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Journal of Critical Pedagogy

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Content Presentation

In the first article we present, *Future expectations in secondary and high school students from a rural community in the state of Yucatan*, by ANDUEZA-PECH, María Guadalupe, RODRÍGUEZ-ANGULO, Elsa María, OJEDA-RODRÍGUEZ, Ricardo and CAMBRANES-PUC, Luis Humberto, with adscription at the Universidad Autónoma de Yucatán; as a second article we present, *Enhancing adolescent learning: An approach from school motivation and academic development*, by CEPEDA-GONZÁLEZ, María Cristina, VILLARREAL-SOTO, Blanca, RAMOS-JAUBERT Rocio Isabel and ESPERICUETA-MEDINA, Marta Nieves, with adscription at the Universidad Autónoma de Coahuila; as third article we present, *Development of emotional intelligence limited to empathy in the curricular design of postgraduate students*, by HERNÁNDEZ-CUETO, Jaquelina Lizet, SALINAS-AGUIRRE, María del Consuelo, CHARLES-MEZA, Angel Gerardo and AGUILAR-GARCÉS, Ana Elizabeth, with adscription at the Universidad Autónoma de Coahuila; as the last article we present, *Hardiness and coping strategies in in martial arts athletes*, by PONCE-CARBAJAL, Nancy, RAMÍREZ-NAVA, Rubén, MEDINA-VILLANUEVA Samantha, and LÓPEZ-WALLE, Jeanette Magnolia, with adscription at the Universidad Autónoma de Nuevo León.

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Future expectations in secondary and high school students from a rural community in the state of Yucatan

Expectativas de futuro en estudiantes de secundaria y bachillerato de una comunidad rural del estado de Yucatán

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Abstract

Objective: to analyze future expectations, which, from the students' perspective, are important; as well as to determine if the expectations are different for secondary level students compared to those of high school and to explore the behavior of future expectations in men and women. Methodology: a study with a non-experimental, cross-sectional design was carried out with students from two schools: a secondary school and a high school in the rural area. This work contributes to understanding the adolescent population of the rural area with which we work, since each approach contained in the questionnaire induces them to reflect and assess their current situation; In the medium and long term, it is expected that the results obtained provide elements that can be translated into Public Policies so that the Ministry of Public Education incorporates them into its educational programs and in this way the adolescent population at all educational levels can be trained as individuals capable of visualize and build their expectations for the future incorporating elements of modern life, but at the same time, valuing their origin and the cultural diversity of their present time, as well as the impact of modernity on their lives

Future expectations, High school students, Rural communities

Resumen

Objetivo: analizar las expectativas de futuro, que, desde la perspectiva de los estudiantes, son importantes; así como determinar si las expectativas resultan diferentes para estudiantes de nivel secundaria en comparación con los de bachillerato y explorar el comportamiento de las expectativas de futuro en hombres y mujeres. Metodología: se llevó a cabo un estudio con un diseño no experimental, transversal, con estudiantes de dos escuelas: una secundaria y una de bachillerato del área rural. Este trabajo contribuye a entender a la población adolescente del área rural con la que se trabaja, ya que cada planteamiento contenido en el cuestionario los induce a reflexionar y valorar su situación actual; a mediano y a largo plazo se espera que los resultados obtenidos aporten elementos que puedan traducirse en Políticas Públicas para que la Secretaría de Educación Pública los incorpore a sus programas educativos y de este modo la población adolescente en todos los niveles educativos puedan formarse como individuos capaces de visualizar y construir sus expectativas de futuro incorporando elementos de la vida moderna, pero a la vez, valorando su origen y la diversidad cultural de su actualidad, así como, el impacto de la modernidad en sus vidas.

Expectativas de futuro, Estudiantes de secundaria, Comunidades rurales

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† Researcher contributing as first author.

Introduction

The governments of countries make efforts to improve people's living conditions with the intention of achieving greater social stability, which allows citizens to have a better quality of life and well-being. Yucatan is an entity with 2,097,175 million inhabitants, distributed according to sex in 1,027,548 men (49%) and 1,069,627 women (51%); 57.4% of the population is (located) in the 31 municipalities of the state and the remaining 42.6% is concentrated in Merida, the state capital according to data provided by the Yucatan Intercensal Survey of 2015.

It has been pointed out that the axis of development of countries is based on the creation of human capital through education and, therefore, public actions are aimed at expanding the supply of education, favouring the incorporation of boys and girls to school from their earliest ages until universal coverage is achieved. In this regard, in 2015 it was reported, for the 3-5 age group, that 72.9% of boys and 73% of girls attend an educational institution; while this makes it evident that, at state level, men and women have equal opportunities, on the other hand, it is also reported that, in areas with larger populations, the attendance of boys is higher than that of girls (Intercensal Survey 2015, 23).

In terms of basic education, actions have also been taken to achieve universal coverage; 97.5% of the population aged 6-14 years attends school, although this percentage decreases slightly (96.9%), in localities with less than 2,500 inhabitants (Intercensal Survey Yucatan, 2015).

Consequently, and with the objective of incorporating the young population to higher levels of schooling, it was decreed that upper secondary education would be compulsory, a goal that was enshrined in the General Education Law, which is why the information provided by the Intercensal Survey 2015 is valuable for the monitoring and evaluation of this decree.

Within this framework, it is noted that the population aged 15-24 attending school increased by 10.8 percentage points between 2000 and 2015.

In 2000, 34.9 per cent attended school, while in 2015, 45.7 per cent of this population in the same age range attended an educational centre in the state system, with a gender difference of 1.9 percentage points (46.7 per cent of men and 44.8 per cent of women) (Yucatán Intercensal Survey, 2015).

From another point of view, most of the population in Yucatán is bilingual; however, there are still people who speak only the Mayan language, a condition that limits their interaction with other people outside their community and even limits their own development. 29.6% of the population aged 5 and over speak an indigenous language and almost 70% are bilingual (Yucatan Intercensal Survey, 2015).

In this context, access to information technologies has increased in recent years; internet access has led to the incorporation of the population into modern life (in 2015, 30% of households had internet) and more than 50% have pay TV (Yucatán Intercensal Survey, 2015).

While all these conditions favour a large part of the young population to have access to education and better living standards, it is also true that there are other situations that limit people's own development. According to the UNICEF Annual Report (2017; 20) in Mexico, "around 4.1 million children are out of school and more than 600 thousand are at risk of dropping out.

The reasons why children and adolescents do not attend school vary depending on the level of education"; it is noted that at secondary level, the degree of poverty in the home and child labour play a role, as they are forced to drop out of school to help support their households; the same is true for young people at secondary level, where living in poor homes in urban areas and working to help their families are some of the main reasons why adolescents between 15 and 17 years of age do not continue their studies.

At the same time, the phenomenon of globalisation coupled with access to school means that secondary school students face a world where tensions are generated in the way they conceive their expectations for the future; firstly, they are educated using terms that are not their referents, that is, terms that do not exist in their socio-cultural context.

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Secondly, they face a competitive environment in which they face new challenges and questions about their future such as: Who do I want to be? How do I want to be? What do I value for my life? What do I value to have and to live in a complex society? These are questions that, although they can be answered in some way, life skills and values are elements that can help to answer them.

Garzón (2016) states that the educational environment should be a space for adolescents that contributes to their all-round development, where habits, skills, competences and values are instilled. Terigi (2010) argues that the pedagogical relationship is a meeting of knowledge.

The family values debate in many countries seems to be far removed from globalising influences, but in reality it is not. Traditional family systems are being transformed in many parts of the world; this is a global revolution in everyday life, the consequences of which are being felt around the world, in areas ranging from work to politics and even education (Guidens, 2007).

It should be noted that, although research has been conducted on the future expectations of secondary and high school students, many of these are carried out from a qualitative approach and some with the design and validation of questionnaires. Some examples are mentioned below.

Gaeta *et al.* in 2015 carried out a study on the psychometric properties of a questionnaire to assess academic goals in students with the understanding that academic goals are one of the most important variables from a motivational point of view to explain the different reasons for students to engage in learning tasks and activities.

At the same time, they are related to different patterns of students' thinking, emotions and actions and, moreover, to their academic achievement. Hence, it is important to increase empirical work in this area and to have assessment instruments that allow a better understanding of the processes involved in students' learning, particularly in higher education.

This paper examines the psychometric properties of the Academic Goals Assessment Questionnaire in a sample of Mexican university students; this self-report instrument assesses students' personal orientation towards academic goals. A confirmatory factor analysis (CFA) was carried out with a sample of 735 Mexican university students from the engineering area. The results obtained corroborate in general the factor structure of the original questionnaire and sufficiently guarantee the internal consistency of the scale to be used in the research in the Mexican context.

The work of Segura and Chávez (2016) points out the importance of the school as a space where a model of society, knowledge and social recognition is shown and where students must develop strategies to enter into a process of socialisation that is also an education. There are ruptures and tensions in their passage through the university that affect their ethnic identity, for example in the maintenance of their family and community ties, the sense of belonging and identification with their peers, the possibility of remaining outside their community and building decontextualised life expectations, as well as the possibility of being autonomous and choosing their own future without undermining their cultural integrity, as pointed out by Figuera and Ariza (2015).

