Depresión en estudiantes con rezago en Inglés I y II, Universidad Veracruzana.

Depression in lag students in English I and II, Universidad Veracruzana

Martha Luna Martínez
Universidad Veracruzana
martluna@uv.mx

María Esther Barradas Alarcón
Universidad Veracruzana
ebarradas@uv.mx

Jorge A. Balderrama Trápaga
Universidad Veracruzana
jbalderrama@uv.mx

Resumen

El estudio se realizó en estudiantes de la Facultad de Bioanálisis, campus Veracruz. La característica común de este grupo es que presentaban rezago en las Experiencias Educativas Inglés I y II del Área de Formación Básica General (AFBG). El objetivo de dicho estudio es el de diagnosticar la depresión y la tendencia de padecerla en un grupo de 65 estudiantes, del que se encontraron 18 hombres y 47 mujeres, de edades diversas. Para lo que se utilizó la Escala de Depresión de Hamilton. El análisis de datos se llevó a cabo a través del programa estadístico para las ciencias sociales (SPSS-Statistical Package for the Social Sciences para Windows, en la versión 17.0.). Este estudio arroja datos importantes respecto a los niveles de depresión que padecen los estudiantes de esta Facultad respecto a las EE de Inglés de Área de Formación Básica General.

Abstract

The study was conducted among students of the Faculty of Bioanalysis, Veracruz campus. The common feature of this group is that showed lag in English Learning Experiences I and II of the General Basic Training Area (AFBG). The objective of this study is to diagnose depression and the tendency of suffering in a group of 65 students, which found 18 men and 47 women, of different ages. For the latter, the Hamilton Depression Scale. Data analysis was performed through the Statistical Package for Social Sciences (SPSS-Statistical Package for the Social Sciences for Windows, in version 17.0.). This study provides important data on the levels of depression experienced by students of this faculty regarding English EE General Basic Training Area.

Introduction

The changes that society is currently experiencing have motivated educational institutions to incorporate substantial changes in the ways of teaching and learning into their policies.

Today it is expected that every student must have the knowledge, skills and attitudes that are required in a demanding market where technologies become a fundamental tool for the E-A process, as well as the handling of a foreign language. In this sense, the Universidad Veracruzana is a public institution distributed in five university regions, so its diversification of supply represents a virtue to develop knowledge in the state of Veracruz. As of 1997, the undergraduate educational programs have gradually designed and implemented the flexible curricular educational model, having 100% in this scheme to date. This is designed under a competency approach based on the comprehensive training of its students, having a common area: the General Basic

Training Area (AFBG), which is made up of 5 educational experiences (subjects), whose intention is to promote basic skills in any student regardless of their profile (New educational model, UV).

These Educational Experiences must be completed by the student during the first year of their career, however, the English language has been one of the learning problems that are reflected in the failure and lag index indicators, a situation that has led students show symptoms that are characteristic features of depression. This is why we see the need to look for strategies that allow us to face such eventualities in a better way.

I. LAG AND DEPRESSION.

According to data collected by the Veracruz Institute of Higher Education, a body subordinate to the Secretary of Education, in the state of Veracruz there are 132 institutions, with a total enrollment of 145,040 students distributed as follows: 133,680 (92.17%) in undergraduate, 5,264 (3.63 %) in normal, 1,061 (0.73%) in specialty, 7,758 (3.28%) in master's degree and 277 (0.19%) in doctorate. Of the total of this enrollment, the Universidad Veracruzana attends 31.08% and the state institutions as well as the decentralized ones provide educational services to 13.74%, the federalized ones to 2.12% and the federal ones to

14.83%. (INEGI, 2009). These data refer to only 16% of the total population, so public HEIs serve 62.77% of enrollment while private 38.23%. Compared to the educational situation in other countries, higher education in ours is insufficient to meet the demand of middle-level graduates and we can see this reflected in the filters established for admission to renowned public institutions in the state such as they are the Escuela Normal Veracruzana and the Universidad Veracruzana. It is clear that the issue of lag is worrying for educational authorities, so the U.V. in an effort to reduce this problem, it has established agreements to combat it, as is the case with the National Council for Education for Life and Work (Conevyt) .

