

The working conditions of university students in post-pandemic situations

Las condiciones laborales de estudiantes universitarios en las situaciones postpandemias

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Abstract

The combination of education and work in undergraduate students shows, on the one hand, the need to support family spending and, on the other, resolve situations of a personal, educational, and professional nature. As the students manifest, it has not been an easy task to bring both activities to a successful conclusion. The objective is to analyze the situations that university students experience when combining study and work after the reopening of educational and work activities. It is a quantitative, descriptive, and explanatory cross-sectional study (November-December 2021). The Education and Employment Status axis variable made up of simple variables such as type of contract, salary, number of hours worked, anti-COVID protection, business activity, and reasons for working; in addition to demographic and socio-educational variables. The students make it clear that they work out of economic necessity, acquiring work experience is left in a second or third moment.

Youth work, Online education-work, Working conditions, Post-pandemic situations

Resumen

La combinación educación-trabajo en estudiantes de licenciatura evidencia, por una parte, la necesidad de apoyar el gasto familiar y, por otra, resolver situaciones de índole personal, educativo y profesional. Como lo manifiestan los estudiantes no ha sido una tarea fácil llevar a buen término ambas actividades. El objetivo es Analizar las situaciones que viven los estudiantes universitarios al combinar estudio y trabajo posterior a la reapertura de las actividades educativas y laborales. Es un estudio cuantitativo, descriptivo y explicativo de corte transversal (noviembre-diciembre 2021). La variable eje Educación y Situación laboral se integró por variables simples como tipo de contrato, sueldo, número de horas trabajadas, protección anti-COVID, giro de la empresa, y motivos para trabaja; además de variables demográficas y socioeducativas. Los estudiantes dejan de manifiesto que se trabaja por necesidad económica el adquirir experiencia laboral queda en un segundo o tercer momento.

Trabajo juvenil, Educación-trabajo en línea, Condiciones laborales, Situaciones pospandémicas

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Introduction

The immediate effects that emerged in COVID-19 are available in different and well documented articles; however, visualizing the long-term effects on youth educational-labor situations is a topic under debate and in constant analysis by researchers from public and private institutions and international organizations.

Youth employment has always been marked by unfavorable situations; specialists indicate that during and after the COVID-19 crisis, the challenges for young people to look for and find work have increased.

ECLAC (2020) points out that in the case of students:

The most immediate impact has obviously been that the temporary cessation of face-to-face activities at IES (higher education institutions) has left students, particularly undergraduates..., in a totally new situation and without a clear idea of how long it will last with immediate impacts on their daily life, the costs incurred and their financial burdens and, of course, the continuity of their learning and international mobility.

Young people, during and after the pandemic, have had to reorganize their daily lives: first to adapt to confinement, then to the new situations brought about by the reactivation of activities and, as if that were not enough, they have felt the impact of the health crisis on their academic training, which increases the instability of their future employment.

In addition to the above, educational-labor situations increase inequalities in the different areas where the university population lives, coexists, and interacts, as pointed out by the UN (2022) "The number of young people without work is growing worldwide, but in some regions the situation is worse because the gap between men and women is added".

It is in young people where the contraction and destabilization of the labor market falls, since the ILO (2022) comments that "young workers are less likely to have seniority and the types of contracts that distinguish them to be retained by employers and therefore, they are more likely to lose their jobs."

Likewise, Gómez (2021) indicates:

Not only could periods of unemployment lead to depreciation of human capital, impacting productivity, but they could also create signals of low productivity to employers (without this necessarily being true). On the other hand, the impacts on the emotional well-being of young people could affect their expectations and aspirations, limiting job search and generating poor-quality job matches.

What has been stated above is only a superficial appreciation of the experiences and situations that impact the world of youth, for this reason it is important to show a closer vision of that reality of university students through their opinions expressed in a survey that aims to capture their experiences by combine study and work in post-pandemic times.

