University Teaching and Its Reconciliation With Global Daily Activities

Dr. Martín Gerardo Martínez Valdés[1], Dra. Katia Martinez Valdez[2], Dr. Cesar Orlando Pozo Santiago[3]
[1]Universidad Autónoma de Chiapas, Facultad Maya de Estudios Agropecuarios. Chiapas México.
[2]Centro de Estudios Superiores del Sureste, Yucatán, México.
[3]Universidad Autónoma de Chiapas, México, Facultad Maya de Estudios Agropecuarios. Chiapas México.

ABSTRACT	ARTICLE DETAILS
Our life in the XXI century is immersed in a dynamic environment which has no limits of demand. The coverage that is intended to develop is limited by the time that is applied to work, transfers, attention to personal issues and forget about personal health and family. The present research reviews the aspects of work-family conciliation, the liquid modernity and the obligation to be happy in a globalized world in teaching. It is a descriptive study that includes aspects that are forceful in our future as education workers as they have an impact on classrooms, family, context and promote misalignments in our behavior. Therefore, it is necessary to stop at work to analyze and correct paths, to define through acceptance a change to take advantage of opportunities, grow, serve and generate knowledge for others, with a holistic approach and detachment to material aspects that contribute to the encounter with happiness in the individual.	

INTRODUCTIÓN

After the pandemic, the recovery of jobs worldwide has developed very slowly but gradually, this implies that governments in coordination with companies must make adjustments so that this opportunity is comprehensive and the prevailing needs in the production and service sectors are covered, especially in low-income countries where there is a greater need, they require important incentives to impact inequality, social protection, food and decent work, fundamentally as an alternative to sustain themselves in businesses that are mostly informal as an alternative in the short term, but with this they subsist in basic conditions (International Labor Organization, 2022).

The fact is that the economic slowdown impacts the macro and microeconomic aspects of countries and regions. This wave has a precise impact on the local conditions of populations in services, production costs, salaries, food insecurity, slow education, inconvenient economic, social and financial schemes that denote dissatisfaction in people (United Nations Organization, 2023).

In Mexico (INEGI, 2023), it reports an economically active population (EAP) of 60.3 million people over 15 years of age, with 76.2% being men and 23.8% women, considering that a good percentage of them are part of the economically non-active population, which constitutes a potential segment to carry out different activities in the production sectors, although since the quality of work is not defined, it may be a factor of eventual non-insertion in the labor market, the fact is that in June 2023, 68.6% of the EAP population was considered subordinate and paid workers, where 31.4% are self-employed workers, which includes 28.9% who are from informal businesses (National Institute of Statistics, Geography and Informatics, 2023) with employers and non-remunerated workers, who, although there is income, the possibilities of social benefits, according to the laws are incipient, therefore, reason for family disruptions.

In the country there are 2,045.6 million teachers in the field of basic education in 258.2 thousand schools at the end of the 2024 cycle, identifying that 19.34% are in the university field (INEGI, 2024), which implies that the professional equation where less than 20% of teachers in the 32 states of the Mexican Republic, which demands attention and responsibility in this specialized work, with its loads of application of science, cognitive and psychological, as well as in the attention to higher level students (Table 1).

Table 1. Number of teachers and schools in Mexico

Cycle	2023/2024		2023/2024	
Educational level	Teachers	Schools	Teachers	Schools
Total	2,045,591	258,193	100.00	100.00
Initial	10,327	5,033	0.50	1.95
Preschool	231,471	87,807	11.32	34.01
Primary	571,986	96,449	27.96	37.36
Secondary	417,953	42,246	20.43	16.36
Upper middle	418,165	20,717	20.44	8.02
Top level	395,689	5,941	19.34	2.30

Source: Own elaboration, data from INEGI (2024).

Attention sometimes involves exhaustion, tension, harsh emotions, decreased performance, apathy in activity, disinterest, lack of motivation, lack of social support, difficulty in coping, demands for activities over work that are enhanced in the specific environment of institutions, although they are always present in daily activities in the learning atmosphere at universities (Campos-Cornejo et al., 2022; Gaeta-González et al.., 2023; Jara-Ruiz et al., 2023).

Therefore, the objective of this research is to establish the aspects that influence the work-life balance of teaching activity, which impacts university classrooms, developed in three sections: work-family balance, liquid modernity and the obligation to be happy that impacts teaching performance.