On the other hand, the U.V. implemented the Comprehensive and Flexible Educational Model (MEIF) since 2003 and offers its students different possibilities of Educational

Experiences (EE), at different times and course modalities in each school period. However, it must be considered that these are not always favorable or do not adapt, as such, to the needs of the students. According to testimonies that they give about the problem of adjusting subjects and schedules, many times their stay in the assigned entity is not what they expect. From the point of view of the studies carried out to know the situation of university students, it was found that, when speaking of student lag, only one of the worrying and frequent issues in this area is touched on, such as school dropout and low rates. terminal efficiency. However, despite the importance of these three items, it is the issue of student backwardness and the possibility of suffering from depression, in students of the Veracruzana University, the central theme of this work.

Due to the above, first of all, we find that school backwardness is defined as the delay of students in enrolling in subjects, according to the sequence established in the study plan (Altamira, 1997). One characteristic of this situation is the irregular progress in covering their study plan, which is why they graduate at a later date than the planned start date. It should be specified that there is school lag and lag in graduation, although they are also closely linked, since "in most statistics, the data referring to the number of graduates generally include students belonging to previous generations, who experienced some lag in his school journey; likewise, the data on graduates of a generation do not usually include –and it would be difficult to do so without letting too much time pass– all those who finished their studies, even if it was long after the ideal date at the end of the strict duration of the study plan ." This intrinsic relationship has resulted in obtaining imprecise information in the real knowledge of both items. For the Universidad Veracruzana, since its model is flexible, the lag can be considered when the student has exceeded the maximum time of permanence established by each educational program. , but in the case of the AFBG when the student has yet to complete and accredit any of the educational experiences in this training area and already has an advance of 50% of credits in his/her study plan.

As a strategy to support the New Educational Model of the Veracruzana University, the Institutional Tutoring System is implemented, which, in turn, serves to guide and assist the student body in the school transition of its educational program. In periodic sessions, the tutor practically makes the first contact in an interview with the assigned tutors (new student) to find out about the student's socioeconomic conditions, they are explained what the academic entity's program consists of and, in the same way, they are explains the credit system. A proposal is made that suggests a planned trajectory, problems in its progress are identified and mechanisms are established to solve them. It is precisely in the tutorial sessions that the student informs his tutor about the details of his school journey. Among the problems most frequently mentioned by them are those of a cultural, economic, health, academic and family nature. Most of the students of the U.V. they come from social strata of poverty at different levels and it can be said that they are often emotionally affected by the probability of failing in their studies, which represent the door to obtain a better standard of living. At this point it is considered important to establish the risk of suffering from school depression.

In this area it is important to consider that depression is one of the most frequent mental illnesses worldwide. In Mexico, between 9 and 13% of the adult population suffer from depression, with a prevalence of two women for every man. The most frequent ages in which this condition is found in Mexico are between 15 to 19 years of age and above 65 years. It is estimated that the majority of suicides in the country have a strong relationship with depression. Now, depression is an internal state of sadness and discouragement at different levels, both cognitive and behavioral, which significantly influence your total work. Depression is typified into biochemical, psychoanalytic, behavioral, cognitive-behavioral, sociological, and systemic. In young people it is classified as primary or secondary depending on the main disorder, it is known as major when it meets the DSM-IV-TR criteria. It will be called endogenous or exogenous depending on what causes it.

University students go through many changes, some have to leave home for the first time to live in a different place, although going to university represents a new adventure, almost immediately they realize that it is a whole package in which there

are quite a few responsibilities, it can be said that they are beginning a strong stage in which they will have to mature quickly, take charge of their own finances, learn to allocate their time, etc. At this point, it is really a challenge to face all that package in addition to fulfilling what is expected of him, achieving success in his new company. So what happens when not everything turns out as expected? The risk of a failure is latent and, therefore, the association with the level of depression. An example of this is knowing that there are already investigations that report depression in medical students when they take basic sciences in the first semester.