The article the working conditions of university students in post-pandemic situations is a study that derives from the general project Evolution of the educational-labor situations of undergraduate students in times of pandemic, which is being worked on within the CA Innovation and Educational Development-Labor assigned to the Faculty of Science, Education and Humanities and that is registered with the corresponding instances of the UAdeC.

Objectives

General objective

Analyze the situations experienced by university students when combining study and work after the reopening of educational and work activities.

Specific objectives

- Describe the demographic and socio-educational characteristics of the participants.
- Identify the technological-digital resources that the students used and shared to solve the study-work combination.
- Identify the educational modalities preferred by students who study and work
- Detect the prioritization of study or work by combining both activities.

- Identify the reasons for combining study-work.

Methodology

The article the working conditions of university students in post-pandemic situations, is a quantitative, descriptive, and explanatory cross-sectional study (November-December 2021).

Scope of study and sample

The students of the careers of Education Sciences (LCE) and Spanish Letters (LLE) participated voluntarily answering the measurement instrument designed in Microsoft Forms©.

In the year 2021, the LCE had 145 students, of whom 85.51% were women and 14.48% were men. What alludes to the LLE, the population enrolled in that period was 93 students, of which 21.50% were men and 78.49% were women.

The publication of the survey was available to the different groups of both careers, since a census sample was intended, however, since participation was voluntary, the sample was based on availability.

Variables

The first section contained the following axis variables and their simple variables:

Demographic data: sex, age, marital status, economic level and if you are a foreigner

Educational data: semester, academic program, frequently used technological-digital resources and with whom they are shared, preferred educational modality, study or study and work.

In that same section and detaching from the Education and Employment Situation axis variable, the following variables were included:

- Combine study and work.
- Type of contract.
- Working hours.
- Number of hours worked.

- Anti-COVID-19 protective equipment.
- Type of organization where you work.
- Salary per month.
- Reasons/motives to work.

Finally, a Comments section was included that was used to emphasize the results presented in this article.

Contextual framework

A nodal point that it is necessary to consider is why young people combine study and work; in 1981 Torrado commented that "it is a strategy to ensure the material reproduction of families in cases of scarcity of economic resources." Adding that "the labor of the wife or children can be used to compensate for the loss of income of the boss or his absence as a provider." (Cruz, et al, 2017)

On the other hand, Oliveira (1999) and García and Pacheco (2000) coincide in pointing out that the family structure where the father/mother was the provider is restructured and passes to a model of multiple workers "to compensate for the low salary levels of the work, especially in poor households" and where "The labor participation of children occurred to a greater extent in households where the head was located in non-salaried jobs" (Cruz, et.al. 2017).

As can be seen, after years the economic-family conditions have not changed, the need for the different members of the family to enter the labor force has intensified since the health crisis and the subsequent reopening of social activities, educational, economic, and labor.

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To enter the labor force has intensified since the health crisis and the subsequent reopening of social activities, educational, economic, and labor.

It is noted that in Mexico and Latin America the labor market has shown an increase in the activities of the tertiary sector "mainly characterized by the predominance of the so-called informal activities, accompanied by a process of labor deregulation in the formal productive sector." In addition, the flexibility of the labor market has allowed the incorporation of the youth labor force, but "places them in precarious jobs that are not very encouraging for the needs of families." (Horbath, 2004, pp. 199-200)

In a similar proposal, Randi (2020) indicates "Labor insecurity increases drastically in contexts of crisis, with the consequent loss of employment and lack of social protection"; noting that "Young people, the elderly and women were the most affected by the loss of employment." (Quattrocchi, P., Flores, C., Virgili, N., Cassullo, G.L., de Marco, M., Moulia, L., & Siniuk, D., 2020)

The Labor Observatory (OLA, 2022) points out that current employment trends in Mexico are characterized, among other things, by:

The specialization of knowledge, the workforce is concentrated in PyMES and the tendency to use temporary assignments and contracting for fees, increases as employers move towards contracting external providers to meet immediate needs.

