v. 4, n. 17, 2024

International Journal of Human Sciences Research

SOCIO-EMOTIONAL, HEALTH AND TECHNOLOGICAL SKILLS ACQUIRED BY HIGHER EDUCATION STUDENTS DURING CONFINEMENT

Susana Romero González
Professor-researcher; `` Universidad Pedagógica Nacional``, Ajusco

Abstract: The objective of this work is to know what skills were acquired by the higher education student during confinement from a social, emotional, technological and health point of view and how they would be applied by the student. This work is quantitative, to carry it out, a sample of 130 students was taken from the various semesters of the Educational Administration career of `` *Universidad Pedagógica Nacional*``, Ajusco Unit, during the 2021-2 school period, the tool for collection The quantitative data used was the online questionnaire, using the Google Forms application. Of the skills acquired by the students, empathy, solidarity, and taking advantage of time alone and with family stand out. They learned to better manage their emotions, channeling the negative ones by practicing some sport or physical exercise; Likewise, they applied breathing techniques. The students mentioned having acquired some technological skills to prepare their tasks and deliver work individually and in teams, they felt able to share them with classmates who needed help in managing the technologies. They considered continuing to maintain good hygiene habits to preserve the health of both themselves and the people they live with. Finally, it can be said that despite the difficult circumstances that many students had to go through, they managed to move forward, they were able to apply new skills and reaffirm others that they already possessed, not only individually but also in groups, valuing themselves and the environment that surrounds them.

Keywords: Social Skills Technological Skills Emotional Skills Confinement Students Higher Education

EDUCATION AND CONFINEMENT

Coronavirus disease 2019, or commonly known as COVID-19, had its origins in the province of Wuhan, China, which was announced by the Municipal Commission of this province, making public a report of 27 cases of people with viral pneumonia. (Apaza, M; Seminario, R., Santa-Cruz, J., 2020). For its part, the Chinese Center for Disease Control and Prevention (CCDC) identified a new beta-coronavirus called 2019-nCoV, at the end of December 2019. The World Health Organization (WHO) declared it at the end of January of 2020 as a public health emergency of international concern due to its rapid spread and for the month of March as a pandemic (WHO, 2020).

In the Americas, the first case reported was on January 21, 2020, and a considerable number of infections were subsequently recorded (WHO, 2020). In Mexico, as part of the prevention measures, since March 23, the National Healthy Distance Day has been established, with the purpose that everyone who has the possibility, remains in voluntary confinement, transferring their work and study activities to your home (López, 2020).

Complementing the statement of March 14 given by the Ministry of Public Education (SEP) and the Ministry of Health (SS) that classes at all educational levels were suspended as of March 20 and would return on April 20, This would bring forward the vacation period; As the days passed, the health problem worsened, forcing the authorities to take new measures (Miguel, J., 2020). Because this situation was not only affecting the health and educational sector, but also the economic one.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), by mid-May 2020, more than 1.2 billion students at all educational levels around the world had

stopped attending in person to their schools; of which more than 160 million belonged to the countries of Latin America and the Caribbean (COVID-19 ECLAC report, 20202). Regarding higher education, the SEP began a virtual agenda where an open and distance higher education program was considered, complemented by the MéxicoX platform in which refresher courses were offered for teachers in the area of digital skills through Open Online Courses (MOOC) with the purpose of covering the needs that existed at the time and being able to have teachers better prepared in the management of apps and digital platforms (Miguel, 2020).

For its part, the National Association of Universities and Higher Education Institutions (ANUIES) promotes a National Agreement for Unity in Higher Education in the face of the health emergency caused by Covid-19 on April 24, 2020, in which the Institutions of Higher Education, speak out in favor of social security and ways of providing continuity to academic activities, in the first part of this agreement it is established to "make their scientific and technical capabilities available to society, and if necessary, its infrastructure and equipment to address the effects of this epidemiological phenomenon" (ANUIES, 2023, p. 17). Of the resources available, the following were offered:

> Use institutional media to disseminate prevention campaigns, use its technological resources to identify the population in vulnerable situations, participate in social assistance programs with full respect for human rights and in the collection and distribution of essential goods.

Likewise, the IES expressed themselves for:

> Provide psychological assistance and medical guidance by specialized personnel; They will continue to produce disinfectant substances and supplies for the protection of medical personnel in their laboratories; and will contribute, in close connection with local governments and productive sectors, in the formulation and development of projects to reactivate the economy and mitigate the effects of the pandemic (ANUIES, 2020, p. 1).

