

IMPACT OF QUALITY OF LIFE ON THE IDENTITY AND ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS IN SOUTHERN SONORA

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INTRODUCTION

The quality of life of high school students in Southern Sonora plays a key role in their academic performance and personal development. This stage is marked by physiological, cognitive, emotional, and social changes that influence learning and well-being (Souza & Figueroa, 2023). Quality of life involves biological, social, material, and behavioral factors, including socioeconomic status, academic environment, and family conditions (Rodríguez et al., 2021; Gutiérrez & Quiñones, 2022).

Students' well-being is affected by stress, health, social relationships, and environmental conditions (Torres, 2022). The World Health Organization (2002) defines quality of life as an individual's perception of their position in life in the context of their culture, goals, and values. It is multidimensional and influenced by physical, psychological, social, economic, and cultural factors.

International studies link better quality of life to healthy lifestyles, physical activity, and resilience, while risky behaviors like smoking and drinking reduce well-being (Canto et al., 2021; Quiceno & Vinaccia, 2014). In Mexico, life satisfaction varies by gender, with male students often reporting better physical and emotional health and more autonomy (Belmares et al., 2017).

Local studies in Hermosillo show links between students' quality of life, family income, and psychological resources (Quintana et al., 2013). Low income is associated with less stability and reduced life satisfaction.

Problem Statement

High school students' quality of life in Southern Sonora is affected by economic, family, health, and cultural factors, influencing both academic performance and identity. Vulnerability, conflicts, and limited resources are key challenges (Moreno, 2022). Physical activity improves health, cognitive skills, and school performance, while its absence is linked to lower life satisfaction, higher anxiety, and depression (Leiva et al., 2017). Students with better economic support tend to achieve higher academic results (Brito & Palacio, 2016).

RESEARCH QUESTION

What is the level of quality of life of high school students in Southern Sonora?

Objective

To assess the quality of life of high school students in Southern Sonora using a measurement instrument to identify areas for improvement.

Justification

Understanding students' quality of life helps identify factors affecting their education, skill development, and institutional engagement. This knowledge will guide actions to improve academic performance and overall well-

being. Beneficiaries include both students and teachers, who can adapt teaching and support strategies based on results.

Improving quality of life requires balanced conditions in health, security, education, leisure, and social relationships (Echeita, 2013; Molina, 2018). Good health and integration into a supportive environment are essential for students to perform effectively in class (Pacheco et al., 2014).

Limitations

Main limitations include lack of access to electronic devices for surveys, time constraints, school schedules, and possible student absences on data collection days.

Hypotheses

- **H₀:** The quality of life of high school students in Southern Sonora is favorable.
- **H₁:** The quality of life of high school students in Southern Sonora is not favorable.

THEORETICAL FOUNDATION

Quality of life (QoL) is a **multidimensional concept** involving physical, mental, social, and material well-being, influenced by health, education, security, housing, economic conditions, and interpersonal relationships (Bautista, 2017; Robles et al., 2016; Galván, 2014). It has both **subjective** (perceived well-being) and **objective** (measurable conditions) dimensions.

Globally, QoL varies by region: **Europe** shows the highest levels in Nordic countries, while Southern and Eastern Europe score lower (Sánchez & García, 2019). In the **Americas**, OECD indicators include health, education, environment, safety, and work-life balance. **Asia** and **Africa** present disparities due to industrialization, income, and access to services (Redondo, 2019; Iturri, 2021). **Oceania** combines developed economies like Australia with vulnerable island nations (González, 2020).

Multiple **international organizations**—OECD, CEDEFOP, UNESCO—study student QoL, focusing on well-being, educational attainment, and socio-economic integration. Prominent **QoL models** include Cummins (1997), Felce & Perry (1995), and Verdugo et al. (2008), which integrate domains such as health, material well-being, personal development, relationships, social inclusion, and rights. Theories such as self-care, coping, and hedonistic perspectives explain determinants of QoL (Galán, 2012).