METODOLOGY

A descriptive study was developed with a non-experimental quantitative methodology, seeking to describe the characteristics, properties and trends of a phenomenon that in this case is the perception of university professors in teaching and family activities, divided into five analysis sections (Hernández-Sampieri, Fernández-Collado, and Baptista-Lucio, 2014).

RESULTS AND DISCUSSION
MEDIATION OF WORK ACTIVITIES AND FAMILY

Making the decision to work, in addition to it being an activity that covers family needs, is defining the type of employment, remuneration, benefits, distance from home, employer preferences, basic factors that denote depth in the occupation of these spaces, however, the need is what forces one to take activities that are even outside of any preference (Universidad Panamericana, 2023), which opens gaps in equality and equity that give way to informality and therefore to gaps between men and women, which implies developing complicated conciliation schemes at the family level..

This conciliation implies satisfactorily fulfilling the obligations that are contracted in work life as well as personal life, which directly impact the family and can include favorable and unfavorable situations depending on the context. The search for favorable aspects is to reduce stress, improve the quality of life, internal balance in the company, as well as efficiency in its collaboration, by dynamizing the encounter with a sustainable culture that allows care schemes that promote productivity (Escobar-Moya and González del Pliego-Dorantes, 2018).

This is why when relating work activities to family aspects, it is considered that work-family conciliation has the characteristic of promoting that companies of any type establish policies and strategies so that in the work spaces there is flexibility in work activities, in addition to promoting services that contribute to the attention of family responsibilities without discrimination for workers (Government of Mexico, 2016).

Conciliation denotes the ability of employees to balance their work and personal responsibilities, which include caring for household members. It involves finding a balance between the time spent at work and the time spent on personal and family tasks. It is important because it contributes to improving well-being and increases their commitment to the company; conciliation allows for encouraging breaks between tasks, strengthening a culture of disconnection in terms of personal and family time, making work schedules and modalities more flexible, offering permits and reductions in working hours, as well as creating conciliation policies in organizations that encourage gender equality (de Pujalt-Galhardi, 2007).

In Mexico there is a long way to go, as the promotion and achievement that equity is considered in the labor market, by being a participant in that women assume greater participation in the labor market in all its aspects, which could promote economic and educational growth, reaffirm values in society and, above all, make a sustainable society, which implies review of laws, adjustments of regulations and norms, as well as a lively participation of all actors, is to advance in a fair, democratic, inclusive society that motivates workers for their growth, is to have co-responsibility and determine the adoption of creative and innovative approaches that balance roles and transform the family, it is an organization with a future (Hernández-Limonchi, and Ibarra-Uribe, 2019).

However, it is necessary to review the standards with which these elements are developed, which in companies are considered only of convenience without becoming formal benefits for workers. The Mexican Standard NMX R 025 SCFI 2015 on Labor Equality and Non-Discrimination, which is the one that can be applied, is attributable only to some negotiation or union situations; however, it may or may not be used, which is suggested that it be a mandatory environment so that it is applicable to all formal economic activities that precisely allows a change in the employer-worker relations.

Torns-Martin (2012) mentions that it is necessary to review the entire work environment to achieve real change, arguing for modifications to existing regulations and enabling changes in working hours, family care days, permits, activities that help family and work integration, contracts appropriate to the new collaboration schemes, labor equality with the same development opportunities, specific treatment of attention to women's situations such as breastfeeding, attention to harassment, medical services, among others, that lead to a fair relationship with well-defined universal rights, not hidden as at that time.

The established forms in companies, delimited by people and environments of convenience, hinder in all aspects a new way of conceptualizing work activities. The political, ethical, and economic sense damages the advances that can extend beyond the walls of organizations, in the sense of leaving what is there so as not to differentiate. It is necessary to fight for the family, for men and women to have the same opportunities to take care of the home, for there to be attention for women who are providers and take care of their children, that, if productivity is truly desired, dialogue and stop having in mind a world of the post-war years that had as an incentive the economy of scale without caring about people (Torres-Guzmán et al., 2023). This has led to having work situations at this time more attached to exhausting work than to growth, as the only motive is to obtain resources (money), to compensate for leaving homes and family.

The different appreciations of attention at work include the activities of the positions, but the behaviors between peers are not visualized, much less the attitudes that can be had between lines of command. Work stress, a symbol of this era, is a reason for low efficiency in activities, exhausting environments, low effectiveness, collaboration and communication of commitment, which causes attention problems, job uncertainty, as well as dysfunction in the processes of relationships with the context; all this means that life plans are not conferred on workers.