Sánchez, Y *et al.* (2016) carried out a study with the aim of designing and validating the Escala de Expectativas de Futuro en la Adolescencia (EEFA) instrument. A sample of 1,125 participants of both sexes from the province of Cádiz, aged between 11 and 15 years, was analysed. From the Exploratory Factor Analysis (EFA), carried out with subsample 1 (n= 551), four factors were identified: Economic/labour expectations (occupation and profession), Academic expectations (level of studies that the subject expects to achieve), Personal well-being expectations (they expect to establish good social relationships and imagine themselves as safe and healthy people) and Family expectations (expectations regarding the possibility of finding a partner, forming a stable family and having children in the future).

A Confirmatory Factor Analysis (CFA), using subsample 2 (n=574), confirmed the factor structure of the scale, whose model showed a good fit. Item and reliability analyses demonstrated acceptable internal consistency of the scale. In order to obtain further evidence of validity, the data obtained with the EEFA instrument were contrasted with other instruments that assess self-esteem and life satisfaction, and positive relationships were expected to be obtained between them. It was concluded that the EEFA instrument, composed of 14 items, has adequate psychometric properties, and is considered a valid instrument for assessing the future expectations of adolescents.

González and Andrade (2016) conducted a study with a psychological approach whose purpose was to design and validate a scale to assess the perception of Psychological Well-Being (PW) in Mexican adolescents. Phase I was exploratory, two studies were conducted, one to identify the meaning that adolescents gave to BP, and the other to design and validate the scale. Phase II allowed the psychometric characteristics to be confirmed. The first study involved 30 adolescents aged 15-20 years; the second involved 665 adolescents aged 14-20 years (M=16.7; SD=1.36). In phase II, 1064 students aged 15-20 participated (M=16.10; SD=.941). The results grouped 29 items into seven factors ($\alpha=.76$), which explained 60.51% of the total variance: personal growth ($\alpha=.79$), positive relationships with others ($\alpha=.81$), life purpose ($\alpha=.80$), self-acceptance ($\alpha=.74$), future plans ($\alpha=.77$), personal rejection ($\alpha=.77$) and personal control ($\alpha=.83$).

Another study by Pérez and Ochoa (2017) analysed civic participation in secondary school students. Information was collected through a 36-question questionnaire that probed students' ideas of participation before and after the intervention, as well as participant observation and field diary. It was found that the ideas of participation changed after the intervention and that students were involved in all phases of the project. Through the Application of a Service-Learning Project (SLP), the ideas, spaces and forms of participation of 3rd year secondary school students in getting involved in a participatory project in the school environment were analysed.

The dimensions addressed by the questionnaire were: concept of participation (expression, consultation, information, decision-making and respect for decisions); areas of participation (classroom, institution and community); conditions for participation (recognition of the right to participate, availability of capacities to participate, mechanisms or spaces for participation), and type of participation (simple participation, consultative, projective and meta-participation). It was found that the ideas, forms and spaces for participation are limited; working through projects, and specifically through service-learning, was an important element, on the one hand, to modify these ideas and, on the other hand, for students to carry out genuine participation experiences, which allow them to be heard and influence the context in which they are inserted, involving all the subjects that make up the school.

Molina, M., Raimundi, M. and Gimenez, M. (2017) developed a research with the aim of exploring how a group of adolescents from the City of Buenos Aires (Argentina) perceive themselves in the future, that is, to explore and describe the possible selves (PSs). Seventy-two adolescents (69.4% female) from a public school participated in this study. They answered a questionnaire of open-ended questions in which they were asked to list their PSs when they finish secondary school. A thematic content analysis of the responses and a frequency count of the categories were carried out. Adolescents generated PSs in five broad areas: personal, academic/occupational, physical, social, and satisfaction and achievement.

The most prevalent area was academic/occupational. A socio-demographic questionnaire was used to characterise the sample and another questionnaire of possible selves (Oyserman (2004), Adaptation: Molina (2014). It is a questionnaire of open-ended questions in which the adolescent is asked to list four possible expected, desired and feared selves.

Adolescents in the City of Buenos Aires (Argentina) project their vision of themselves in the future in five broad areas: their personal characteristics or personality traits; their occupations and lifestyle; their physical appearance and aptitudes; their interpersonal relationships; and their general satisfaction, aspirations and achievements.

Within the domains included in these areas, an idiosyncratic content of Buenos Aires adolescents is that of goals: the value of having goals and commitment to them. Also, some adolescents achieve an articulation and integration between their PSs, which implies a more complex vision of themselves in the future. The most prevalent PSs are those related to profession and occupation, and to studies and academic interests. The domain of work takes prevalence among the feared SPs. Although the different types of SPs are expressed in the same areas, there are some differences.

In terms of diversity, the majority of adolescents generated SPs in one or two areas, with the maximum being five areas. The low percentage of adolescents who were able to generate complex PSs and in more than one or two areas, as well as the high prevalence of PSs in the academic/occupational sphere leads us to consider the need to encourage them to explore a greater diversity of possible selves, as well as other areas in which to project and deepen the characteristics of the PSs they propose for the future, articulating different domains among themselves.

Another work (Iglesias (2015) shows in his review how, from the perspective of the adolescent, "being fashionable" is to be part of the majority of the group, which generates a feeling of acceptance by their peers; they struggle to develop their identity and their body appearance and the way they dress are important; the media and social networks play an important role with their "marketing" work that fosters a consumer society.

With this bibliographical review on the future expectations of students, it is considered necessary to carry out research that shows, from a social perspective of education, the elements that are important for men and women to build better alternatives for their lives and provide foundations that help the educational institution to train young people with quality future expectations; the model of analysis that is presented integrates the new global reality in which adolescents are inserted on a daily basis and that generates new questions for them, as they are facing a society that is changing rapidly and where information is constantly changing.

In the short term, this research will benefit the adolescent population in the rural area with whom we work, as each question contained in the questionnaire will lead them to reflect on and assess their current situation, In the medium and long term, it is hoped that the results obtained will provide elements that can be translated into public policy so that the Ministry of Public Education can incorporate them into its educational programmes, so that the adolescent population at all levels of education can be formed as individuals capable of visualising and building their expectations for the future, incorporating elements of modern life, but at the same time valuing their origins and the cultural diversity of their current situation, as well as the impact of modernity on their lives.

Hence, the aim of this paper is to analyse future expectations, which, from the students' perspective, are important; to determine whether expectations are different for secondary school students compared to high school students; and to explore the behaviour of future expectations in males and females.

Methodology

A non-experimental, cross-sectional design study was carried out with students from two schools: a secondary school and a high school in a rural area. Permission was previously requested from the school authorities and they were informed of the objective of the research; once permission was obtained, an instrument on future expectations was applied to the students, who were also informed of its objective, the confidentiality of the information and the use to which the information would be put.

The instrument is a structured questionnaire with a scale of 0 to 10, consisting of a total of 119 items divided into a general data section and nine sections according to the complex variables.

The first section corresponds to general data made up of 8 items, the second corresponds to the complex variable of axiological principles made up of 20 items, the third corresponds to the complex variable of ontological principles and is made up of 23 items, the fourth corresponds to the complex variable of interpersonal skills, made up of 20 items, the fifth corresponds to the complex variable of intrapersonal skills made up of 20 items.

ANDUEZA-PECH María Guadalupe, RODRÍGUEZ-ANGULO, Elsa María, OJEDA-RODRÍGUEZ, Ricardo and CAMBRANES-PUC, Luis Humberto. Future expectations in secondary and high school students from a rural community in the state of Yucatan. *Journal of Critical Pedagogy*. 2023

The sixth corresponds to the complex variable of personal expectations for the future with 5 items, the sixth corresponds to the complex variable of personal future expectations with 5 items; the seventh section corresponds to academic expectations with 4 items; the eighth refers to economic-labour expectations with 4 items, the ninth corresponds to family expectations with 7 items and finally the tenth section of social expectations is made up of 8 items. For the purposes of this chapter, only the future expectations axis will be analysed.

The information was captured and processed in SPSS and descriptive statistics and Student's t-test were used to analyse the data.

Results

We worked with a total of 141 students: 80 students from a secondary school and 81 students from a high school, both from a municipality in the rural area of Yucatan. The gender distribution is shown in table 1.

The mean age for secondary school students was 13 years with an SD of 0.83 and for baccalaureate students it was 16 years with an SD of 0.96. Among other general data collected is that 80% of the students' parents and 91.5% of their grandparents speak Mayan; however, reading the data shows that less than 20% of the secondary school students understand Mayan, while 75% of the high school students speak Mayan.

Table 2 presents an analysis of the information from the centrality, dispersion and distribution statistics on future expectations in the sample studied. According to the mean scores, it can be noted that students' expectations are focused on supporting their families in difficult times, finishing their high school studies, providing a pleasant atmosphere in their family, being there for their friends, sharing important anniversaries with family members, finding a job they like, owning a house, having health insurance for their family, having a stable partner, mastering their fears and getting to know themselves better and better. To be working or living somewhere else, to have several children, to promote the use of the Mayan language in their community are expectations with the lowest averages.