In **Mexico**, QoL ranks high in Latin America but faces persistent challenges like inequality, violence, and environmental issues (García, 2021). Indicators include health, economy, education, governance, community life, and personal well-being (Vega, 2013). International rankings (Numbeo, 2024) place European nations at the top, while African countries face the lowest QoL due to economic and social constraints (Mercer, 2023).

Student QoL is linked to academic performance, influenced by family stability, economic security, health, relationships, and personal fulfillment (Duran et al., 2017; Villavicencios et al., 2020). Improvement strategies involve inclusive environments, access to resources, personal development programs, and fostering positive relationships (Antúnez, 2019; León, 2016). Effective techniques include **Mindfulness** (Crane et al., 2017), **physical activity** (Warburton et al., 2006), healthy eating (Mozaffarian et al., 2011), and personal care (Colombia, 2020).

Student identity forms through academic experiences, social expectations, and personal interests, influenced by family factors, social networks, and vocational aspirations (Pedroza et al., 2022; Camacho et al., 2013). Psychological frameworks from **Erikson**, **Piaget**, and **Kohlberg** explain its development.

Academic performance depends on grades and broader competencies, shaped by health, socio-emotional well-being, relationships, school environment, family support, and stress management (Coello et al., 2017; Quintero & Vallejo, 2013). Health encompasses physical, mental, and emotional aspects, supported by determinants like education, nutrition, and housing (De la Guardia & Ruvalcaba, 2020). Socio-emotional stability, intrapersonal skills, and family engagement enhance outcomes, while excessive stress hinders them (Parra et al., 2018; Muñoz, 2023). Regular **physical activity** supports not only health but also cognitive and academic gains, with WHO recommending daily movement to reduce sedentary risks (Sepúlveda et al., 2016; WHO, 2018).

METHOD AND MATERIALS

This methodological framework is crucial to guide the research, detailing the type of study, the participants involved, instruments used and procedures adopted; Each of these elements is described to ensure that the stated objectives of the study are met. Essentially, it provides a detailed structure that helps to understand how the research will be conducted, what methods will be employed, and how the data needed to answer the research questions posed will be collected. This framework serves to ensure that all aspects of the study are clearly defined and organized to achieve valid and meaningful results.

The proposed methodology made it possible to determine the quality of life in high school students in southern Sonora, to determine the areas of opportunity and to be able to have an improvement in the teaching-learning processes at that level, as well as to contribute to the strengthening of the identity of the participants.

3.1 Research Type/Research Design

The case study will be carried out at the COBACH Plantel Navojoa high schools and at CBTIS NO. 207, the present research is designed under the quantitative approach, since it is associated with a wide range of research purposes such as: exploring, describing phenomena and variables (Sampieri, 2018). On the other hand, it consists of collecting and analyzing structured numerical data for the collection and analysis of information obtained through instruments (Ortega, 2023).

The type of design used is non-experimental, since the variables that in this case are quality of life, academic performance and school identity are not manipulated, Sampieri (2018) mentions that they are interpreted as they are in a natural context, where the researcher observes existing situations not caused by it. It will also be transversal since its measurement or data collection is in a single moment.

Due to the nature of the research, the general method used should be exploratory, that is, little-studied phenomena related to the quality of life in upper secondary education in a particular context will be investigated, since the subject is not known and has not been studied previously, this in order to obtain a more general understanding and guide future research (Sampieri, 2010, p. 85).

3.2 Participants

In this study, carried out at the Cobach Navojoa and Cbtis No. 207 educational institutions, students of high school level participated in order to evaluate both their quality of life and their academic performance. A simple probabilistic random sample was used to select the participants, who were chosen at random (Del Carmen, 2019). Cobach Navojoa has 1518 students for both shifts while Cbtis no. 207 has a student population of 1004 students. The sample included students between 14 and 18 years of age from Navojoa and its surroundings, who study subjects from the first to the fifth semester in the morning and afternoon shifts.

The formula used is based on Stevenson (1981) where "N" refers to the population, "D" to the standard deviation or the confidence level, "e" is the expected error, "p" means the proportion in favor, while "q" is the proportion against and finally "n" is the sample size.