In order for students not to see their learning affected by confinement and considering the suggestions made by different educational organizations, both national and international, it was observed that teachers also had to make some changes, such as changing their teaching practice, redefine schedules and organize appropriately to provide support with the aim of being the most autonomous student in which he is responsible for his learning.

On the other hand, on April 21, 2020, the SEP promotes the "Learn at Home" program aimed at students so that they could continue their online classes from basic level to high school through the use of two important resources such as television and the radio where programs based on study plans and programs were broadcast (Baptista, 2020); (Hernández, 2020).

One of the technological resources that was widely used in all sectors of global society to establish communication and that played a fundamental role in times of pandemic, was the Internet, which has contributed to the improvement of the quality of education, due to the great amount of information and educational resources that it manages, favoring access to knowledge whether inside or outside educational institutions. The Internet also presents other benefits for teachers and students, such as serving as support for class preparation and providing access to a wide range of interactive teaching methods, in addition to allowing the individual needs of each student to be met and supporting shared learning and correct inequalities. Its costs and quality can be reduced and improved in educational institutions thanks to the management of their administrator (Internet Society, 2017).

Thanks to these benefits, in higher education, teachers and students were able to use apps and digital platforms such as Meet, Classroom, Zoom or Moodle, for which they had to be connected and have digital devices such as personal computers, tablets or cell phones.

This form of online work highlighted the great economic, social and technological disadvantage that many students had to continue their studies remotely, thereby showing the inequality of educational opportunities that students with limited resources had compared to others who had more. resources, thereby generating a socio-educational gap (Albalá, 2020). According to the report given by the COTEC Foundation for Innovation (2020), there can be three types of gaps related to online education:

> The first, an access gap, in which there is a part of the students and teachers who do not have access to Internet connectivity in their homes, although this is a minority, this access problem could be addressed with Internet devices. the centers (since they are inactive), as well as making discounts on the Internet connection for those homes that need it. The second, the use gap, which is characterized by the inequality that exists in the knowledge of the use of the new technologies used for distance education, without sufficient public policies or adequate professional practices to mitigate this gap. The third mentions that there is a school gap, where there is a disconnection between educational centers and society, since not all schools, public or private, carry out similar virtual education, because there is no general basic information that must be applied. to these emergency situations (https://bit.ly/3tx6ium).

Given this situation and to somewhat reduce the digital divide, the Economic Commission for Latin America (ECLAC, 2020) makes a series of considerations, among which the importance of strengthening real access for less favored populations stands out, because in On several occasions, mobile Internet access is provided through prepaid plans that provide very few minutes available to browse or use educational platforms to continue the teaching-learning process.

On the other hand, confinement also showed some problems such as students who did not have adequate space to study and rest. According to ECLAC/UNICEF (2020) cited by Miguel (2020), it is mentioned that:

> A total of 51.2% of girls, boys and adolescents who live in urban areas in Latin America reside in homes with some type of housing insecurity. Two out of ten live in conditions of moderate housing insecurity and three out of ten face situations of serious housing insecurity. That is, more than 80 million girls, boys and adolescents in urban areas face some type of deprivation in their housing conditions and some 18 million reside in homes with serious housing insecurity. Research has demonstrated the important relationship that exists between deprivation in the housing context and the violation of other children's rights (p. 20).

ECLAC (2020) also mentions that confinement has affected women to a greater extent because they carry out three times more unpaid care work than men. With the closure of educational institutions, this situation deepens even further as many women assume multiple responsibilities, such as remote work, caring for family members, as well as supervising the learning and care of their children.

On the other hand, in a report given by the Pan American Health Organization (PAHO), the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) in 2018, they indicated that before During the pandemic, the countries of Latin America and the Caribbean presented quite worrying data on early and unplanned pregnancy, with the adolescent fertility rate being the second highest in the world, predicting an increase in these times of health

International Journal of Human Sciences Research ISSN 2764-0558 DOI: https://doi.org/10.22533/at.ed.5584172420052

crisis, affecting not only adolescents, also girls under 14 years of age who are victims of rape. Other situations that are experienced and that affect students are machismo and dropping out of school, which is why many students see school as a safe or escape place (Hernández, 2020).

Social distancing during the pandemic also generated other problems among the population; by remaining in domestic quarantine, students had various concerns about their health and that of their family, in addition to having uncertainty about their future and economic situation, which can generate feelings of anxiety, stress, depression and fear; affecting women in a greater proportion (Robles-Sánchez, 2020). According to the ECLAC report (2020), which mentions a series of pedagogical measures to support students with an unfavorable situation, it proposes that they must be complemented with socio-emotional support and social and financial security for students and their families.

