato (UTSOE), through descriptive surveys that allow rescuing significant data on the experiences of students with respect to the modalities adopted for the continuity of their education.

Development of the research*Methodology*

Based on the bibliographic consultation, a pilot form was developed and applied to two students in the eleventh quarter of the Food Process Engineering course, in order to determine in time the possible sources of error, and thus make the necessary modifications. Once the pilot form was corrected, a final survey format was established with which the different situations through which the groups of this career have gone through since the beginning of the pandemic to date, covering the issue of the continuity of their higher education through online classes.

The form was divided into two parts, the first part (section A) consists of 17 questions (most of them of the Likert scaling type) and focuses on the conformity and non-conformity of the students to the measures taken by the university during the COVID - 19 contingency and their experiences with their education in this new modality and with the virtual teaching and learning environments proposed; the second part (section B) consists of 13 closed questions and focuses on the student's environment. It is worth mentioning that the questionnaire is composed only of closed-ended questions and statements (Likert scale) and includes dichotomous questions (yes/no questions), multiple choice with single answer, and multiple choice with multiple answer. The survey format can be found in the appendix. 1.

Sampling

Since the project focuses only on the groups of the food process engineering career, the type of sampling used is a non-probabilistic convenience sampling, so the survey was applied to the eighth and eleventh semester groups, with a total of 35 responses.

Method of collection

The questionnaire was applied through the Google Forms platform and the link was distributed through the Facebook and WhatsApp social networks specifically to the students in question.

Analysis of the results

The results obtained in the applied surveys were coded and analyzed with Excel 2016 and SPSS Statistics V21 programs; thus, a descriptive analysis was used for the treatment of the results, in order to show the information with graphic and visual means according to what was obtained in the surveys.

Results

The results obtained from the information gathered from the surveys applied to the students are presented below. As previously mentioned, a descriptive analysis is presented with the help of Excel 2016 and IBM SPSS Statistics V21 programs. In relation to the above, the questions were categorized to guide the data collection.

Thus, it is important to take into account that 42.9% of the respondents are students in the eighth quarter, said percentage is equivalent to a total of 15 students; and the other 57.1% corresponds to students in the eleventh quarter, that is, 20 students (Table 1).

Grade	Frequency	Percentage
Eighth	15	42.9
Eleventh	20	57.1
Total	35	100

Table 1 Grade level of the respondents

Initial data analysis

The questions were classified according to the information they showed and were grouped into the same category to facilitate their analysis. This categorization is shown in Table 2, which shows the questions (items) that make up each category in each section of the questionnaire.

Category	Section A items	Items from section B
Management of the new modality, effectiveness and efficiency of the EVEAs implemented.implementados.	8, 10,11, 12, 13, 14, 15, 16, 17	1, 2, 3, 4, 5, 6, 7, 10.
Attention provided by the university throughout the contingency.	3, 4, 5, 6.	-
Impact on communication between classmates and professors.	7, 9.	-
Emotional impact of the contingency on students.	1, 2.	11, 12, 13.
Economic impact.	-	6, 7, 8, 9.

Table 2 Categorization of questions according to the information they provide

Thus, it is shown that the research is mainly aimed at evidencing the students' opinion on the university's handling of the new modality and, based on this, to speculate on the impact of the COVID contingency. 19.

On the other hand, Table 3 shows the classification of the questions according to their type, in order to facilitate their understanding when coding and analyzing them.

Type of question	Section A items	Items from section B
Likert scaling Likert	1 -11, 16	-
Dichotomous.	12.	1, 4, 5, 8, 9, 10, 13.
Multiple choice, single response.	14, 15, 17	2, 6, 7, 12.
Multiple choice, multiple response.	13	3, 11.

Table 3 Classification of the questions according to their type

Management of the new modality

As already mentioned, the most outstanding aspect of the research refers to the handling of the new modality to which students and teachers had to adapt. The results obtained in this category are shown below, according to the information from the corresponding questions.

In the first instance, students are asked their opinion about whether the university acted in the most appropriate way for the continuity of classes in the first four-month period covered by the pandemic (January - April 2020), to which 45.7% agree and 20% strongly agree. Therefore, it is interpreted that the university had a good management regarding the different modalities taken by the contingency measures.

To complement the above, information is obtained about the student's opinion on the training that the professors received from the university to keep them updated and thus, to have a better management of the different platforms used. The results of this question are shown in Figure 1, in which the graph shows that 57.14% of respondents agree with the above statement, and in contrast to this, 11.4% disagree and 2.85% strongly disagree. This could mean that at least more than half of the students are satisfied with the training received by their professors, and that they consider them efficient for the continuity of their studies.