II. DESCRIPTION OF THE METHOD.

Students enrolled in S080 and S090 were considered as they only have the right to two enrollments, which are already close to 50% complete and have not taken EE English I or English II.

Kind of investigation. The study is of a descriptive-exploratory type, its purpose is to determine the possible presence of depression, or to detect it in case of suffering it, in students of the Clinical Chemistry career of the Faculty of Bioanalysis of the Veracruzana University who present lag in their curricular progress.

Method. It was carried out through a quantitative methodology; that according to Hernández (2006) this is the method that uses the collection and analysis of data to answer research questions, relying on numerical measurement, counting and frequently on the use of statistics to accurately establish patterns of behavior in a group. population.

Definition of the variable.- Incidence of depression in students with backwardness.

Conceptual definition.- Incidence: Number of cases occurred

Lag: delay of the students in the registration of the subjects, according to the sequence established in the study plan (before covering 50% of their credits in the program)

Depression: The DSM IV places depression within mood disorders, whose main characteristic is mood disturbance. We find it in two categories: as an episode and as a disorder.

Operational definition.- Percentage of cases with depression in students with lag in the Clinical Chemistry career of the Faculty of Bioanalysis of the Universidad Veracruzana.

Instrument.- The Hamilton Depression Scale was used to detect the presence of depression in the study population. This is the result of the work carried out by the English department of the Faculty of Bioanalysis, Veracruz campus, when applying the self-created instrument to determine the level of competence in English as a foreign language, in students enrolled in S080 and S090, to then implement mechanisms that will help reduce said lag.

Research Objective.- Know the incidence of depression and lag in the student population of the Faculty of Bioanalysis, Veracruz campus

The population.- N=65 total number of students enrolled in S080 and S090 of the Faculty of Bioanalysis, Veracruz campus.

Frecuencia (%) de características de la población en alumnos con rezago, Química Clínica, campus Veracruz. N=65					
S080		S090		S050	
HOMBRES	MUJERES	HOMBRES	MUJERES	HOMBRES	MUJERES
7	12	11	34	0	1
11%	18%	17%	52%	0%	2%

