

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

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

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Abstract

The objective of this article was to analyze the perception of the students of the Human Capital Administration career on the return to face-to-face classes to determine the impact of COVID-19 to implement information strategies in future scenarios. A descriptive and explanatory design was used, as well as a type of cross-sectional study. 240 students collaborated, of which only 212 were required according to the sample size. The following variables were considered: Perception of risk, lifestyle, interpersonal relationships, use of ICTs, emotional support, and economy, which comprises 36 items distributed in seven blocks. The results obtained managed to identify the perception of the students in relation to the training strategies in times of pandemic, the strengths and weaknesses were distinguished, for the achievement of the competencies of the career, as well as the emotional, psychological, social, technological impact, economical, and familiar that the students experienced. Finally, this was a search among the same students of the career, where their experiences marked by the health event were known. This project provided listening and awareness with the student community.

Resumen

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

COVID-19, Perception, Risk, Professional

COVID-19, Percepción, Riesgo, Profesional

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Introduction

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

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

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

Study design

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

Determination of the sample

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

Cómo calcular el tamaño de muestra para una población finita

$$n = \frac{N * Z_{\alpha}^2 * p * q}{e^2 * (N - 1) + Z_{\alpha}^2 * p * q}$$

n = Tamaño de muestra buscado
N = Tamaño de la Población o Universo
z = Parámetro estadístico que depende el Nivel de Confianza (NC)
e = Error de estimación máximo aceptado
p = Probabilidad de que ocurra el evento estudiado (éxito)
q = (1 - p) = Probabilidad de que no ocurra el evento estudiado

Figure 1 Finite sample size formula

Source: [Questionpro.com/en](https://questionpro.com/en)

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

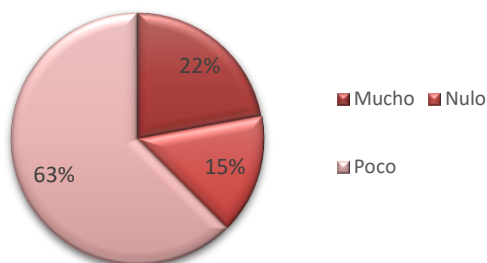
The questionnaire "AD_Contingency Survey", designed for the purposes of this study, is composed of 36 closed questions; this instrument was reviewed by two employees of the educational institution. In addition, the means of communication for its dissemination was by electronic means through a link. The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

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

Results

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

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

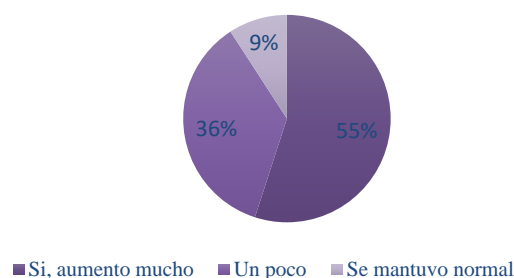


Graphic 1 Probability of infection by COVID-19

Source: Own elaboration

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

25. Debido a la pandemia. ¿Considera que el nivel de estrés que maneja normalmente se modificó?

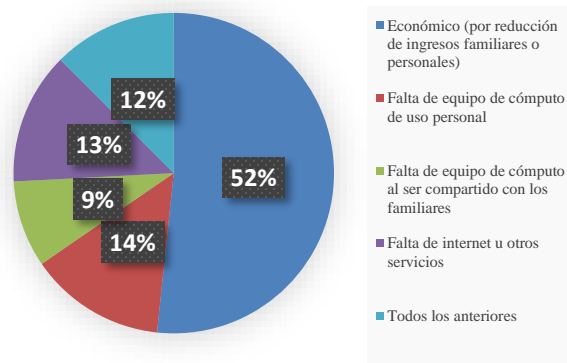


Graphic 2 Level of stress managed by students

Source: Own elaboration

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

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

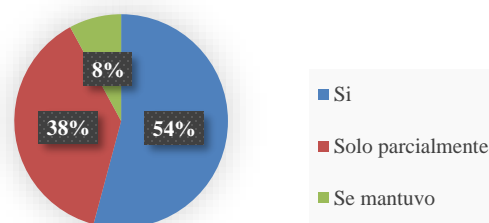


Graphic 3 Main obstacle to continue studying

Source: own elaboration

The most outstanding results reflected in graph 19 show that 54% of the students who responded to the survey think that their level of learning was changed by the distance education model, as it was something new and unknown to university students, which shows that despite having already had interactions with technologies, it is not the same to use it for recreation as for work, in addition to the fact that it was a completely different model to which they were accustomed, in the same way it shows that 38% of the students only partially changed their level of learning.

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

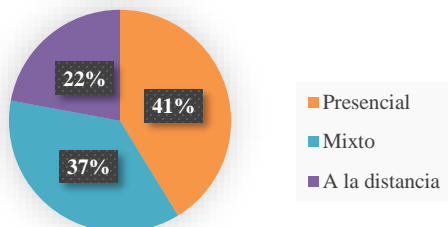


Graphic 4 Level of learning

Source: own elaboration.

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

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



Graphic 5 School method

Source: own elaboration

Discussion

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

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

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

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

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

Thank you

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

Conclusions

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

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

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