The minimum and maximum scores indicate that, in most of the items, participants made full use of the scale, the minimum value being 0 and the maximum 10. The Standard Deviation (SD) values indicate that there are 17 variables with good stability due to the fact that they deviate little from their mean.

According to the distribution of the data a negative skewness could be observed in most of the variables, which means that the distribution is elongated to the left at the extreme of the low values and concentrated to the right at the high values. The kurtosis scores give evidence of leptokurtosis for most of the variables.

In order to find significant differences between the grouping variable according to level of education and the variables corresponding to the future expectations dimension, a t-test for independent samples was performed on the sample studied. For the null hypothesis, equality of variances was accepted, an assumption that was calculated from Levene's test.

It could be observed that there are statistically significant differences between secondary school and high school students with regard to the dimension of expectations. It can be observed that for high school students it is more important to have several while for middle school students it is more important to be aware of the safety of their community and to be committed to the care of the environment of their community (Table 4).

In order to assess whether there is a difference between the variables of future expectations and gender in the sample studied, a t-test for independent samples was performed. The evidence allowed us to reject the null hypothesis since a value of $p \leq .05$ was obtained, thus fulfilling the assumption of homoscedasticity. A statistically significant difference was found between men and women in the variable "having several children" (Table 5).

Annexes

Secondary			High school	
Sex	Frequency	Percentage	Frequency	Percentage
Man	30	37.5	32	52.5
Women	50	62.5	29	47.5
Total	80	100.0	61	100.0

Table 1 Distribution by sex

Source: Questionnaire on future expectations of secondary and high school students

Items	n	\bar{x}	Med	Mo	R	Min	Máx	DS	As	K
I will support my family in their difficult times.	141	9.72	10.00	10	9	1	10	1.15	-5.95	38.75
I will finish high school	141	9.62	10.00	10	9	1	10	1.24	-4.20	20.29
I will create a pleasant environment in my family.	141	9.62	10.00	10	8	2	10	.93	-4.73	31.95
I will be there for my friends in good times and bad.	140	9.57	10.00	10	7	3	10	1.08	-3.40	13.56
I will share important anniversaries with my family.	141	9.49	10.00	10	10	0	10	1.27	-4.32	24.25
I will find a job that I like	141	9.45	10.00	10	10	0	10	1.27	-4.16	23.31
I will have my own house.	141	9.44	10.00	10	10	0	10	1.60	-4.35	21.29
I will have health insurance for my family.	141	9.39	10.00	10	4	6	10	1.00	-1.53	1.35
I will have a stable partner.	141	9.18	10.00	10	10	0	10	1.64	-2.88	9.51
I will conquer my fears.	141	9.07	10.00	10	10	0	10	1.73	-2.88	10.35
I will know myself better and better	141	9.03	10.00	10	10	0	10	1.85	-2.97	10.58
I will defend the citizen rights of my community.	141	8.97	9.00	10	98	0	10	7.90	10.27	116.9
I will have a well paying job.	141	8.85	9.00	10	10	0	10	1.76	-2.67	8.83
I will be studying a bachelor's degree.	141	8.84	10.00	10	10	0	10	2.22	-2.27	5.06
I will support the conservation of my community's traditions.	141	8.83	9.00	10	8	2	10	1.53	-1.67	3.16
I will feel confident in myself	141	8.82	10.00	10	10	0	10	1.88	-2.31	6.32
I will be committed to caring for the environment of my community.	141	8.80	10.00	10	10	0	10	1.98	-2.44	7.04
I will promote healthy living in my community.	141	8.72	9.00	10	10	0	10	1.57	-2.20	7.76
I will have healthy eating habits.	141	8.57	9.00	10	10	0	10	1.68	-1.79	4.73
I will participate in the electoral processes of the communal authorities.	141	8.30	9.00	10	10	0	10	2.16	-1.81	3.57
I will be studying a technical career.	141	8.30	10.00	10	10	0	10	2.98	-1.82	2.16
I will be alert for the safety of my community.	141	8.06	9.00	10	10	0	10	2.16	-1.66	3.28
I will combat the vices present in my community.	141	8.01	9.00	10	10	0	10	2.39	-1.76	3.29
I will be working in another city.	141	7.57	8.00	10	98	0	10	8.33	9.16	100.4
I will promote the use of the Mayan language in my community.	141	7.55	8.00	10	10	0	10	2.61	-1.32	1.35
I will live in another city.	141	5.52	6.00	0	10	0	10	3.62	-3.35	-1.28
I will have several children.	141	5.24	5.00	5	10	0	10	3.01	-.05	-1.07

Note: n = sample, \bar{x} = Mean, Median = Median, Mo = Mode, R = Range, Min = Minimum score, Max = Maximum score, SD = Standard deviation, As = Asymmetry coefficient, k = Kurtosis

Table 2 Descriptive statistics of the Future Expectations dimensión

Source: Questionnaire on future expectations in secondary and high school students

Variables	n	Mean		Prueba t			DE			Levene's test	
		S	H	t	gl	Sig. (bilateral)	S	B	F	Sig.	
I will have several children.	141	4.53	6.18	-3.34	139	.001	2.90	2.91	.21	.64	
I will be alert for the safety of my community.	141	8.40	7.61	2.18	139	.030	1.86	2.44	3.02	.08	
I will be committed to caring for the environment of my community.	141	9.16	8.33	2.51	139	.013	1.76	2.17	1.54	.21	

Note: S= secondary school; B= Baccalaureate

Table 3 Independent samples t-test for the future expectations dimensión

Source: Questionnaire on future expectations of secondary and upper secondary school students

Variable	n	M	W	t	gl	Sig. (bilateral)	DS			Levene's test	
							H	M	F	Sig.	
I will have several children	141	5.9	4.71	2.40	139	.017	2.87	3.03	.013	.910	

Note: M = Male; F = Female

Table 4 Independent samples t-test for the future expectations dimension according to gender

Source: Questionnaire on future expectations of secondary and high school students

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Conclusions

The results of the research lead to the inference that students' future expectations are in the process of transformation. Despite the fact that the state government carries out multiple actions for the conservation and use of the Mayan language in the Yucatecan population, the findings reveal that the youngest, secondary school students not only do not speak the Mayan language, but no longer understand it, and this scenario is reinforced when, in their expectations for the future, they show no interest in promoting the use of the Mayan language in their community. However, it is striking that there is a desire among them to remain living in their community. It seems that the students are in a process of ruptures and tensions, as was also seen in the work of Sánchez-Sandoval *et al* (2016).

Although the students' expectations focus on family aspects, friends and some personal particularities, the differences according to the level of studies allow us to infer that high school students base their expectations on having children, while the youngest students, those in secondary school, project themselves towards aspects of social integration. In this respect, it is worth noting the contributions of Guidens (2007) on transformations in traditional family systems.

In this total sample of students, the expectation of having offspring is a role that is diminished in importance for women; however, for men it is still a matter of major interest to them. In this sense it could be concluded that, for women, contact with school has permeated their vision of the future and the role society expects of them.

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Enhancing adolescent learning: An approach from school motivation and academic development

Potenciando el aprendizaje adolescente: Un enfoque desde la motivación escolar y desarrollo académico

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Abstract

Adolescence, a period of growth between childhood and adulthood (from 13 to 18 years old), is revealed as a critical stage, characterized by profound physiological and psychological transformations. In the scope of this research, we worked with a sample of 60 students from Secondary School No. 8, both in the morning shift and in the afternoon shift. An instrument was designed with 45 variables measured from 0 to 100 where 0 is the absence of the attribute and 100 its maximum presence, where 5 of them are significant such as age, sex, average of the previous school year, participation in extracurricular activities and change. Among the main conclusions, it was found that the student who expresses a genuine need to learn is capable of developing various academic skills, influenced by factors such as motivation, which improves their academic performance. As an intervention proposal, the creation of a model aimed at training teachers in motivation methods in the classroom is suggested. In addition, it is proposed to hold conferences for parents and teachers on the importance of motivation in adolescents and the factors that affect academic performance.

Motivation, Academic Performance, Learning

Resumen

La adolescencia, es el período de crecimiento comprendido entre la niñez y la edad adulta (13 a 18 años), se revela como una etapa crítica, caracterizada por profundas transformaciones tanto fisiológicas como psicológicas. En el ámbito de esta investigación, se trabajó con una muestra de 60 alumnos de la Escuela Secundaria No. 8, tanto en el turno matutino como vespertino. Se diseñó un instrumento con 45 variables medidas de 0 a 100 donde 0 es la ausencia de atributo y 100 su máxima presencia, en donde 5 de ellas son señalíticas como edad, género, promedio del ciclo escolar anterior, participación en actividades extracurriculares y turno. Entre las principales conclusiones se encontró que el estudiante que manifiesta una necesidad genuina de aprender, es capaz de desarrollar diversas habilidades académicas, influido por factores como la motivación, lo que mejora su desempeño escolar. Como propuesta de intervención, se sugiere la creación de un modelo orientado a la capacitación de los docentes en métodos de motivación en el aula. Además, se plantea la realización de conferencias dirigidas a padres de familia y docentes sobre la importancia de la motivación en los adolescentes y los factores que inciden en el rendimiento académico.