Figura 1

III. ANALYSIS OF THE RESULTS.

After the application of the Hamilton Depression Scale instrument, to the students of enrollments S080 and S090, it was observed that depression does exist, although at different levels: 29% of the population with slight/minor, 22% moderate, 21% absent, 14% severe, 14% very severe. The total of the population that suffers from depression disorders is 79%, which is really significant. (Fig.2)
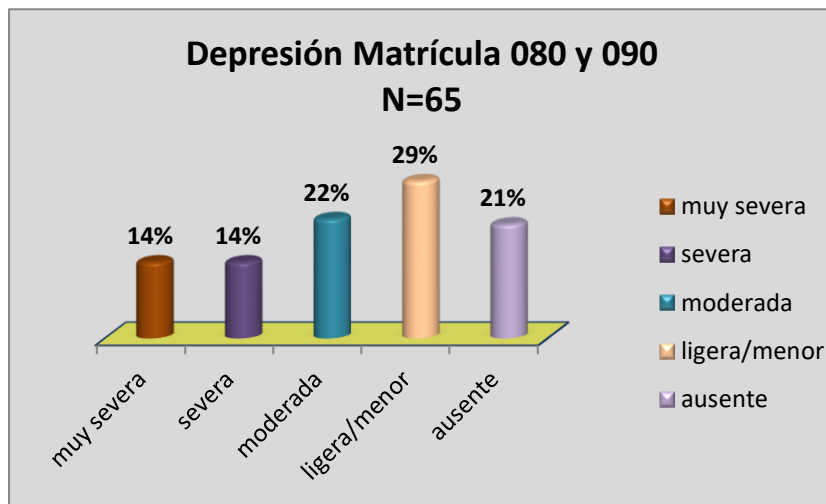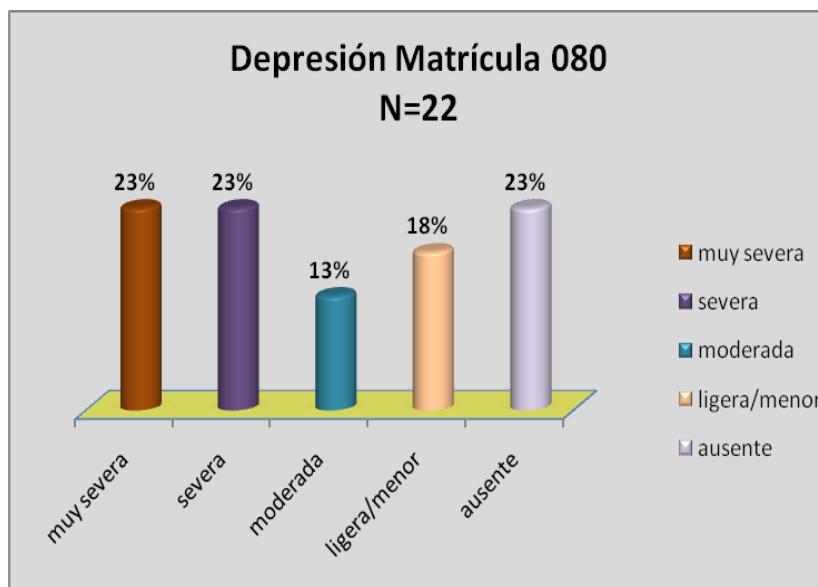
Figura 2

When identifying by generation, it was observed that of 22 students enrolled S080, 23% registered a very severe depression and another 23% severe, the global index by enrollment is 77% of depressive traits, which leads to reflect on the emotional state of the student .(Fig.3)

For the S090 enrollment of 43 students, 35% have mild depression and only 9% very severe. The global percentage of depression in this enrollment is 79%. This invites reflection on the subject. (Fig.4)
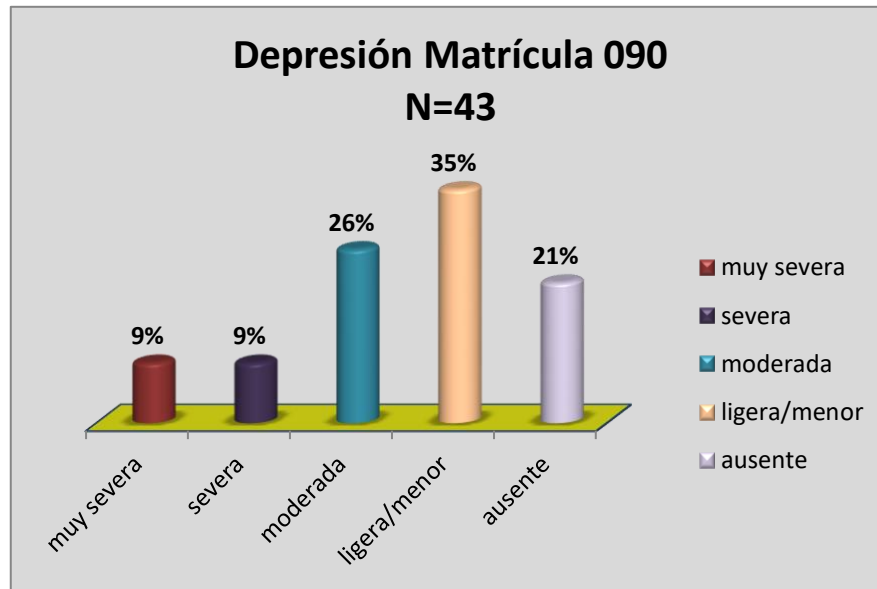