To achieve this, Stevenson's formula (1981) was used with a confidence level of 95%.

$$n = \frac{D^2pqN}{e^2(N-1)+D^2pq}$$

Where

N = population

D = standard deviation (confidence level)

e = expected error,

p = proportion in favor

q = proportion against and

n = sample size.

3.3 Instrument

For this research, a questionnaire was applied as an instrument, which is oriented towards: the quality of life of the students in relation to academic performance and school identity to detect the areas of opportunity of the same. The instrument used to carry out the research was developed by Moroyoqui (2023) taking into account the basis of the validation study of a 5-point Likert scale, where each criterion was rated on a scale of totally disagree = 1 and totally agree = 5 that would benefit the measurement of QoL in educational institutions.

This instrument is composed of 39 items, it is divided into 3 sections; Within the first section you can find seven sections in which they are composed of general data, such as educational institution, sex, type of student, age, semester studied and marital status; the second part of the instrument is made up of 32 questions, these have three dimensions "Quality of life in high school", "Identity in high school" and "academic performance in high school", in turn it has three types of validity: criterion, construct and content, and the third part is to make comments such as suggestions, complaints, congratulations or some other.

3.3.1 Reliability and Validity of the Instrument

Validity was elaborated through three types of: content, construct and criterion. Where the first refers to the realization of the instrument, being able to measure three dimensions of student quality of life, academic performance and school identity. After developing the instrument, a group of seven professors with research experience and in-depth knowledge of the topic were brought together to participate in a focus group. They were in charge of validating the instrument, reviewing the clarity and precision of each item, its correct location within the corresponding categories, and its relevance to ensure that the information obtained is meaningful.

The validity of the criterion was established by comparing the proposed scale on the quality of life of high school students in the state of Sonora with other instruments that also assess the quality of student life. The validity of the construct was verified by exploratory factor analysis, using a simple Varimax rotation, together with the KMO and Bartlett Test. This data analysis technique is used to analyze and validate tests that measure dimensional constructs (López & Gutiérrez, 2019).

The Cronbach coefficient obtained in the applied instrument is .971, so, according to the Table of George and Mallery (2003) to interpret Cronbach's alpha $\alpha \geq .90$ is considered as excellent.

Table 2 Instrument Reliability Statistics

Cronbach's Alfa	N of elements
.971	32

Fountain. Own elaboration

3.4 Procedure

A combination of the procedure of Hernandez et al. (2006) and Kinner and Taylor (1993) was used to conduct this research:

Step 1. Request permission from the authorities of the participating institutions to carry out the research entitled "Evaluation of the quality of life of high school students in southern Sonora."

Step 2. The research objectives were specified to the educational authorities and their needs.

Step 3. Some letters were signed to implement talks about quality of life and how it influences.

Step 4. We worked with the school counselor to carry out the research and be able to start with talks about quality of life.

Step 5. The sample was simple random probabilistic, so the data collection procedure was developed through questionnaires, where the students who were present at the talks answered it.

Step 6. The answers or data were captured in google forms, since it is more flexible for students to respond from their cell phone.

Step 7. Later in the data analysis, these were passed to SPSS software to create reliability tables and graphs.

Step 8. Finally, the tables and graphs with the greatest impact on students' quality of life, student identity, and academic performance are presented.

RESULTS

This chapter shows the results obtained in the instruments applied to high school students Cobach Plantel Navojoa and Cbtis No. 207. Numerical data were processed using the SPSS statistical program (George & Mallery, 2003). Through the application of both instruments, it was found that the impact of student quality of life, school identity, and academic performance is 71% overall.

4.1 Overall results of Cobach Plantel Navojoa and Cbtis No. 207

4.1.1 Quality of student life

The results obtained from the instrument applied regarding the quality of student life in Table 3 are composed of 10 items. It is observed that the item "In the distance modality, spaces are promoted to interact with professors and classmates" was the one that obtained the lowest score according to the perception of the student community with an average of 3.07; while "I have a good satisfaction of quality of student life in my high school journey" was the one that obtained the best grade with an average of 3.69.

