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## **Presentation of the content**

In the first article we present *Perception of producers, entrepreneurs and academics of the agricultural industry about the current situation of the mexican countryside (Analysis of the Period 1982 - 2018)* by NUÑEZ-OLIVERA, José Manuel, CABRAL-PARRA, Rodolfo, NORIEGA-GARCÍA, Miguel Ángel and NAVARRO-PÉREZ, Sonia with adscription in the Universidad de Guadalajara, in the next article *The vision and interiorization of leisure and free time of post-degree students* by YAÑEZ-FLORES, Sara Margarita, HERNÁNDEZ-CUETO, Jaquelina Lizet, SALINAS-AGUIRRE, María del Consuelo and SOLÍS-SOLÍS, Alma Verena with adscription in the Universidad Autónoma de Coahuila, in the next article *The incorporation of undergraduate academy students from a public university to the productive sector with substance in its professional competences* by ARGÜELLES-MA, Luis Alfredo, QUIJANO-GARCIA, Román Alberto, MEDINA-BLUM, Fernando and CRUZ-MORA, Carlos Enrique with adscription in the Universidad Autónoma de Campeche; in the next article *Vodcasting: digital resource for academic tutoring in the methodology of face-to-face teaching of students in the subjects of technological training, networks and programming* by HIDALGO-BAEZA, María del Carmen, HERNÁNDEZ-RAMÍREZ, María Guadalupe, MARTÍNEZ-ROMÁN, Alejandro and CASAS-GÓMEZ, Víctor Manuel with adscription in the Universidad Tecnológica Fidel Velázquez.

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**Perception of producers, entrepreneurs and academics of the agricultural industry about the current situation of the Mexican countryside (Analysis of the Period 1982 - 2018)**

**Percepción de productores, empresarios y académicos del ramo agropecuario acerca de la situación actual del campo mexicano (Análisis del Periodo 1982 – 2018)**

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**Abstract**

This study was conducted with the objective of determining the perception about the Mexican countryside, farmers, entrepreneurs and academics analyze the period 1982 to 2018. 30 producers, 20 businessmen and 10 academics, were selected in each region. Each of the groups were surveyed in their own workplaces, about their personal perception of the current situation of the Mexican countryside, 36 years after its implementation (1982). The collected data were analyzed by Chi-square test ( $\chi^2$ ), 95% confidence, using descriptive statistics also by analysis group. The results show significant differences between the groups considered, according to its particular perception on the impact of globalization. Producers mostly considered that it did not serve and led to more poverty and problems in the field, while employers to a greater extent compared with this perception, since for them, globalization improved the productivity and the quality of life. Among academics there were discrepancies equal in terms of the positive or negative impact. It is no doubt that globalization is a complex phenomenon that had contrasting results, characterized by enormous economic inequality caused.

**Current perception, Mexican countryside, period 1982 – 2018**

**Resumen**

Con el objetivo de determinar la percepción que sobre el campo mexicano, tienen los productores agropecuarios, empresarios y académicos al analizar el periodo 1982 a 2018, se realizó este estudio. En éste se seleccionaron 30 productores, 20 empresarios y 10 académicos, en cada una de las Regiones Ciénega y Norte del Estado de Jalisco. Los tres grupos fueron encuestados en sus propios lugares de trabajo, acerca de su percepción personal sobre la situación actual del campo mexicano, transcurridos 36 años desde su implementación (1982). Los datos recopilados fueron analizados mediante pruebas Ji cuadrada ( $\chi^2$ ), 95% de confianza, utilizando además Estadística Descriptiva por grupo de análisis. Los resultados señalan diferencias significativas entre los grupos considerados, de acuerdo a su percepción sobre el impacto de la globalización. Los productores consideran mayoritariamente que ésta no sirvió y provocó más pobreza y problemas, en tanto que para los empresarios la globalización mejoró la productividad y la calidad de vida. Entre los académicos hubo discrepancias por igual en cuanto al impacto positivo y/o negativo. Es indudable que la Globalización es un fenómeno complejo que tuvo resultados contrastantes, caracterizada por la enorme desigualdad económica provocada.

**Percepción actual, campo mexicano, periodo 1982-2018**

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## Introduction

There is a lot of discrepancy between producers, businessmen and academics of the agricultural industry about the perception of the presence or not of crisis in the Mexican countryside. Among the same producers there are obvious discrepancies, based basically on their productive strata (small, medium or large producers), noting an obvious relationship between the income, technology and infrastructure available on farms with being in favor of no crisis in this. There is also the perception among the big businessmen of the branch that there is no crisis, while the medium and small businessmen have struggled to find their place and have been displaced in one way or another by the large transnational organizations. For its part, among academics there is a perception of divisions regarding their opinions in favor or against the presence of problems in the field of our country.

For this reason, this study was developed with the main objective of establishing with certainty what is the real vision about the presence or not of crisis in the field of Mexico by the same producers, businessmen and academics linked to this agricultural sector so Transcendental for the advancement and economic growth of the country. This controversy has arisen as a result of the fact that at the beginning of the implementation of Globalization (GLO) in our country in 1982, under the administration of the then president Miguel de la Madrid Hurtado (MMH), it was argued that national growth rates were very poor and were well below the true economic growth potential of the country. In this way, the GLO was implemented in the year of 1982, creating enormous expectations about the economic growth of the nation, even pointing out that annual growth of up to two digits would occur without any problem, and that we would have to learn to manage abundance. that would come to us as a country.

Thus, our country went through 36 years (from 1982 to 2018), in the midst of neoliberal economic policies where the market was the axis of the economic transactions carried out, and which were characterized by the preponderance of a monetarized vision, leaving aside the human development.

However, in its beginnings and as it was affirming itself in people's daily lives, its economic impacts were not the ones desired for most of them, since only a small group of "privileged", openly benefited from its precepts.

The problem worsened over time, as economic inequality and poverty were affirmed among a large part of society, which he observed with obvious despair, which was proclaimed by the authorities of the country at the beginning of the GLO (1982), it was not manifested as it had been proclaimed and on the contrary, there were obvious social, cultural, political and environmental consequences. It was also evident that the visions and / or perceptions about the impact of the GLO and with it of the Commercial Opening (CA), caused diverse effects between and within the agricultural producers and entrepreneurs. Both presented different visions in general, although, within the same producers, those with higher incomes saw (to a greater extent) this GLO as something beneficial that had come to increase their productivity and quality of life, by having higher revenues based on the substantial increase in technology and availability of official support, and greater and better infrastructure.

However, phenomena were gradually observed such as: longer working hours, accompanied by lower wages, disappearance of national agricultural companies and to the detriment, increase of foreign companies that "monopolized" the agricultural market and are currently doing so. In addition to this, there was an obvious increase in the price of the various agricultural and counterpart inputs, lower payments for the crop raised, which gradually decreased the income and therefore the quality of life of a good part of producers (mostly of lower income and therefore, of low technology and business vision).

In this year 2019, with the change of administration in Mexico, and with it changes and / or adjustments in the economic policy of the country, there is a very special situation that will allow in the medium term to assess whether the economic conditions and with them the quality of the country's life improved substantially.

**Problem Statement**

Undoubtedly, the GLO is not only an economic phenomenon, but also social, political, cultural and environmental, a situation that dimensions its importance and / or transcendence, since along with its implementation and the power of the market, it was consolidated, and prioritizing the power of money to the detriment of human development. In this way, phenomena such as decapitalization in agricultural holdings, violence, insecurity, recurrent migration, etc., were becoming relevant in our society, which led primarily downward on the productivity and quality of life of farms. For all the above, there is the perception that the GLO caused mostly negative economic impacts characterized primarily by the increase in poverty and inequality.

Today more than ever, there are evident changes in the conformation and behavior of society, characterized by the growth of insecurity and violence, in addition to the increase in phenomena such as migration and decapitalization or abandonment of farms, in the search for better life conditions.

To this, we should add the notorious deterioration of natural resources (water and farmland basically), which have modified the productive and climatic conditions, complicating the traditional practices of agricultural producers that were based on storms with very few modifications. Thus, there is the perception among people directly linked to the agricultural sector, that it has been "kidnapped" by foreign companies, since they are owners of the market and market mostly foreign products and supplies, displacing national products and creating a perception that using the national product decreases productivity and therefore the economic income that directly affects people's quality of life.

**Objective**

Determine the perception that the Mexican field (through the analysis of the period 1982 - 2018), the agricultural producers and businessmen of the sector have in their various present strata (small, medium and large), in addition to the academics linked to the agricultural sector.

**Hypothesis**

Producers, businessmen and academics of the agricultural sector have different perceptions about the benefits of Globalization during the period 1982 - 2018.

**Research questions**

What is the true perception that agricultural producers and entrepreneurs (in their various strata) have, in addition to academics linked to the sector, on the impact of globalization and commercial openness during the period of time from 1982 to 2018?

Has globalization been beneficial for increasing the productivity and quality of life of the various types of agricultural producers and entrepreneurs?

**Justification**

It is traditional in Mexico, that every change of presidential administration, talk about support and / or benefits for agricultural producers with lower incomes and even allocate resources for this purpose; However, the reality at the end of the six-year term remains the same: abandonment of low-income producers, and support available out of time, when the conditions are already different and the input is not necessarily required. The perception that is maintained among the producers themselves, is that these supports are destined or granted to the producers of higher income and with greater economic strength.

**Theoretical framework**

The evolution of the Mexican countryside over the years has not been easy, finding serious difficulties along the way; in such a way that through the analysis of diverse variables the true behavior of the Mexican field can be established. One of the main variables reviewed is the wealth generated (known as Gross Domestic Product, "GDP"), in each presidential term. Thus, table 1 establishes the behavior of the Gross Domestic Product in the period 1934 to 1982 (pre-globalization) and from 1982 to 2018 (post-globalization), that is, before and after the implementation of Globalization in the country.

Start Year	Final Year	Name of the president	Growth percentage
1934	1940	Lázaro Cárdenas del Río	4.52 %
1940	1946	Manuel Avila Camacho	6.15 %
1946	1952	Miguel Alemán Valdés	5.78 %
1952	1958	Adolfo Ruíz Cortines	6.42 %
1958	1964	Adolfo López Mateos	6.73 %
1964	1970	Gustavo Díaz Ordaz	6.75 %
1970	1976	Luis Echeverría Álvarez	6.16 %
1976	1982	José López Portillo	6.51 %
<b>1934</b>	<b>1982</b>	<b>AVERAGE PERIOD</b>	<b>6.13%</b>
1982	1988	(48 years old) PRE-GLO	0.18%
1988	1994	Miguel de la Madrid Hurtado	3.91%
1994	2000	Carlos Salinas de Gortari	3.39%
<b>1982</b>	<b>2000</b>	<b>Ernesto Zedillo Ponce de León</b>	<b>2.49%</b>
2000	2006	<b>AVERAGE PERIOD</b>	2.32%
2006	2012	(18 years)	1.80%
<b>2000</b>	<b>2012</b>	<b>Vicente Fox Quezada</b>	<b>2.06%</b>
2012	2018	Felipe Calderón Hinojosa	2.50%
<b>1982</b>	<b>2018</b>	<b>AVERAGE PERIOD</b>	<b>2.35%</b>

**Table 1** Pre and Post Globalization: percentage of the Annual Average Growth of the Gross Domestic Product (GDP) during the period 1934 – 2018

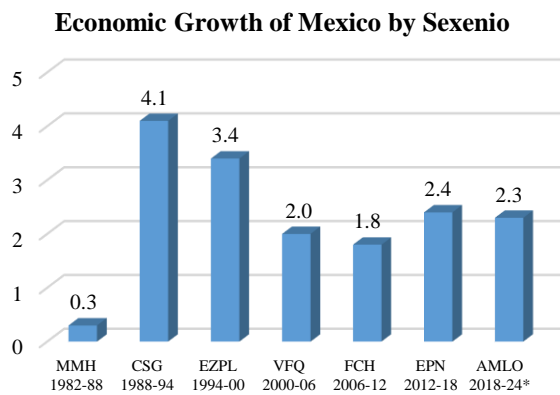
Source: personal data with data from INEGI (2018)

The analysis of this Table leads to the following reflections:

- Before 1982 (period identified as pre-globalizer), the average annual GDP growth (which in general terms would mean the wealth generated by a country), was 6.13%, against only 2.35% after this year and up to 2018 (post-globalization period). Based on these averages, it would imply that the pre-globalization period showed higher growth (61.66%) compared to the post-globalization period.

- The period from 1958 to 1970, which included the six-year periods of Adolfo López Mateos (6.73%) and Gustavo Díaz Ordaz (6.75%), represented the period of greatest growth in Mexico before 1982 (and the history of the country, since it was never has grown again in the same way); which represents the beginning of neoliberal practices in our country.
- In contrast, the period of least growth before the globalization practices of 1982, occurred in the period of Lázaro Cárdenas del Río (4.52%) that ruled the country in the years 1934 - 1940.
- After the implementation of Globalization (year of 1982), the period of Carlos Salinas de Gortari (3.91%), presented the highest annual growth rate, not reaching, however, the growth achieved before 1982.
- On the other hand, the periods of Miguel de la Madrid Hurtado (1982 - 1988) and Felipe Calderón Hinojosa (2000 - 2006), presented the lowest post-globalization GDP growth rates, reaching only 0.18% and 1.8% respectively.
- These numbers clearly indicate that if we rely exclusively on the wealth generated, the post-globalization period decreased by 61.66% of GDP compared to the pre-globalization period, indicating that better results were obtained before the implementation of globalization in our country, and therefore, the GLO and with it the Commercial Opening did not cause better economic results.