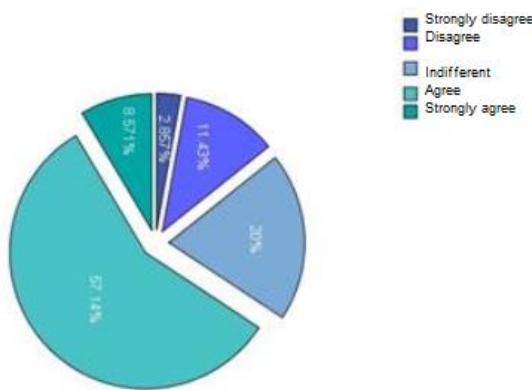


Figure 1 Graph of the students' perception of the teachers' management of the different teaching and learning environments.

On the other hand, question 10 of section A, through the same scale (Likert), evaluates the knowledge that students had regarding the existence of the platforms with which they worked throughout the contingency. Figure 2 shows the results obtained in this item and it can be seen that 34.29% of the students disagree with the statement presented, and 2.85% strongly disagree; however, although the percentage of students who claim not to have prior knowledge about the existence of such platforms is high, 42.86% claim to agree with the item.

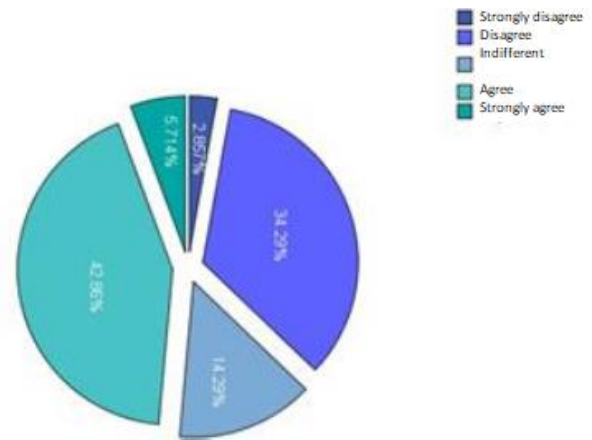


Figure 2 Graph of results obtained in question 10 of section A
Source: Own elaboration

In relation to this, we inquire about the previous knowledge in the handling of the platforms by the student (Figure 3), where it is shown that 37.14% of the students disagree with it and in turn, 11.43% strongly disagree, which can be interpreted as meaning that at least a frequency of 17 students (13 who chose "Disagree" and 4 who used the "Strongly disagree" option) did not have the necessary experience for the adequate handling of the platforms used, in contrast with 8 students who claim to have previous knowledge for the use of them.



Figure 3 Graph of results obtained in question 11 of section A.

According to the above, it is important to highlight that 71.4% of the respondents claim not to have received a course or orientation to learn how to use the new platforms presented and that it is likely that 28.6% of those who claim to have taken a course or orientation, have taken it on their own. Based on the negative responses, it can be deduced that the university did not offer courses, orientations or training for students.

Thus, it is necessary to show evidence about the platforms used from the beginning of the contingency to date, so question 13 asks students what means have been used for the continuity of their online education and the results of this are shown in Figure 4.

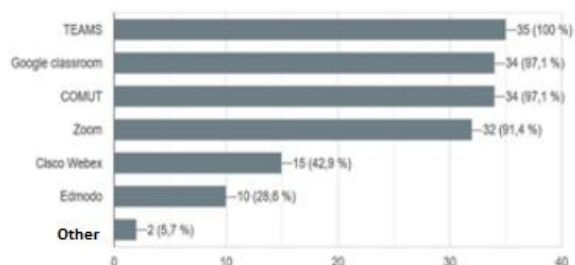


Figure 4 Graph of results obtained in question 13 of section A

Source: Own elaboration

The graph in Figure 4 shows that the most used platforms were Microsoft TEAMS, followed by Google Classroom and COMUT (the university's exclusive platform based on Moodle) and finally Zoom, and that the least used platforms were Cisco Webex, Edmodo and other platforms. In addition, it is known that there are platforms that do not meet the necessary requirements to carry out the continuity of online classes. Therefore, questions 14 and 15 of section A focus on obtaining the student's opinion about which platform they consider is the best and which does not meet their needs as a student, respectively; having as a result that 45.7% consider that Microsoft TEAMS has been, so far, the best platform (Figure 5); while 42.9% consider that Cisco Webex is the platform that least meets the student's needs (Figure 6), it is worth noting that for question 14, Cisco Webex was not selected as the best platform by any student.