Aspects of inefficiency, health, job security, collapse in future projections, low performance, rejection of opportunities, zero training, conformism, servility relationships and neglect of home are the result of inefficient work management (Dolores-Ruiz et al., 2023). These are aspects that are already known and should promote forums and specialized attention in the different areas, it is to recognize that communication is required and to value people in their social environment – family.

CURRENT LIQUID EVENTS IN WORK ACTIVITIES

To speak of a liquid modernity or actuality is to participate in processes to understand postmodernity that includes dynamic information, short times for decision making, multi-tasking, shallow rationality, individual emancipation to contravene the collective, science only as a means not as a trainer and this promotes the obsolescence of thought shaped by an idealism created by the imagination and action of social networks (Rodríguez-Dorantes, 2015).

It is a definition of loss of identity, lack of concern, everything mediated, momentary and volatile satisfaction, desperation to reach the last minute and generate waste of knowledge without capitalizing on it. This makes the long-term vision meaningless and plans and projects are lost (Hernández-Moreno, 2016). In classrooms it is increasingly difficult to find life plans that reinforce future ones and it is common to have responses such as one must live today and now, the rest will come out one way or another. The obsoleteness of the merchandise transforms people in their being, nothing is important anymore, only what generates dividends.

Substantial changes that are fundamental, it is the responsibility of the state that becomes only the mediator of the personality of the people, it leaves to free will the formation of a formal society, with foundations, that promotes social innovations. We grow without identity, everything is commercial, logos, brands, prototype designs to follow, which we thought were only from the movies, but that finally arrived with all the commercial mechanisms to distract and direct consciences to impoverish relationships, which every day becomes the reason for being of a society where it is necessary to be noticed to feel useful "If you are not in social networks, you do not exist" (Unknown author). Science in its origins is to serve society, of which the immediate turn of the 21st century is application, immediate response, generation of ideas, to the point of being the protagonist of promoting the generation of basic knowledge, thinking that everything has already been discovered, and is integrated into the development of "liquid science", as emanated from the concept issued by Bauman of liquidity, which can bring with it problems of culturality, identity, social creativity, loss of history and generation of a consumerist and corrupt idealism (Silva, & Mello, 2023).

Chapsal (2022) comments that we must review the strengthening of ethics, appropriation of identity, promote a society of present and future, promote individual, collective and state security, search for social well-being, educate based on people, respect the environment and recognize it as a source of life. It is to establish non-manipulation, interventionism, populism, no to psychological management, be realistic in what you need, and let it be seen or what needs to be improved, do not hide it from the eyes of need (Ortega-Sosa, and Rubio-Toledo, 2022).

STRESS INDICATORS IN TEACHER

Talking about stress in teaching involves aspects that influence classroom learning, as well as teacher-student relationships, as well as the learning atmosphere, which involves situations of communication and focus on collaborative processes in the classroom. Below are definitions from five authors that allow us to measure some of the causes and effects of this organic situation.

Ávila (2014) comments that "Stress is a physiological reaction of our organism to difficult situations that over time affects different functions of the organism, but it can be controlled if there is balance and organization in the lifestyle". Naranjo-Pereira (2009) states that:

"Stress is a topic of interest and concern for various scientists of human behavior, since its effects affect both physical and mental health, as well as a person's work and academic performance. It causes worry and anxiety and can lead to personal, family and even social disorders".

Just as the Institute for Social Security and Services for State Workers (2016), in its manual Guide to stress, comments: "Stress is the physiological and psychological response of the body to a stimulus (stressor), which can be an event, object or person."

On the other hand, Cuatrecasas-Cambra (2009) states that "These are states of subjective discomfort, accompanied by emotional alterations that, in general, interfere with social activity and that appear in the period of adaptation to a significant biographical change or a stressful life event."

On the other hand, Capdevila and Segundo (2005) comment that "Stress is the natural response of the human being to situations of fear, tension or danger, so common in modern society. It is part of the life of every person, but if its presence is excessive it can be harmful to the mind and body.".

Regarding these definitions, stress is a response of the organism to a situation of uncertainty that implies imbalances in physical and mental health, which can produce emotional imbalances and attitudinal imbalances towards others, affects social relationships, and negative behaviors occur in classrooms that affect student learning and teacher communication.

This stimulus in the body generated by external (social) or internal (imbalance) conditions can produce diseases at different stages of human development, as well as psychological effects that affect the different stages of the organism's growth. Situations of anxiety, depression, pain, behavioral disorders, neuralgic and hormonal problems, among others, are caused by this malaise that impacts at an individual and collective level (Herrera-Covarrubias et al., 2017).