Motivación, Rendimiento Académico, Aprendizaje

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Introduction

Adolescence is a period of significant physiological and psychological changes between childhood and adulthood. In this context, the central question of her research is: How is motivation related to academic performance in third grade adolescents at Escuela Secundaria General No. 8 Adolfo López Mateos, both in the morning and afternoon shifts?

Adolescence represents not only a stage of biological and emotional changes, but also a crucial period for identity formation, where young people begin to make significant decisions that will shape their future. Choices related to family, friends, studies and emotions become cornerstones in this phase of development.

Likewise the adolescent stage is a good time for the student to develop global competences (GC) the maturing cognitive ability, brings with it a more abstract and critical thinking (Galván, 2021 cited by Jang *et al.*, 2023), the search for identity challenges adolescents to think about themselves in relation to society at large (Erikson, 1968). In this scenario, motivation emerges as an essential driving force guiding adolescents' actions.

From Santrock's (2002) perspective, motivation is not only a fundamental component in everyday life, but also plays a crucial role in the educational setting by orienting students towards concrete goals. Leggett (1988) emphasises that motivation directly influences students' behaviour by channelling their energy towards the achievement of specific goals.

Gaeta *et al.* (2015) Academic goals are important variables from a motivational point of view to understand the reasons why students engage in learning activities.

On the other hand, academic performance is positioned as a key indicator of students' learning progress. Erazo (2012) defines academic performance as a system that measures achievements and knowledge constructions through qualitative and quantitative methods. This measure not only reflects mastery of the subject matter, but also evaluates various variables that have an impact on the educational process.

In this research, we propose to explore the relationship between motivation and academic achievement in the specific environment of Escuela Secundaria General No. 8 Adolfo López Mateos. In addition, it seeks to understand how the school context influences the motivation and academic performance of third grade students in both shifts.

Usán and Salavera (2018), conducted a research where they analysed the relationship between school motivation, academic performance and emotional intelligence in a sample of 3512 adolescent students. The Educational Motivation Scale (EME-S) and the Traid Meta-Mood Scale-24 (TMMS-24) were applied and academic performance was quantified through the average grade of the students. The results showed significant relationships between intrinsic school motivation and emotional intelligence.

Development

Throughout the ages it has been visualised how the human being is a complex being, and this requires certain needs to be met, in order to develop in an integral way; a factor that is the means for this process to be achieved effectively is motivation.

In the research carried out by Formento *et al.* (2023), the connection between motivation and academic performance in adolescents was explored in depth. The results of their study showed a moderate positive correlation between motivation and academic performance in secondary school students. This finding underlines the importance of understanding how students' intrinsic drive and interest directly influence their academic performance. However, it is relevant to note that, despite this positive correlation, there are additional nuances and factors that may influence these complex dynamics, prompting us to further explore the underlying mechanisms in order to develop effective support and motivation strategies in the educational environment.

Motivation is a fundamental aspect of life, including education and work, as it guides actions and thus becomes a central element that drives what a person does and towards what goals he or she is aiming for.

According to (Santrock, 2002). In other words, motivation is a fundamental factor in everyday life; it is of great importance as it is the impulse that drives and helps every human being to achieve clear goals.

Etymologically, the term motivation comes from the Latin *motus*, which is related to that which mobilises a person to carry out an activity. Thus, motivation is the process by which the subject sets an objective, uses the appropriate resources and maintains a certain behaviour, with the purpose of achieving a goal (Naranjo, 2009). According to the author, motivation is that factor that is in constant movement, it does not allow to be in a static state, the one who has a correct motive, will achieve action.

Thus, motivation is that which will drive us to achieve a goal, whether in the short, medium or long term; it is the action or incentive that will produce mobility in life. Such motivation requires sufficient activation and energy, as well as the ability and willingness to maintain it. According to (Maslow, 1943) and Maslow's Pyramid theory, he states that within every human being there is a hierarchy of the following five needs to be fulfilled. These include: physiological: including hunger, thirst, shelter, sex and other bodily needs, security: including safety and protection from physical and emotional harm, social (affiliation): including affection, a sense of belonging, acceptance and friendship.

Recognition: includes internal factors of esteem, such as self-respect, autonomy and achievement; and external factors such as status and attention, (here is motivation) and finally self-actualisation: the drive to be what one is capable of being; it includes growth, reaching one's potential and self-satisfaction. The sources of Motivation refer to the origin of the stimuli that cause an individual to become active. Motivation is also an internal state or condition that activates, directs and maintains behaviour.

Motivation causes learners to act or behave in certain ways (Leggett, 1988). To motivate the learner is to guide him/her in a direction and to ensure that the necessary steps are taken to achieve the goal(s). Motivation has arguably been a central issue in the field of psychology, given that it lies at the heart of biological, cognitive, and social regulation.

Perhaps even more importantly, in the real world, motivation is highly valued because of its consequences: motivation produces. Rayan and Deci (2000). Motivation is necessary for any goal to be achieved.

School motivation is a relevant factor that leads to success in any area, "motivation (Tapia, 1991) who states that: wanting to learn and knowing are the basic personal conditions that enable the acquisition of new knowledge and the application of what has been learned effectively when needed. According to Tapia, the willingness and interest of the student is necessary to obtain learning, without neglecting the role of the teacher through stimulation of the actions achieved by the student, so that later the interest is sown in the student and the motivation of the teacher is effective in the student.

Motivation is the lever that moves all behaviour, which allows us to bring about changes both at school and in life in general. Motivation in the learning process helps to increase classroom performance.

On the other hand, academic performance is an important factor as it helps to measure the development of learning in the student, as well as to evaluate the different variables that comprise it. Academic performance according to (Erazo, 2012) is the system that measures the achievements, as well as the knowledge constructions of students through qualitative and quantitative methods in a subject.

The purpose of school or academic performance is to achieve an educational goal, learning (Lamas, 2015). Performance varies according to the circumstances, conditions and environments that determine aptitudes and experiences. In other words, the entire context surrounding the student is part of the positive or negative results that he or she will obtain. In other words, according to the author, it involves the achievement of an educational purpose and this will be achieved through adequate motivation. It can be mentioned that when the standard of academic performance is not met, academic underachievement arises and in adolescents it represents a reason for consultation in family therapy, as it is a source of concern for parents since it affects the development of the adolescent.

School failure is a serious human, moral and social problem, according to (Delors, 1996), which often generates exclusions that will mark young people for the rest of their lives. People who doubt their abilities may believe that things are more difficult than they really are, a belief that generates tension, depression and a narrow view of problem solving (Schunk, 2001).

Learners who have a learning orientation have a greater desire to improve their competence and increase their knowledge through continuous learning effort and greater perseverance in study. In this sense, in the school context, teachers value effort more than ability. In other words, while a student expects to be recognised for his or her ability (which is important for his or her esteem), in the classroom his or her effort is recognised.

The issue of grades is not something new, as a measure is generally assigned to the work that has been done, but according to the author, I agree that having a high school grade does not mean that the teaching and learning received were of quality; that is why teachers need to take care of the importance of the teaching-learning process, to be meaningful and not just assign a number to each student for covering the guidelines that are requested.

According to Díaz (2010), he mentions that the measurement of school performance has been the focus of constant criticism, questioning whether the grade obtained in an assessment shows the true measure of the learning obtained by students. Other factors (family, society, teacher's teaching-learning activity) are of greater relevance in the optimal educational development of students.

One of the variables considered to influence academic performance is self-esteem, which according to (Vázquez and Manassero, 1995) self-esteem is responsible for many academic successes and failures. Therefore, it is important to know the level of self-esteem in the study population and its relationship with academic performance in order to implement solutions to improve students' self-esteem, if necessary. According to (Silva and Mejía 2015), self-esteem has a great impact on processes related to the school life of adolescents, influencing their academic motivation and the development of a favourable emotional state.

Thus, motivation and academic performance are very important factors that can be measured in the adolescent period in order to achieve significant changes in the lives of adolescents and to find strategies for the benefit of adolescents and society in general. These directly and indirectly affect the teaching-learning process.

In order to better understand the axes of motivation and academic performance, it will be observed how these factors have an impact during the adolescent stage. Adolescence is the period of growth between childhood and adulthood.

This period of development, from 13 to 18 years of age, is usually presented as critical, due to profound physiological and psychological changes. It is a developmental process that drives young people to make their own decisions about how to think, feel and act.

According to Gambara González, the most important and difficult decisions to make in their lives are firstly those related to family matters, followed by those related to friendships, studies and feelings. (González, 2005).

The present research was based on adolescents between 14 and 15 years of age, who are in the basic education sector, which is secondary school. Secondary education is the third level of basic education. It is a three-year course in which adolescents are expected to acquire the tools for lifelong learning through the development of competencies related to affective, social, natural and democratic life.