Table 3 Quality of Student Life

Item	N	Minima	Maxim	Stocki	Desv.
		l	um	ng	Deviation
My high school job allows me to maintain a balance between my380	1		5	3.57	1.284
student responsibilities and personal life					
The work I did in high school every day represents more than just380	1		5	3.37	1.296
a semester for me					
I feel free to express my opinion within the high school.	380	1	5	3.60	1.311
The work I do as a student on a daily basis allows me to develop380	1		5	3.54	1.255
my skills and abilities.					

I have enough time to do my assignments for the current semester within each day.	380	1	5	3.40	1.343
I consider that the working conditions of the distance modality favored my student security.	380	1	5	3.11	1.341
In the distance modality, spaces are promoted to interact with teachers and classmates.	380	1	5	3.07	1.305
The quality of life promoted in high school is adequate.	380	1	5	3.46	1.252
I consider the quality of student life to be appropriate to my needs.	380	1	5	3.60	1.234
I have good quality of student life satisfaction in my high school journey.	380	1	5	3.69	1.255
				34.41	3.441

Fountain. Own elaboration

4.1.2 Student identity

Regarding the student identity variable, the results obtained are described in Table 4, which consists of 10 items. It is observed that the item "I am clear about my responsibilities in high school" represents the highest score in terms of the average, that is, students know their duties in their educational institutions, while the item "The amount of work assigned to me in high school is appropriate to my student day." reflects a lower score according to the perception of the student community.

Table 4 Student identity

Item	N	Minimal	Maximum	Media	Desv. Deviation
I believe that I have the resources, equipment, tools, and materials necessary to carry out my activities properly in high school	380	1	5	3.62	1.307
I consider that my student work contributes to the objectives of high school.	380	1	5	3.67	1.183
I am clear about my responsibilities in high school.	380	1	5	4.03	1.269
The amount of work I am assigned in high school is appropriate for my student day.	380	1	5	3.37	1.261
I am satisfied with the tasks I perform in my academic performance.	380	1	5	3.49	1.315
I feel satisfied, with respect to the degree of commitment that is requested of me in each of the subjects I studied.	380	1	5	3.48	1.288
I count on signs of solidarity from my classmates when I have problems in student activities.	380	1	5	3.69	1.278
The relationship with my classmates in high school is adequate for a healthy coexistence.	380	1	5	3.82	1.318
I believe that I have the support of my professors to solve doubts and/or problems that arise.	380	1	5	3.68	1.296
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	380	1	5	3.66	1.267
				36.51	3.651

Fountain. Own elaboration

4.1.3 Academic performance

On the other hand, in the variable Academic Performance, the results obtained are described in Table 5, which is composed of 12 items. As can be seen, the item "I consider that my proposals are heard and applied in high school" with an average of 3.19 is the one with the lowest score by the students, on the other hand the best evaluated with an average of 3.93 is "I have opportunities to improve my skills within high school".

Table 5 *Academic performance*

Item	N	Minimal	Maximum	Media	Desv. Deviation
My degree of satisfaction is adequate for my academic performance.	380	1	5	3.63	1.232
I believe that I have the same opportunities as my classmates to grow up in high school.	380	1	5	3.79	1.273
I have opportunities to improve my skills within high school.	380	1	5	3.93	1.166
I have the freedom to decide how to conduct my student activities.	380	1	5	3.64	1.313
I receive the necessary advice to carry out my daily activities, when I request them.	380	1	5	3.54	1.269
The results of the supervision of my work serve as feedback in each of my subjects.	380	1	5	3.57	1.257
I feel totally identified with the objectives of the high school.	380	1	5	3.38	1.278
The ways of resolving conflicts in high school, I consider that they are the right ones.	380	1	5	3.42	1.322
I agree that my superiors show interest in the quality of life in the institution.	380	1	5	3.58	1.322
I believe that my proposals are heard and applied in high school.	380	1	5	3.19	1.323
I feel satisfied with the treatment I receive from my teachers.	380	1	5	3.59	1.323
I am proud of my work that I did as a student.	380	1	5	3.82	1.313
				43.08	3.59

Fountain. Own elaboration

4.1.4 General results of the variables

As can be seen in Table 6, the student identity variable is the best evaluated, since it has a higher average and a .06 difference in academic performance.