Another variable of interest to measure the progress of the Mexican field to a greater extent is the growth rates (see Table 2); This shows that the administration of the then president Carlos Salinas de Gortari (1988-1994), reported the highest growth (4.1%), against 0.3% of the administration of Miguel de la Madrid Hurtado (1982-1988), which reported the lowest growth rate.



**Graphic 1** Economic Growth of Mexico by Sexenio  
Source: INEGI, 2018

It is also observed that an estimated 2.3% growth is expected for the administration of AMLO (2018-2024). In addition to this, it is a reality, that for years there has been a perception among rural people, that most of the official support and / or subsidies are given mostly to producers with greater economic resources, which allows them to implement in their farms a better technology and greater infrastructure, which obviously will have to influence an increase in their productivity and quality of life.

SAGARPA (2016), established and certified this trend, since in its investigations it documented (see Table 3), that up to 60% of the supports and / or subsidies were delivered to the highest income producers during the period 2016-2012.

Type of Producer	Percentage of Official Support or Subsidies Received in the Period 2006 – 2012
Little ones	15%
Medium	25%
Big	60%

**Table 2** Type of producer that received official support and / or subsidies in the period 2006-2012  
Source: SAGARPA, 2016

The most serious (as noted above), is that six years after six years it was claimed that now yes, effective programs of economic support to family and / or lower income producers would be implemented, thereby seeking to reactivate their productivity, their economy and his quality of life. However, over and over again, exactly the same poor or nil results were achieved, despite the fact that in theory specific excessive amounts of economic resources were allocated to the programs and strategies of the sector for lower-income producers.

This panorama of “exploitation” is now greatly favored by the large number of Central American migrants who are entering our country on their way to the United States and who on that route, need financial resources to survive on this route.

With all this, Mexico ranks 3rd in agrifood production in Latin America (AL) and sells agrifood products to more than 150 countries in the world (FAO, 2014). However, despite this, producers rarely see these economic benefits reflected in their income and much less in their quality of life. The main problems referred by several authors (Núñez, et al, 2018ab) to the current problem of the Mexican field, refer to:

- Expensive inputs and low prices paid for the crop produced, which establishes very poor profit and / or profit margins for the producer, aggravating this situation for lower income producers.
- Important growth of businesses known regionally as "Grain Receipts", which are intended to finance producers with the delivery of inputs and economic resources for the preparation of the land and the planting of their crop, with the condition that their harvest be delivered to them and at that time, take over your payment and collect what is owed. The aggravating factor is that many of the times the producer signs the agreement, without knowing the price that will be paid for his cultivation, in addition to the fact that the cash advance will be paid with interests that are often too exaggerated or expensive.
- Employment of adults (over 60 years old), as well as children and young people who are “exploited”, in their labor rights, when working under working hours longer than legally allowed, with salaries well below the minimum allowed.
- Increasing presence of "hookers"; whose main job or function is to recruit workers to serve as “agricultural laborers”, with obvious conditions of labor exploitation (already indicated in terms of duration of the day and salary to be received).

- Working days without adequate or specialized equipment for the tasks to be performed, where they are generally exposed to the management of toxic substances (agrochemicals, fertilizers and herbicides), which entails enormous health risks, without appearing to matter much to employers.
- Abuse of low-income peasants, and sometimes indigenous people hired for agricultural work.

### Methodology

The study was developed in the Ciénega and Norte de Jalisco Regions, Mexico. For the development of this, 30 producers, 20 entrepreneurs and 10 academics were selected in each of the two regions, making a total of 60 producers, 40 entrepreneurs and 20 total academics for both regions. Both producers, businessmen and academics were visited in their own workplaces to apply a survey about the vision of each group, about the impact of Globalization in the period cited (1982 to 2018). The information collected was analyzed using chi-square tests for equal proportions, through the use of contingency tables by analyzed group.

Descriptive Statistics (measures of central tendency and dispersion) were also used for the analyzed variables, with the purpose of clearly establishing their group vision. In the study, students from the Agribusiness, Administration and Marketing careers of both study centers participated in the surveys: University Center of Ciénega (CUCIÉNEGA) and Centro Universitario del Norte (CUNORTE), of the University of Guadalajara. The work was carried out from December 2016 to January 2019, in the 10 municipalities that make up the Northern Region and the 13 municipalities that make up the Ciénega Region in the State of Jalisco.

### Results

The main aspects arising from the survey applied to the three different groups (producers, entrepreneurs and academics), were the following:

### Producers

- The main problem pointed out by the producers in both regions was the lack of economic resources (cycle after cycle), which would be used for adequate land preparation and purchase in time and form of the various inputs used in the process of planting the crop (seed, fertilizers and herbicides, basically).
- Likewise, the insecurity in determining the price to be received for the product harvested, added to the low prices for the product or crop produced, draws a context where the profits for the producer decrease considerably. The aggravating factor is that this situation is repeated year after year, leaving the perception that we do not learn or do not want to learn from what happened.
- Another recurring problem expressed by the producers, referred to the insufficient support and / or official subsidies available, in addition to the existing ones not being available in a timely manner when they are really required; maintaining the perception that there really are privileges for large producers that are traditionally those that receive support to the detriment of small and medium producers.
- Absence of constant and effective permanent technical assistance programs according to the needs and / or conditions of each type of producer; the producers expressed that their ideal would be for them to have people prepared in the production and management of crops, and to accompany them throughout the production process, as well as in the commercialization of the latter.
- The absence of management and administrative practices in the farms, was another problem expressed by a good part of producers; mainly in those with lower resources (small and medium), which makes it difficult and / or seriously conditions the integral use of available resources, seriously limiting the productivity and commercialization of the product obtained.

### Businessmen

- Absence of sufficient biotechnological programs that motivate and encourage the productivity of farms, thus paying food security.
- Improper use of fertilizers and / or agrochemicals, which has influenced to gradually lose the fertility conditions of farmland; In this area, 70% of the entrepreneurs surveyed expressed their concern about the irreversible damage to natural resources (water and farmland, basically), caused by the indiscriminate use of agrochemicals and the improper management of their waste.
- Lack of effective technical assistance programs, which should be implemented based on real and objective diagnoses to the farms, highlighting the fact of the continuity and / or accompaniment of the “advisors” towards the producers throughout the cycle of their product and above all, the marketing of this one.
- Insufficient linking programs between producers, industry and academia, which should be presented for the determination of strategies that allow to indicate with certainty, what type of food to produce, depending on the requirements of consumers. The main idea would be to establish the guidelines and productive plans to follow (business plan), through the effective help of universities towards producers, based on industry requirements.

### Academics

- Establishment of two strategies of support or technical assistance to the producer: one, aimed exclusively at the technical or productive, and that would contemplate the support from the preparation of the land, through an adequate selection of inputs and permanent monitoring of the sowing process until the harvest. The second strategy would be directed towards the adequate commercialization of the product obtained based on its quality conditions and the market to which the product is destined.

- Effective linking between producers, industry and academia, which in theory, would allow greater productivity and better economic resources towards producers with lower resources and less technology, since as they benefit, the industries and the same will benefit consumers.

In general, Table 4 indicates the most repeated factors by the three groups consulted, about the main problems identified in the Mexican field.

Number	Aspect or Factor	Presence Percentage
1	Lack of use of adequate biotechnology in farms	80%
2	Excessive Use of Agrochemicals (Chemical Fertilizers)	75%
3	Weak National Agricultural Industry	95%
4	Little Promotion of Joint or Integrative Work between Producers, Industry and Universities (education sector)	60%
5	Absence of Diagnoses about the Real Needs to Grow and the Economic Impact Generated from the resources and deficiencies identified in localities, regions, municipalities and States	88%

**Table 3** Main aspects identified by both producers, businessmen and academics about the problem identified in the Mexican countryside

*Source: personal information collected in the study*

### Conclusions

- There is no real or real integration between producers, businessmen and academics, which allows for better conditions for increasing productivity and thereby obtaining greater resources and a better quality of life in both regions.
- The perception is left among the rural people, that the agricultural activity is “kidnapped” by foreign organizations and institutions and with it the national organizations or institutions are left out, which is causing the generated wealth to leave the country, the natural resources are dramatically shortened and jobs are increasingly sacrificed for the worker (longer daily hours and with less pay).

- It is necessary to put an end to the root, with the political speeches that extol the lies and hypocrisy, and think about support schemes and / or subsidies that truly reach the producers of lower resources, in addition to these supports must be delivered in a timely manner. , to cause the development and economic growth of these.
- Both producers, as entrepreneurs and academics, agreed that a greater link between producers, industry and academia is necessary, highlighting the fact that the guidelines and / or strategies for the design of programs or programs should come out of universities appropriate projects for each type of producer and company.
- The integration and involvement of professors and university students, would allow to detect problems and business opportunities that would foster the entrepreneurial vision of the producers and with it the knowledge and the opening of markets for their products.
- Mutual trust between the same producers, businessmen and scientists should be encouraged, so that coordinated work is carried out for the implementation and strengthening of small, medium and large farms.
- The fact that the Mexican countryside works in a disintegrated and individualized way, has caused the field to be defined as lagging, incompetent and unequal, which would imply that if we adjust the integration between the different links of the chain, we would also be creating conditions for the gradual transformation of the field in terms of its update, its competence and its equity.
- The implementation of practices and / or administrative and sustainable management should be a priority in agricultural holdings, as this will allow establishing the basis for a better use of resources, affecting greater productivity and conservation of available natural resources.
- It is also relevant to consider that there are many "fields" in the entire geography of the country, since each of the 32 states of the republic handle very specific problems that require the timely attention of their specialists, in addition to establishing clearly, that Within each state, region, municipality and locality, there are several types of producers that differ basically in the use or not of the technology and resources implemented, in addition to the quality of their inputs.
- It is a fact that Globalization has caused an enormously unequal and inequitable field, where the producers with higher incomes have benefited substantially, and in contrast, the producers with lower resources have stagnated and severely limited their economic conditions.
- The vision of sustainability in producers, businessmen and even academics must be promoted through municipal and state governments, in order to implement farms that aim to increase productivity, seeking a social benefit and, above all, the conservation of the environment and natural resources.

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## The vision and interiorization of leisure and free time of post-degree students

### La visión e interiorización del ocio y el tiempo libre en estudiantes de postgrado

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#### Abstract

Leisure and free time are a part of human beings' life, and perhaps neither how nor why is thought of. In leisure, activities are individual and obligation free; free time activities, although can be chosen whether to do them or not, are linked to social pressures and included in the legislation and as universal human rights: Recreation, amusement and rest. The objective of the article is to analyze the way in which the post-degree students visualize and incorporate the leisure and free time in their everyday life. The used method is quantitative, explorational-descriptive, and transversal. The article contributes demonstrating the subjective wealth that impregnates the leisure forms and free time activities into the way each of the individuals do things, think, say, and spend time in their educational, social, and work related relationships and interrelationships. The questionnaire was answered by 70 post-degree students —53 women and 17 men— most of them working. Some female students spend 15% of their week in free time activities and 27.5% to leisure; in both activities men said to spend 27% of their week. Only 16 women and six men consider free time as a fundamental human right.

#### Leisure, Free time, Gender

#### Resumen

El ocio y el tiempo libre forman parte de los seres humanos y quizá, ni se repara en qué y cómo los utilizan. En el ocio, las actividades son individuales y sin obligación; las actividades en el tiempo libre, aunque con libertad de hacerlas o no, están condicionadas por presiones sociales e incluidas en la legislación y como derechos universales: recreación, esparcimiento y descanso. El objetivo del artículo, es analizar las formas en que los/las estudiantes de postgrado visualizan e incorporan el ocio y el tiempo libre en su cotidianidad. El abordaje metodológico es cuantitativo, exploratorio-descriptivo y transversal. La contribución del estudio, es mostrar la riqueza subjetiva que impregna las formas del ocio y el tiempo libre en el hacer, pensar, decir, convivir de cada uno de los individuos en sus relaciones e interrelaciones educativas, sociales y laborales. Se aplicó el instrumento a 70 estudiantes de postgrado —53 mujeres y 17 hombres— quienes en su mayoría trabajan. Algunas estudiantes dedican 15% semanal al tiempo libre y en promedio 27.5% al ocio; los hombres, en ambas, dedican semanalmente un promedio de 27%; solamente 16 mujeres/ 6 hombres consideran al tiempo libre como un derecho humano fundamental.

#### Ocio, Tiempo libre, Género

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## Introduction

It is not from this article to delimit or reach a consensus of what leisure (Oc) and leisure time (Tl) is; Its objective is to analyze the ways in which postgraduate students visualize and incorporate leisure and free time in their daily lives. The historical journey that takes place on these two concepts and the way in which the legislation contemplates them, allows us to realize that there is no consensus on the possible delimitations of both.

In the Introduction section, the importance and feasibility of the study is explained; while presenting the question and objectives that guide the development of the study presented.

In the section that refers to the Perspective of leisure and free time, it deals with what refers to leisure in the historical future; observing that this has presented different features of acceptance: the Greek ideal of contemplation; with the Romans leisure became activities for the elite and "rest" for the people; subsequently, leisure assumes negative connotations and is suppressed because it is considered unproductive (idleness).

In more recent times, leisure (Oc) is related to free time (Tl); establishing that Tl are activities outside of employment, work, study and Oc is not affected by any of these activities. Thus, Tl is accounted for through units of measure, the Oc, for its eminently individual characteristic, is considered qualitative.

Likewise, it is exposed with respect to the way in which the laws in Mexico and universal rights contemplate leisure and free time, it is through the terms recreation and recreation that punctuates the right that children, youth and adults have to these activities ; activities that are referred to as the right to sport, to culture as a way to strengthen the family nucleus, the physical and mental health of its members, as well as a way of retraining the offending minors.