The following variables were derived: Significant variables: age, gender, average of the previous cycle, extracurricular activity and shift. Motivational variables: behaviour, objective, will, interest, goals, satisfaction, need, direction, rewards, punishment, perseverance, expectation, results, achievement, power, self-sufficiency, affection, economic stability, coexistence, school rejection and family problems. And academic performance variables: knowledge, student, teacher, contents, organisation, didactic resources, evaluation, infrastructure, measurement, learning, skills, grades, capacities, teaching, repeating a course, responsibility, family, school, accrediting subjects, study strategies, missing classes and grades.

Methodology to be developed

This is a descriptive, observational, cross-sectional research, with a non-probabilistic accidental sampling.

The main question is whether there is a relationship between motivation and academic performance in the specific environment of the General Secondary School No. 8 Adolfo López Mateos, both in the morning and afternoon shifts. The total number of variables is 45 measured on a scale from 0 to 100:

Results**Frequencies and percentages**

The table above shows that 49% are female, while 52% are male.

The table above shows that 69% of the respondents are aged 14 years, 30% are aged 15 years and 2% are aged 16 years. It can be inferred that 14 year olds are the largest population group from which the information can be extrapolated.

Correlation

With regard to the variable Objective it is observed that Satisfaction ($r=0.39$) in the student, as well as having Economic Stability ($r=0.31$), helps the acquisition of new Learning ($r=0.45$) and the development of Skills ($r=0.31$). It can be inferred that setting goals in life helps personal, financial and professional well-being. With respect to the variable Will, it is observed that there is a sample of Interest ($r=0.46$) in the student to learn on their own, in addition to setting Goals ($r=0.34$) having Expectations ($r=0.34$) and thus achieving positive Results ($r=0.50$). It is inferred that the student who has a high desire of Will to carry out certain actions, will set goals and will be able to achieve effective school and work purposes in the future.

Comparison

Comparison behaviour of the variable Goals. In the comparison reading, one of the dependent variables that represents a significant difference in the means is the variable Goals between the two populations, morning and afternoon shifts at Adolfo López Mateos Secondary School.

In the table of the T student Test for Independent Samples we read that the variable Goals presents a difference of means with respect to the other 40 variables (Morning= 8.10) (Afternoon= 6.93). It can be inferred that the morning shift shows a greater tendency to plan goals in order to achieve school purposes than the afternoon shift. This will be reflected in academic performance.

Comparison behaviour of the dependent variable Power. In the comparison reading, one of the dependent variables that represents a significant difference in the means is the Power variable between the two populations, morning and afternoon shifts at Adolfo López Mateos Secondary School. In the table of the Student's T-test for Independent Samples we read that the variable Power presents a difference of means with respect to the other 40 variables (Morning shift $x=6.14$) (Afternoon shift $x=4.40$). It is inferred that the students of the morning shift show greater security and are the ones who have greater authority inside the classroom in contrast to the afternoon shift.

Integrational

Factor 1 school skills is related to the following variables: objective= 0.60, goals= 0.28, satisfaction=0.42, rewards=0.29, perseverance=0.35, knowledge= 0.32, teacher= 0.67, contents=0.69, organisation=0.85, didactics=0.71, evaluation=0.48, infrastructure=0.37, stress= -0.38, learning=0.40, family= 0-31 and school= 0.41; it is observed that the factor school skills shows a factorial load of 4.390103.

It is read that the student who sets clear objectives is the one who obtained the greatest amount of prior knowledge in the teaching process, through an organised manner with the help of the necessary didactic resources. It is inferred that the most effective teaching process is carried out through the use of concrete information and this has to be in a systematic way and with the use of the necessary tools within the classroom the student's learning will be enhanced.

Factor 2 Purposes is related to the following variables: will= 0.29 interest=0.27, perseverance= 0.29, expectations=0.28, results= 0.31, achievement=0.37, power= 0.75, self-sufficiency= 0.84= coexistence= -0.38, rejection= 0.29, rejection= 0.29, content= 0.27, stress= 0.27 and study strategies= 0.62 with a factor loading of 3.195477. It is read that the student who has willingness to learn and shows interest in class with constancy and having high expectations. It is inferred that the student who shows greater security in the classroom is the one who will have a better school performance and therefore will be reflected in his grades.

Conclusions

- It is concluded that the majority of the population is male, the most characterised in the study phenomenon.
- It is concluded that 14 year old adolescents are the largest population group where the information can be extrapolated.
- It is concluded that setting goals in life helps personal, financial and professional well-being.
- It is concluded that the student who has a high desire of Will to carry out certain actions, will set goals and will be able to achieve effective school and work purposes in the future.
- It is concluded that the morning shift shows a greater tendency to plan objectives in order to achieve school goals than the afternoon shift. This will be reflected in academic performance.
- It is concluded that students in the morning shift show greater confidence and are the ones who have more authority in the classroom as opposed to the afternoon shift.
- It is concluded that the most effective teaching process is carried out through the use of concrete information and this has to be in a systematic way and with the use of the necessary tools within the classroom the student's learning will be enhanced.

- It is concluded that the student who shows more confidence in the classroom is the one who will have a better school performance, which will be reflected in his or her grades.

Proposals

- Generate an intervention model for training teachers on methods of motivation in the classroom.
- Lectures on the importance of adolescent motivation and the factors involved in improving academic performance. To be given to teachers and parents.
- Publicity on the importance of school motivation in adolescents, how it intervenes at home and at school and how it influences academic results.

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Development of emotional intelligence limited to empathy in the curricular design of postgraduate students

Desarrollo de inteligencia emocional circunscrita a la empatía en el diseño curricular de estudiantes de posgrado

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Abstract

A research carried out on postgraduate students (master's and doctorate) from institutions dedicated to the training of educational figures is presented with the intention of knowing the current state of inputs of elements of the development of emotional intelligence limited to empathy inserted in the curricular design educational. The general research was explored along three axes, with two complex variables each. In this study, the results of a single axis and its two complex variables are presented. Taking into consideration the topics related to empathy mainly because it is considered a *sine quan non* element, learning is promoted. Results and conclusions based on Univariable level are shown; the particular objective of this statistical analysis is to know the current state and predisposition of the behavior of the variables measured through central tendency. It is interesting to observe the self-perception of the study subjects in the educational field in terms of the way in which they perceive themselves emotionally, and that these emotions include an empathetic perspective.

Emotional intelligence, Empathy, Curriculum design

Resumen

Se presenta una investigación realizada a estudiantes de posgrado (maestría y doctorado), de instituciones dedicadas a la formación de figuras educativas con la intención de conocer el estado actual de insumos de elementos del desarrollo de inteligencia emocional circunscrita a la empatía inserto en el diseño curricular educativo. La investigación general se prospectó en tres ejes, con dos variables complejas cada uno. En este estudio se presentan los resultados de un solo eje y sus dos variables complejas. Teniendo en consideración los tópicos relacionados con la empatía principalmente por considerarse un elemento *sine quan non* se propicia el aprendizaje. Se muestran resultados y conclusiones basadas en nivel Univariable; el objetivo particular de este análisis estadístico es conocer el estado actual y la predisposición del comportamiento de las variables medidas a través de tendencia central. Es interesante observar la autopercepción de los sujetos de estudio en el ámbito educativo en cuanto a la forma en que se perciben emocionalmente, y que estas emociones incluyan una perspectiva empática.

Inteligencia emocional, Empatía, Diseño curricular

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Introduction

This research is carried out in two groups of educational trainers. Students from the postgraduate courses of the Escuela Normal del Estado in Coahuila, and from the Faculty of Science, Education and Humanities of the UAdeC are taken.

It is interesting to know what the respondents indicate regarding the development of emotional intelligence circumscribed to empathy that is included in their curricular designs, since emotional intelligence has been colloquially promoted as a fundamental part of the formation of human beings. However, it is evident that, although popular, it has not been entirely pragmatic in its application. Until the recent reform in teacher training schools, it is shown that students must have this development within the plans and programmes; prior to this, it remained an assumption or collective construct of what was desirable, but it was not regulated. In the case of education science graduates, the proposal is also recent and can be found in the new university educational model.

This approach to the analysis of the recognition and control of emotions; as well as those distinctive features of empathy are shown in a central tendency section.

Conceptual framework

Theoretical development of the concept of emotional intelligence circumscribed to empathy

Goleman (1995), describes a series of studies on the highest IQs in some universities and the follow-up done on the fate of the subjects in family and work environments after graduation, and notes that they were not characterised by being the most successful. Apparently, IQ alone could not explain how people achieved success and happiness. He puts forward the premise that IQ is not enough to guarantee prosperity, prestige or happiness in life, which calls into question why schools insist on developing it above all other inputs. He indicates that emotional skills play a determining role in achieving better development in all areas, and that, like the other types of intelligence, it can be underdeveloped or, on the contrary, superlative.