Table 6 *Overall results*

Variables	Result
QUALITY OF STUDENT LIFE	3.441
STUDENT IDENTITY	3.651
ACADEMIC PERFORMANCE	3.59

Fountain. Own elaboration

4.1.5 Strengths

Based on the highest scores obtained in each variable, the strengths were detected, which are described below in Table 7:

Table 7 *Descriptive statistics of student strengths*

Item	N	Minimal	Maximum	Stockin g	Desv. Deviation
I have good quality of student life satisfaction in my high school journey.	380	1	5	3.69	1.255
I am clear about my responsibilities in high school.	380	1	5	4.03	1.269
I have opportunities to improve my skills within high school.	380	1	5	3.93	1.166

Fountain. Own elaboration

4.1.6 Areas of opportunity

Based on the lowest scores obtained in each variable, the lowest item was taken for the areas of opportunity, which are described below.

Table 8 Descriptive Statistics Students with Areas of Opportunity

Item	N	Maximu		Media	Desv. Deviation
		Minimal	m		
In the distance modality, spaces are promoted to interact with teachers and classmates.	380	1	5	3.07	1.305
The amount of work I am assigned in high school is appropriate for my student day.	380	1	5	3.37	1.261
I believe that my proposals are heard and applied in high school.	380	1	5	3.19	1.323

Fountain. Own elaboration

4.2 Cobach Plantel Navojoa Results

4.2.1 Quality of Student Life at Cobach Plantel Navojoa

The results obtained from the instrument applied regarding the quality of student life in Table 9 are composed of 10 items. It is observed that the item "In the distance modality, spaces to interact with professors and classmates are promoted" was the one that obtained the lowest score according to the perception of the student community with an average of 2.93; while "I feel free to express my opinion within high school." was the one that obtained the best grade with an average of 3.69.

Table 9 Quality of student life at Cobach Plantel Navojoa.

item	N	Maximu		Media	Desv. Deviation
		Minimal	m		
My high school job allows me to maintain a balance between my student responsibilities and personal life	232	1	5	3.58	1.246
The work I did in high school every day represents more than just a semester for me	232	1	5	3.30	1.297
I feel free to express my opinion within the high school.	232	1	5	3.69	1.259
The work I do as a student on a daily basis allows me to develop my skills and abilities.	232	1	5	3.58	1.239
I have enough time to do my assignments for the current semester within each day.	232	1	5	3.41	1.326
I consider that the working conditions of the distance modality favored my student security.	232	1	5	3.07	1.319
In the distance modality, spaces are promoted to interact with teachers and classmates.	232	1	5	2.93	1.322
The quality of life promoted in high school is adequate.	232	1	5	3.61	1.264
I consider the quality of student life to be appropriate to my needs.	232	1	5	3.68	1.210
I have good quality of student life satisfaction in my high school journey.	232	1	5	3.81	1.238

Fountain. Own elaboration

4.2.2 Student identity in Cobach Plantel Navojoa.

Regarding the student identity variable, the results obtained are described in table 10, which consists of 10 items. It is observed that the item "I am clear about my responsibilities in high school" represents the highest score with an average of 4.15, that is, students know their homework in their educational institutions, while the item "The amount of work assigned to me in high school is appropriate to my student day." reflects a lower score according to the perception of the student community with an average of 3.33.