The concept of "rest" appears as a right considered in art. 123 of the Political Constitution of Mexico of 1917 and in the Universal Declaration of Human Rights in 1948.

An interesting point within Mexican legislation and the fundamental rights of the human being is the incorporation of gender equality in terms of rest, recreation and recreation, both inside and outside the work area.

The Methodology section indicates that the type of research is quantitative, exploratory-descriptive and transversal; 20 simple variables distributed in two axis variables are used: leisure and free time and analyzed from a gender perspective.

For the description of the population, the age variable is used, the weekly percentage that participants assign to Tl and Oc. As contextualizing variables of the study, the continuation or not of studies and the reasons for this decision are considered.

What alludes to the population / sample, the study analyzes the opinions of masters and postgraduate students, through an incidental sampling.

In the Results section, the description of the population and the exploration of the variables that, on leisure and free time, are described are presented.

In the Conclusions section, the question and the achievement of the objectives proposed in this study are answered.

## Justification

Leisure (Oc) and free time (Tl), are factors of social integration and from a humanistic perspective, it is necessary to consider them in the integral formation of students, regardless of their educational level or age.

It is necessary for this, to resize what each one contributes in the development of individuals, both from informal and formal education / learning. Hence the importance of knowing how women and men visualize and incorporate leisure and free time into their daily lives. The study is viable since there are resources, times and a population / sample that, due to their training characteristics, support the development of studies that allow us to know the opinions related to relations and socio-educational and labor reality.

### **Problem**

The research starts from the question: How do the master's and doctoral students of the Faculty of Science, Education and Humanities of the Autonomous University of Coahuila visualize and incorporate leisure and free time?

### **Overall objective**

Analyze the ways in which postgraduate students visualize and incorporate leisure and free time in their daily lives.

### **Specific objectives**

Describe the sociodemographic characteristics of the participating population.

Explore the leisure and free time variables that describe the vision and incorporation of leisure and free time in the students' daily life.

### **Leisure and free time**

### **Perspectives**

The meanings, scope and challenges of these concepts depend very much on the social, labor, economic and political reality from which they are framed. The Greek's perspective, the *skholé* (leisure), was the antithesis of doing nothing; It was a state of peace and creative contemplation. However, having time for himself was exclusive to the elite, and work for slaves.

The Roman *otium*, refers to the free time that was given after work and then return to work. The *otium* is intellectual and, according to the economic and political context, this introduces new connotations: mass leisure. This concept means unemployment and fun for the people; activities despised by elites but at the same time encouraged them.

For Munné (2010), in the Greeks "(...) work is a means and leisure is an end"; while for the Romans "(...) leisure becomes a means and work, the end."

Subsequently, ostensible leisure appears, that is to say, consumption, extravagance and therefore exteriorization. Leisure becomes evidence of power, wealth, as opposed to working time considered servility and therefore unworthy. (Munné, 2010; pp. 40-47).

This is how leisure is acquiring negative connotations, for example the saying, "idleness as the mother of all vices."

In this historical development, leisure is a wasted time, it is condemned above all in the rise of industrialism. It is necessary to consider that industrialization, in its beginnings does not reduce, on the contrary it increases the working hours that, after legislative reforms, result in the time of full individual disposition; Regarding modern leisure, Munné (2010) indicates that:

Now time is subtracted from habitual and daily work, not because the specific content of that time is valued, but because the work has been devalued. Consequently, what matters is non-work; Not directly leisure. The essential value happens to reside less in the qualitative aspects of leisure, referring to the content of the phenomenon, than in the quantitative ones related to time. (pp. 49-50)

Leisure, presents its problems of definition and univocal acceptance of the term; but in a general way Gomes and Elizalde (2009) point out that, "(...) leisure can both express ways of reinforcing injustices, alienations and social oppressions, and on the contrary represent a possibility of freedom and dignification of the human condition." (p. 261)

The proposal of Cuenca, Bayón and Madariaga (s / f), refers to some proposals related to leisure, such as:

- a) Socialization, which develops emotional ties, social cohesion and community integration, while allowing the introduction of individuals in "organizations, networks and social contacts of great importance."
- b) Solidarity, which refers to voluntary aid activities; activities that these authors call "superior leisure" and therefore selfish.

- c) Natural environment, which implies the choice of leisure experiences that do not negatively impact it.
- d) Consumption, although some leisure activities require financial disbursements, should try to privilege the human over it.
- e) Innovation, linked to the idea of “experiences and the search for quality of life of citizens”; experiences that motivate other ways of understanding and socializing leisure.

In this regard, Gomes and Elizalde (2009) comment that:

(...) the qualities planned in the moments of leisure - such as satisfaction, fulfillment, recognition, autonomy, freedom, creativity and criticality - will have greater opportunities to materialize at work from the moment we develop the battle on a single front: that of “work -and-leisure”. (p. 262)

What alludes to free time, the common thread is the social time that the individual devotes to different activities. Munné (2010), evidences the contradictions presented by the authors when trying to define what is the TI and, where, in addition, certain positions that refer to Oc. Munée (2010) identifies them as “five free times”:

- a) The one after work.
- b) The one that is free from everyday needs and obligations.
- c) Free from daily needs and obligations, but it is used in what the person wants.
- d) All groups operate by subtraction which supports the latter part of the above definition, and says Munne (2010), Stanley Parker (1971) indicates that "is what the entertainment for most people" and e ). Part of the time devoted to the physical and intellectual development of man as an end in himself; clarifying that this last position focuses on the teleological or axiological nature of the activity carried out. (pp. 54-57)

As can be seen, there is a dichotomy between leisure time. Leisure time is generally associated with –no-work–, that is, with the time you have after working as a way to make a living and that is part of the obligations. However, it is emphasized that other unpaid, but fundamental obligations are also made in the TI. In the free time, in addition to the professional-paid obligations and the social-fundamental obligations, there are other activities that are carried out in free time such as living with the family, playing sports, seeking employment. Sarrate (2009), makes a distinction between the two concepts:

Free time is a condition for leisure, but not the only and sufficient one, as can be seen from the two main categories that Quintana points out (2004: 10-11): the time committed to primary human needs and labor obligations and family, and the free time that includes: utilitarian time and released.

The utility would then be the one assigned to obligations, even if they are free to do so, and the time released "is not subject to any commitment". Further on he points out that free time is "the available space, in a double dimension of" free of "and" free "for" that we can use enrichingly or wastefully ". The same author indicates that TI becomes leisure when it is used to "grow as people." (Sarrate 2009, pp. 52-54)

Neulinger (1974), quoted in Peralta (2012) “(...) clarified that it was not a problem of “ free time ”but a problem of what was done and experienced in that free time, that is, a problem properly of leisure". (p.2)

Free time as such is subject to the pressures that the individual or social groups have after work; "Freedom" although socially and legally conquered, is far from being the ideal even though, apparently, less work is done today and this, in an ideal, could be a time of personal development. In this order of ideas, Munné (2010) makes an approximation to the definition of free time, "(...) consists of a way of giving yourself social time, personally felt as free and by which man is conditioned to compensate himself, and in last term affirm individually and socially. He ends by saying "(...) freedom for freedom." (p. 205)

In this regard, Gomes and Elizalde (2009) comment that Souza Junior (2000) indicates that, "It is a period in which the individual is momentarily free, but this freedom may be apparent and limited." (p, 255). It is necessary not to forget that this "freedom" depends a lot on the experiences and social, labor, economic and political possibilities of [the] individuals; it seems that "freedom" is a privilege, rather than a choice.

The revision of the definition of leisure in the RAE Dictionary (2014) coincides with what is indicated by Gomes and Elizalde (2009), "(...) we can observe how leisure is related to free time, rest, recreation and with the playful." (p. 263).

Munné (2009), and Gomes and Elizalde (2009) agree that "(...) we must not forget that the word with which many languages designate leisure - fill in Catalan, loisir in French [in France is the most used word for define leisure as enjoyment of free time to rest, have fun or develop the human being], leisure in English, etc. - etymologically means being lawful or allowed to do something (from Latin: licere); Gomes and Elizalde (2009) add that these terms also mean, from their etymology: to be allowed, to be able, to be entitled. Likewise, the term recreation and recreation is related to the French word loisir; this gives the guideline to link what is related to current legislation in Mexico and in the global context.

### Leisure and free time legislation

According to Mora (s / f), during the nineteenth and twentieth centuries, and as a result of the workers' struggles, the concept of rest [as a right] begins to relate, above all, to working hours; right that was recognized in article 123 of the Mexican Constitution (1917) and in the Universal Declaration of Human Rights (1948). (p. 284)

As of 1950, the term recreation is generalized, after the recognition of free time as a right; it is at that time that it begins to be recognized that "(...) recreational activities enable the expression of new needs and capacities"; At that same time the term recreation is associated with recreation - recognized as an international right - understood as "the set of activities that fill leisure time".

In accordance with the foregoing, the right to recreation - in a democratic State - "(...) is to voluntarily dedicate - after having been released from their obligations - to rest, have fun, develop their training or participate in the social life of their community". Following the ideas of Mora (s / f) in the concept of recreation, three functions of the life of an individual are developed, such as:

- a). Regenerating physical and psychological rest for the person, necessary to recover from fatigue caused by working time or obligations.
- b). The compensatory fun of routines, the monotony of daily life, a liberating and playful attitude.
- c). Development-creation of ideas, exercise of creativity, innovation capacity.

The author comments that within a state of democratic law, there are five keys to the advancement of the democratic state in Latin America (Caprizo, 2009); only the one that alludes to the subject studied stands out, which indicates that "(...) The social character that refers to the quality of life of the inhabitants taking into account satisfiers such as: food, education, health protection, work, housing and recreation". (Mora s / f, p. 285)

In Article 4 of the Constitution, several of the rights of which, for purposes of this study, are related to gender equality, the freedom of the number of children and the way of spreading them; in addition to the right to cultural property and creative freedom. In that same constitutional article, the right to physical culture and the practice of sports is recognized and, among other equally fundamental rights, the right to a healthy environment for its development and well-being (Political Constitution of the United Mexican States, 2015). The above is coincident with Touraine (1974) who argues that: (...) leisures, like any activity outside of strict work, encompass most of the cultural features of a society, such as religious life, games, political activity or sport. Free time is a time without paid obligations and is only a problem when there is no traditional forecast of culture to make use of it. (Miranda, 2006; p.302)

The Federal Labor Law (CDHCU, 2019) specifies the conditions under which workers work in decent or decent work, rest days and vacations, and substantive equality: non-discrimination against women and recognizes the same opportunities from the biological, social and cultural differences of women and men. Even in the General Health Law (CD HCU, 2018) it is specified that the protection of health has, among other purposes: “The physical and mental well-being of the person, to contribute to the full exercise of their abilities (Reformed DOF 14 -01-2013) and The prolongation and improvement of the quality of human life”(Art2 °). In this same law, reference is made to the promotion of recreational, sociocultural and educational activities that contribute to mental health (Art.72 and 73).

In the Universal Declaration of Human Rights (1948), rights such as freedom of opinion, beliefs and assembly are indicated, as well as social security and those indispensable for the dignity and free development of personality (economic, social rights and cultural). And, the right to rest, to enjoy leisure time, to a reasonable limitation of the duration of work and to paid periodic vacations (UN, 1948: Art. 18-27).

Finally, not conclusively, in the Ibero-American Convention on the Rights of Young People (OIJ, 2008), they include the fundamental rights referred to in previous paragraphs, but specifically to young people between 15 and 24 years of age. However, as revised, the legislation includes from childhood to old age.

In this journey of legal and human rights in recreation and recreation, as promoters of healthy personality development, it is evident that leisure and free time are socially, educationally and legally contemplated; However, the evidence in Mexican reality is not promising.

**Methodology**

**Type of investigation**

The research The vision and internalization of leisure and free time in postgraduate students is quantitative, exploratory-descriptive and transversal (September – November 2018).

In addition, the results are explored and described from the perspective of men and women, since this perspective is considered to better evidence the interiorization of leisure and free time in the daily lives of the participating students.

**Variables**

The Leisure and Free time axis variables are integrated by 10 simple variables each. In the study, simple variables present conditions, derived from documentary reviews, which allow an analysis of the activities that students highlight and associate with leisure and leisure time. Table 1 shows the variables that indicate the incorporation of leisure activities (i.e. the freedom to decide, to do) and indicate the eminently individual impact on personal development.

Variables	Condition
Project development on own initiative	Individual
Personal development activities	
Learn to enjoy the TL	
Perform activities for the benefit of the community	
Moments of creative freedom	
Time for oneself outside of anything that means work	
Learn to invest money	Individual and Social Pressure
Reflection on the future as a professional	
Know the legal conditions regarding hiring and salaries	
Perform academic assignments	

**Table 1** Leisure and its conditions  
Source: (Own elaboration, 2018)

The conditions that refer to the individual and social pressure, refer to those activities that, although the individual gives or has the freedom to do so, have features that indicate a certain social pressure (ie social level, work and / or educational activities) to perform them .

In addition, demographic variables are used: gender and age; Likewise, contextualizing variables such as the continuation of studies and the reasons for continuing or not are incorporated.

The reasons also present conditions, for example personal improvement is individual; The job opportunities are of social pressure and the needs of the study area itself, of individual type and social pressure. The reasons for continuing or not studying are part of the current moment in which one lives, where the continuation of them implies better salaries, benefits: job opportunities.

Table 2 shows variables related to leisure time and, in addition, identifies those that require the status of legal and human rights, in addition to individual conditions and social pressure. In that same, Table 2, variables are located that, although in leisure, are associated with leisure.