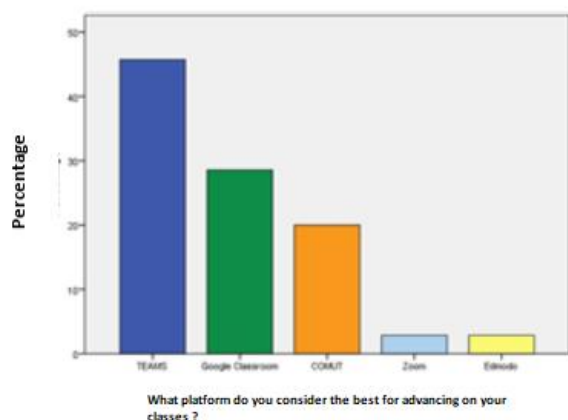


Figure 5 Platform selection

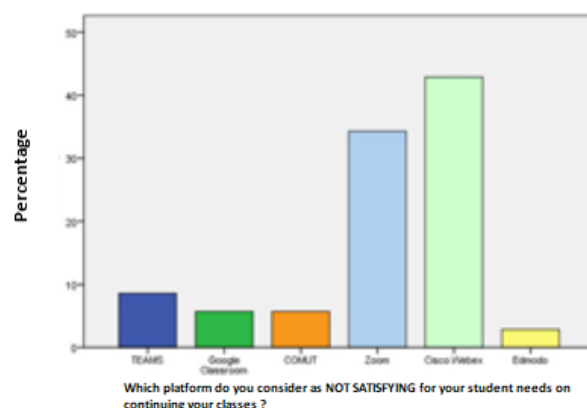


Figure 6 Graph of the platform that students consider does not meet their needs

Regarding the above, the university platform (named COMUT, based on Moodle), had a result of 20% with respect to being the best for the continuity of classes, and based on this, COMUT was rated according to their opinion on the functionality for the development in their sessions and activities, so that, with an average of 3.77 on a rating scale with a minimum of 1 and a maximum of 5, the platform can be considered as "acceptable"; thus, Figure 7 shows the percentages obtained in this question, showing that COMUT is considered as "Very good" by the students of the food process engineering course. Likewise, it is noteworthy that no student considers it as "Bad", so it is considered a good option (or alternative) to use.

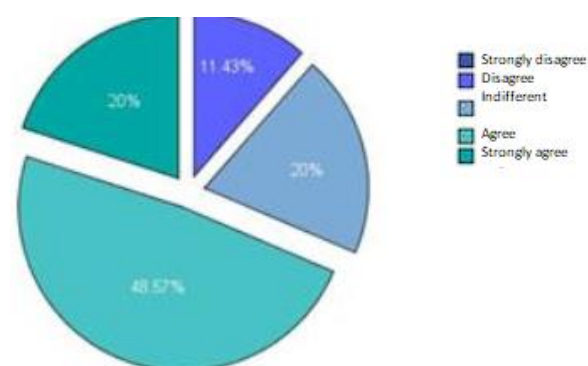


Figure 7 Evaluation of the COMUT platform

Another important aspect to evaluate in this category is the student's preference for the type of classes that have been handled throughout the contingency, with the result that 71.4% of the students prefer synchronous classes, 25.7% prefer asynchronous classes and the other 2.8% are satisfied with only the delivery of activities (Figure 8).

By way of interpretation, it can be mentioned that, so far, synchronous classes have been the most effective method to continue with their classes.

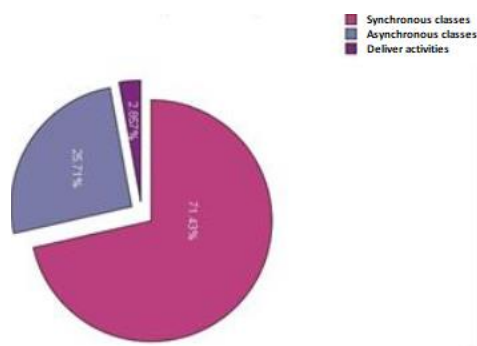


Figure 8 Modality preference

As already mentioned, synchronous classes allow students to interact with their professors and classmates in real time, which is a great advantage when resolving doubts about a subject. However, for some students it is a problem when taking the sessions in this modality.

Figure 9 shows that 68.8% of the students surveyed do not have a specific space at home to take their classes, which implies the possible existence of distraction factors that may alter the students' learning.