One of the important causes is fatigue, exhaustion, which implies a lack of creative thinking to observe life situations objectively. Irritability and the inability to make sense of situations means that solutions are not found (Nicholls-Marín, 2021). In institutions, administrative workloads, increased hours in front of a group, classrooms with more than 30 university students, conditions of facilities not suitable for large groups, conditions of work benefits not in line with the level of demands, make Burnout present with fatigue, isolation, sadness, lack of confidence and communication, promotes psychosomatic, intestinal and heart pressure diseases, which impact the physical, mental and, therefore, the quality of education (Baltazar-Borja et al., 2024).

 The conditions that generate stress are multifactorial, which makes it difficult to find solutions in a generalized way. Although attention is complex due to the number of cases (75% of the economically active population in Mexico suffers from stress, UNAM Global, 2023), it implies greater attention and, above all, generating care strategies in the different sectors of the population, which allow us to be aware of what can happen in addition to realizing that we are affected by one of these characteristics. It is about working collectively and individually, disseminating the elements that promote getting out of these situations, while avoiding them, organizing times, knowing oneself as a person and, collectively, being empathetic, is working moment by moment to reinforce the positive things in life, as well as requesting the respective support to manage feelings and nutrition.

BEING HAPPY IN EVERYDAY LIFE

The question of whether happiness is an obligation for a worker involves purposes associated with productivity, efficiency and income generation, rather than personal happiness, which is a situation of observance to achieve emotional well-being in the person. Happy employees are more productive and contribute to a positive and collaborative work environment, which leads to talent retention, improved atmosphere, in the case of teaching, recognition of the institution and classrooms with use.

However, posing happiness as an obligation can generate complex situations such as the work environment is correct, personal circumstances affect mood and defining happiness in the work context. This is promoting an atmosphere that fosters happiness and emotional well-being. Addressing this issue is sensitivity and recognizing that happiness depends on an entire context, which promotes work life, personal life, work recognition, respect, professional development and an inclusive environment.

If we start from the premise that the therapeutic community is developed from the attention to addictions and that it allows the individual to accept his conditions and be able to lead a recovery at an individual level and that it impacts his environment by managing his feelings and social participation (Molina-Fernández, 2011).

The new forms of attention to society derive from mechanisms that allow a management of people's emotions if marketing develops consumerism, the control that is taken from the same society presents approaches that occupy the minds of people with facts and fallacies that prevent it from developing and proposing alternatives on a reality that is manipulated and manageable, it is to comment on the Therapeutic Society before the search for happiness in people.

This approach promotes the identification of events that impact people's emotional well-being in order to prevent feelings of recovery from being managed and individuals from acquiring attitudes of defeat or lack of appreciation for their activities, which contributes to them being influenced and not applying their skills, knowledge and learning in positive situations. The goal is for them to be dependent so that their expectations are routinely managed and collectivity is not achieved: the response to situations in the environment is the loss of their abilities and resilience due to the characteristic of being fearful, vulnerable and lacking strength (Blanco 2018).

Being happy in a society of consumerism and information management and in the same individual way of viewing environments, is presented with characteristics that you can do everything, motivating, carefree and that allows dynamism to flow and achieve goals, the aspects of self-motivation and liberation of the being, are meaningless, you are not interested in others and only in an accident, the concern is to take the photo to upload it to Facebook and be the first and not help yourself, being happy lies in blaming others, acquiring the latest generation technology and that the government gives you satisfaction, avoiding pain and minimizing problems so that there is a light path to your walk, this makes happiness ephemeral and therefore temporary, which is why you must fight for it at the expense of others (Byung-Chul. 2021). Human beings need to discover what they need to achieve this feeling of happiness, which makes them always be in search of satisfactions that, although they have their need well defined and cover it, they can reach that happiness, however, if they set high goals according to their activities, they will not feel happy. This is the issue that we do not have well-defined needs and it becomes a never-ending problem, therefore, psychological and personal problems can drag others down (Huerta-Mendoza, 2019).

Having a sense of life is to start happiness, this implies motivating yourself, objectives, goals that are realistic and that allow you to carry out activities that are within reach, so that it exists. It is developing the will to do it freely and in conscience that implies that the result allows you to change your attitude and build a prospective structure (Sánchez-Jiménez, 2023).