What alludes to the forms of hiring, salary, and other benefits that the corresponding legislation considers is an issue that is still pending.

In this same sense, Gómez (2021) pronounces "The effects on education, employment, and mental health derived from the pandemic threaten to generate deep and long-term impacts on the employment trajectory of young people..."

The data on job loss is not encouraging in this segment of the population since "At the start of the pandemic, 2 out of 5 young people globally had a reduction in their income." (Gomez, 2021)

Before the pandemic, the students were working, but with the start of the quarantine they were left unprotected overnight due to their closure; there were no explanations, there was no compensation or at least no help to cope with these months of uncertainty.

The Mexican Institute for Competitiveness (IMCO, 2022) reports that "The majority (48.8%) of young people who have a job work between 35 and 48 hours a week and 44.9% of them have a maximum remuneration of \$5,186 pesos monthly".

Likewise, it is pointed out that young people who seek to be economically active face daunting challenges than the average worker, since:

They are the population group with the highest unemployment rate, at 6.4%, almost double the national unemployment rate (3.5%); In addition, in the first quarter of 2022, an informality rate of 67.4% was registered for young people, the second highest after the elderly (75.8%) and which is above the average informality rate in the country, of 55.2%

As if these figures are not enough, the IMCO indicates that "Young people who enter the labor market with informal employment have a greater probability of remaining in [that] condition throughout their professional career."

In this sense, formality would be the most desired option for young people who today combine study-work and tomorrow would be the graduates who enter the productive sector with better salaries, benefits, retirement savings funds, disability compensation that, unfortunately, this does not occur in most cases.

In addition, the fact that precariousness in youth employment stems from the lack of opportunities to gradually acquire the experience required by employers and that at the end of the day, the lack of it is what forces employers to young people to become self-employed and accept informal jobs that guarantee them neither experience nor decent and dignifying jobs.

Analysis of results

Description of the sample

The measurement instrument was designed and applied online using Microsoft Forms®; the total were 165 students of the degrees in Education Sciences and Spanish Letters who voluntarily participated; however, what alludes to the combination of study and work, the participating population was 44.85% (n=74). From this clarification, the frequencies, and percentages of the 74 participants will be 100%.

Of the 74 participants, 72.97% are women, 24.32% are men (n=18), only two people preferred not to answer, and the ages of the participating students ranged from 17 to 24 years.

Regarding the marital status of women, 58.11% are single; 5.41% are single with children; four reported being married, of which two have children; one lives in free union, and another is a widow.

On the other hand, 22.97% of the men are single, only one indicated living in a consensual union. Those who preferred not to answer are single.

Regarding the socioeconomic level, 52.70% (n=39) of the women and 16.22% of the men indicated that their level is medium, while 8.11% of each group was located at the low level; 12.16% of the women preferred not to answer.

The states of Veracruz, Chihuahua, Zacatecas, Guanajuato, and Guerrero, as well as Nuevo León and some cities in Coahuila, are the places of origin of 16.22% of the students who stated that they were foreigners.

Education and Work

It is identified in Table 1 that the students of the 3rd and 5th semester were the ones with the highest participation; What refers to the students who preferred not to answer are from the 5th and 7th semester of Spanish Letters.

Variable	Fr	%
5°	21	28.38
3°	21	28.38
7°	17	22.97
1°	15	20.27

Table 1 Students of participating semesters

With the reactivation of activities, the schools and faculties of the UAdeC began to carry out tests of hybrid classes; At that time, the students began to show concern about returning to class fully in person, but with the fear of possible contagion. For this reason, they were asked, If you had the option to choose, which educational modality would you prefer? Table 2 shows that the opinions in this regard are not definitive.