Variables	Condition
Mandatory rest times within work activities	Rights
Fundamental human rights	
Rest spaces that are allocated during education	
The freedom to do anything but work	Individual
Being happy, motivated people	
The personal decision to rest without deteriorating other productive activities	Individual and Social Pressure
Sports practices as a way to stay active	
Wasting time in social media care	
Strengthening interpersonal relationships as a possibility of entry into the labour market	
The search for complementary work to vocational training	

**Table 2** Tiempo libre y sus condiciones  
*Source: (Elaboración propia, 2018)*

In addition, the weekly percentages assigned to leisure and leisure time are incorporated by students. All the variables used in this study are analyzed from frequencies and percentages, since it is considered that as an exploratory-descriptive study can lead to deepening and opening lines of research.

**Sample**

Sampling is incidental or convenience not probabilistic; in this type of sampling the researchers depended on the authorization of school addresses, teachers to allow the application of surveys and the willingness of students to access the response of the instrument. The requirements were to be active students of the program and to achieve the minimum application of between 50 or 60 students; for this study, it was possible that 70 master's and doctoral students in Education Sciences agreed to answer the instrument freely and voluntarily.

**Results**

**Demographic and socio-educational description**

Of the 70 postgraduate students, 53 are women, 40 of whom study master's and 12 study doctoral; while of the 17 men, 13 are master's degrees and four PhD's, indicating that the majority work.

Their ages in both men and women range from 24 to 35 years of age. Although with a lower percentage, ages between 45 and 63 years are identified. With regard to the possibility of further study of 51 women and 15 men responded in the affirmative.

The reasons that drive them to continue their studies, in 56.60% of women is by personal improvement (individual/leisure); 28.30% for the possibilities that the study gives in job opportunities (individual/external pressure/free time) and 11.32% for the needs of the study area (individual and social pressure). In the case of men 35.39% indicates that both by overcoming and by opportunities, respectively.

**Time for leisure and leisure**

A low percentage of women gives 70% weekly at both times (represents approximately four days a week); it also indicates that a maximum of 15% weekly is used for free time (Table 3).

%Leisure	Fr	%	% Free time	Fr	%
20-35	20	37.74	0-15	20	37.74
0-18	15	28.30	20-30	19	35.85
40-50	5	9.43	40-50	5	9.43
70	2	3.77	70	2	3.77

**Table 3** time allocation: women  
*Source: (Own Elaboration, 2019)*

Of the 17 men, Table 4, the highest percentage are located in the weekly allocation of 20 to 33% to Oc and free time (it would represent approximately a maximum day 2 per week).

%Leisure	Fr	%	%Free time	Fr	%
20-33	7	41.18	20-33	6	35.29
70-80	4	23.53	0-12	4	25.53
10 a 15	2	11.76	60-70	2	11.76

**Table 4** Time allocation: men  
*Source: (own-making, 2019)*

Only four students assign 70 to 80% of Tl per week (on average, five days a week).

**Leisure and leisure: vision and incorporation**

The presence of various opinion groups enriches the perspective of women and men on the variables analyzed and evidences the subjectivity in how Oc and Tl are incorporated into their daily lives.



Likewise, through the conditions (rights, individual, individual and social pressure) it allows to clarify the way in which men and women move in individual freedom or in freedom limited by educational, social and labor conditions. Table 5 shows activities, albeit with a small percentage, such as the moments to develop as a person and make it possible to develop your own projects; TL is also enjoyed and in leisure it is used for the benefit of the community. Activities that reflect the individual status of the same.

n=53		
Variables	Fr	%
Developing projects on their own initiative	18	33.95
Personal development activities	16	30.19
Learn to enjoy TL	16	30.19
Conduct activities for the benefit of the community	15	28.30
Moments of creative freedom	15	28.30
Time for yourself out of anything that means work	14	26.42
Learning to invest money	14	26.42
Reflection on the future as a professional	13	24.53
Know the legal conditions regarding hiring and wages	12	22.64
Performing academic tasks	12	22.64

**Table 5** Leisure: vision and internalization of women  
Source: (own-making, 2019)

Some of the women incorporate individual conditions and social pressure, such as reflection on their future and being aware of legal issues related to the work area. What alludes to free time, Table 6, highlights variables with individual condition and social pressure, which are not fully considered as a way to strengthen interpersonal networks as a means to enter the productive sector, or apparently dedicate it to review social networks (Facebook, Instagram).

n=53		
Variables	Fr	%
The freedom to do any thing other than work	25	47.17
Be happy and motivated people	20	37.74
The personal decision to rest without deterioration of other productive activities	20	37.74
Sports practices like way of staying active	19	35.85
Mandatory rest times within work activities	16	30.19
Human rights fundamental	15	28.30
Rest spaces that are assigned during academic training	14	26.42
	13	24.53
	12	22.64

**Table 6** Free time: vision and internalization of Women  
Source: (own elaboration 2019)

But if they perceive it as the freedom to perform any activity, less work, similar to the results of leisure. Likewise, leisure time is perceived as freedom to be happy people, perform sports activities and as a personal decision of rest and as a rest in accordance with the provisions of the law. Only 16 women out of 53 identify it as a fundamental human right (Table 6).

n=17		
Variables	Fr	%
Personal development activities	9	52.93
Perform academic assignments	8	47.05
Perform activities for the benefit of the community	8	47.05
Moments of creative freedom	7	41.17
Time for oneself outside of anything that means work	7	41.17
Learn to invest money	7	41.17
Project development on own initiative	5	29.41
Learn to enjoy the TL	5	29.41
Reflection on the future as a professional	5	29.41

**Table 7** Leisure: vision and internalization of men  
Source: (own elaboration 2019)

It stands out from Table 7, which students identify leisure as part of their personal development (individual conditions), moments that are used to perform academic tasks (individual and external pressure) and as support for the community (individual). Also, in Table 7, there are percentages that indicate that leisure is considered as creative freedom and personal choice, which is not work. There are also percentages that indicate that leisure is considered as creative freedom and personal choice, which is not work. In free time, Table 8, men say they perceive it as the freedom of choice of non-work activities.

n=17		
Variables	Fr	%
The freedom to do any thing other than work	10	58.82
The strengthening of interpersonal relationships	7	41.17
as a possibility of entering the labor market	7	41.17
Be happy people and motivated	6	35.29
Wasting time on attention to social networks	6	35.29
Human rights fundamental	5	29.41
	5	29.41
	5	29.41

**Table 8** Free time: vision and internalization of men  
Source: (own elaboration 2019)

Unlike women, men visualize leisure time as a possibility of entering the labor market through interpersonal relationships and also invest that time in attention to social networks (individual and social pressure). Only 5 men of 17 consider leisure time as a rest after work activities contemplated by law.

### **Conclusions and discussion**

Leisure and free time have been and continue to be concepts in constant debate. In recent times both concepts are being revalued thanks, among other equally important issues, to the achievements of workers in the field of rest and to consider them as fundamental human rights; hence, they are contemplated as rights in the Mexican Constitution since 1917.

The majority of women and men considered continuing to study; in the case of women, the predominant motive was for personal improvement than according to the conditions, this motive is more based on personal decisions and, primarily, refers to leisure. Unlike men whose motives refer on the one hand to a personal decision (overcoming) but also for social pressures (job opportunities).

The vision and internalization of leisure, although in a low percentage, coincides with what Quintana (2004) points out, cited by Sarrate (2009), points out that "Leisure time is a condition for leisure, but not the only and sufficient one" ; that is to say, leisure being inherent to the human being is not subject to rules or conditions external to it; It is part of the "liberated time that is not subject to any commitment". (Sarrate, 2009) In Mora (s / f) it is observed that recreation and recreation are concepts associated with free time, since it is linked on the one hand to rest that leads to "liberating and playful attitude"; time in which development, creation and innovation can be presented. Activities that refer to leisure, precisely within free time / rest. In this regard, some women on average dedicate to leisure between one or two days a week (27.5% weekly), coinciding with the activities they indicated, for example, the development of their own projects that, according to the theory consulted, refers to the development and dignification of the person and also enjoy free time.

What refers to free time, women dedicate one day a week (15% weekly) which is hypothetically the day that by law (Art. 69 of the LFT, CDHCU, 2019) is stipulated for rest; On this day (assigned percentage) the students exercise their freedom when freeing themselves from work, therefore they are happy people who are dedicated to do what they like without deterioration of other activities and, among other issues, perform sports activities (Mora, s / f).

For their part, men dedicate an average of 26.5% per week to leisure and free time (mostly), which would be equivalent to approximately one and a half days in both activities; what alludes to leisure students said they dedicate it to personal issues, but also to the accomplishment of academic tasks and help or support the community (only the most representative frequencies / percentages are highlighted). When it comes to leisure, men, although they dedicate it to issues that are not work, use it to strengthen interpersonal relationships as a means of getting work. Precisely Cuenca, Bayón and Madariaga (s / f) indicate that socialization activities are also carried out at leisure: social cohesion and community integration and enable the introduction of individuals into "organizations, networks and social contacts of great importance and solidarity". Remembering that the free time that, although regulated by socio-economic conditions, is also conditioned and even are socio-labor achievements reflected in Mexican legislation (CDHCU, 2019).

However, in the exploration of leisure variables, the opinion of the 53 women is diluted and what refers to the reflection on their professional future, the management of economic resources and to be aware of the legal conditions on labor, who refer to take advantage of free time, little manifest in everyday life; that is to say, if there is a favorable vision for leisure and free time, but they scarcely internalize it in their daily life. Regarding men, although they indicated assigning a little more than one day to leisure and free time (average of 26.5% weekly), their vision and internalization are more attached to the freedom to do anything other than work than to recognize them as a fundamental human right and mandatory rest times within work activities. Of the 53 women, only 16 recognize it as such.

When the variables are explored and the results analyzed, it is observed that there is a balance between individual (leisure) and individual issues with social pressure (free time); However, both moments are not fully internalized or recognized as such. For example, the issue that alludes to fundamental human rights and those recognized as obligatory within Mexican legislation. Therefore, it is concluded that extracurricular activities or that are done in leisure time and that promotes leisure, are part of what the human being is and the development trend he has. Integral education strives to reorient these constructs from a more empathic vision, since there are not a few contexts in which subjects see these activities as a waste of time. What this research throws concludes that being a right and a proactive activity, it must have an organization so that these processes can be used better.

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## The incorporation of undergraduate academy students from a public university to the productive sector with substance in its professional competences

### La incorporación de los estudiantes de contaduría de pregrado de una universidad pública al sector productivo con sustento en sus competencias profesionales

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#### Abstract

The university vision envisages the training of students with professional skills for their timely inclusion through recruitment mechanisms in the productive sector, establishing their policies of entry, training and egress. For this purpose this longitudinal descriptive research is carried out at a Public University with two cohorts, 2018 and 2019, there are 192 undergraduate students of the Bachelor's Degree in Accounting, 93 of 2018 and 99 of 2019, respectively, who are in the last semester, to determine whether the process of adopting competences is satisfactory to interfere with the productive processes of organizations. Using a valid and reliable instrument it is determined that the predominant female population predominates with 53.8% for 2018 and 56.6% for 2019, in addition that in maximum Likert scale the result shows that by 2018 the average is 4.5484 meaning that they feel competent for in curbing their incorporation into work by decreasing slightly by 2019 to 4.5357; contrasts significantly with the perception they have for inclusion in the workplace since by 2018 the average is 4.5161, decreasing by 2019 to 4.2222. Although there is a confidence picture, it will have to monitor the next results by the declining trend that is observed.

**Public university, Professional skills, Productive sector**

#### Resumen

La visión universitaria contempla la formación de estudiantes con competencias profesionales para su inclusión oportuna mediante mecanismos de contratación en el sector productivo, estableciendo sus políticas de ingreso, formación y egreso. Con este propósito se realiza esta investigación descriptiva longitudinal en una Universidad Pública con dos cohortes, 2018 y 2019, son 192 estudiantes de pregrado de la Licenciatura en Contaduría, 93 del 2018 y 99 del 2019, respectivamente, que cursan el último semestre, para determinar si el proceso de adopción de competencias es satisfactorio para inmiscuirse en los procesos productivos de las organizaciones. Utilizando un instrumento válido y confiable se determina que predomina la población femenina con 53.8% para 2018 y 56.6% para 2019, además que en escala Likert máxima de 5 el resultado arroja que para 2018 la media es de 4.5484 significando que se sienten competentes para enfrentar su incorporación al trabajo disminuyendo levemente para 2019 al alcanzar 4.5357; contrasta sensiblemente con la percepción que tienen para su inclusión en el ámbito laboral toda vez que para 2018 la media es 4.5161, disminuyendo para 2019 al 4.2222. Aunque existe un panorama de confianza, habrá de monitorear los próximos resultados por la tendencia de disminución que se observa.

**Universidad pública, Competencias profesionales, Sector productivo**

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## Introduction

Globalization has had a significant impact on society since it undergoes transformations in its fundamental scenarios, within them is the educational one where it is necessary to define and acquire important features that had not been taken into account before, we must continually adapt to changes social, intertwining the theoretical field with the professional and work reality, promoting individual development without prejudice to multiculturalism, promoting active participation, innovation and entrepreneurship within a competitive framework in all aspects.

What is evident is that the insertion of nascent techniques, as well as of integrating new scientific advances in order to give a higher index of productivity is necessary in the innovation of the productive processes, although it is necessary to emphasize the study, analysis and management of social capital policies, in search of the development of the human resource contributing to the knowledge of the management and use of the inputs, leading to improve the participation within the organization of all those involved (Ibarra, 2000).

