LABOR SITUATION AND ACADEMIC ENGAGEMENT IN UNIVERSITY STUDENTS

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ABSTRACT

Objective: Admission to university means a change in lifestyles for young people, who are burdened by factors such as emotional problems, stress and must develop the skills to face positively their university studies developing their academic engagement [EA]. In this context, the aim of this study was to determine the relationship between the employment situation and academic engagement in university students.

Methods: A quantitative methodology with a cross-sectional correlational design was used. The sample consisted of 429 university students, male and female, selected by a random probabilistic criterion. The Utrecht Work Engagement Scale was used to collect information. The statistical test used corresponds to the Spearman correlation.

Results: The main results reveal that the level of EE of university students is average, since 48.5% identified with this level. In the dimension of vigor of the EA, high percentages of university students with a medium level of engagement with a tendency to low and very low levels were found. In the dimension of dedication, university students were characterized by having a medium level with a tendency to high and very high levels, while in the dimension of absorption, university students are characterized by having a medium level of engagement with a tendency to low levels. On the other hand, the employment situation of university students reveals that 69% study and work, while 31% only study.

Conclusion: It is concluded that there is a moderate relationship between the employment situation and the EA since the p value obtained is less than the proposed significance value (0.025<0.050).

Keywords: Study Dedication, Higher Education, University Students, Academic Engagement, Employment Situation.

SITUAÇÃO TRABALHISTA E ENGAJAMENTO ACADÊMICO EM ESTUDANTES UNIVERSITÁRIOS

RESUMO

Objetivo: O ingresso na universidade significa uma mudança no estilo de vida dos jovens, que são sobrecarregados por fatores como problemas emocionais, estresse e devem desenvolver habilidades para enfrentar positivamente os estudos universitários desenvolvendo seu engajamento acadêmico [EA]. Neste contexto, o objetivo deste estudo foi determinar a relação entre a situação laboral e o envolvimento acadêmico em estudantes universitários.

Métodos: Foi utilizada uma metodologia quantitativa com desenho correlacional transversal. A amostra foi composta por 429 universitários, de ambos os sexos, selecionados por critério probabilístico aleatório. A Escala

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de Engajamento no Trabalho de Utrecht foi utilizada para coletar informações. O teste estatístico utilizado corresponde à correlação de Spearman.

**Resultados:** Os principais resultados revelam que o nível de EE dos estudantes universitários é médio, pois 48,5% identificaram-se com este nível. Na dimensão de vigor da AE, foram encontrados elevados percentuais de estudantes universitários com nível médio de engajamento com tendência a níveis baixos e muito baixos. Na dimensão de dedicação, os estudantes universitários caracterizaram-se por terem um nível médio com tendência para níveis elevados e muito elevados, enquanto na dimensão de absorção, os estudantes universitários caracterizaram-se por terem um nível de envolvimento médio com tendência para níveis baixos. Por outro lado, a situação laboral dos estudantes universitários revela que 69% estudam e trabalham, enquanto 31% apenas estudam.

**Conclusão:** Conclui-se que existe uma relação moderada entre a situação laboral e a AE uma vez que o valor de p obtido é inferior ao valor de significância proposto (0,025<0,050).

**Palavras-chave:** Dedicação aos Estudos, Ensino Superior, Estudantes Universitários, Engajamento Acadêmico, Situação Laboral.

**SITUACIÓN LABORAL Y ENGAGEMENT ACADÉMICO EN ESTUDIANTES UNIVERSITARIOS**

**RESUMEN**

**Objetivo:** El ingreso a la universidad significa un cambio en los estilos de vida para los jóvenes, quienes se ven agobiados por factores como los problemas emocionales, el estrés y deben desarrollar las capacidades para afrontar con actitud positiva sus estudios universitarios desarrollando su engagement académico [EA]. En ese contexto el objetivo del presente estudio fue determinar la relación entre la situación laboral y el engagement académico en estudiantes universitarios.

**Métodos:** Se trabajó con una metodología cuantitativa con diseño correlacional transversal. La muestra estuvo constituida por 429 estudiantes universitarios entre varones y mujeres seleccionados por un criterio probabilístico aleatorio. Para el recojo de la información se utilizó el Utrecht Work Engagement Scale. La prueba estadística utilizada corresponde a la correlación de Spearman.