Sex	Variable	Fr	%
Woman	Face-to-face	24	32.43
	Hybrid	16	21.62
	Online	14	18.92
Man	Face-to-face	8	10.81
	Hybrid	7	9.46
	Online	3	4.05

Table 2 Preferred educational modality by sex

41.89% of the students indicated that the classes were in person, including two single mothers between the ages of 17-24 (3rd and 5th semester); In addition, as an LCE student expressed "Undoubtedly we need to return to face-to-face classes, it is not the same online" (Single with children, 21-24 years old).

While 32.43% of the participants suggest hybrid classes, but an LLE student expressed "In the few meetings we have had, I have noticed that some colleagues, very young, do not comply with the sanitary measures. I am very concerned that in an eventual return to school this type of carelessness puts everyone's health at risk" (Single with children, 33-36 years old). In this preference is located a single mother of 3rd semester (17-20 years old),

22.97% of students prefer the online modality; In this opinion group there are two single mothers aged 21-24 (3rd and 7th semester) and one between 25-28 years old (3rd semester) married with children.

The people who preferred not to answer (sex), considered the face-to-face and the online study.

Regarding study and work, 81.08% combine both activities and 16.22% eventually work; the students who preferred not to answer, one combines both activities and the other person eventually works.

To carry out studies and work online, it is necessary to have digital technological resources (RTD) that help them solve the combination of both activities; For this reason, they were asked which devices they use most frequently.

The results presented in Table 3 show that 33.78% use the laptop and 29.73% use the high-end smart cell phone.

Sex	Variable	Fr	%
Woman	High-end smart phone	18	24.32
	laptop	18	24.32
	Low-end smart phone	15	20.27
	Tablet	3	4.05
Man	laptop	7	9.46
	High-end smart phone	4	5.41
	Desktop	4	5.41
	Low-end smart phone	3	4.05
PNC	Desktop	1	1.35
	laptop	1	1.35

Table 3 Use of RTD for study and work

Another group pointed out that low-end Cell Phones, Desktop Computers and Tablets are used less; however, these RTDs make online interactions difficult, for example, if the camera is turned on, the audio and/or microphone is misconfigured.

One of the students indicated that "if we had more alternatives we would use better equipment, but at the moment it is what we have and what it is enough for us" (Man, single with children, 17 to 20 years old).

The confinement as part of the strategies to avoid contacts and possible routes of contagion of COVID-19, brought problems in the use of RTD; What used to be exclusive to one person was shared with other family members. To identify these incidents, they were asked: With whom do you most frequently share technological-digital resources?

It is identified in Table 4 that the women who combine both activities mainly share them with their brothers and friends, although 17.57% stated that it is not necessary for them to share.

Variable	Fr	%
Brothers	16	21.62
I don't need to share	13	17.57
Friends	12	16.22
Fathers	3	4.05
Sons	2	2.70
Partner	1	1.35

Table 4 RTD sharing: women

Regarding the situation of the 18 men, both those who combine both activities and those who eventually work, 13.51% share them with their brothers and 9.46% do not need to share them; The same situation occurs for those who at the time preferred not to answer (sex).

Study and Work: Pandemic Situations

As part of the study and to be able to detect the situations in which they developed when studying and working during the post-pandemic, they were questioned When you combine study and work, do you do it... both the women who combine both and those who eventually work, did not stop attending their workplaces.

Table 5 shows the situations that prevailed at the times when activities began to be reactivated, a minority prioritized academic work and others, the fewest, stated that they worked outside school hours.

Variable	Fr	%
Attending the workplace and interacting with my online classes	28	37.84
Combining face-to-face work and online work according to work needs	9	12.16
Attending the workplace, but I'm having trouble interacting with my online classes	8	10.81
I combine face-to-face with online work according to the academic work	7	9.46
I work when it is not school hours	2	2.70

Table 5 Work and study: situations

As far as men are concerned, the same response similarities are presented; nor did men cease to be present in their workplaces.

It should be noted that the study-work combination is not only to bring them to fruition, but as a student indicated "Sometimes I have to travel to my place of origin because my place of work is there..." (Free Union, age 36 or more) and a student adds "I just hope that the teachers have consideration with whom we work..." (Married w/children, 21 to 24 years old)

They were asked if you work or eventually do, approximately how many hours do you work a day?