Goleman (1995), adds that it is necessary to know the extent of emotional development as it is fundamental to understand in a person "why he or she succeeds in life, while another with the same intellectual capacity ends up in a dead end: emotional aptitude is a meta-skill and determines how well we can use any other talent, including pure intellect" (p. 56). (p. 56) He argues that a person who knows and manages his or her own feelings deals effectively with the feelings of others and therefore has an advantage in every aspect of life. This author states that:

People with well-developed emotional skills are also more likely to be satisfied and effective in their lives, and to master habits of mind that support their own productivity; people who cannot bring some order to their emotional lives wage inner battles that sabotage their ability to concentrate on work and think clearly. (p. 57)

Goleman (1995), relates that with this reference and that of a study called Spectrum by the visionary Howard Gardner, intelligence began to diversify from a monistic theory to the multiple intelligences and with this, the emotional intelligence was weighted.

This would only be the beginning of the evolution in the transformation of intelligences made by this psychologist, who would later define interpersonal intelligence as the ability to understand others, the ability to form a realistic model of oneself and to use it to operate effectively in life.

A dichotomy begins between cognition and emotion; it becomes necessary to know the role of emotions and feelings in these intelligences and to explore the intellectual characteristics that are not orthogonal to emotionality. Although many authors insist on making a distinction between what is thought and what is felt, it is necessary to know the role of emotions and feelings in these intelligences and to explore the intellectual characteristics that are not orthogonal to emotionality.

In a complementary way to Gardner's work, Goleman (1995, pp. 64-65), points out Salovey's work, in terms of personal intelligences and a first definition of emotional intelligence in five perfectly delimited spheres:

Knowing one's own emotions. Self-awareness - recognising a feeling as it occurs - is the key to emotional intelligence. [...] the ability to control feelings from one moment to the next is fundamental to psychological insight and self-understanding the inability to notice our true feelings leaves us at the mercy of them. People who are more certain about their feelings are better guides in their lives and have a more secure sense of how they really feel about personal decisions, from who to marry to what job to take.

Manage emotions. Managing feelings so that they are appropriate is a capacity that is based on self-awareness. [...] People who lack this ability constantly struggle with feelings of distress, while those who have it developed can recover much more quickly from life's setbacks and upheavals.

Self-motivation. [...] Ordering one's emotions in the service of a goal is essential to paying attention, emotional self-control - postponing gratification and restraining impulsivity - underpins all kinds of achievement. And being able to move into a state of fluidity allows for outstanding performance in many ways. People who have this ability tend to be much more productive and effective in whatever task they undertake.

Recognising emotions in others. Empathy, another capacity that is based on emotional self-awareness, is a fundamental people skill. [Empathetic people are much more attuned to the subtle social cues that indicate what others need or want. This makes them better at professions such as teaching, sales and management.

Managing relationships. The art of relationships is largely the ability to manage the emotions of others. [...] these are the skills that surround popularity, leadership and interpersonal effectiveness. People who excel in these skills do well at anything that depends on calm interaction with others; they are social stars.

Here it is emphasised that each person has a different and variable development of the above skills, and that one can learn to improve them, even though the brain is flexible and constantly learning.

Goleman (1995), typifies emotional intelligence by gender, stating that the high IQ man is characterised by being ambitious, productive, predictable, stubborn and not concerned with himself, as well as having "a tendency to be critical and condescending, fastidious and inhibited, uncomfortable with sexuality and sensual experience, inexpressive and indifferent, and emotionally affable and cold" (p. 66). The contrast is drawn with men who have high emotional intelligence who are socially balanced, cheerful, not faint-hearted or cyclical in ideas. "They possess a remarkable capacity for commitment to people or causes, for taking responsibility and for achieving an ethical perspective; they are caring and careful in their relationships. (p. 66).

Methodology

This study is based on a quantitative approach. A Cronbach's test was carried out to guarantee the validity of the research instrument, then a frequency and percentage analysis of signalitic or respondent data was carried out to typify the extracted sample. And for this approach, a univariate analysis of central tendency and dispersion statistics was carried out.

Results

Cronbach's Alpha Analysis Result

To validate the instrument and talk about its reliability, a Cronbach's Alpha analysis was carried out. The reliability of the scale scores of the sample is 0.94 in a definitive n of 116 subjects, a value that according to the criteria of De Vellis (2003) is very good.

Frequency and percentage analysis of gender

Regarding the sex of the respondents 68.97% are female (n= 80), while the rest are male (n= 36, 31.03%).

Frequency and percentage analysis of the Institution of affiliation

With regard to this variable, the respondent was asked to indicate in which institution he/she is currently studying for a postgraduate degree or, failing that, to indicate where he/she completed his/her last postgraduate degree.

It is observed that the majority correspond to the Faculty of Science, Education and Humanities of the Autonomous University of Coahuila (FCEyH) with 78 respondents, equivalent to 67.24% and the rest to the Escuela Normal Superior del Estado (ENSE) with 38 respondents, equivalent to 32.76%.

Frequency and percentage analysis of academic level

With regard to academic level, the FCEyH offers Master's and Doctorate degrees in Educational Sciences, while the ENSE only offers a Master's degree in Education with a specialisation in Compulsory Education.

For this sample it is observed that the majority of the subjects correspond to master's degrees (n= 64, 55.17%) and the rest are doctoral students (n= 52, 44.83%).

Frequency analysis and percentage of age

The age of the subjects ranged from 22 to 66, with the most representative being 27 years old (n= 13, 11.21%).

Univariate Analysis Results

This study shows the results of the Axis Development of emotional intelligence circumscribed to empathy, of which Complex Variable 1. Emotional recognition and control and Complex Variable 2. Empathy.

The results are analysed through a study of central tendency and analysis of dispersion statistics (S, CD, Sk, K and Z score), with the aim of finding out the current behaviour of the simple variables in the context from which the sample is drawn through an analysis of the mean of means (X_x).

Univariate Analysis of Emotional Recognition and Control

This complex variable is the first of the Axis Development of emotional intelligence circumscribed to empathy; it measures the respondents' abilities with respect to their self-perceived emotional intelligence based on the approach of situations in which they identify how they would react to them. This complex variable is composed of 14 simple variables of decimal measurement with a ratio scale.

As shown in Table 1, the main variables above the upper limit are related to happiness, the postgraduate students indicate in the first instance that in a superlative way they recognise what makes them happy and demonstrate their happiness; they have developed self-knowledge, as they assume that understand what their personality is like and know what to do when they are angry.

On a regular basis they manage to communicate assertively with people who think differently from them, they are aware of their strengths, they know what they should change in the way they react, they realise what they are feeling most of the time, they know what makes them sad and what to do when this happens, they think about what they are going to say so as not to hurt people, and what to do when they are angry.

In a less pronounced way they can change their emotions when they want to and feel they can't take it anymore and cry.

The results for this complex variable show that all simple variables are answered at the high end of the scale (-Sk) by the negative value of the skewness. The kurtosis exhibits leptokurtic figures in the upper bound variables and in the regularity, while in the lower bound they are platykurtic. Most of the variables were homogeneously answered with the exception of those at the lower boundary ($CV > 33$). Only the variable feeling that you can't take it anymore and crying cannot be extrapolated to populations with similar characteristics ($Z < 1.96$) because of its Z-score value.

	n	X	S	Sk	K	CV	Z
Happy	116	8.95	1.76	-3.70	16.10	19.65	5.09
Felicida	116	8.63	1.86	-2.16	5.81	21.53	4.64
Person	116	8.58	1.93	-2.79	9.53	22.45	4.46
Angry	116	8.51	1.71	-1.86	5.05	20.06	4.99
Assertiv	116	8.39	1.58	-1.86	6.48	18.79	5.32
Fortal	116	8.39	1.82	-2.20	6.97	21.72	4.61
Change	116	8.31	1.87	-2.18	6.44	22.47	4.45
DaCuen	116	8.29	1.73	-2.39	8.56	20.86	4.79
Sad	116	8.22	2.31	-2.11	4.47	28.16	3.55
ThinkDec	116	7.74	2.39	-1.65	2.63	30.90	3.24
HacTris	116	7.73	2.27	-1.70	3.30	29.31	3.41
Angry	116	7.53	2.17	-1.52	3.16	28.84	3.47
CamEmo	116	7.05	2.72	-0.92	0.10	38.64	2.59
Llora	116	5.19	3.69	-0.12	-1.51	71.01	1.41
$X_x = 7.96$ $S_s = 0.55$ $L_S = 8.51$ $L_I = 7.41$							

Table 1 Univariate Analysis of Emotional Recognition and Control

From the above it can be inferred that with respect to emotional intelligence, which is demonstrated in the performance of skills for emotional recognition and control, postgraduate students have a high level of emotional intelligence. Most of them know how they feel and manage to control negative emotions. It is important to highlight that, although the emotional overflow is not at the upper limit or regularity is present, there are subjects who feel that they can no longer cope and simply cry or who do not manage to consciously change their emotions, which indicates that it is important that mental health and emotional intelligence are present in the curricular designs of the educational figures. It should be remembered that the work of a teacher is mostly about interpersonal relationships and it is necessary in these processes to have the best tools to react positively to emotions.