**Resultados:** Los principales resultados revelan que el nivel de EA de los estudiantes universitarios es promedio, ya que el 48.5% se identificaron con este nivel. En la dimensión vigor del EA se encontró altos porcentajes de universitarios con un nivel medio de engagement con tendencia a niveles bajos y muy bajos, en la dimensión dedicación los universitarios se caracterizaron por poseer un nivel medio con tendencia a nivel altos y muy altos, mientras que en la dimensión absorción los universitarios se caracterizan por tener un nivel medio de engagement con tendencia a niveles bajos. Por otra parte, la situación laboral de los estudiantes universitarios revela que el 69% estudia y trabaja, mientras que el 31% solo estudia.

**Conclusión:** Se concluye que existe una relación moderada entre la situación laboral y el EA ya que el p valor obtenido es menor a valor de significancia propuesto (0.025<0.050).

**Palabras clave:** Dedicatoria al Estudio, Educación Superior, Estudiantes Universitarios, Engagement Académico, Situación Laboral.

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**1 INTRODUCTION**

Access to universities in Peru has improved significantly in recent years, there are currently 93 public and private universities with licensing (SUNEDU, 2022), and the number
of university students amounts to 1,091,628 enrolled in public universities and private (INEI, 2022). Filling a place at university for young people means changes in their lifestyle, as well as taking on new challenges. Suárez et al., (2001) and Valle et al. (2003) report that young students enter university, for the most part, with expectations of achieving a profession, planning to meet all the goals that are set for them regarding the development of their education; However, they face challenges, demands and problems that cause them certain difficulties of stress and inadequate decisions, leading to a considerable decrease in their academic performance or abandoning their studies.

Thus, theories, such as positive educational psychology, focus their study on the research and promotion of the agents that intervene in effective and efficient attitudes both in academic work and in emotional and psychological inner peace (Baena-Extremera & Granero-Gallegos, 2013; Seligman et al., 2009); Another theory that is framed within this approach, which has shown an increasingly important role, is academic engagement (Bresó et al., 2005). Investigating academic engagement in university students is essential for various reasons that affect not only individual academic performance, but also the comprehensive development and achievement of students' competencies (Celada-Reynoso et al., 2023; Ramón-Bautista et al., 2023; Ruiz-mori et al., 2023) and the quality of higher education.

EA is closely related to student achievement. Investigating this phenomenon allows us to identify the factors that motivate students to actively participate in their learning, understanding which elements contribute to greater performance and academic success. Active participation in the academic environment not only results in better grades, but also contributes to the development of fundamental skills. Engaged students tend to acquire critical thinking skills, problem solving and social skills that are essential in their comprehensive education.

Research on EA sheds light on effective strategies to retain students in their programs of study and facilitate their graduation. Understanding what elements keep students engaged can help educational institutions implement interventions that encourage long-term student retention and success. EA is closely linked to student well-being; engaged students typically experience higher levels of satisfaction and enjoyment in their college experience.

Active participation in learning not only prepares students for academic success, but also equips them with skills and attitudes that are highly valued in the work environment. Investigating EA contributes to the training of more competent and adaptable professionals to a constantly evolving world of work. Research on EE provides educational institutions with valuable information to continually evaluate and improve their teaching methods. Understanding what practices promote student engagement allows you to adjust pedagogical
strategies and create a more effective learning environment. Within the framework described, this research was guided by the objective of determining the relationship between the work situation and AD in university students.

2 THEORETICAL FRAMEWORK

Schaufeli et al. (2004), define engagement as an internal, positive mental attitude that is related to work and characterized by vigor, represents levels of energy and mental resistance, linked to the behavioral component; by dedication, referred to the high labor connotation (Valero-Ancco et al., 2023), connected to the affective component and absorption, high state of concentration and immersion (Basir et al., 2023; Estrada-Araoz et al., 2023; Lin et al., 2023; Padmavathi, 2023); also by which cognitive component, is concerned with the effective functioning and strengths of the individual in the face of episodes of tension, distress or stress (Salanova & Llorens, 2008; Schaufeli & Bakker, 2004).

Likewise, Martín (2008), conceptualizes engagement as the motivating force and the high-level stimulus of students for learning, recognizing, these, lucidly the benefit of it, which leads them to the effective application of their subjects, contributing all their skills and capacities required in the educational plane, allowing to detect and measure how involved students are with what they learn and live within the school environment and how they learn to develop themselves in student life (Medrano et al., 2015).