METHODOLOGY

Quantitative work, to carry it out, a sample of 130 students was taken from the various semesters of the Educational Administration degree during the 2021-2 school period. The tool for collecting quantitative data used was the online questionnaire, through the Google Forms application. It must be noted that the questions were open so that the student could freely express each requested aspect. and only one was closed.

RESULTS

SOCIAL SKILLS

Of the results obtained in this area, the following stand out: Learning to live with themselves and understanding that others need their own space; The students mentioned having learned to live with their family members every day 24 hours a day and having a better relationship with them. There were those who mentioned that they also learned to live with family members despite not living with them, they maintained good communication, even if it was from a distance, without needing to physically see them. During confinement, they were able to investigate other realities in the country. Another aspect pointed out by some students was having learned to live together from a distance with their group mates and being able to work as a team, a factor that influenced them to acquire greater confidence to express themselves in their presentations and although they did not know many of them physically, it was through digital devices through which a good relationship was had. Empathy towards classmates and teachers was another skill acquired by the students, in addition to making decisions in stressful situations; Likewise, they mentioned that, despite not being used to this way of relating, they were able to adapt easily; For several, it was quite important to be patient and tolerant with their classmates and people with whom they lived daily.

EMOTIONAL SKILLS

During confinement there were students who reported having feelings of anxiety, depression, sadness or frustration; Despite these negative emotions, there were those who learned to manage them better because some students sought the help of psychology specialists to help them manage their emotions. There were those who channeled their negative emotions by practicing some sport or physical exercise. They also applied breathing techniques. During confinement, the students learned to live more with their family and to value the time they shared with them more. There were students who

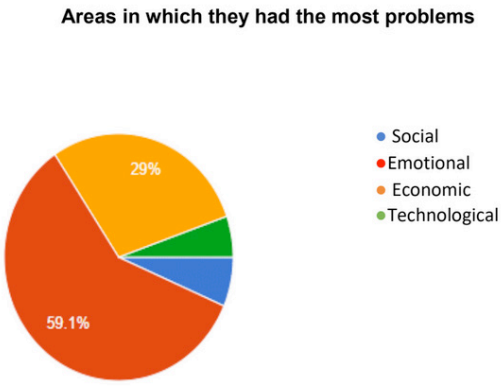
mentioned having learned to live with themselves and respect themselves as they are; One of the unfortunate events that several students had was the loss of a family member, so they had to learn to accept their departure; Another skill acquired was to remain calm when faced with changes in routines that were being made, in addition to learning to listen and be empathetic with others, as well as maintaining a positive attitude towards the problems they were facing.

TECHNOLOGICAL SKILLS

The students mentioned having acquired some technological skills to prepare their tasks and to deliver their work individually and in teams, as well as the application of the knowledge acquired in the management of the platforms at school and at work. The students mentioned having learned to search for updated information in various repositories; Likewise, they felt able to share the skills acquired with colleagues who needed help in managing the technologies.

SANITARY

Respondents stated that they had acquired hygiene habits to prevent diseases such as washing hands more frequently, using masks to cover their mouth, and avoiding physical contact. They mentioned that their personal hygiene increased more than it was before the pandemic, as well as being cleaner with the things around them and having cleaner homes. They incorporated the use of antibacterial gel and frequent sanitation to take care of themselves and others. There were those who mentioned having learned to balance their diet and eat healthily, as well as incorporating physical exercise. Another factor they considered was following the rules of entry and exit in establishments, in addition to putting on antibacterial gel when entering somewhere.



During confinement, the students went through many problems, highlighting the emotional part with the greatest problems, which was reported by 59.1%, followed by the economic part with 29%, while 6.5%, their problems were social, to a lesser extent, 5.4% had it in the technological aspect.

REASONS

Depression, stress and anxiety were the main emotional problems that the students went through. In addition to being in confinement, there were other situations that triggered more problems, such as living in small houses where one could not have enough privacy, which on many occasions caused serious family problems. In some cases, parents lost their jobs or suffered the death of one or both parents so they had to go to work.

There were those who were already working, but several saw their employment reduced to part-time because workplaces were close, which complicated the situation for those who were already parents. Not having technological tools was another of the problems that the students went through, as well as the lack of knowledge in their use.

APPLICATION OF ACQUIRED SKILLS IN THE FUTURE

The students were asked how they were going to apply these acquired skills in the future, for which they mentioned that they were going to be kinder and more sociable with others, be more attentive to what their friends say once the pandemic was over, there were who said they pay more attention to their surroundings and help those who need it, in addition to being more understanding and patient in the face of adversity. Another aspect that they also mentioned was that from now on they were going to use their cell phones less, paying more attention to the people they were talking to and valuing their company.