INFLUENCE OF BEING GLOBAL

Globalization is dynamic, compromising, with the use of technology without time management and personal well-being, it implies taking care of one's health and being protagonists of changes even in the way of acting, in students the responses to conditions that are strong and difficult to handle, requiring attention to emotional behavior "outside of normality", which impact the person's environment and their relationships, not knowing how to act under conditions of pressure and without knowledge is complicated, this implies generating care processes that must consider diagnoses, evaluate the situation that can be addressed, identify resources, propose adaptation strategies consciously to be effective (Pozos-Radillo et al., 2021), are processes that are not taught throughout the educational levels and it is important to be noticed to provide care schemes that involve students, teachers, administrators, and university family.

This breadth of teaching is to carry out and project integrated actions towards student care in their different university environments, which includes defining knowledge in the short, medium and long term, in order to meet their graduation profile and to access to respond to a sustainable environment, always considering collaborating in the setting of ideas and using existing resources in an optimal way.

This makes it important to reflect the degree of attention in the collaboration processes in the classrooms, by implementing teaching, linkage, extension and research, which our study plans demand and allows promoting human, social, cultural relationships that are based on learning, and impacting the creation of innovations, which turns the protagonists into producers of knowledge.

Developing in a comprehensive way means considering activities, people, family, context, communication, planning actions, training, realizing that it is an institutional-family relationship, without there being differences, it is allowing oneself to understand that we are people, that we feel, we express ourselves and we have needs to cover, so that "the self" functions harmoniously and gives oneself the opportunity to live with dignity.

Teachers are in an uncomfortable situation, although many say that it is an easy job. They assume full-time or part-time responsibilities, considering the obligation to teach classes, develop applied research, extension with the productive sector and links to other institutions and society, which are crucial substantive activities for universities and everything has to be done in 40 hours of work of a common teacher, without additional budgets and in addition to complying with administrative matters outside their duties (Berg and Seeber, 2016).

Collaborators must be united to ensure efficiency in all senses, which implies the duty to satisfactorily fulfill the obligations that are contracted in working life, in addition to considering personal life, as it directly impacts the family and favorable and unfavorable situations can be understood depending on the context, which is where stress appears, which many teachers suffer and impacts the quality of life, internal balance, as well as collaborative productivity (Escobar-Moya and González del Pliego-Dorantes, 2018). However, if the learning is complemented, it would be effective to grow in university relationships.

Opportunities must be measured and you must be attentive to capture what you like, what you are capable of and, above all, what you feel cared for as a person. The established forms in universities as a teacher are delimited by people and environments of convenience that sometimes hinder personal development, which suggests conceptualizing work activities with the pragmatic and lucid sense of education, being inclusive to extend extramural activities and being part of a social proposal for mutual growth.

By making decisions to take care of the work and family environment, and being a teacher, it is contributing to the growth of other people and, therefore, it is necessary to focus on integration, to be firm with the present to generate a promising future while being flexible with people in their social situations. It is always better to have a room full than a lack of knowledge in society. It is to contribute to having a full region and country, full of bad taste and imbalance.

Teaching should be enjoyed moment by moment with students regardless of the grade, it depends a lot on your attitude, being true, realizing that you are unique and unrepeatable, "to serve", if you do not do it you are a professional who teaches classes and develops learning, administrative and research activities as well as the search for strategies such as training in skills, competencies and proactive ways of coping such as self-regulation and co-regulation, as well as considering maturity in the processes of providing academic service to consider the aspects of being conciliatory as a person and external as part of a context (Jara-Ruiz et al., 2023; Campos-Cornejo et al., 2022; Gaeta-González et al., 2023).

It is about transmitting creative energy, so that students expect something new when they enter class, and when they leave they say "it was worth coming today", it is about realizing that it is worth investing time in preparing, feeling useful, observing the growth in your students, reflecting respect in the activities, trust, credibility, compliance, responsibility, generating unions moment by moment, to be honest people in themselves and with others. Aspects of vocation are to give yourself and to seek significant learning in your students, so that they see the world with opportunities and search for innovations, from their person to the environment they develop, is that the time invested is capitalized in them, this vocation is to be patient, to guide, to collaborate, to facilitate, to stop being omnipotent, times change and one must adjust to the generations, it is to let yourself go and learn from the students, to become a collaborator in the classroom, to be empathetic, to serve with dignity, to learn to be a teacher is to let yourself be guided, to unlearn and to learn again (cycles of thought), to contribute to society itself to deliver university students with a sustainable culture.

Teaching is being holistic and integral; we must be aware of what we do and where we are headed. It is to establish correspondence with our students and the institution, to promote directed changes, to try to make the students believe that they are university students and can develop a change in society and in their person and family.