According to Salanova et al. (2005), the above would promote well-being and satisfaction in all educational events that are generated. The above has high value and significance when discovering for the different organizations, entities or people who care for health, since it has been observed that the workers who practice engagement manifest minimum levels of depression and stress (Schaufeli, Taris & Van Rhenen, 2009) and also minimal psychosomatic complaints (Demerouti et al., 2001).

In the school environment, Mih & Mih (2013) refers, as a central hypothesis of his research, that engagement is a valuable indicator of work by competences, that students will achieve high benefits on their university studies if they work within the framework of significant learning, that is, actively engaging with their own learning process; performing a work involved in the themes, procedures and attitudes that generate what they are reinforcing or learning, that the simple fact of passing the assistance, sitting at the table and being listener. In that sense, Schaufeli et al. (2002) calls this state of commitment as EA (EA).
In this regard Caballero et al. (2015) state that the EA has its bases in positive psychology, where its real concern is the effective functioning and action of man with respect to the circumstances of stress, from this point of view, is considered as a dynamic and multidimensional concept (Oncu, 2015), since it addresses many areas of the personality of man, including his actions, such as work or university activity; relating this concept, in turn, to apply in the criterion of the quality of the effort and act in productive learning activities of a beneficial nature for the being and society (Kuh, 2009), strengthening, for example, when the student perceives himself interested in working responsibly his activities trusting in the utilities in that sense, Rodríguez et al. (2019) point out, the connotation about their obligations will have a more eminent basis.

The EA is developed by the three-factorial structure: Vigor, absorption and dedication (Abello et al. 2007), the various investigations that have proven such a structure, have had a strength and verification of veracity, especially in European and American countries, confirming, also, its cross-cultural validation (Caballero et al. 2006). These three dimensions are weightable by three multi-item scales, validated aspect and with rigor of investigative reliability, coherent and stable (Salanova et al., 2005). Thus, vigor is related to the high levels of energy and mental resistance in the same work action, even when difficulties appear in its execution.

The dimension of dedication is characterized by high labor involvement; that is, on the meaning of what is done, of the importance of this in certain contexts, this leads to pride, complacency and the determination of higher goals; in that sense, if students of any institution recognize the value or meaning of the activity entrusted, they will surely perform it with better predisposition, manifesting a more intrinsic motivation; therefore, their interest in executing it will be greater (Xu and Yuan, 2003).

Finally, absorption refers to the concentration and involvement of work chores, passing time, having such an enchanting activity that even disconnecting from it is very difficult because of the complacency and joy that is experienced (Salanova et al. 2005; Parra 2010; Parra & Pérez 2010). On the point, Sponton (2012), argues that every worker engagement is distinguished by its outstanding levels of vigor, dedication and absorption; particularizing that vigor and dedication are opposed to exhaustion and cynicism respectively (Schaufeli & Taris, 2005); as well as Salanova & Schaufeli (2009), they state that engagement makes the difference over other similar theories by the combination of high energy, determined by vigor and by its high identification with work, which as has already been established, has a link with dedication.
In this sense, it is understood that these elements are denoted on the basis of the dimensions: energy and identification. Furthermore, on the dimension of vigor, according to Fredricks et al. (2004), this type of behavioral engagement is based on the idea of participation, which includes participation in social or extracurricular activities, on which Valera (2001) points out that precisely these attitudes are objects to build through education. Fredricks et al. (2004), also points out about the dimension dedication, that this type of emotional engagement can originate positive and negative responses, among the members of the educational community, this due to the passion and direct commitment that the person with engagement has that logically can originate contagion of commitment or demerit because the other members do not possess such identification.

Finally, cognitive engagement works on the concept of investment, where the individual performs the required tasks to understand complex aspects and develop difficult skills, that statement has implication with the absorption dimension. Achieving an adequate level of these three dimensions, among other benefits, contributes to mental well-being, which according to Serrano et al. (2015), refers to a timely adaptation of the individual on the latent reality, with its positive and negative aspects, which brings as a consequence a complacency and valid, authentic reasoning that will generate positive cognitive considerations regarding his own person; associating in the university context, through critical analysis, the integration of information and the persistence of students (Wilson et al., 2015); not forgetting, mainly, that this work of EA, according to King et al. (2015) contributes to more fervent, balanced and determined students, with high expectations, creating, These are perfect situations for learning to develop with total responsibility and truthfulness.