Table 10 Student identity Cobach Navojoa Campus.

item	N	Minimal	Maximum	Media	Desv. Deviation
I believe that I have the resources, equipment, tools, and materials necessary to carry out my activities properly in high school	232	1	5	3.78	1.328

I consider that my student work contributes to the objectives of high school.	232	1	5	3.72	1.217
I am clear about my responsibilities in high school.	232	1	5	4.15	1.197
The amount of work I am assigned in high school is appropriate for my student day.	232	1	5	3.33	1.271
I am satisfied with the tasks I perform in my academic performance.	232	1	5	3.47	1.302
I feel satisfied, with respect to the degree of commitment that is requested of me in each of the subjects I studied.	232	1	5	3.50	1.248
I count on signs of solidarity from my classmates when I have problems in student activities.	232	1	5	3.92	1.226
The relationship with my classmates in high school is adequate for a healthy coexistence.	232	1	5	4.06	1.222
I believe that I have the support of my professors to solve doubts and/or problems that arise.	232	1	5	3.80	1.265
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	232	1	5	3.68	1.307

Fountain. Own elaboration

4.2.3 Academic performance at Cobach Plantel Navojoa.

On the other hand, in the variable Academic Performance, the results obtained are described in table 11, which is composed of 12 items. As can be seen, the item "I consider that my proposals are heard and applied in high school" with an average of 3.26 is the one with the lowest score by the students, on the other hand the best evaluated with an average of 4.01 is "I have opportunities to improve my skills within high school".

Table 11 Academic Performance Cobach Plantel Navojoa

Item	N	Minimal	Maximum	Media	Desv. Deviation
My degree of satisfaction is adequate for my academic performance.	232	1	5	3.68	1.215
I believe that I have the same opportunities as my classmates to grow up in high school.	232	1	5	3.88	1.255
I have opportunities to improve my skills within high school.	232	1	5	4.01	1.143
I have the freedom to decide how to conduct my student activities.	232	1	5	3.68	1.301
I receive the necessary advice to carry out my daily activities, when I request them.	232	1	5	3.66	1.256
The results of the supervision of my work serve as feedback in each of my subjects.	232	1	5	3.59	1.272
I feel totally identified with the objectives of the high school.	232	1	5	3.46	1.295
The ways of resolving conflicts in high school, I consider that they are the right ones.	232	1	5	3.50	1.293
I agree that my superiors show interest in the quality of life in the institution.	232	1	5	3.67	1.295
I believe that my proposals are heard and applied in high school.	232	1	5	3.26	1.321
I feel satisfied with the treatment I receive from my teachers.	232	1	5	3.62	1.307
I am proud of my work that I did as a student.	232	1	5	3.87	1.284

Fountain. Own elaboration

4.1.4 Strengths

Based on the highest scores obtained in each variable, the strengths were detected, which are described below in Table 12

Table 12 Descriptive statistics of the strengths of students in Cobach

Variable	N	Minimal	Maximum	Media	Desv. Deviation
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I feel free to express my opinion within the high school.	232	1	5	3.69	1.259
I am clear about my responsibilities in high school.	232	1	5	4.15	1.197
I have opportunities to improve my skills within high school.	232	1	5	4.01	1.143

Fountain. Own elaboration

4.1.5 Areas of opportunity

Based on the lowest scores obtained in each variable, the lowest item was taken for the areas of opportunity, which are described below.

Table 13 *Descriptive Opportunity Area Statistics*

Variable	N	Minimal	Maximum	Media	Desv. Deviation
In the distance modality, spaces are promoted to interact with teachers and classmates.	232	1	5	2.93	1.322
The amount of work I am assigned in high school is appropriate for my student day.	232	1	5	3.33	1.271
I believe that my proposals are heard and applied in high school.	232	1	5	3.26	1.321

Fountain. Own elaboration

4.2 Cbtis Results No. 207

4.2.1 Quality of student life in Cbtis No. 207

The results obtained from the instrument applied regarding the quality of student life in Table 14 are composed of 10 items. It is observed that the item "I consider that the working conditions of the distance modality favored my student safety" was the one that obtained the lowest score according to the perception of the student community with an average of 3.17; while "My job in high school allows me to maintain a balance between my student responsibilities and personal life" was the one that obtained the best grade with an average of 3.55.