Table 6 shows the number of hours worked per day, where it was identified that the 51.35% worked from 6 to 9 hours, 37.83% from 3 to 6 hours and 8.11% worked from 9 to 12 hours a day.

Sex	Variable	Fr	%
Woman	3 to 6 hours	25	33.78
	6 to 9 hours	24	32.43
	9 to 12 hours	5	6.76
Man	6 to 9 hours	14	18.92
	3 to 6 hours	3	4.05
	9 to 12 hours	1	1.35

Table 6 Daily working hours: by sex

If, as stated by women and men who, after the reactivation of activities, attended their workplaces and worked 3 to 9 hours a day, it was unavoidable to ask if you go to your workplace, what percentage does the employer pay for? anti-COVID-19 protective equipment?

Various opinion groups are found in the women's responses (Table 7); Thus, while some indicated that they had to buy all the protective equipment, 21.62% indicated the exact opposite, some stated that their employer only provided them with 50%; a minority were not very clear about the percentage of participation they had or the pattern in the purchase of anti-COVID-19 equipment.

Variable	Fr	%
You had to buy it	17	22.97
Employer paid 100%	16	21.62
The employer paid 50%	13	17.57
The employer paid 75%	5	6.76
I think 25%	3	4.05

Table 7 Protection against COVID-19: women

The same response situation is presented by men, but in an inverted way, that is, 9.46% indicated that the employer paid 100% for the anti-COVID-9 equipment and 8.11% that the employer did not pay anything; the frequencies for obvious reasons change, but the subsequent responses are like their female partners. But what is the type of organization where you work? As can be seen in the Table 8, the students mainly indicated Food Establishments, Family or Own Business; however, some of the students also work in department stores, educational institutions and in providing didactic advice.

Some students are also dedicated to recruiting, advising clients of a company; be nannies, but also a housewife and coach/referee of ball games.

Variable	Fr	%
Catering establishments	9	12.16
Family business	8	10.81
Own business	6	8.11
Department stores	6	8.11
Public and/or private educational institutions	6	8.11
Educational-cultural consultancies and/or cultural institutions	6	8.11
Convenience stores	3	4.05
Print and electronic media, editor/proofreader	3	4.05

Table 8 Business/Institution type: women

The students mainly indicated that they worked in food establishments, but unlike the women, some worked in food, industry or construction companies; only one, in each case, work in their own business, Taquerias, "we are musicians" and among other editors/correctors.

An important question is approximately, what is your salary per month? In the group of women, the highest percentage earns between \$500.00 and \$1,000 pesos per month and only one student indicated earning more than \$5,00.00 pesos (Table 9).

For the purposes of the analysis, they were grouped by salary coincidence, thus in the first group 16.22% are those who work between 3 to 9 hours a day and also indicated attending their work in person, but prioritizing academic work; This group works in the Family Business or their own, but also in convenience and/or department stores and food stores.

Variable	Fr.	%
\$500.00 to \$1,000.00 pesos	12	16.22
\$3,500.00 or more	11	14.86
\$250.00 to \$500.00 pesos	7	9.46
\$2,500.00 to \$3,000.00 pesos	6	8.11
\$3,000.00 to \$3,500.00	6	8.11
\$1,000.00 to \$1,500.00 pesos	4	5.41
\$1,500.00 to \$2,000.00 pesos	4	5.41
\$2000.00 to \$2,500.00 pesos	3	4.05
\$5,500 or more	1	1.35

Table 9 Approximate monthly salary: women

Women who earned between \$3,500.00 pesos or more or between \$1,000.00 to \$1,500.00 pesos, work in food establishments, family, or own businesses and in private educational institutions and work 9 to 12 hours.

The other groups, based on the monthly payment, present similar characteristics in terms of hours worked, attention/attendance to study-work... of course, there are differences between priorities, but no robust or dissimilar opinion group was detected in terms of these relationships presented.