Regarding studies on the relationship between gender and AD, Extremera (2007) shows as results of their research, that women show high levels of "dedication" compared to men, this, despite Shaufelli et al. stating that estimates of moderate and high Burnout are perceived more revealingly with the female gender compared to the male. In this regard, it is also important to note that Benavides (2009), in other similar studies, similarly manifests that there are no significant differences between the levels of Engagement of male and female university students; claims that in this research are also the subject of study.

According to Parra (2010), when referring to work or work situation and the level of Engagement, after several investigations, it has been determined that there is no significant difference between the dimensions of “vigor and absorption”; however, these are perceived in the levels of “dedication” with respect to the groups of students who work and those who do not; in that sense, it is interesting to see the determination, in the light of the investigations, that
the students who work, by the awareness of the efforts they make and other reasons, are more applied and have greater identification with their tasks than the students who do not work.

3 METHODOLOGY

The study was developed with students from the Faculty of Educational Sciences of the National University of the Altiplano, during the second semester of the 2021 academic year during the months of October and November.

The research is quantitative with a cross-sectional correlational design. The sample size is 429 students, including men and women, selected by a random probabilistic criterion. To collect the information, the Utrecht Work Engagement Scale (UWES-17) by (Schaufeli & Bakker, 2004) was used, which contains 17 questions that measure the three aspects that make up the EA, such as vigor, dedication and absorption through a Likert scale. The statistical test used corresponds to the Spearman correlation.

4 RESULTS AND DISCUSSION

4.1 RESULTS OF THE WORK SITUATION OF UNIVERSITY STUDENTS

Regarding the employment situation of the students, it was found that of 284 female students, 184 of them study and work; while 100 only study. Likewise, it is known that of the 145 male students investigated, 112 study and work; while 33 only study. These results generally reveal that 69% of students work in parallel with their studies; while 31% only dedicate themselves to studying. (Table 1).

Table 1

Results of the employment status of university students

<table>
<thead>
<tr>
<th>Sexo</th>
<th>Student's employment status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study and work</td>
<td>Just study</td>
</tr>
<tr>
<td>Mujer</td>
<td>184</td>
<td>65</td>
</tr>
<tr>
<td>Varón</td>
<td>112</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>296</td>
<td>69</td>
</tr>
</tbody>
</table>

Source: self made.
4.2 EA RESULTS ON THE VIGOR SCALE

In the results of the EA in the vigor dimension, it was found that 206 students, representing 48%, are on the medium EA scale. It was also found that 77 students, equivalent to 17.9%, are on the low scale, while 126 students who represent 29.4% and are located on the very low EA scale. On the other hand, there are lower values such as 2.8% and 1.9% in the high and very high EA scales. (Table 2).

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>126</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>Low</td>
<td>77</td>
<td>17.9</td>
<td>47.3</td>
</tr>
<tr>
<td>Half</td>
<td>206</td>
<td>48.0</td>
<td>95.3</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>2.8</td>
<td>98.1</td>
</tr>
<tr>
<td>Very high</td>
<td>8</td>
<td>1.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: self made.

4.3 EA RESULTS ON THE DEDICATION SCALE

The results of the EA in the dedication dimension reveal that 193 students, corresponding to 45%, are in the medium scale, and it is also known that 54 students, representing 12.6%, are in a low level; and 40 students who correspond to 9.3% at a very low level. On the other hand, there are 52 students who represent 12.1% on the high scale and 90 students who represent 21% on the very high scale (Table 3).

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>40</td>
<td>9.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Low</td>
<td>54</td>
<td>12.6</td>
<td>21.9</td>
</tr>
<tr>
<td>Half</td>
<td>193</td>
<td>45.0</td>
<td>66.9</td>
</tr>
<tr>
<td>High</td>
<td>52</td>
<td>12.1</td>
<td>79.0</td>
</tr>
<tr>
<td>Very high</td>
<td>90</td>
<td>21.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: self made.
4.4 RESULTADOS DEL EA EN LA ESCALA ABSORCIÓN

The results of the EA on the absorption scale indicate that 189 students representing 44.1% are at the medium level, there are also 91 students representing 21.2% who are on the low scale, likewise there are 42 students who are equivalent at 9.8% on the very low scale. On the other hand, there are 17.1% and 7.2% in the high and very scales respectively (Table 4).