Educational contexts are not designed to generate happiness in students; on the contrary, it would seem that curricular designs are designed with the intention of making students suffer too much in order to complete their studies, and this must change. We must reconsider the purpose of institutionalised education, we must not lose sight of the fact that we are working with human beings and therefore with people who feel, think, feel emotions and react in dissimilar ways, so to the extent that they have knowledge about what they feel and the best way to express it, the socio-affective relationships that occur in educational contexts will tend to be assertive.

Univariate Analysis of Empathy

This complex variable is the second of the Axis Development of emotional intelligence circumscribed to empathy; in this section we measure the development that the subjects indicate they have with respect to the skills that denote empathy and that were measured through situations that reveal it. The Empathy variable is made up of 14 simple variables of decimal measurement with a ratio scale.

In table 2, it can be seen that more than regularly the respondents indicate that according to the way they react they agree that in the In the classroom they all have the same rights, that when someone has a problem they can imagine how they feel, that the happiness of the people around them is contagious,

They feel very much appreciated by their group of friends, they identify with the saying "I put myself in their shoes" and people look for them to tell them their things.

When they have to make decisions they regularly consider the needs of others, mistakes they make that harm others make them feel guilty, and it is very common that when a person yawns they also yawn.

Below the lower limit we find that postgraduate students who are also educational figures consider that students have the same needs as teachers, that when someone tells them a problem they feel as bad as if it were their problem, that if someone cries they feel like crying too, that they cannot say no to people who ask them for something, and that most of the problems they have are because they help others. All of the simple variables in this section were answered at the high end of the scale (-Sk).

The variables at the upper limit and the one that refers that consider the needs of others when making decisions have a leptokurtic iconic representation, the rest are platykurtic. The coefficient shows homegeometry in the upper part of the table, i.e. in the regularity and the upper limit, while in the lower limit the variables have heterogeneous behaviour in the way they were answered. Only the variable most of the problems he has are about helping others, cannot be extrapolated to similar collectives as its Z-score is less than 1.96.

	n	X	S	Sk	K	CV	Z
Law	116	9.16	1.67	-3.09	11.32	18.20	5.50
ProbImag	116	8.73	1.42	-2.43	11.51	16.29	6.14
FelCont	116	8.60	1.76	-1.97	5.13	20.44	4.89
Appreciate	116	8.37	1.81	-2.09	6.61	21.63	4.62
Shoe	116	8.36	1.86	-1.72	3.82	22.27	4.49
Tell him	116	8.31	1.98	-1.84	3.95	23.83	4.20
DeciDem	116	8.16	1.99	-1.76	3.89	24.34	4.11
Mistakes	116	7.88	2.32	-1.54	2.39	29.43	3.40
Yawn	116	7.62	2.52	-1.24	1.02	33.09	3.02
AlumNec	116	6.96	3.14	-0.92	-0.34	45.11	2.22
Probmal	116	6.92	2.44	-0.95	0.47	35.19	2.84
LlorTam	116	6.66	2.98	-0.77	-0.47	44.84	2.23
No	116	6.47	2.88	-0.70	-0.34	44.42	2.25
ProbAyu	116	5.59	3.32	-0.44	-1.12	59.30	1.69
$\bar{X} = 7.7$ $S_s = 0.6$ $LS = 8.3$ $LI = 7.1$							

Table 7 Univariate Analysis of Empathy

It can be inferred from the above that, despite the fact that the collective mostly has emotional reactions tending towards empathy, it has not managed to consolidate some that affect the process of mirror neurons, such as the case of feeling so empathetic that crying is contagious or that negative feelings such as frustration in the face of other people's problems are duplicated. However, what is most alarming is that these educational figures do not consider that their students may have the same needs as they do.

This leads to a myriad of unequal or inequitable conditions in what happens in the classroom. For example, if the teacher assumes that only he/she can deal with problems in getting to work on time, such as unexpected situations or accidents, he/she will not consider that what may happen to the students is subject to justification. There are many cases in which teachers sentence students by indicating that when they arrive at the classroom they will close the door or that, even if they have medical excuses, absences still count.

This is a violation of rights and a clear violation of justice. To be empathetic is not only to feel like the other, it is to consider rights and responsibilities as equitable. Students are both positively predisposed to empathic treatment and negatively predisposed to non-empathic treatment. It is necessary to consolidate that school environments permeate in empathy and that this is bidirectional, it is also important to consider that the teacher is a human being and therefore can make mistakes or not always react in the way that is expected.

Conclusions

Conclusions of the Univariate Analysis of Emotional Recognition and Control

It is affirmed through the study of emotional recognition and control of the postgraduate students, that they state that they have developed it significantly, especially those related to happiness. They regularly have a very accurate knowledge of what they feel in each situation and can control expressions of negative emotionality. It is concluded from this study that the development of emotional intelligence in the curricular design of educational figures is a *sine qua non* element for classroom processes that will not tend towards comprehensive and assertive success.

The need to consider the mental and emotional health of educational figures is highlighted. Finally, it is stated that, although there are few cases in which respondents indicate that sometimes they can no longer cope and cry or that they cannot change their emotions if they wish to do so. This is a focus of attention to be considered, since it is necessary to provide tools so that they can develop their reaction to the adverse or daily occurrences in the classroom in a pertinent way.

Conclusions of the Univariate Analysis of Empathy

It is concluded that this group has not fully developed their empathic characteristics and that bidirectional empathy promotes positive tendencies within school environments. An empathetic teacher is a developmentally developed teacher, as the cognitive function revealed in mirror neurons has a developmental impact.

It is stated that if the prefabricated differences in educational actors continue to be marked as if hierarchically some are worth more than others, in this case the teacher as a being of more value than the students, we will continue to have unsatisfied collectives. In this respect it can be mentioned that under neuroscientific precepts it has been corroborated that people learn more and better if they feel part of the group, valued by their alters and happy with the cognitive challenges of acquiring learning.

Traditionally, schools have undergone transformations and changes in their history, from considering the teacher as a bastion of education to the fact that nowadays pedagogical or didactic-mathematical updates focus on the student as the main element of learning itself, beyond the ancient lecture.

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Hardiness and coping strategies in in martial arts athletes

Personalidad resistente y estrategias de afrontamiento en deportistas de artes marciales

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Abstract

The objective of this study is to identify the correlations between resistant personality variables and coping strategies in martial arts athletes. Methods: The design used was cross-sectional, non-experimental, and correlational, the sample was 79 athletes, aged between 13 and 46 years of age, $M = 21.86$ $SD = 6.64$, 29 men (36.7%) and 50 women (63.3%). Two instruments were used, the first is the Hardiness in Central American and Caribbean Athletes (HPCACA) by Ponce et al. (2015) of 18 items. The second is the Approach to Coping in Sport Questionnaire, ACSQ-1, in Spanish (Kim et al., 2003), with 28 items. The contribution of this study is for the social circle of athletes and administrators who are interested in identifying a strategy that leads them to achieve the objectives more directly and quickly, taking an example of the results presented since they help to measure the needs or successes. of these specific athletes.

Commitment, Coping, Challenge

Resumen

El objetivo de este estudio es identificar las correlaciones entre, las variables de la personalidad resistente y las estrategias de afrontamiento en deportistas de artes marciales. Métodos: El diseño que se utilizó fue de corte transversal, no experimental, y correlacional, la muestra fue de 79 deportistas, con edades entre 13 y 46 años, $M = 21.86$ $DT = 6.64$, 29 hombres (36.7%) y 50 mujeres (63.3%). Se utilizaron 2 instrumentos, el primero es el Personalidad Resistente en Deportistas de Centroamericanos y del Caribe (PRDCC) de Ponce et al. (2015) de 18 ítems. El segundo es el Cuestionario de Aproximación al Afrontamiento en el Deporte (Approach to Coping in Sport Questionnaire, ACSQ-1) en versión en castellano (Kim et al., 2003), de 28 ítems. La contribución de este estudio es para el círculo social de los deportistas y administrativos que estén interesados en identificar una estrategia que los lleve a conseguir los objetivos de forma más directa y rápida tomando ejemplo de los resultados presentados ya que ayudan a dimensionar las necesidades o aciertos de estos deportistas en específico.

Compromiso, Afrontamiento, Desafío

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Introduction

Sport is one of the most valuable tools in recent years, due to its contributions to the benefit of the people who practice it, such as the prevention of chronic degenerative diseases () and mainly in the benefits it brings to social well-being since those Those who practice it are immersed in a positive context of values that lead to kindness, tolerance, camaraderie and other positive adjectives that make for a peaceful society and a healthier quality of life than those who do not practice it (Barbosa, & Urrea , 2018).

Above all, in martial arts moral values are more present, those who practice this discipline consider that this sport forms them as better people who are there to serve society, a society is perceived as going through a crisis of values (Soto, 2013). In addition to this particular characteristic of martial arts, sport in general promotes values, however, when it comes to competing, we have a situation that also generates stress since it is about performing (Mata et al., 2023).

However, there are also moments or situations of stress since in competitive sport they are being evaluated or measured against an opponent and this can cause high levels of stress, which can potentiate a result or lead a competition to complete chaos (Angeles & Hernández, 2007).