It is about promoting achievements that impact work and family life, it is about considering what the country needs: economic and educational growth, reaffirming values in society and, above all, being sustainable, which implies reviewing laws, adjusting regulations and standards, as well as a lively participation of all actors. It is about advancing in a fair, democratic, inclusive society that motivates university students with co-responsibility, creative, substantial approaches that balance roles and transform into an institution with a future.

CONCLUSION

At this time, "happiness" is at the cost of tiredness, suffering, not seeing your family, to obtain the resources and acquire the satisfactions that you have been led to believe in order to have it in your hands. It is giving more than you receive, part of the fact that happiness is momentary and ephemeral. It is wearing yourself out in that search by agreeing to exploit the person, so it is necessary to realize this never-ending story so that we can be objective and that it is in your hands and can last, to take off the blindfold because the search and the encounter are in the being. In teaching, each of your graduated students takes a part of you; that for one is being happy, service, dedication, growth of others and oneself, everything is in your hands. This implies finding holism as a training model, being decisive in the medium and long term, creating a society with community life and belonging, developing real thought patterns that motivate people to be human, by identifying mistakes and successes, that motivate changes in contexts according to the local to share knowledge and at the same time understand the exterior, is growing with wisdom in community.

It is necessary to consider that the relationships and working conditions are developed in an integral way; taking into account the activities, the people, the family, the context, the communication in the organization, planning joint actions, training workers to realize that it is a single situation to resolve, the company-family relationship, without there being differences, is allowing ourselves to understand that we are people, that we feel, that we express ourselves and that we have psychosocial needs to cover, so that our environment works in a harmonious way; it is giving ourselves the opportunity to live with dignity.

REFERENCES

1) ÁVILA, Jaqueline (2014). El estrés un problema de salud del mundo actual. Revista CON-CIENCIA, Bolivia. v. 2, n. 1, p. 117-125. http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S2310-02652014000100013&lng=es&tlng=es

2) BALTAZAR-BORJA, Vicente Rolando; CHACA-AMAYA, Elvis Adhimer; ROQUE.TORIBIO, Pablo Wilfredo. Burnout Syndrome In Teachers Of The Preuniversity Center Of The National University Of Central Perú. Ciencia Latina Revista Científica Multidisciplinar, México. v. 8, n. 3, p. 4673-4886. 2024. https://doi.org/10.37811/cl_rcm.v8i3.11677

3) BERG, Maggie; SEEBER, Barbara K. La docente slow. Contra la cultura de la velocidad en la academia. Traducción por Amanda Falcone y Carlos G. Caldera, Colección Biblioteca. Universidad Veracruzana, México. 2016.

4) BLANCO, Juan. La Cultura Terapéutica: Un Mecanismo de Control Social. España. Blog. 2018. https://disidentia.com/cultura-terapeutica-mecanismo-control-social/

5) BYUNG-CHUL, Han. La obligación de ser feliz. España. Blog. 2021. https://ethic.es/2021/05/la-obligacion-de-ser-feliz/

6) CAMPOS-CORNEJO, Lilia Lucy; JAIMES-CAMPOS Miguel Ángel; VILLAVICENCIO-GUARDÍA, María del Carmen; SÁNCHEZ-CHERO, Manuel. Motivación laboral y estrategias de afrontamiento al estrés en docentes universitarios. Revista de Ciencias Sociales, Perú. v.29, n.7, p. 266-276. 2022.

7) CAPDEVILA, Nuria; SEGUNDO, María José. Estrés. Divulgación sanitaria, México, v. 24, n. 8, p. 96-104. 2005.

8) CHAPSAL, Mauricio. Diagnosis del Hombre Actual: La Propuesta de Zygmunt Bauman, Revista de filosofía, Chile, v. 21, v. 1, p. 9 -37. 2022. https://doi.org/10.21703/2735-6353.2022.21.01.01

9) CUATRECASAS-CAMBRA, Guillen. Estrés y dolor crónico: una perspectiva endocrinológica. Reumatología clínica, México, v. 5, p. 12-14. 2009. http://doi.org/10.1016/j.reuma.2009.04.001

10) DE PUJALT-GALHARDI, Regina M. A. Conciliación entre la vida familiar y la vida laboral. Revista Latinoamericana de Derecho Social, México, v. 4, p. 77-93. 2007. https://www.redalyc.org/articulo.oa?id=429640259004