Table 4
EA results on the absorption scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>42</td>
<td>9.8</td>
<td>9.8</td>
</tr>
<tr>
<td>Low</td>
<td>91</td>
<td>21.2</td>
<td>31.0</td>
</tr>
<tr>
<td>Half</td>
<td>189</td>
<td>44.1</td>
<td>75.1</td>
</tr>
<tr>
<td>High</td>
<td>76</td>
<td>17.7</td>
<td>92.8</td>
</tr>
<tr>
<td>Very high</td>
<td>31</td>
<td>7.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: self made.

4.5 EA LEVEL RESULTS IN UNIVERSITY STUDENTS

In the results of the EA level in university students, it was obtained that 208 students, representing 48.5%, are located within the average scale; there are also 98 students, representing 22.8%, on a low EA scale; Likewise, there are 54 students who represent 12.6% within the very low scale. On the other hand, there are 42 students who represent 9.8% who are on a high EA scale and 27 students who represent 6.3% are on the very high scale. (Table 5).

Table 5
Results of the level of engagement in university students. Own elaboration

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>54</td>
<td>12.6</td>
<td>12.6</td>
</tr>
<tr>
<td>Low</td>
<td>98</td>
<td>22.8</td>
<td>35.4</td>
</tr>
<tr>
<td>Half</td>
<td>208</td>
<td>48.5</td>
<td>83.9</td>
</tr>
<tr>
<td>High</td>
<td>42</td>
<td>9.8</td>
<td>93.7</td>
</tr>
<tr>
<td>Very high</td>
<td>27</td>
<td>6.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>429</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: self made.
4.6 RESULTS OF THE RELATIONSHIP OF WORK SITUATION AND EA

Table 6

<table>
<thead>
<tr>
<th>Employment situation</th>
<th>Very low</th>
<th>Low</th>
<th>Half</th>
<th>High</th>
<th>Very high</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>Study and work</td>
<td>44</td>
<td>14.9</td>
<td>69</td>
<td>23.3</td>
<td>141</td>
<td>47.6</td>
</tr>
<tr>
<td>just study</td>
<td>10</td>
<td>7.5</td>
<td>29</td>
<td>21.8</td>
<td>67</td>
<td>50.4</td>
</tr>
</tbody>
</table>

Source: self made.

Table 6 shows the results of the contingency of the study variables, where the critical values of 141 students who study and work have a medium level of EA; while 67 who only study also reached a medium level of EA. On the other hand, it can be observed that there are a greater number of students at the low and very low levels of EA who study and work as opposed to students who only study. On the contrary, at high and very high levels of EA, the difference in frequencies is not significant between students who study and work with those who only study.

Table 7

Statistical test results

<table>
<thead>
<tr>
<th>Statisticians</th>
<th>Spearman's Rho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation coefficient</td>
<td>.108*</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.025</td>
</tr>
<tr>
<td>N</td>
<td>429</td>
</tr>
</tbody>
</table>

* The correlation is significant at the 0.05 level (2-tailed).

Source: self made.

The results of the Spearman Rho non-parametric statistical test obtained a value of 0.508 which indicates the existence of a moderate positive relationship between the employment situation of students and their level of AD. Likewise, a p value of 0.015 is observed which is less than the proposed significance level of 0.05 (p<0.05) which indicates that the relationship between the variables is significant. From the above, the null hypothesis is rejected and it is stated that there is a relationship between the employment situation of students and their level of EA, statistically demonstrated.

Regarding the results of the employment situation of university students, it was obtained that, more than twice the sample, they study and work at the same time, for various factors, this coincides with the research of Moreno and Cheicher (2019) who report that 60% of their study
sample were in the same situation, and explain that this aspect implies certain obstacles for students when doubling or tripling efforts in the search for university adaptation. Similarly, Valero et al. (2021) in their study found that most of their study sample that is located on the “average” scale study and work in comparison to those that only study.

The results of the dimension vigor has a downward trend, in this regard Salanova et al. (2005) maintain that vigor is related to energy and mental resistance, then it can be inferred, that the EA at the level vigor, does not manifest a high energy or mental resistance in various activities proposed by the university, call social activities, extracurricular, among others. Results that coincide with the research carried out by Valero et al. (2021) where, in the same way, in its study the results of vigor are in the medium scale with a tendency to low and very low levels, concluding in this regard that the level of resistance, tenacity or relapse of the students is not encouraging.