The transformation and innovation is also reflected in the University, being an important actor in society, which motivates this investigation of the situation that prevails between the labor insertion of students close to being part of the productive life of the country and competences that are provided and amalgamated during the educational process.

The economic conditions of the country have changed as new knowledge was used; The production, distribution and management are being impacted, leading to new practices of life and consumption of the population. The social and work environment influenced by the knowledge revolution and the development of information technology and communication has led to the need to narrow the gap between education and the world of work in order to ensure that students graduate have a set of appropriate knowledge and that they respond to what is needed to act in reality.

Acquiring the knowledge and capacity of its application depends on the individual characteristics of each person and the responsibility of the educational institutions is to provide an educational practice where the education by the educator is adequate and the student acquires the appropriate learning to integrate to the productive apparatus.

The main objective of the educational practice is to give a comprehensive training to the student with sufficient preparation for their transformation and integration with society, through the skills to be productive (Argudín, 2007).

Then, the new tendency to create knowledge, which is known as competition-based education, that maintains a growing trend across the globe takes momentum; in more colloquial terms, and seen from this approach, the relevance is given to the use made of knowledge, and not the learning that is had of them. (Verdejo, 2006).

Thus, the development of competences implies a close collaboration between what an individual contributes to the work process and what the organization can facilitate for the development of their competences, the training must also be extended in addition to the professional life contexts to the incorporation of experiential, contextual elements and of own activities that resulted as part of the application of the skills acquired in solving problems in the workplace (Mertens, 1998), as mentioned by this author, within the production process and the completion of a task in Specific is not only composed of applying the learning acquired at the time of training and teaching a certain responsible, but this knowledge is concretized with carrying out the assigned work practice, thus creating a firm competence in which it can be developed.

In this study it is possible to establish a link between the attitudes of the students towards their employability and the ability to obtain a job that allows them to integrate under the support of the professional competences (training) acquired in the classroom.

### Theoretical framework

The greater current complexity of the economic scenario causes companies to begin to experience problems with policies and practices of all kinds from the executive to the productive and at all hierarchical levels of organizations, which until then had allowed them to have an acceptable development in the market; As a result of this complexity, the productive sector had the need to rethink the models they implemented in the development of the productive processes in order to maintain themselves.

The management of human capital begins with a model of skills, over time and through behavioral evaluations it is able to be profiled towards the qualification of tasks, and that these are empirically verified, thus the profiling profile begins in the 70s in various countries of Europe and Latin America, highlighting to some extent Mexico in the conceptual elaboration and practical application of the emerging model.

This new model was becoming important and a great diversity of concepts emerged regarding it. It is imperative to mention that the skills become a bunch of attitudes, skills and behaviors that certain individuals can handle better than others, becoming efficient and effective in certain situations.

These competences are verifiable in the work performance and in certain situations of study, in which they are put into practice, all of them depending on the tests applied. It is then that it is possible to mention that the competences are shaped by the individual traits of the people and the qualities that require said task or function to be carried out in a specific job (Leboyer, 1997).

For (Tejada, 1999), knowing how to be, knowing how to do and knowing how to be, can be a synonym as a whole of the competences at a level of global analysis of a person, together with their attitudes, aptitudes, knowledge and practices learned ; All this in perfect integration. Mastering all the aforementioned results from a capable, effective, efficient and productive individual in a professional work situation.

A fully globalized scenario and the repeated technological evolution of the markets oblige the university to keep in agreement, providing suitable graduation profiles and with a high capacity for its incursion in the productive sector, Blanco (2005) continues indicating that the changes that have come mentioning have resulted in a labor market that could be considered as differentiated, globalized and specialized, where factors that avoid job stagnation and static employment in graduates in a nascent professional work career coexist.

Entering the productive sector becomes complex, insertion is difficult. Consequently, accessing a job becomes more complex, being an important part of this process the labor insertion where it is defined in obtaining a job and developing it, part where the competences acquired during university education, Fournet, play a preponderant role. (1993) states that at the moment the insertion issue is touched upon, this is often confused with the decision to enter a job and get the first job, rather it is a whole project planned from a long time ago, that is to say, it is not an event that lasts only a few moments, but it becomes a process of slow progress and with many decision making along the way.

A combination of several factors is involved in labor insertion (Bisquerra, 1992), which will depend on the characteristics of each individual, as well as on job opportunities within the market, with a clash between the level of employment and the occupancy level. The labor insertion is a reflection of the interaction between the competences and the adjustment of occupation of the academic applicants in a defined social context (Blanco, 2005), employing a person maintains a vision totally in the person and in the way in which this one learns, on the other hand, to occupy it is according to the context of it. Under this perspective, the university is emerging to fulfill its social responsibility by guaranteeing quality training, in accordance with technical, scientific and artistic knowledge, crossing borders for the configuration of an integral entity that responds to the social demands of the 21st century; The challenge is the permanent evolution so that graduates are armed with the educational platform that supports their competence before the community taking into account all internal and external factors to him and the institution.

**Methodology**

The research is of a longitudinal descriptive type, since the students under study were evaluated and analyzed for a prolonged period of time (Myers, 2006). Visser (1985, cited in Arnau & Bono, 2008) defines it as the examination of changes produced over time in the same sample, in a non-experimental descriptive design, not attempting to modify the study variables but to determine the characteristics of perception on the inclusion in the productive sector based on the professional skills of undergraduate students of a public institution in the State of Campeche. Therefore, it begins with the determination of the characteristics of the sample under study, through: The analysis of their attitudes and beliefs towards employment and the degree of perception regarding the acquisition of professional skills, and to establish sustainability between both. Of the 20 assertions that make up the dimension attitudes and beliefs towards employment, 8 are selected, which are those that have a direct relationship with the labor insertion: 1.- Finding a job is important for me, 2.-I feel qualified to look for a job , 3.-Job search techniques help to find work, 4.-Job search is pleasant, stimulating and challenging, 5.-I know the sources that can provide me with a job, 6.-I feel qualified to use employment techniques properly, 7.-I would like to have a paid job, even if the money is not needed and 8.-Work is the most important activity of a person, the remaining 12 complement the statistical study. Questionnaires are used to collect data directly, a method considered quantitative by Hernández et al. (2010).

The research focused on undergraduate students of the Autonomous University of Campeche of the Bachelor of Accounting, and who were studying the last degree of the degree, in the cohorts corresponding to the years 2018 and 2019. The total number of participants taken in Census form was 93 for the year 2018 and 99 for 2019 making a grand total of 192 students surveyed. See Table 1.

Cohort	Population	Sample	Percentage
2018	93	93	48.40
2019	99	99	51.60
Total	192	192	100.00 %

**Table 1** Students surveyed of the Bachelor of Accounting in Cohorts 2018 and 2019  
Source: own elaboration

The structure of the questionnaire used in the data collection consists of 4 dimensions of which 2 were used for the present study: 1. Orientation of labor advice and transversal competences; and 2. Attitudes and beliefs towards employment in particular those related to establishing the inclusion in the productive sector supported by their professional competences of undergraduate students in the accounting degree of a Public University in Campeche. The instrument is made up of 50 questions of which a total of 33 were submitted to the study analysis, consisting of 20 of the “Attitudes and beliefs towards employment” dimension and 13 referring to the “Professional competencies” section of the “Counseling guidance” dimension labor and transversal competencies ”with a structure on a Likert-type scale, with five response options: nothing = 1, little = 2, something = 3, enough = 4, a lot = 5, 2 dichotomous items that refer to the “ Search for employment ”such as age and gender. See table 2.

Dimension	Operational definition	Reagents	Proportion
1. Job Search		2	100%
	Current job situation	2	100%
2. Work counseling guidance and transversal competences		15	100%
	Value the Importance of job training in the university field.	2	13.33%
	Professional skills	13	86.67 %
3. Attitudes and beliefs towards employment		20	100%
	Affirmations about attitudes and beliefs towards employment.	20	100 %
4. University training		13	100%
	Nivel de satisfacción con la formación universitaria, exigencia de carrera y grado de motivación	3	23.07%
	Satisfaction with university education.	10	76.93%
Total items		50	

**Table 2** Structure of the Accounting Degree questionnaire  
Source: self made

The reliability of the “Professional competencies” section of the “Employment counseling guidance and transversal competencies” dimension and the “Attitudes and beliefs towards employment” dimension under study by the internal consistency factor of Cronbach's alpha is determined according to its cohort structure, undergoing the SPSS statistical system process (v.23). Regarding the structure of the section “Professional competences” of the dimension “Guidance on labor advice and transversal competences”, it consists of 13 items. See Table 3.

Dimension	Items	Percentage
Total reagents section	13	100%
Professional competences for a degree in Accounting	13	100 %

**Table 3** Structure of the section “Professional competences” of the dimension “Orientation of labor advice and transversal competences” of the Bachelor of Accounting

Source: self made

Structure of the section “Professional competences” of the dimension “Orientation of labor advice and transversal competences” of the Bachelor of Accounting. Source: Own elaboration Structure of the section “Professional competences” of the dimension “Orientation of labor advice and transversal competences” of the Bachelor of Accounting. Source: self made.

Dimension	Items	Percentage
Total reagents section	20	100%
“Attitudes and beliefs towards employment”	20	100 %

**Table 4** Structure of the dimension of "Attitudes and beliefs towards employment" of the Bachelor of Accounting

Source: self made

In order to establish the reliability of the results, Cronbach's alpha obtained for the 2018 cohort in the “Professional competencies” section of the “Employment counseling and transversal competencies” dimension turns out to be completely reliable as indicated by the value of 0.927, in contrast to the 0.642 value for the 2019 cohort is questionable. See Table 5.

	Number of elements	Alfa de Cronbach 2018	Alfa de Cronbach 2019
Total reagents section	13		
Professional competences for the Bachelor of Accounting	13	0.927	0.642

**Table 5** Reliability analysis of the reagents of the structure of the section “Professional competences” of the dimension “Guidance for labor advice and transversal competences” of the Bachelor of Accounting in 2018 and 2019

Source: own elaboration

Regarding the reliability of the results of the “Attitudes and beliefs towards employment” dimension in the 2018 and 2019 cohorts, they are poor with values of 0.428 and 0.407 respectively. So the results are unreliable. See table 6.

	Number of elements	Alfa de Cronbach 2018	Alfa de Cronbach 2019
Total reagents section	20		
“Attitudes and beliefs towards employment”	20	0.428	0.407

**Table 6** Reliability analysis of the reagents of the structure of the “Attitudes and beliefs towards employment” dimension of the Bachelor of Accounting in 2018 and 2019

Source: own elaboration

The distribution by age ranges with the highest presence in both cohorts is between 21-23 years, 87 (93.5%) in the 2018 cycle and 85 (89.58%) in 2019 making a grand total of 172 people representing 89.58% of the surveyed students, this result was to be expected as students of the last semester of the undergraduate degree in accounting, in second term More than 23 years with a total of 17 (8.88%) people of both cycles and finally the 18 - 20 3 (1.56%) of the grand total. See Table 7.

AGE RANGES	CYCLE 2018		CYCLE 2019		TOTAL	
	POPULATION	%	POPULATION	%	POPULATION	%
18 - 20 YEARS	1	1.1	2	2.0	3	1.56
21 - 23 YEARS OLD	87	93.5	85	85.9	172	89.58
OVER 23 YEARS OLD	5	5.4	12	12.1	17	8.86
TOTAL	93	100	99	100	192	100

**Table 7** Distribution by age ranges of the 2018 and 2019 cohort surveyed students of the Bachelor of Accounting

Source: own elaboration



Regarding gender distribution, it is observed that in both cohorts there is a majority of the female gender, of 93 people in the 2018 cycle, 50 (53.8%) belong to the gender in question, for the 2019 cycle of the total of 99 people, 58 (56.6%) are women, leaving the space for the male gender of 43 (46.2%) and 41 (41.4%) for 2018 and 2019 respectively. See Table 8.

Gender	Cycle 2018		Cycle 2019		Total	
	Population	%	Population	%	Population	%
Man	43	46.2	41	41.4	84	43.8
Woman	50	53.8	58	56.6	108	56.2
TOTAL	93	100	99	100	192	100

**Table 8** Distribution by gender of the total number of students surveyed cohorts 2018 and 2019 of the Bachelor of Accounting  
*Source: self made*

The employment status of the students subject to study, in both cohorts the vast majority in addition to studying are already in the productive sector somehow they work on their own or have an employer, 60 (64.5%) for the 2018 cohort and 67 (67.7%) in the 2019 cohort, totaling 127 (66.14%) of the respondents, consequently 33 (35.5%) and 32 (32.3%) respectively only study, making a total of 65 (33.86%) between both cohorts. See table 9.

Work	Cycle 2018		Cycle 2019		Total	
	POPULATION	%	POPULATION	%	POPULATION	%
YES	60	64.5	67	67.7	127	66.14
NO	33	35.5	32	32.3	65	33.86
TOTAL	93	100	99	100	192	100

**Table 9** Employment status of the 2018 and 2019 cohort surveyed students  
*Source: own elaboration*

**Results**

Based on the values of the central tendencies that represent the perception of the undergraduate students of the 2018 and 2019 cohorts of the Bachelor of Accounting in relation to the statements about the “Attitudes and beliefs towards employment”, of the selected statements, the assertion of better behavior to fully agree with a central trend value of 4.5161 in the 2018 cycle is related to “Finding a job is important to me”, with the difference of experiencing a decrease in perception to agree on the 2019 cycle the value of the average of 4.2222, however it remained the best qualified in both cohorts.

Secondly, in the 2018 cohort to agree is the statement “I feel qualified to look for employment”, in the same way this statement obtains in the 2019 cohort a lower perception in the value of the average, staying at the level to be of agreement.