The comments made around the study-work combination show the concern of young people on the subject, "I consider it pertinent to add that even by combining study and work in my daily routine I have been doing well, sometimes the burden is difficult, but I have coped adequately" (Man, single with children, 17-20 years old);

The Table 10 shows that, in the case of men, there are certain changes with respect to the daily salary received; the majority earn between \$3,500.00 pesos or more and, the men who work in Food, Industry and/or Construction Companies earn, in that order, \$8,000.00 pesos, \$14,000.00 and \$15,000.00 pesos upwards and work from 6 to 9 hours in the case of the first two items and from 9 to 12 hours in the last one.

Variable	Fr.	%
\$3,500.00 or more	7	9.46
\$500.00 to \$1,000.00 pesos	3	4.05
\$2,500.00 to \$3,000.00 pesos	2	2.70
\$1,500.00 to \$2,000.00 pesos	1	1.35
\$1,000.00 to \$1,500.00 pesos	1	1.35
\$3,000.00 to \$3,500.00	1	1.35
\$8000.00 approximately	1	1.35
\$15,000 onwards	1	1.35
\$14,000.00	1	1.35

Table 10 Approximate monthly salary: men

The case of the student who stated that he worked in "la p***** fábrica" (sic), He earns between \$500.00 and a thousand pesos a day working 6 to 9 hours a day.

To emphasize the results, a comment indicates "The fact that we work does not mean that we are earning a great salary, so that they understand why we have so many problems..." (Men, single w/children, 17-20 years old).

They were asked what is the type of contract with which you are hired? Table 11 shows the forms of contracting through which the students have entered the productive sector.

Variable	Fr	%
Indeterminate employment relationship	24	32.43
Verbal contracting	7	9.46
For a certain time	7	9.46
For seasonal work	5	6.76
By learning	4	5.41
By trial period	2	2.70
Family business	2	2.70
For initial training	1	1.35
I give private classes	1	1.35
I am not hired by anyone	1	1.35

Table 11 Types of contract: women

The different types of hiring do not show robustness in wages or working hours. For example, in hiring by indeterminate employment relationship, 20.37% work from 6 to 9 hours and work in the family business or their own, but also in department stores, convenience stores or food establishments.

While in a family or own business you can earn \$250.00 to \$500.00 pesos a day in similar businesses, the salary ranges from \$2,000.00 to \$2,500.00 pesos. The same thing happens with working hours: some work 3 to 6 hours a day, others 6 to 9 hours and even 9 to 12 hours a day.

Two cases were identified that are worth comparing: a woman (single without children) eventually works and her employment relationship depends on whether her services are required "I give private classes, I am not hired by anyone", she earned approximately \$250.00 to \$500.00 pesos per day and worked from 3 to 6 hours a day, while the woman (Free Union) who indicated for Outsourcing, worked as an editor/proofreader and earned an average of \$3,500.00 pesos or more, with the same working day.

In Table 12, it can be seen that men present similar characteristics in the types of contracts and salaries, the difference is that some men work in factories, industry or construction and, as previously mentioned, they are the ones who receive higher salaries; As the student who indicated to work in construction, his workday was from 9 to 12 hours a day and of course, his contract is for specific works.

Variable	Fr.	%
Indeterminate employment relationship	9	12.16
verbal contracting	2	2.70
By learning	2	2.70
By specific work	2	2.70
For seasonal work	1	1.35
Self-employment	1	1.35
Substitution contract	1	1.35

Table 12 Types of contract: men

Finally, they were asked if you work, what are the reasons for working? This question allows us to close the educational-labor activities carried out by both women and men of the degrees in Education Sciences (LCE) and the degree in Spanish Letters (LLE) and, with them, the combination of these activities is justified and understood.

The women stated that personal expenses were one of the reasons for combining study-work; however, these expenses were not exempt from supporting family situations, for example, this item refers to Acquire work experience, support family expenses, pay career expenses, update resources, pay for telephone/data service, support of the couple/ sons.