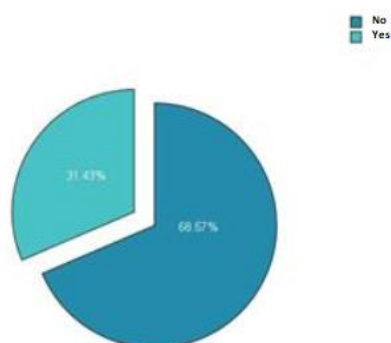


Figure 9 Graph of results regarding the specific place to take their classes

Consequently, information is obtained on the computer equipment that students have, this being one of the most important aspects of the research, since ECLAC assures in its report on COVID-19 that, as of 2018, only 57% of Mexican students over the age of 15 had access to a computer (ECLAC-UNESCO, 2020). Question 3 of section B reveals which technological equipment the students of the food process engineering career have to attend their classes in the online modality. The results are presented in Figure 10.

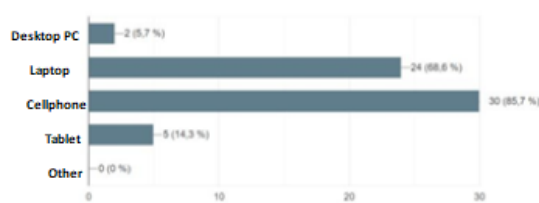


Figure 10 Graph of the computer equipment available to students

In the previous figure, it can be observed that only 68.6% of the students have a laptop, and only 5.7% have a desktop computer. In comparison with the data mentioned by UNESCO, the percentage varies by 11.6%, although it should be noted that the research only shows data from students in the food process engineering program at UTSOE.

However, it is important to highlight this percentage, since there are still students without access to a computer, which can result in difficulty when carrying out work and activities, since, although 85.7% have a cell phone, there are activities that can only be carried out using a computer.

Annexes

Annex 1. Survey form format

Good morning.

We are working on an investigation regarding the impact of the contingency derived by COVID-19 in the food process engineering career.

Please read the instructions carefully, as there are questions in which you can only answer one option and others are multiple choice. There are no right or wrong answers.

Thank you very much for your cooperation!

INSTRUCTIONS

Regarding the measures taken by the COVID-19 contingency in your higher education, answer according to your situation and your consideration the following questions.

QUESTIONS. Section A.

1. During the contingency and with respect to the continuity of my higher education I have felt much more motivated than when I was attending on-site classes.
 - Strongly Agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

2. During the contingency and with respect to continuing my higher education I have felt less motivated than when I was attending face-to-face classes.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

3. The measures taken by the university were the most appropriate to continue classes in the quarterly period January - April 2020.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

4. Attention by the school department, has remained unchanged.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

5. The attention provided by the university in general has remained unchanged.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

6. How do you evaluate the attention given by the university throughout the the university throughout the contingency?
 - Excellent
 - Very good.
 - Good.
 - Fair.
 - Poor.

7. Throughout the contingency, communication and interaction with my professors has remained the same as during face-to-face classes.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

8. I consider that the university efficiently trains professors to keep them updated and to be able to better manage the different platforms that we use.
 - Very much in agreement.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

9. Throughout the contingency, communication and interaction with my classmates has remained the same as during face-to-face classes.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

10. I was familiar with most of the platforms used by the university for lecture delivery.
 - Strongly agree.
 - Agree.
 - Neither agree nor disagree.
 - Disagree.
 - Strongly disagree.

11. I had previous experience with the various platforms that were used (used) in my online education.

- Strongly agree.
- Agree.
- Neither agree nor disagree.
- Disagree.
- Strongly disagree.

12. Did you receive any course/orientation to improve your skills in the use of the different platforms?

- I received a course/orientation.
- I did not receive any course/guidance.

13. Which platforms have you used to continue with the online classes? Select all the options you require.

- TEAMS
- Google classroom
- COMUT
- Zoom
- Cisco Webex
- Edmodo

14. Which platform do you consider has been the best to continue with your classes?

- TEAMS
- Google classroom
- COMUT
- Zoom
- Cisco Webex
- Edmodo

15. Which platform do you consider that DOES NOT MEET your needs as a student for the continuation of your classes?

- TEAMS
- Google classroom
- COMUT
- Zoom
- Cisco Webex
- Edmodo

16. Do you prefer:

- Synchronous classes (virtual face-to-face: classes via pre-scheduled videoconferences).

- Asynchronous classes (distance virtual: explanatory videos, written indications, COMUT deliveries).
- Delivery of activities (without previous explanations, information through pdf, deliveries by e-mail).