So stress is a sport variable that some researchers are studying with the aim of helping athletes find a balance that allows them to be successful in competitions and in their daily activities, and more and more sport psychologists are joining the various teams to support and improve the mental health of athletes (Jaenes & Caracuel, 2012). Some researchers have studied psychological variables in athletes to help identify areas of opportunity such as burnout (Cantú-Berrueto et al., 2015; Ponce-Carbajal, 2021b), motivation (Hernández, Hernández, 2023), emotional intelligence (Miranda-Rochín et al., 2023), mental toughness (Ponce, 2017), self-confidence (Martínez-Romero et al., 2016), resilient personality (Jaenes, 2009; Ponce-Carbajal et al., 2015; Ponce , 2017) or coping strategies ((Kim et al., 2003; Ponce-Carbajal et al., 2021; Ponce-Carbajal et al., 2022).

Hardiness is a concept that researchers Kobasa and Maddi promoted in 1974 since they found it interesting to analyze two situations, the first in which people become worn out and sick due to being exposed to stressful situations and the other in which that a difficult situation causes the person to feel that they learn and grow as they solve the problem, even if it represents a challenge (Maddi, 2002). In 1982 Kobasa, Maddi and Puccetti published that in the case of being in stressful situations, physical exercise served as a stress protector. Even Kobasa, Maddi and Puccetti published (1982) a study of how exercise serves as a protector between stress and illness. Interest in this line became a commitment to continue researching and that led them to materialize their ideas by founding Hardiness. Institute in 1984 in California (Khoshaba, and Maddi, 1999).

The resistant personality has the characteristic that it can be studied in a single-factor and three-factor manner (Jaenes 2009; Ponce-Carbajal et al., 2015) since its psychometric properties allow it since it has adequate values in both cases. The variables that make it up are the 3Cs Control, Commitment and Challenge (Mund, 2017), and in the last decade it has been an element of study in various sports such as diving (Villarreal-Aranda et al., 2022), soccer players (Sheard and Golby, 2010), in crossfit (Vezzani, 2015), marathon (Jaenes, 2009), swimming (Prieto et al., 2014).

Coping strategies is a concept that began in the 1980s with a boom in various research groups in sports psychology (Doron et al., 2013); some researchers have focused on the various coping strategies that athletes often use (Cirimele, 2011) and also the connection it has with stress (Flores et al., 2017).

Coping strategies are a concept that involves tools with which people face situations that are classified as a problem and give them the opportunity to solve it (Marques 2006). This involves cognitive and behavioral efforts, both internal and external, that are perceived as threatening or, on the contrary, are overcome. When facing this conflict, it is the right time to decide on a strategy.

This confrontation aims to control emotions and ensure that they do not have an impact, especially in competition situations, since usually in the sporting environment, within the objectives, athletes must remain in an optimistic and positive state to increase the chances of success (Lazarus & Folkman, 1984).

Coping strategies are a construct considered multivariate since we can distinguish two groups. The first is oriented towards the objective in which a change in the problem is intended through analysis and planning (Smith et al., 2011). and the second is oriented to emotions where the objective is to regulate them through self-control and seeking support (Poliseo & McDonough, 2012). In the case of a sports and competitive context, stressful situations are very common, so it is very common that strategies have to be used to cope with the situation that arises and in this way athletes are able to use it and can choose the best option.

The favorable resolution of a stressful situation is completely in the hands of the athlete according to their psychological and emotional abilities since they are the ones in charge of making decisions during a competition (Cantón-Chirivella et al., 2015).

Therefore, this concept is of vital importance for athletes since if they manage to balance their emotions this means they make better decisions. The approach to coping in sport is made up of the following variables: emotional calm, active planning or cognitive restructuring, mental withdrawal, risky behaviors, and seeking social support. Currently, coping strategies have been studied by various research groups in sports such as golf (Pinto, 2011; Pinto & Vazquez, 2013), Soccer (Catalá & Peñacoba, 2019) and athletics, boxing, cycling, diving, gymnastics, weightlifting, karate, modern pentathlon, taekwondo and volleyball (Ponce-Carbajal et al., 2021a)

Methodology to be developed

Design

The design used was cross-sectional, non-experimental, and correlational, the sample was 79 athletes, aged between 13 and 46 years, $M = 21.86$ $SD = 6.64$, 29 men (36.7%) and 50 women (63.3%)

Instruments

The first is from Hardiness in Central American and Caribbean Athletes questionnaire (HPCACA; Ponce-Carbajal et al. 2015; Ponce, 2017) this questionnaire is composed of 18 items, and three variables: commitment (7 to 12), control (1 to 6) and challenge (13 to 18) of 6 items. In some research, resilient personality has been treated as a unifactorial concept since its creation (Kobasa, 1979; Kobasa, Maddi and Kahn, 1982) but it has also been analyzed in a trifactorial way, since this scale is integrated by three variables such as control, commitment and challenge (Jaenes, Godoy-Izquierdo and Román, 2008), generally in both cases this instrument in its reliability analysis properties are adequate ($\alpha > 0.7$) so it is used in both ways. This instrument has a Likert-type response scale from 0 to 3 where 0 is "totally disagree" and 3 is "totally agree".

The second is the Approach to Coping in Sport Questionnaire (ACSQ-1), this questionnaire was developed by Kim and Duda (1997) and was translated into Spanish by Kim, Duda, Tomás and Balaguer (2003). It is composed of 5 variables, Emotional Calmness (7), Active Planning/Cognitive Restructuring (6), Mental Withdrawal (6), Risky Behaviors (4), and Seeking Social Support (5), using 28 items, with a 5-point Likert format, where 1 takes the value of "never" and 5 the value of "always". This scale has validity based on its internal test structure and its relationship with other variables, as well as adequate levels of reliability ($\alpha > 0.7$) (Kim, Duda and Ntoumanis, 2003).

Procedure

The procedure began with the design of the digital questionnaire using Google Forms. The link to the test was sent to the coaches and in turn to the athletes of various martial arts disciplines. It was made clear to them that participation is completely anonymous and voluntary. And that the study could be reviewed at any time.

Resultados

The results found in this research were interesting since in the internal consistency of both instruments they presented positive and significant values in the case of the resistant personality in the control variable the reliability resulted in .76, in the commitment variable with .81 and in the .80 challenge.

In the coping approach variables, values were mostly found above .70, for example in emotional calm with .74, active planning or cognitive restructuring with .80, mental withdrawal with .86, and in the last 2 are moderately adequate with .47 and .60 in risk behaviors and search for social support respectively.

In the correlations, the results confirm the relationships between the variables in a three-factor and unifactor way. In a three-factor way, it was found that with the control they correlated emotional calm with a value of .506**, active planning or cognitive restructuring with values of .490**, risk behaviors with a value of .253* and search for social support .487**.

The correlations with commitment were presented in emotional calm with a value of .305**, active planning or cognitive restructuring with values of .231*, risk behaviors with a value of .375**, and search for social support. 379**.

Search for social support .406** and risk behavior were correlated with the challenge With values of 301**

In a unifactorial way, the results were that the resistant personality correlates with emotional calm with .443 active planning or cognitive restructuring with values of .362**, risk behaviors with a value of .376** and search for social support .518* *.

Annexes

Appropriate tables and sources.

Gratitude

To the UANL and the FOD because they provide the opportunity to carry out these scientific activities and why, through their training programs or material support, they make it possible to crystallize the projects that have been arranged for this year.

Conclusiones

Athletes who practice martial arts boast a resistance to stress that allows them to control their emotions and manage decision-making in stressful situations, and it represents a commitment to make the best decision, which places them in a state of analysis and emotional calm that at a given moment could guarantee a good strategy for solving problems

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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.

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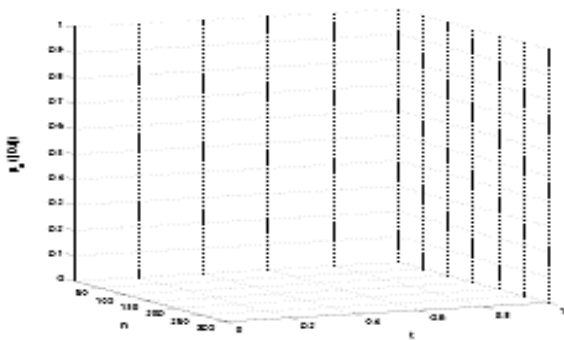
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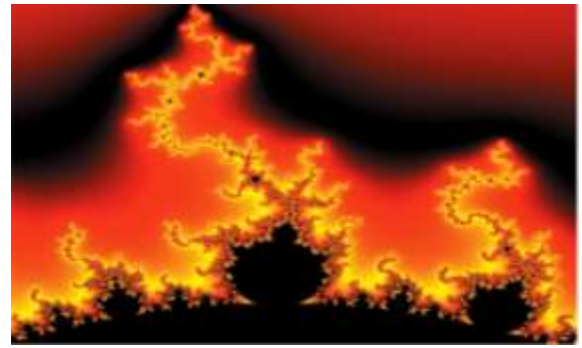


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