Evidence of this is indicated by a comment made by a woman "Family spending includes rent payments for the room in which we live, internet payment, food, school payments and gynecologist consultations, as well as medicines, that we are expecting a baby" (Married with children, 25-28 years old).

Variable	Fr	%
Personal expenses	15	20.27
Pay the expenses of the race	9	12.16
Gain work experience	9	12.16
Update technological resources	6	8.11
for online education	6	8.11
Support family spending	4	5.41
Spouse/child support	2	2.70
Pay phone service/	2	2.70
data for study/work online	1	1.35

Table 13 Reasons to work: women

Interesting fact is that only 9 of 54 women indicated that they worked to gain work experience and the salary was distributed to personal expenses, support family expenses, pay career expenses and pay for telephone/data service for study/work online.

As identified in the results, the students, in addition to working, learn to distribute and thereby contribute to the family economy. The people who preferred not to answer (gender) present the same tendencies in their personal expenses.

As has been reviewed in the course of this analysis, men present similar tendencies in educational-labor situations; For example, 10.81% of the students use Personal Expenses to support family expenses, pay for their studies, and update technological resources for online education.

Variables	Fr	%
Personal expenses	8	10.81
Pay the expenses of the race	5	6.76
Support family spending	3	4.05
I am the main breadwinner of my house	1	1.35
Gain work experience	1	1.35

Table 14 Reasons to work: men

The student who indicated I am the main breadwinner in my house pays his salary in Support family spending; however, only one of the 18 participating men worked to acquire work experience and the salary received is used to update technological resources for online education.

Work experience, although necessary, goes to the background when personal and family economic needs are prioritized that would allow them to face emergency situations derived from the health crisis.

Conclusions

The working conditions of university students in post-pandemic situations show that women and men, single or married with or without children, experience similar working conditions; Not a single group of opinion was found, which marks the diversity and heterogeneity in the youth population and in a labor market that, while providing job opportunities, is not entirely rosy when it comes to providing protection to its workers.

In both populations, attendance at the workplace was punctual and from there the classes that were projected online were attended; however, the technological resources did not present the desirable characteristics for a favorable transmission and interaction.

Since attendance at the workplace did not stop, the anti-COVID protection was shared by both them and the employer, although it is insisted, this depended on the type of company/institution/business where one worked; most of the students worked in the tertiary sector, although some of the men reported working in the manufacturing and construction sector.

In this regard, Horbath (2004) points out that the labor market has shown an increase in the activities of the tertiary sector "mainly characterized by the predominance of the so-called informal activities, accompanied by a process of labor deregulation in the formal productive sector." (p.199)

Likewise, it was identified that the working conditions of university students in post-pandemic situations were marked by disparities in the working day and the monthly salaries received; Thus, while in their own or family businesses an average of \$500.00 to \$1,000.00 was earned, in that same line of business, the salary increased or decreased as well as the hours worked.

The IMCO (2022) reports that "Most young people who have a job work between 35 and 48 hours a week and 44.9% of them have a maximum salary of \$5,186 pesos per month."

Men, because they work in the food, manufacturing, or construction industry, had higher salaries, but also their daily working hours and what to say about the types of hiring, where the participating population presents serious risks and job instability.

In this sense, Horbarth pointed out that the youth labor force, "[is] located in precarious jobs that are not very encouraging for the needs of families." (2004, p.200)

The working conditions of university students in post-pandemic situations were framed in the economic needs and family situations that the students manifest; Although the minority indicated that they were single mothers/fathers or married with children, this fact overlaps with working to gain experience; young singles are in the same situation.

This phenomenon of working coincides with what Torrado (1981) commented "is a strategy to ensure the material reproduction of families in cases of scarcity of economic resources."

Post-pandemic working conditions do not differ much from conditions before the health crisis; that is, youth employment was and is in crisis.

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