11) DOLORES-RUIZ Erika; SALAZAR-GÓMEZ, Julio Fernando; VALDIVIA-RIVERA, María. de Jesús; HERNÁNDEZ-CÁRDENAS. Manuel; HUERTA-MORA, Ibis Rafael. Estrés laboral en relación con el desempeño laboral: un caso de estudio. Revista academia y negocios, México, v. 9, n. 2, p. 179.182. 2023. https://doi.org/10.29393/RAN9-13ELEI50013

12) ESCOBAR-MOYA, Gloria; GONZÁLEZ DEL PLIEGO-DORANTES Elvia. Guía de conciliación y corresponsabilidad familiar. Universidad Iberoamericana. Ciudad de México. México. 2018. https://ibero.mx/sites/all/themes/ibero/descargables/programa-genero/2022/guiacorresponsabilidad-final18mayo-1.pdf

13) GAETA-GONZÁLEZ, Martha Leticia; GONZÁLEZ-OCAMPO Gabriela: QUINTANA-TERÉS María Celia; NASTA-SALAZAR, Laura Carolina. Burnout en profesores universitarios: autorregulación y corregulación como estrategias de afrontamiento. Electronic Journal of Research in Educational Psychology, España, v. 21, n. 59, p. 147-172. 2023. https://doi.org/10.25115/ejrep.v21i59.6650

14) GOBIERNO DE MÉXICO. El DEFR y la conciliación trabajo-familia. México. 2016.

15) HERNÁNDEZ MORENO, Jazmín. La modernidad líquida. Política y cultura, México, v. 45, p. 279-282. 2016. https://www.redalyc.org/articulo.oa?id=26745428014

16) HERNÁNDEZ-LIMONCHI, María del Pilar; IBARRA-URIBE, Luz Mariana. Conciliación de la vida familiar y laboral. Un reto para México. Iztapalapa. Revista de ciencias sociales y humanidades, México, v. 40, n. 86, p. 159-184. 2019. https://doi.org/10.28928/ri/862019/aot2/hernandezlimonchim/ibarrauribel

17) HERNÁNDEZ-SAMPIERI, Roberto; FERNÁNDEZ-COLLADO, Carlos; BAPTISTA-LUCIO, Pilar. Metodología de la Investigación. 2014, McGraw Hill. España.

18) HERRERA-COVARRUBIAS Deissy; CORIA-AVILA Genaro; MUÑOZ-ZAVALETA David; GRAILLET-MORA Oliver; ARANDA-ABREU Gonzalo; ROJAS-DURÁN Fausto; HERNÁNDEZ María Elena; ISMAIL Nafissa. Impacto del estrés psicosocial en la salud. Revista e Neurobiología, México, v. 8, n. 17. 2017. https://www.uv.mx/eneurobiologia/vols/2017/17/Herrera/Herrera-Covarrubias-8(17)220617.pdf

19) INSTITUTO DE SEGURIDAD Y SERVICIOS SOCIALES DE LOS TRABAJADORES DEL ESTADO. Guía para el estrés causas, consecuencias y prevención. ISSSTE. México. 2016. https://hraei.gob.mx/doc/2016/guias/Guia-para-el-Estres.pdf

20) INSTITUTO NACIONAL DE ESTADÍSTICA GEOGRAFÍA E INFORMÁTICA. Indicadores de ocupación y empleo, junio 2023. INEGI. México. 2023. https://www.inegi.org.mx/contenidos/saladeprensa/boletines/2023/enoen/enoen2023_07.pdf

21) INSTITUTO NACIONAL DE ESTADÍSTICA GEOGRAFÍA E INFORMÁTICA, Maestros y escuelas por entidad federativa según nivel educativo, ciclos escolares seleccionados de 2000/2001 a 2023/2024. México. 2024. INEGI, México. https://www.inegi.org.mx/app/tabulados/interactivos/?pxq=8c29ddc6-eeca-4dcc-8def-6c3254029f19

22) JARA-RUIZ, Cristian; NAVARRETE-ANGULO, Cindy; ZAPATA-JIMÉNEZ, Mariet. Estrés laboral y desempeño docente en los institutos de educación superior. Revista Científica Ciencia Y Tecnología, Ecuador, v. 23, n. 38, p. 86–9. 2023. https://doi.org/10.47189/rcct.v23i38.604

23) MOLINA-FERNÁNDEZ, Antonio de Jesús. El método de Comunidad Terapéutica para drogodependientes: un análisis desde las Ciencias Sociales. Revista Adicción y Ciencia, España, v. 1, n. 4, p. 6-13. 2011.