Mentioned in order of importance are the statements, "Job search techniques help to find a job", "Job search is enjoyable, stimulating and challenging.", And "I know the sources that can provide me with a job," support the Same tendency to agree on both cycles.

The following statement in order of importance to agree in the 2018 cycle, “I feel qualified to use the employment techniques properly.”, Suffers a setback in 2019 in the value of its perception to neutral, the behavior of the statement, “I would like to have a paid job, even if I don't need the money.” In the 2018 cohort it is neutral experiencing an improvement to agree in the following period, and finally the affirmation of worse behavior in the 2018 cycle evaluated according to the value from average to neutral it is, "Work is the most important activity of a person", showing a better acceptance in the 2019 cycle to agree.

The general behavior in the other statements in both cycles is neutral and to agree, the values of the means fluctuate between 3 and 4. See table 10.

Affirmation	2018 average	2019 average	Difference
As soon as I finish my degree, I will look for a job.	3.9355	3.5657	-0.3698
In the current economic situation it is almost impossible to find a job.	3.0968	3.1313	0.0345
Finding a job depends mostly on the "levers."	3.4409	3.4747	0.0339
I really care what my parents think about looking for a job.	3.0323	3.0202	-0.0121
The job search is pleasant, stimulating and challenging.	(4)3.6022	(4)3.6364	0.0342
Knowing the sources of information is very useful for finding employment.	4.1075	4.1515	0.0440
Job search techniques help you find a job.	(3)3.7527	(3)3.8485	0.0958
I feel qualified to use the employment techniques properly.	(6)3.5054	(8)3.3434	-0.1619
I know the sources that can provide me with a job.	(5)3.5161	(5)3.5657	0.0495
Finding a job depends mostly on luck.	2.2043	2.4545	0.2502
I think finding a job depends on me.	4.2151	4.2525	0.0375
My parents expect me to work hard to find a job.	4.0323	3.9899	-0.0424
If I had the opportunity, I would look for a job.	4.1613	3.8384	-0.3229

I think learning to look for work is a fool's thing.	1.6559	1.9394	0.2835
Finding a job is important to me.	(1)4.5161	(1)4.2222	-0.2939
The job search is frustrating and daunting.	2.6774	3.0404	0.3630
I feel qualified to look for a job.	(2)3.7742	(6)3.5455	-0.2287
A job is just a way to earn money, nothing more.	2.3441	2.5152	0.1711
I would like to have a paid job, even if I don't need the money.	(7)3.4624	(2)3.8990	0.4366
Work is the most important activity of a person.	(8)3.4409	(7)3.4545	0.0137

**Table 10** Average comparison of the dimension "Attitudes and beliefs towards employment" cohorts 2018 and 2019  
Source: own elaboration

Based on the previous results, we observed that 4 statements remained constant to the degree of importance according to the perception of the respondents in both cohorts, "Finding a job is important to me", "Job search techniques help to find a job", "The job search is pleasant, stimulating and challenging.", And "I know the sources that can provide me with a job.". The statement with the second degree of importance in the 2018 cohort, "I feel qualified to look for a job", in the 2019 cut experiences a downward trend becoming the sixth, this similarity of the downward trend is observed by the assertion "I feel qualified to use the employment techniques properly" which of the sixth in order of importance in 2018 becomes the worst qualified in 2019. Finally, the assertions that obtained a high trend are: "I would like to have a paid job, even if I don't need the money", and "Work is the most important activity of a person", going from the seventh worst qualified in 2018 as the second better in the next cycle and from the eighth to the seventh respectively. See table 11.

2018	AFFIRMATION	2019	TREND
1	Finding a job is important to me.	1	Constant
2	I feel qualified to look for a job.	6	Down
3	Job search techniques help you find a job.	3	Constant
4	The job search is pleasant, stimulating and challenging.	4	Constant
5	I know the sources that can provide me with a job.	5	Constant
6	I feel qualified to use the employment techniques properly	8	Down
7	I would like to have a paid job, even if I don't need the money.	2	To the High
8	Work is the most important activity of a person.	7	To the High

**Table 11** Comparison of the order of importance of the Attitudes and Beliefs towards Employment dimension Cohorts 2018 and 2019  
Source: own elaboration

In the table of comparison of means of the section "Professional competences" of the dimension "Orientation of labor advice and transversal competences" of the bachelor's degree in accounting cohorts 2018 and 2019, we observe that the one of best behavior to a great importance, according to the perception of Undergraduate students 2018 is the competition related to "Interpreting financial information for management decision making" which is perceived as quite important occupying the second seat for 2019; "Applying the financial information standards (national and international)" is quite important for both cycles, second best evaluated in the 2018 cycle, behavior similar to the previous competition losing a place in the 2019 cycle when occupying the third place of importance, trend that changes in the competition "Interpret properly the fiscal norms applicable to natural and moral persons with the purpose of contributing to the fulfillment of said precepts." Evaluated in both cycles with considerable importance, occupying the third best position in 2018, becoming the better qualified with respect to the value of its central tendency in the following cycle. The worst qualified competition giving it some importance in the perception of students in both cohorts is "Establish actions for knowledge assessment, application of the different options available for the registration and control of the treasury."

In general, both cycles, with the exception of the aforementioned competition that was rated with some importance, the remaining professional competences (12 in total) have a perception with respect to the value of their means in a range of quite and very important agreement to the value of the scales established for this analysis. See table 12.

Items	Mean 2018	Mean 2019	Difference
1.-Design, operate and value financial information systems	4.3441	4.2727	-0.0714
2-Interpret financial information for management decision making.	4.5484	4.4848	-0.0635
3.-Design accounting procedures and internal control processes.	4.4301	4.3434	-0.0867
4.- Design to operate and value accounting systems	4.4731	4.4141	-0.0590
5.-Adapt the processes for the knowledge, evaluation and application of the different working capital financing alternatives	4.0753	4.4343	0.3591
6.-Establish actions for knowledge assessment, application of the different options available for the registration and control of the treasury.	3.9892	3.8283	-0.1610
7.- Design to implement and operate different kinds of cost control.	4.0753	4.0101	-0.0652
8.-Perform financial audits and issue opinions	4.1290	4.2020	0.0730

9.-Analyze and interpret cost information	4.2151	4.4242	0.2092
10.- Perform financial tax planning of organizations	4.3548	4.2929	-0.0619
11.- Apply the financial information standards (national and international)	4.4839	4.4646	-0.0192
12.-Properly interpret the tax regulations applicable to natural and legal persons with the purpose of contributing to the fulfillment of said precepts.	4.4731	4.5357	0.0626
13.-Deepen and facilitate the adoption and technological innovation research processes to increase the productivity and competitiveness of companies	(8)4.3011	(10)4.2424	-0.0587

**Table 12** Comparison of means resulting from the “Professional competencies” section of the “Employment counseling and transversal competencies” dimension cohorts 2018 and 2019

Source: own elaboration

Comparing the order of importance of the “Professional competencies” section of the “Employment counseling and transversal competencies” dimension between both cohorts, 9 of the 13 professional competences maintain a downward trend, being the most important for the 2018 cycle “Interpreting financial information for managerial decision making” moving to second term in the 2019 cycle, the second most important in the 2018 cohort “Applying financial information standards (national and international)” also keeps the downward trend at to become the third in importance in the following cohort, contrary to professional competence “Properly interpret the tax rules applicable to natural and moral persons with the purpose of contributing to the fulfillment of these precepts” becomes the third most important in the year 2018 to the first in the year of 2019, others competences that maintain this improvement behavior are “Analyze and interpret information on costs” from the ninth position to the fifth and “Adapt the processes for the knowledge, evaluation and application of the different alternatives for financing working capital” of the tenth second fourth position; the only competition that maintains a constant behavior is “Deepen and facilitate the adoption and technological innovation research processes to increase the productivity and competitiveness of companies” with a value of its central tendency between 3 and 4 (something and a lot) therefore turning out to be the worst rated in order of importance in both cycles. Even with the behavior of the downward trend value in the order of importance of professional competencies, most remain in the range between 4 (quite) and 5 (much), except for the one mentioned in the last instance. See table 13.

2018	PROFESSIONAL COMPETITION	2019	TREND
1	Interpret financial information for management decision making	2	Down
2	Apply financial reporting standards (national and international)	3	Down
3	Properly interpret the tax regulations applicable to natural and legal persons with the purpose of contributing to the fulfillment of said precepts.	1	To the High
4	Design to operate and value accounting systems	6	Down
5	Design accounting procedures and internal control processes.	7	Down
6	Perform financial tax planning of organizations	8	Down
7	Design, operate and value financial information systems	9	Down
8	deepen and facilitate the adoption and innovation research processes	10	Down
9	Analyze and interpret cost information	5	To the High
10	Perform financial audits and issue opinions	11	Down
11	Design to implement and operate different kinds of cost control.	12	Down
12	Adapt the processes for the knowledge, evaluation and application of the different working capital financing alternatives	4	To the High
13	Deepen and facilitate the adoption and technological innovation research processes to increase the productivity and competitiveness of companies	13	Constant

**Table 13** Comparison of the order of importance of the “Professional competencies” section of the “Labor counseling and transversal competencies” dimension of the Bachelor of Accounting cohorts 2018 and 2019

Source: own elaboration

## Conclusion

In accordance with the results for undergraduate students, objects of the study in both cohorts, they affirm that the acquisition of professional competences, learned in their academic training, is adequate because they have a fairly acceptable degree of approval in 12 professional competences of the 13 in total evaluated, but not in references to attitudes and beliefs towards employment where the general precept is very low in both cycles, this result could be consistent among other factors that in both cohorts the average 68% of students on stage Academic are already in the productive apparatus either self employed or working for an employer. As mentioned at the beginning of this section, professional competences were well evaluated in both cohorts, maintaining a downward acceptance trend from one cycle to another, and one of them is practically not very accepted, they are not interested in being employed.

In research activities to increase the productivity and competitiveness of companies, you agree that in the labor context of our environment there are no companies that offer this type of work. In order to change the downward trend of professional competencies in general and improve the panorama of students when they graduate with respect to their integral labor insertion, interdisciplinary collaboration in universities and interuniversity is necessary, as well as working together with the world business in an effective way to generate potential that helps improve the "employability" of our university students.

The objective of the research work is fulfilled by contributing to the semblance of the situation of the graduates of the Bachelor of Accounting of a Public University, where it is visualized that the necessary changes are being made in the teaching platforms so that they are well supported and They can successfully enter the productive society. It is satisfactory to see that the university under investigation is on par with the globalization process, with the details determined but that are minimal compared to the efforts being made.

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## Vodcasting: digital resource for academic tutoring in the methodology of face-to-face teaching of students in the subjects of technological training, networks and programming

### Vodcasting: recurso digital para la tutoría académica en la modalidad de enseñanza presencial de los estudiantes en las asignaturas de formación tecnológica, redes y programación

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#### Abstract

The objective of this work is to present the research that was carried out with the students and faculty of the Academic Divisions of Networks and Telecommunications and Computer Systems, where the didactic resources and learning strategies were identified, which are used for academic advising with students in the subject of programming and networks. The investigation that was applied was of quantitative type, a questionnaire in Google drive with closed response questions was used as an information gathering instrument and the sample that was taken was about the students enrolled in the second and third semester. Where it was identified that 90.6% of students and 100% of teachers would like the incorporation of videos as a strategy for understanding a specific topic. Derived from the result obtained, Vodcast was designed as a didactic resource that strengthens the learning and professional skills of the University Higher Technician (TSU).

#### Resumen

El objetivo de este trabajo es presentar la investigación que se realizó con los estudiantes y profesorado de las Divisiones Académicas de Redes y Telecomunicaciones y Sistemas Informáticos, donde se identificaron los recursos didácticos y estrategias de aprendizaje, que se utilizan para las asesorías académicas con estudiantes en la asignatura de programación y redes. La investigación que se aplicó fue de tipo cuantitativa, se utilizó como instrumento de recopilación de información un cuestionario en Google drive con preguntas de respuesta cerrada y la muestra que se tomó fue sobre los estudiantes inscritos en el segundo y tercer cuatrimestre. Donde se identificó que un 90,6% de alumnos y 100% de los profesores les gustaría la incorporación de videos como estrategia para comprensión de un tema específico. Derivado del resultado obtenido se diseñó un Vodcast como un recurso didáctico que fortalece el aprendizaje y las competencias profesionales del Técnico Superior Universitario (TSU).

#### Vodcast, Digital resource, Academic tutoring

#### Vodcast, Recurso digital, Tutoría académica

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## Introduction

In this work we have considered the development of a digital resource (Vodcasting) applied in academic tutoring that strengthens the teaching-learning process of underperforming students to improve their use during the current semester or those who have failed a subject and require special advice.

On the other hand, there are subjects that require a different approach to the rest, for this type of subject the teacher being the main actor in the teaching-learning process, needs to generate new strategies such as the use of playful digital materials that facilitate the understanding of a topic of the subject he teaches.

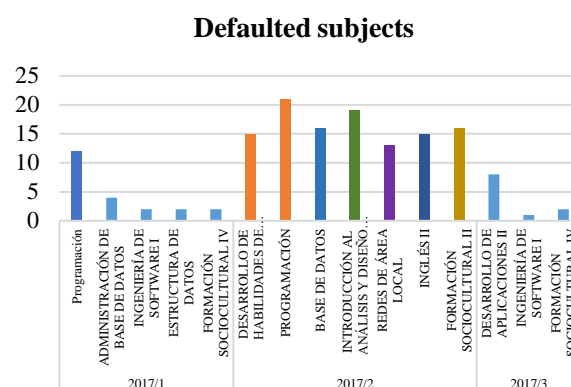
For this purpose, vodcast is proposed, as a digital resource for academic tutoring, in the face-to-face teaching modality, of the technology training subjects of the University Higher Technician (TSU) degree program in Information Technology Infrastructure area of Digital Networks and Computer Systems.