Section B. Student Environment

1. In your home, do you have a specific space to take your classes?

- YES.
- NO.

2. How many people in your household take online classes, including you? online, including yourself?

- 1
- 2
- 3
- 4
- 5 or more.

3. Which of the following equipment do you rely on to receive your classes? Select the necessary options:

- Desktop computer.
- Laptop.
- Cell phone.
- Tablet.
- Other.

4. Prior to the pandemic, did you have fixed internet access at home? at home?

- YES
- NO.

5. Currently, do you have fixed internet access in your home? home?

- YES.
- NO.

6. Did you contract fixed internet service because of the pandemic?

- Yes, I did.
- I am going to contract it.
- I do not plan to contract it.

7. Currently, how do you access your classes/activities?

- I have wifi.
- I use mobile data.
- I go to a cyber cafe
- Other.

8. Are you currently employed?

- YES
- NO

9. During the time of contingency, have you been at risk of dropping out?

- YES
- NO

10. Do you consider that you have an environment conducive to adequately take your classes?

- YES
- NO

11. Have you presented any of the following disorders throughout the contingency? Select the necessary options:

- Stress.
- Anxiety.
- Depression.
- Insomnia.
- Concentration problems.
- Other.

12. Have you received help to get better?

- YES.
- NO
- I have not requested it.

13. Have you requested help from the psycho-pedagogical department of the UTSOE?

- YES
- NO

Conclusions

The research showed that, indeed, the digital divide is one of the main conflicts of online education, although, contrary to what was expected, the problem lies in the access to computer equipment, since most students have access to the Internet at home, likewise, it is evident that neither students nor teachers received courses or guidance regarding the management of the platforms used.

It is presented that, of the modalities implemented by the university to the student community, the students of the food process engineering career prefer synchronous classes, being the most appropriate for their training due to the interaction in real time with their professors. It is considered that both Microsoft Teams and COMUT (Moodle-based platform) were the ones that students considered most effective and efficient for this contingency period.

Likewise, it is shown that communication and interaction between teachers and students was not affected by the pandemic, contrary to communication and interaction among peers, which the respondents say has been distorted; it would be interesting to investigate whether this alteration has been positive or negative.

Whether this alteration has been positive or negative.

Another point that the research proves is the psychological and emotional impact of the pandemic on students, which shows that all students have presented at least one disorder, being stress the most common, in addition to this, specific information on the causes is required.

Finally, the following aspects are highlighted for further research:

- Factors that influence student motivation.
- Factors that favor the appearance of psychological and emotional disorders in students.
- Factors of the risk of desertion.

- Factors that influence the student's decision to work and study simultaneously.

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Román, M. (2020). La educación superior en tiempos de pandemia: una visión desde dentro del proceso formativo. Revista Latinoamericana de Estudios Educativos, 13-40.
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General explanation of the subject and explain why it is important.

What is your added value with respect to other techniques?

Clearly focus each of its features

Clearly explain the problem to be solved and the central hypothesis.

Explanation of sections Article.

Development of headings and subheadings of the article with subsequent numbers

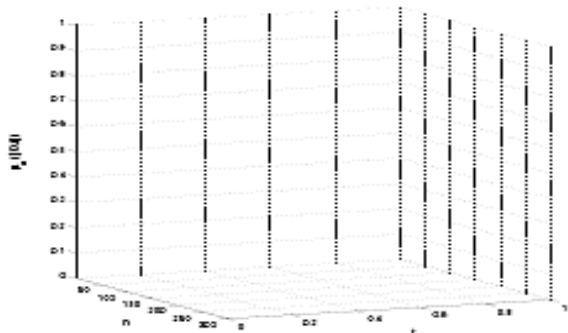
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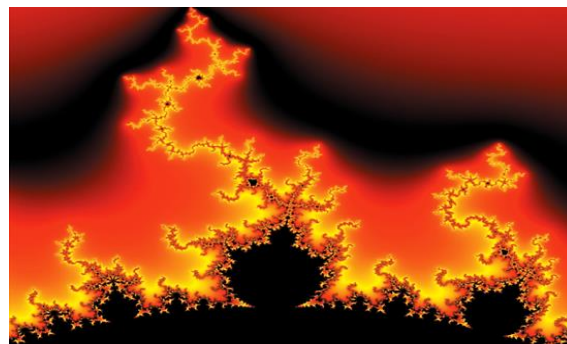


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Tables and adequate sources

Thanks

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Conclusions

Explain clearly the results and possibilities of improvement.

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