Figura 4

An important variable was gender, observing that the greatest depression occurs in the female sex in both generations (registration) being 68% for S080 and 74% for S090 compared to 32% and 26% of the male sex in the license plates S080 and S090 respectively. (Figures 5 and 6)
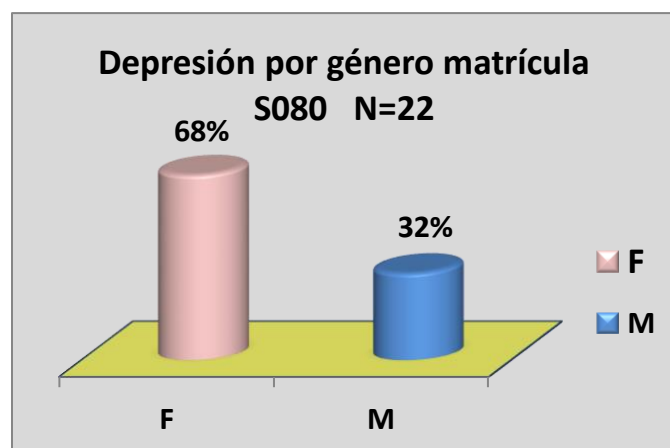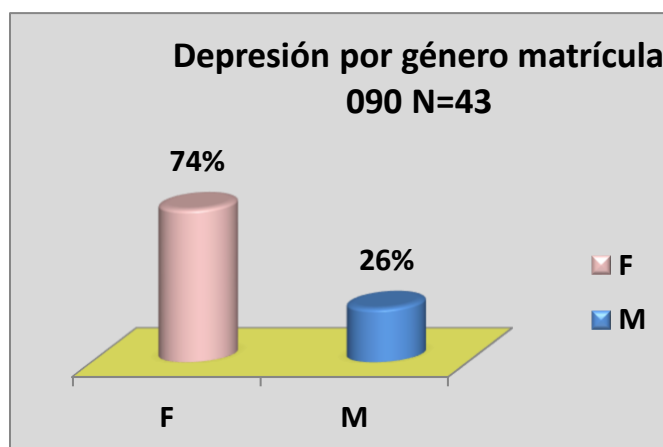

Figura 5

Figura 6

conclusion

This work began as a necessity within an educational entity, to determine the level of the English language that the students had, with a lag in their credit advancement within the MEIF, in order to later establish mechanisms that would allow the student to be supported in their career. However, when noticing that the learners showed frustration and manifestations of low self-esteem regarding their learning, it was thought to apply the Hamilton Depression Scale instrument to them. This, in order to identify the condition and its levels. The stratification that is presented in this study is of great help to know the needs of the group of students and thus carry out actions that allow them to pursue their degree without significant delays, as was the isolated case of a student who entered in 2005 and who was hardly studying English in 2009. Students should be aware of the role they have to play once they are integrated into the university community, so knowing their rights and obligations is of vital importance. The authorities of academic entities should continue to support this type of strategy to improve their educational situation. Once again, the importance of the Institutional System of

Tutorials, because it is through this means that contact with students is established and they have the opportunity to express to the tutor all their concerns, problems, doubts. regarding it has a very important function as Therefore, it is recommended that since the level of depression that students have is known. The channeling of

students through tutoring to the corresponding instances with the intention of supporting the identified students is proposed. Another proposal would be to carry out a study on the conditions in which depression occurs. It is also necessary that the student is really informed of her rights and obligations.

Bibliography

Ayuso G.J.L. & Saiz, R.J. (1981). Las Depresiones. Madrid: Importecnia.

Mudgal J, Guimaraes BL, Díaz-Montiel JC, Flores Y, Salmeron J. (2006). Depression among health workers: The role of social characteristics, work stress, and chronic diseases*. Salud Mental,* 29(5), 1-8.

Olmedo-Buenrostro BA, Torres-Hernández J, Velasco-Rodríguez R, Mora-Brambila AB. (2006). Prevalencia y severidad de depresión en estudiantes de enfermería de la Universidad de Colima. *Revista Enfermería IMSS*, 14(1), 17-22.