Vodcast is an audio and video file stored in digital form that can be downloaded from the Internet and played on a computer or MP3 player (Dictionary, 2019). The developed vodcasts can be downloaded later on a web page or educational platform, by the students to be reproduced at any time, either a personal computer or a mobile device as support material for the classes as a reference to some content of the subjects of Object Oriented Programming and Data Networks.

## Problem

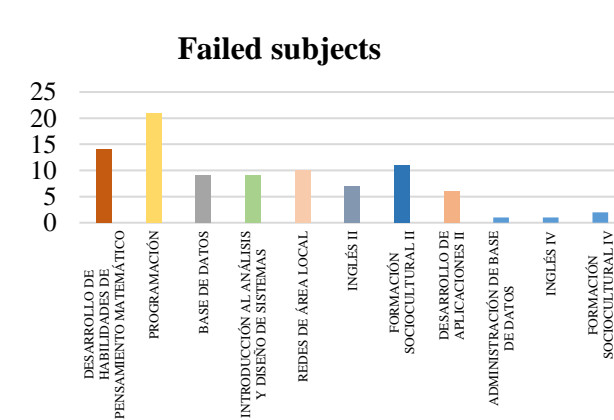
The subject-oriented Programming subject has as its prerequisite the subject of Programming Methodology that are taught in the first and second four-month period of the Digital Network and Computer Systems Infrastructure careers. The objective of the subject is to develop technological solutions through fundamentals of object-oriented programming. At the Fidel Velázquez Technological University, it establishes groups of 30 students and with a full-time professor who must distribute their 40 hours per week as follows: 15 in class versus group, 15 to develop teaching materials and research on them and 10 in provide advice and tutoring to the students of the group.

In the study carried out in graphic 1, it is observed that in the period 2017-1 and 2017-2 the students have a greater problem in the programming subject where the student must have the professional skills to develop software applications through programming oriented to objects.



**Graphic 1** Materials failed in 2017

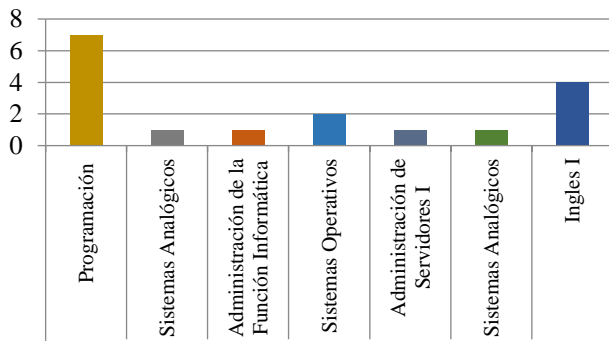
Graphic 2 in the 2018-1 period shows that the largest number of students failed the programming subject.



**Graphic 2** Failed subjects in the year 2018

For the 2019-1 period, graph 3 shows that the subject of programming is the one with the highest number of students failed for special advice.

**Defaulted subjects**



**Graphic 3** Materials failed in the period 201-1  
Source: own elaboration

The responsibility of the group and individual academic tutoring consists in carrying out tutoreo actions, remedial and complementary courses and others of similar nature.

**Hypothesis**

The development of vodcast, will strengthen the teaching and learning process in the subject of Object Oriented Programming and Computer Networks.

**Objective**

Develop digital video resources (Vodcasting) as a technological tool to strengthen the teaching-learning process in the academic tutoring of subjects of the curriculum of ICT careers, Areas of Digital Network Infrastructure and Computer Systems.

**Specific objectives**

- Make a diagnosis on the opinion of the students to incorporate the videos of complex subjects of the subjects in the consultancies.
- Select the topics that allow generating skills to improve student performance.
- Conduct a technical, economic, operational study to determine the viability of the project.
- Identify the functional and non-functional requirements of the project considering the users (students, teachers).
- Perform the design of Vodcasting with the themes to strengthen based on the learning units of the subjects that make up the areas of knowledge.

- Generate the Vodcast according to the role of the student or teacher.

**Justification**

The benefit of carrying out this study is that it will allow Fidel Velázquez Technological University, students and teachers to strengthen the teaching-learning process outside and inside the classroom.

**Theoretical framework**

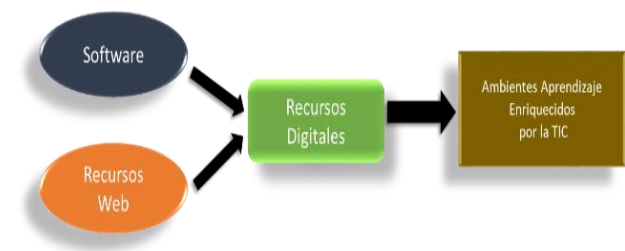
The theoretical foundation of this research is based on the concept of vodcast, digital resource, academic tutoring teaching strategy.

**Digital resource**

The ability to create and share information and knowledge has become a key factor in productivity and innovation in economies. Therefore, the current objectives, resources and teaching and learning processes must be reformulated (intef, 2017). A digital resource is any type of information that is stored in digital format, all material used to be manipulated by a computer.

Digital educational resources are materials composed of digital media and produced in order to facilitate the development of activities for learning. (eduteka, 2017).

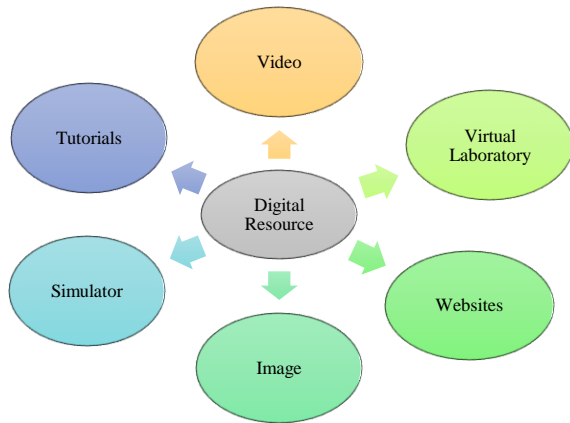
“A resource can be a content that implies information and / or educational software, characterized by the latter, not only as a resource for education but to be used according to a specific didactic strategy, for example; exercise, practice, simulation, tutorial, hypermedia, hypertext, video, individual use, in small groups, etc.”(Rabajoli, 2012).



**Figure 1** Digital Resources  
Source: self made



Educational resources offer new opportunities as elements that reinforce student learning.



**Figure 2** Digital educational resource  
Source: self made

**Vodcasting**

Vodcasting is a digital audio and video file in MP4 format, which is distributed via RSS feed that is automatically downloaded or requested from the Internet so that the user can see it on both a computer and a portable player. It can be used for: Documentaries, descriptive guides of sites of interest, of didactic content, explicit, of own production as a class activity, scientific dissemination, congresses possibility of transmitting presentations, round tables, programs of a TV channel among others.

As Eduteka mentions that the taxonomy proposed by Suzie & Jane Krauss, there are essential functions that vodcasts must offer to support learning, they are shown in table 1.

Function	Description
Ubiquity	The publication of vodcast allows these to be viewed at any time and place, can be downloaded to a computer or media player to view without the need for an Internet connection and published in blogs, wikis, web pages.
Share ideas, build community	For Educational Institutions they can share vodcasts on an educational platform.
Reflection and iterate / repeat	Teachers and students can make suggestions about vodcasts and Web their audio-video products.

**Table 1** Essential functions in support of learning  
Source: own elaboration

In 2010 Solano defines educational vodcast as a didactic medium with educational content and that is created from a didactic planning process.

**Tutorships**

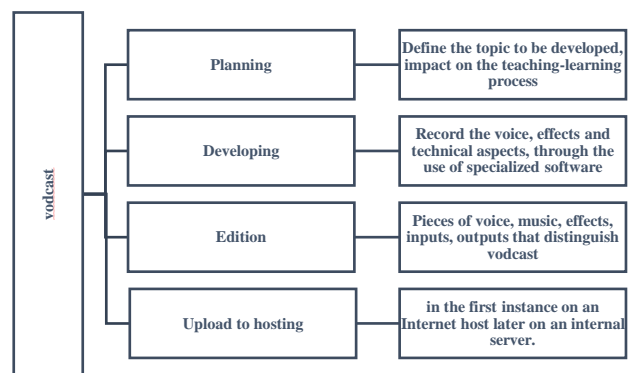
Tutoring is defined as the accompaniment and teaching support of an individual nature, based on personalized attention that favors a better understanding of the problem, for the achievement of academic objectives (ANUIES, 2000). For the Teacher Improvement Program (PRODEP) the tutoring considers it as a form of educational attention where teachers support individually or in a systematic way, through the structuring of objectives, programs, organization by areas, teaching techniques appropriate.

Academic Tutoring.

Academic tutoring emerges as an alternative to try to improve in students their study and work skills, increasing the probability of success in their studies.

**Vodcasting Development**

The stages shown in Figure 3 were taken for the development of vodcast.



**Figure 3** Stages to generate vodcast  
Source: self made

**Stage 1 Planning**

At this stage the topic to be addressed in the vodcast is selected, with an impact on the teaching-learning process.

In planning, the following questions must be answered:



What is the theme or content?

What will be taught ?, What for ?, What do you want to teach?

Pedagogical decisions.

Activity planning.

Technological decisions.

A survey was conducted in which students from both races participated to identify the topic that they consider most complex to understand in the subject-oriented programming subject, resulting in 80% responding which topic that is most difficult is Control Structures, operation of a counter and accumulator in programming. So the first vodcast was developed to distinguish the operation of a counter and accumulator and propose a solution that contains repetitive control structures to solve a given problem.

**Required Software Resources**

Table 2 mentions the software that was used for the generation of vodcast.

Software	Quantity	Unit price	Total	Description	Site
Fre: ac free audio converter Sound Recorder / Editor Audacity	1	\$		It is a free audio converter and CD ripper, it works on Linux, Windows, Mac operating systems. Operating systems provide an elementary sound recorder that allows you to record voice or other sounds. It is an audio editor and recorder for Windows, Mac, Linux.	<a href="https://www.fr-eac.org/">https://www.fr-eac.org/</a>
Video Recorder / Editor		\$		The operating systems offer a video recorder with simple editing options.	
Virtualdub OpenShot Video Editor		\$		It is a video capture and process tool for Windows Open source video editing software.	<a href="https://www.audacityteam.org/">https://www.audacityteam.org/</a>
Filmora9		\$		Software to create and edit videos	
MP3, MP4 players		\$		Players that provide operating systems for computers, mobile phones, tablets.	<a href="http://www.virtualdub.org">http://www.virtualdub.org</a>
Fre: ac free audio converter		\$		It is a free audio converter and CD ripper, it works on Linux, Windows, Mac operating systems.	<a href="https://www.openshot.org/es/">https://www.openshot.org/es/</a>
Sound Recorder / Editor		\$		Operating systems provide an elementary sound recorder that allows you to record voice or other sounds.	<a href="https://www.iskysoft.us/es/filmora-video-editor-windows.html">https://www.iskysoft.us/es/filmora-video-editor-windows.html</a>
Audacity		\$		It is an audio editor and recorder for Windows, Mac, Linux.	
<b>Total</b>		<b>\$0.00</b>			

**Table 2** Software Resources  
*Source: own elaboration*

**Hardware Resource**

You can have the basics as:

- Desktop or laptop computer.
- Microphone.
- Video mini camera.

**Stage 2 Development**

Once the topic and the population to whom it is addressed were defined. Díaz Lara (2016) proposes for the creation of vodcast:

1. The realization of a script which must be organized by sequences, didactic or content units, the text is detailed, refining the language to be used by orienting it to the target audience, giving it a dynamic and a beginning, a development and an end. Figure 4 shows the literary script of vodcast 1.

Vodcast Literary Script 1			
Character: Alejandro Martínez Román		General description:	
Scene	Sequence	Text	Time
Vodcast presentation, theme and learning objective	Introduction	Dear second semester students:	13.5 seconds
	Learning objective:	This vodcast will help you better understand the topic: accountants, of the subject fundamentals of object-oriented programming.	
	Ask the students.	The student will apply the concept of an accountant to solve a specific problem.	
		What is an accountant?	
Developing  Concept and operations performed at an accountant.	Definition:	It is a variable whose value increases or decreases by a fixed value	10 minutes 2 seconds
	Syntax		
	Initialization	counter = counter + VF.	
	Increase	Every counter is initialized to 0, or to another value.	
	Practical examples:	Example: counter1 = 0 counter2 = 2	
	Exercise:	Operation of a counter in a java program to count items in a cash register.  Example: counter1 = counter1 + 1; counter2 = conntator2-1;  Banknote counter at an ATM.  Visitor counter on a web page.	