On the other hand, in the results of the dimension dedication has a tendency to achieve high levels, which means, according to Xu and Yuan (2003), that the subjects of study recognize the meaning and value of university activities by carrying out an academic work within the framework of intrinsic motivation. With regard to this dimension, we can add, according to Extremera (2007), that it is women who have higher levels of dedication than men. On the other hand, it is interesting the research of Parra (2010), because its results show that it is the students who work and study who present higher levels of AD in this dimension.

Regarding the results of the absorption dimension, the maximum acceptance was found in the “medium” scale, with a downward trend, which most students show a medium state of concentration, commitment and effective involvement with their academic activities, despite the adverse circumstances that may arise. These results contrast with Gonzales (2014), whose report indicates that 80% of the students under study are at the high level of absorption, but they coincide with that of Valero et al. (2021), where, likewise, the level of absorption was found on the medium scale with a downward trend.

The results of the EA variable indicate that in a cumulative percentage of 83.9% of students are on the average scales, being one of the main characteristics that most of these work and study, which means, in the light of the research, that most students are connected and involved actively and effectively in their processes of study and learning manifesting, consequently, EA, according to Bresó et al., (2011), Coates & McCormick (2014), Wang & Fredricks (2014). These results coincide with those obtained in Caballero's research (2006), where according to the facts investigated, it was found that students who work and study would
maintain significant effects on academic performance, perceiving the positive relationship between work performance and self-efficacy, in their research.

These results coincide with the statement by Parada & Pérez (2014) who argue that there is an important relationship of satisfaction between engagement with work and educational performance. Likewise, in the research carried out by Chávez et al. (2017), they found that students with greater responsibilities in the context of their academic life, such as work, for example, increase their levels of commitment, maturity and energy, aspects related to engagement.

From the above, the level of EA does not present determinant differences between students who work and those who do not. On the other hand, precisely referring to the work activity (work), in this regard, it is argued that this can have positive effects on the academic performance of the person, since it reinforces, said work activity, the theoretical and procedural knowledge that receives in the university or study context and even when it is not related to the career in particular, enables discipline and strengthens the sense of responsibility and maturity, changing the perspective and commitment; adding to this research, on the other hand, Roman (2008), refers that regardless of cultural contexts, effectiveness and vigor are positively related to academic performance (determined through the number of exams approved), proving the positive association between engagement and performance.

According to Bakker (2009) through at least four different psychological mechanisms: in the first instance, those who work using the sense of engagement, notice authentic and active emotions, such as joy and enthusiasm, reinforcing the processes of analysis and action of people (Fredrickson 2001), relating this, directly, with the perspective that workers reinforce their learning and achieve new challenges, involving new skills, which allows them to expand, feedback, their particular skills (Salanova 2010), optimizing the development of a work activity; these new values or achievements, in the context of enjoying and satisfying expectations, denoting the feeling of usefulness and positive attitude and will significantly explain the dedication the apprentices’ pact with her (Suárez et al., 2019), as well as work activity does.

Secondly, referring to body strength, it has been shown that engaged workers manifest greater stability in health (Bakker et al. 2010), which allows them to perform better in their occupations and fully transfer their energy to their respective tasks; thirdly, engaged employees do not manifest any problem in producing or gestating their work materials, revealing, in this regard, that those who act under an engagement approach, show efficiency over work processes and procedures (Xanthopoulou et al. 2009).
Fourth, engaged employees do not show difficulties in delegating roles and sharing responsibilities with co-workers (Bakker et al. 2009); in this sense, having knowledge that collaborative work, in these times, is fundamental for effectiveness, good relationships and for the improvement of production, it is of paramount importance the detachment of the person who professes engagement, for sharing work functions with their peers (Bakker et al. 2011). On these four aspects explained it can be deduced that students and workers under the engagement approach perform their tasks with greater pleasure, perceiving the achievements as enriching and always with a high focus (Rodríguez et al., 2019), achieving outstanding performance results compared to those who have a worse perception of the benefits of the task (Trautwein and Koller, 2003; Trautwein et al., 2006).

5 CONCLUSION

The engagement level of university students is average, since 48.5% identified with this level. In the dimension vigor of the EA high percentages of university students with a medium level of engagement with tendency to low and very low levels were found, in the dimension dedication university students were characterized by having a medium level with tendency to high and very high levels, while in the dimension absorption university students are characterized by having a medium level of engagement with tendency to low levels. The employment situation of university students reveals that 69% study and work, while 31% only study. Regarding the employment situation of university students and the AE, it was found that there is a moderate relationship between the study variables.

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