One of the comments that stands out from the responses obtained is:

> "Help the most vulnerable in my community since near my house there are "an area with a high level of poverty. Then it would be collaborating With food an even helping with their studies"

In the emotional aspect, they expressed being stronger to be able to face any difficult situation and try to stay calm and not worry about situations that are out of their reach. They also mentioned seeing the positive side of things, learning from their mistakes and accepting themselves. They said they had better control of their emotions without letting one dominate, in addition to being patient and demanding less of themselves.

As far as technology is concerned, they stated that the skills acquired would help them explain to those who did not understand how to use the different digital platforms and applications. They considered that the tools they had been using would help them do their school work with higher quality.

In the future they would take better care of their health, being cleaner with themselves and with the people around them, in addition to taking better care of their diet and that of their family.

CONCLUSION

The confinement that was experienced during the COVID-19 pandemic brought strong emotional problems to higher education students such as anxiety, depression and stress, triggered by the situation that was already being experienced because many lived in small houses in which coexistence was became more difficult, resulting in strong family problems, coupled with a precarious economic situation that was aggravated by the loss of work or the death of the family provider.

This confinement also caused another way of putting into practice the teaching-learning process, which went from being a school system to online, which required students to have the appropriate technology and internet connection to be able to take their classes, thereby causing, a digital divide. Faced with these problems, students had to be resilient and acquire the necessary skills to get ahead, such as being more sociable, playing sports, asking for psychological help, taking care of their diet; Some went out to look for work so they could buy a device and take their classes online.

Although this confinement brought strong emotional, economic, technological and health problems to higher education students, they demonstrated that they were able to overcome the problems that were presented to them and be stronger, in addition, applying the skills acquired during this stage for themselves. and for the people around them.

On the other hand, this document mentions the skills acquired by the students during confinement, which leads to proposing post-pandemic monitoring in which the teaching staff is also considered.

REFERENCES

ANUIES (2020). Acuerdo Nacional por la Unidad en la Educación superior frente a la emergencia sanitaria provocada por el COVID-19. https://web.anuies.mx/files/Acuerdo_Nacional_Frente_al_COVID_19.pdf

------. (2023). La responsabilidad social de las instituciones de educación superior mexicanas durante la pandemia por COVID-19. México: ANUIES.

Apaza, C., Seminario, R., Santa-Cruz, J. (2020). Factores psicosociales durante el confinamiento por El covid-19. *Revista Venezolana de Gerencia. 25(90).* http://www.redalyc.org/articulo.oa?id=29063559022

Artopoulos, A., Huarte, J., Rivoir, A. (2020). Plataformas de simulación y aprendizaje. *Propuesta educativa. 1(53*), 25-44.

Baptista, P., Almazán, A., Loeza, C., López, V., Cárdenas, J. (2020). Encuesta Nacional a Docentes Ante el COVID-19. Retos para la educación a distancia. *Revista Latinoamericana de Estudios Educativos. 50 (número especial)*, 41-88.

Comisión Económica para América Latina y el Caribe (CEPAL, 2020). Informe CEPAL – UNICEF. Sobre la violencia contra los niños. https://repositorio.cepal.org/bitstream/handle/11362/46485/1/S2000611_es.pdf

Hernández, G. (2020). Consecuencias de las propuestas educativas en la salud socioemocional de diversos actores educativos. *Revista Latinoamericana de Estudios Educativos. 50(número especial),* 241-248

Maguiña, C., Gastelo, R., Tequen, A. (2020). El nuevo Coronavirus y la pandemia del Covid-19. *Revista Médica Herediana. 31(2).* http://www.redalyc.org/articulo.oa?id=338063808009

Miguel, J. (2020). La educación superior en tiempos de pandemia. Una visión desde dentro del proceso formativo. *Revista Latinoamericana de Estudios Educativos. 50 (número especial),* 13-40.

Robles-Sánchez, J. (2020). La psicología de emergencias ante la COVID-19. Enfoque desde la prevención. Detecció0n y gestión operativa del riesgo. *Clínica y Salud. 31(2)*. http://www.redalyc.org/articulo.oa?id=180663452008

Ruiz, G. (2020). Pensar la educación en un escenario inédito. *Revista Mexicana de Investigación Educativa. 25 (85),* 229-237.

Torres-López, J. (2020). ¿Cuál es el origen del SARS-CoV-2? *Revista Médica del Instituto Mexicano del Seguro Social. 58 (1).*