24) NARANJO-PEREIRA, María Luisa. Una revisión teórica sobre el estrés y algunos aspectos relevantes de éste en el ámbito educativo. Educación, Costa Rica, v. 33, n. 2, p.171-190. 2009. http://www.redalyc.org/articulo.oa?id=44012058011

25) NICHOLLS-MARÍN, Alejandra; DEL HIERRO-MARÍN, José Ernesto; GAÑÁN-MORENO, Anderson; VILAMIZAR-REYES, Milena Margarita. Efectos de la actividad física en el estrés laboral en un grupo de trabajadores de Colombia y Panamá. Rev. Digit. Act. Fis. Deport, Colombia, v. 7, n. 2, p. e1822. 2021. http://doi.org/10.31910/rdafd. v7.n2.2021.1822

26) ORGANIZACIÓN E LAS NACIONES UNIDAS. Situación y perspectivas de la economía mundial. Departamento de asuntos económicos y sociales. ONU. Roma Italia. 2023.
https://desapublications.un.org/sites/default/files/publications/2023-01/WESP2023ExecutiveSummaryS.pdf

27) Organización Internacional del Trabajo. Perspectivas sociales y de empleo en el mundo. Tendencias, 2022. OIT. Suiza.
https://www.ilo.org/es/publications/perspectivas-sociales-y-del-empleo-en-el-mundo-tendencias-2022

28) ORTEGA-SOSA, Olivia; RUBIO-TOLEDO, Miguel Angel. Kepes y la "Complejidad Líquida": Relación Transdisciplinaria de los Sistemas Complejos y la Modernidad Líquida. Revista Legado de Arquitectura y Diseño, México, v. 17, n. 32. 2022.
https://www.redalyc.org/articulo.oa?id=477970602007

29) POZOS-RADILLO, Blanca Elizabeth; PRECIADO-SERRANO, María de Lourdes; PLASCENCIA-CAMPOS, Ana Rosa; ACOSTA-FERNÁNDEZ, Martín; AGUILERA VELASCO, María de los Ángeles. Estrategias de afrontamiento ante el estrés de estudiantes de medicina de una universidad pública en México. Investigación en educación médica, México, v. 11, n. 41, p.18-25. 2022.

30) RODRÍGUEZ-DORANTES, Cecilia. Posmodernidad y comunicación. Revista Mexicana De Ciencias Políticas y Sociales, México, v. 38, n. 154. 2015. https://doi.org/10.22201/fcpys.2448492xe.1993.154.50670

31) SÁNCHEZ-JIMÉNEZ, Hugo Manuel. La felicidad y el sentido de vida una mirada humanista. Avances en Psicología, Perú, v. 31, n. 2. 2023. https://doi.org/10.33539/avpsicol.2023.v31n2.2925

32) SILVA, Pamela Thimoteo da; MELLO, José Andrés Boas. Estudios científicos sobre la obra "Modernidad líquida" de Zygmunt Bauman: una revisión sistemática. Biblios Journal of Librarianship and Information Science, Brasil, v. 85, p. 1–28. 2023. https://doi.org/10.5195/biblios.2022.1032

33) TORNS, Teresa. Conciliación de la vida laboral y familiar o corresponsabilidad: ¿el mismo discurso?. Revista interdisciplinar de estudios de género, España, v. 1, p. 5-13. 2011.
https://ddd.uab.cat/pub/rideg/rideg_a2011m12n1/rideg_a2011m12n1p5.pdf

34) TORRES-GUZMÁN, N.; PACHECO-LUPERCIO, F.; SALAZAR-VINTIMILLA, A. C. Conciliación trabajo-familia: las académicas y la construcción social del género. Milcayac, v. 10, n. 18. 2023.
https://www.redalyc.org/articulo.oa?id=525874126017

35) HUERTA-MENDOZA, Leonardo. Pare de sufrir; ser feliz no es obligatorio. Gaceta UNAM. México, 2019.
https://www.gaceta.unam.mx/pare-de-sufrir-ser-feliz-no-es-obligatorio/

36) UNAM-GLOBAL. México: alarmantes cifras de estrés laboral. México. Blog. 2023, abril 30.
https://unamglobal.unam.mx/global_revista/mexico-alarmantes-cifras-de-estres-laboral/

37) UNIVERSIDAD PANAMERICANA. Trabajo decente en México. Centro de Investigación de Alta Dirección. México. 2023. Disponible en: https://www.cimad.ipade.mx/wp-content/uploads/2023/02/Reporte-Trabajo-decente_2005_2022_28oct2022.pdf