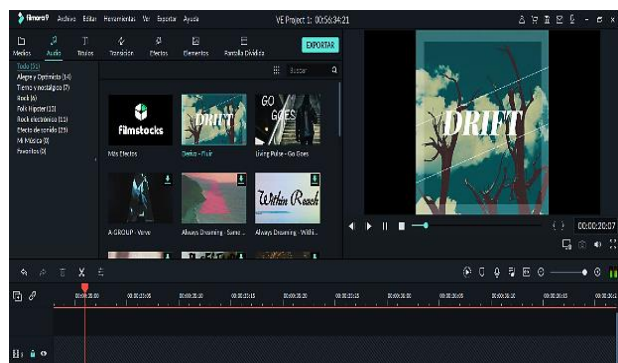
		<p>In the first line of code we declare the variable <code>meter_art</code> and initialize it at 0, then we enter the do-while cycle and read the cost of an article, for example, 200 and assign it to the variable quantity, then following the program flow we find the if-else instruction, where 200 is evaluated equal to 0, in this case as if the condition of if is not met, enter else and substitute 0 in the formula: <code>art_count = art_counter + 1</code>, by adding 0 + 1 the new value is 1 and we assign it to <code>counter_art</code>, this means that <code>counter_art</code> has already been increased by 1.</p> <p>If you continue entering keyboard values other than zero, then else will be executed and the counter will continue to increase to 2.3 etc.</p>
--	--	--

**Figure 4** Literary script vodcast 1 Accountants and Accumulators  
*Source: self made*

2. The recording of the speech was used Audacity software as editor and audio recorder following the literary script.

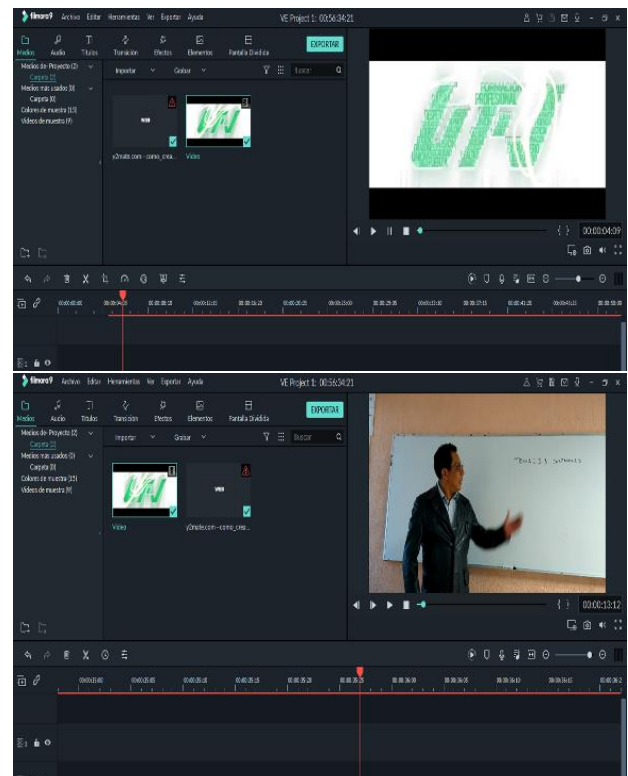
**Editing Stage**

3. Record music backgrounds using specialized software.



**Figure 5** Software for audio selection  
*Source: own elaboration*

4. Edit and mix the voice over with the music.



**Figure 6** Mix of voice over and music  
*Source: self made*

- 5. Perform export to an audio format compress.
- 6. Record and select images and their editing and editing in audio.



**Figure 7** Execution of vodcast  
*Source: own elaboration*

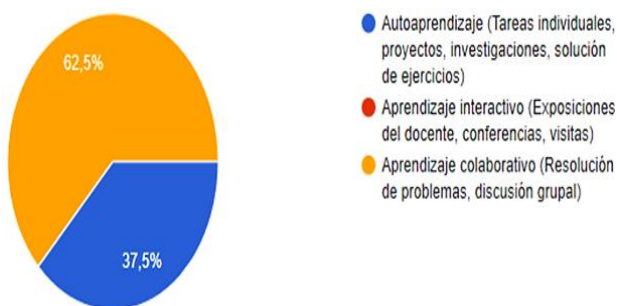
The duration of a vodcast would normally not have to exceed ten minutes.

**Research methodology**

A quantitative approach was used, in order to:

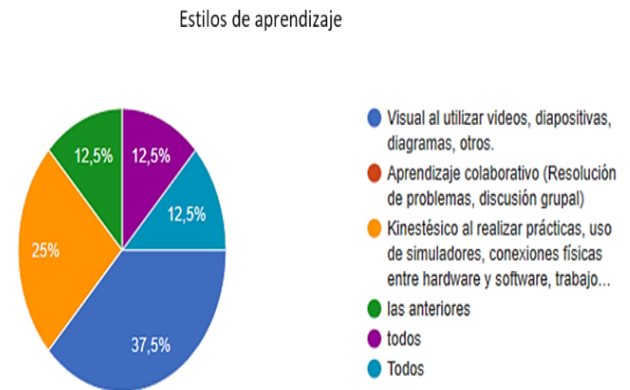
- Know the learning style that teachers consider to develop teaching resources.
- Know the teaching resources and learning strategies you use for academic advice with students.
- Know the opinion of teachers to generate a new learning strategy based on (video-audio).
- Identify student strategies to improve understanding of a topic.
- To know the opinion of the students of incorporating the videos of some subject of greater complexity as a tool of review in consultancies to prevent the rejection.
- Know what aspects should be considered in a video.

The study was conducted with a population size of 8 teachers who teach the programming subject and the second and third-quarter students of the Infrastructure of Digital Networks and Computer Systems careers. For the investigation, a survey was applied and as an instrument two questionnaires were used in Google Drive, the first with 14 closed questions and the second with 8 questions. The results showed that 62.5% of teachers so that students understand a topic the strategy is collaborative learning and 37.5% use self-learning as shown in Graphic 4.



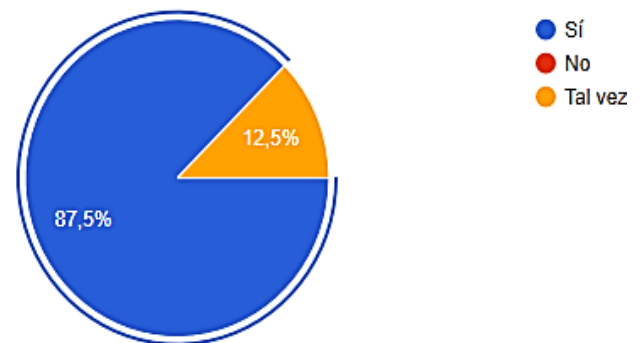
**Graphic 4** Learning strategy  
*Source: self made*

Graphic 5 shows that 37.5% consider that to develop digital resources, all learning styles must be considered.



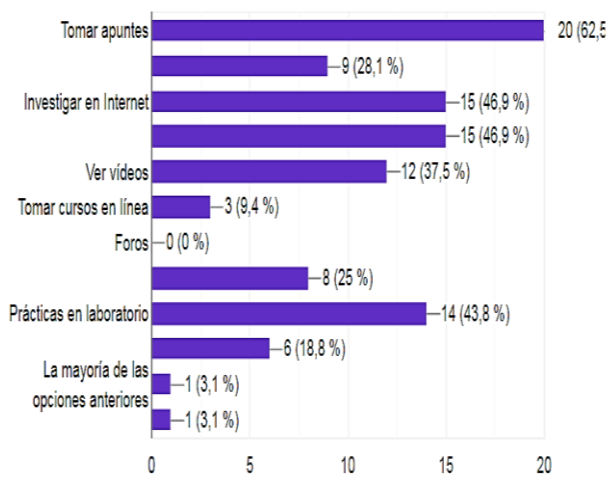
**Graphic 5** Learning styles-digital resources  
*Source: self made*

Graphic 6 shows that 85.5% of teachers agree to use vodcast (audio-video) as a teaching resource in academic advice to enhance the different learning styles, visualize and listen to the topics that allow to improve learning and to visualize the subject through a mobile device, anywhere and when required.



**Graphic 6** Incorporate vodcast in academic tutoring  
*Source: self made*

The strategies that students use to improve understanding of a topic are shown in Graphic 7.



**Graphic 7** Strategies for understanding a topic  
Source: self made

**Results**

One of the main factors sought with the development of vodcast is to produce an improvement in academic tutoring. Vodcast will be a self-learning tool due to its availability for easy downloading and saving to a player.

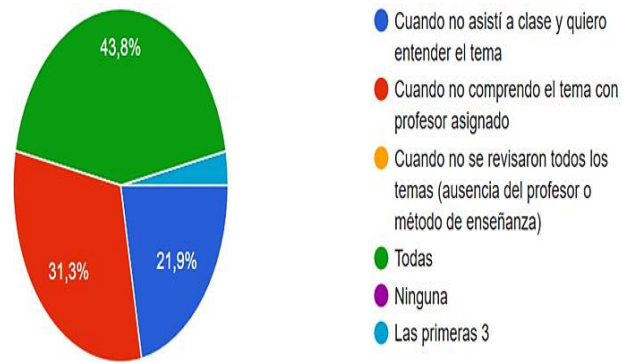
Students will be able to watch it and download the vodcast at any time. The usability of vodcast is simple, allowing the acquisition of knowledge to reinforce learning. In the vodcast the expository technique is used in the presentation of a subject to transmit information of a subject. Vodcast demonstrative practice is used in solving a problem step by step.

In addition, allowing to consolidate and deepen the content presented in person in a class at an appropriate speed.

Graphic 8 shows the result of the survey that was conducted to know the opinion of the students of using vodcast where the result was:

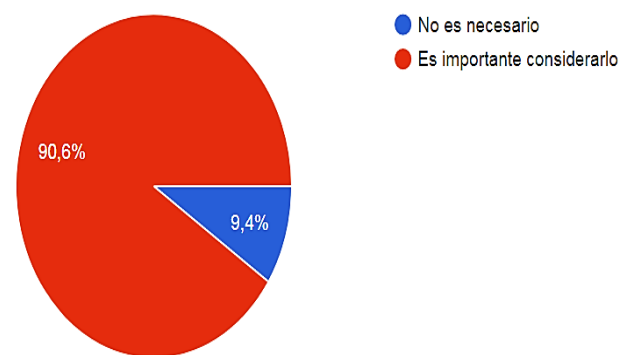
43.8% answered that a video on an educational platform would help them, when they do not attend class and want to understand the subject, they do not understand the subject and when they did not review all the topics (teacher absence or teaching method).

31.3% when a subject is not understood with the assigned teacher and 21.9% when they do not attend class and want to understand the subject.



**Graphic 8** How the video helps students  
Source: self made

Graphic 9 shows that 90.6% is important to incorporate videos of the most complex issues and 9.4% answered that it is not necessary.



**Graphic 9** Incorporate the videos as a support tool  
Source: own elaboration

**Conclusions**

In this work so far the first vodcast that has been developed was presented, but it is sought to develop new recreational materials that strengthen the teaching-learning process and implement more and thus help teachers and students of academic tutoring for the subject Computer Networks, in addition to the productive sector.

Development of recreational materials (manual, videos, animations, interactive activities that strengthen the teaching-learning process.

As a second stage the creation of an educational platform to introduce vodcast in a significant number of chairs.

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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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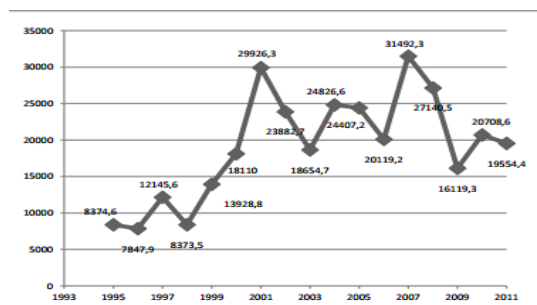
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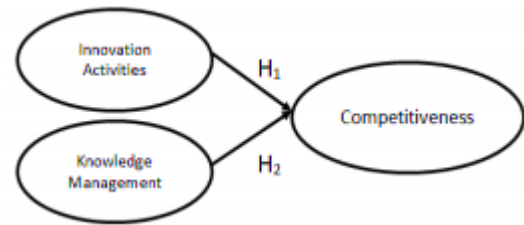
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		Panel A. Bias			Panel B. RMSE			
p = 0.0	γ = 0.0	1	-0.00011	-0.00003	0.00013	0.0267	0.0398	0.0378
		2	0.00051	0.00039	0.00015	0.0267	0.0414	0.0395
		3	-0.00091	-0.00143	-0.00065	0.0286	0.0461	0.0429
		4	0.00034	0.00041	0.00115	0.0301	0.0498	0.0471
		5	0.00011	0.00040	0.00018	0.0324	0.0537	0.0507
	10	-0.00010	-0.00079	-0.00013	0.0455	0.0861	0.0763	
	γ = 0.3	1	0.01477	0.00378	0.00274	0.0342	0.0435	0.0360
		2	0.01778	0.00754	0.00618	0.0361	0.0472	0.0391
		3	0.02092	0.01064	0.00925	0.0388	0.0518	0.0438
		4	0.02340	0.01364	0.01236	0.0418	0.0555	0.0471
5		0.02652	0.01721	0.01454	0.0448	0.0607	0.0516	
p = 0.3	γ = 0.0	1	-0.00085	-0.00021	-0.00073	0.0364	0.0545	0.0531
		2	0.00019	-0.00015	-0.00011	0.0374	0.0565	0.0550
		3	0.00015	0.00076	0.00046	0.0400	0.0627	0.0597
		4	0.00043	-0.00011	-0.00070	0.0417	0.0711	0.0668
		5	0.00165	0.00206	0.00213	0.0454	0.0791	0.0711
	10	0.00073	0.00136	0.00112	0.0661	0.1267	0.1128	
	γ = 0.3	1	0.02299	0.00570	0.00458	0.0490	0.0643	0.0527
		2	0.02818	0.01123	0.01035	0.0523	0.0676	0.0561
		3	0.03264	0.01611	0.01445	0.0571	0.0720	0.0620
		4	0.03581	0.01957	0.01907	0.0591	0.0773	0.0690
5		0.04081	0.02569	0.02416	0.0647	0.0872	0.0754	
10	0.06063	0.04727	0.04458	0.0914	0.1369	0.1187		

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