Table 14 *Quality of student life at Cbtis No. 207*

Item	N	Minimal	Maximum	Media	Desv. Deviation
My high school job allows me to maintain a balance between my student responsibilities and personal life	148	1	5	3.55	1.347
The work I did in high school every day represents more than just a semester for me	148	1	5	3.48	1.291
I feel free to express my opinion within the high school.	148	1	5	3.47	1.382
The work I do as a student on a daily basis allows me to develop my skills and abilities.	148	1	5	3.47	1.280
I have enough time to do my assignments for the current semester within each day.	148	1	5	3.38	1.372
I consider that the working conditions of the distance modality favored my student security.	148	1	5	3.17	1.377
In the distance modality, spaces are promoted to interact with teachers and classmates.	148	1	5	3.30	1.248
The quality of life promoted in high school is adequate.	148	1	5	3.22	1.200
I consider the quality of student life to be appropriate to my needs.	148	1	5	3.47	1.264
I have good quality of student life satisfaction in my high school journey.	148	1	5	3.51	1.264

Fountain. Own elaboration

4.2.2 Student identity in Cbtis No. 207.

Regarding the student identity variable, the results obtained are described in Table 15, which consists of 10 items. It is observed that the item "I am clear about my responsibilities in high school" represents the highest score with an average of 3.84, that is, students know their homework in their educational institutions, while the item "I have signs of solidarity from my classmates when I have problems in student activities." reflects a lower score according to the perception of the student community with an average of 3.33.

Table 15 *Cbtis student identity. No. 207.*

Item	N	Minimal	Maximu m	Media	Desv. Deviation
I believe that I have the resources, equipment, tools, and materials necessary to carry out my activities properly in high school	148	1	5	3.37	1.236
I consider that my student work contributes to the objectives of high school.	148	1	5	3.58	1.125
I am clear about my responsibilities in high school.	148	1	5	3.84	1.359
The amount of work I am assigned in high school is appropriate for my student day.	148	1	5	3.43	1.246
I am satisfied with the tasks I perform in my academic performance.	148	1	5	3.51	1.338
I feel satisfied, with respect to the degree of commitment that is requested of me in each of the subjects I studied.	148	1	5	3.44	1.351
I count on signs of solidarity from my classmates when I have problems in student activities.	148	1	5	3.33	1.280
The relationship with my classmates in high school is adequate for a healthy coexistence.	148	1	5	3.44	1.376
I believe that I have the support of my professors to solve doubts and/or problems that arise.	148	1	5	3.50	1.327
I feel satisfied, with respect to the degree of commitment that is requested of me for the fulfillment of the objectives assigned to me.	148	1	5	3.64	1.207

Fountain. Own elaboration

4.2.3 Academic performance in Cbtis No. 207

On the other hand, in the variable Academic Performance, the results obtained are described in table 16, which is composed of 12 items. As can be seen, the item "I consider that my proposals are listened to and applied in high school" with an average of 3.09 is the one with the lowest score by the students, on the other hand the best evaluated with an average of 3.80 is "I have opportunities to improve my skills within high school".

Table 16 *Academic performance Cbtis No. 207.*

Item	N	Minimal	Maximu m	Media	Desv. Deviation
My degree of satisfaction is adequate for my academic performance.	148	1	5	3.55	1.258
I believe that I have the same opportunities as my classmates to grow up in high school.	148	1	5	3.64	1.289
I have opportunities to improve my skills within high school.	148	1	5	3.80	1.193
I have the freedom to decide how to conduct my student activities.	148	1	5	3.59	1.334
I receive the necessary advice to carry out my daily activities, when I request them.	148	1	5	3.36	1.272
The results of the supervision of my work serve as feedback in each of my subjects.	148	1	5	3.53	1.237
I feel totally identified with the objectives of the high school.	148	1	5	3.25	1.245
The ways of resolving conflicts in high school, I consider that they are the right ones.	148	1	5	3.30	1.363

I agree that my superiors show interest in the quality of life in the institution.	148	1	5	3.45	1.357
I believe that my proposals are heard and applied in high school.	148	1	5	3.09	1.324
I feel satisfied with the treatment I receive from my teachers.	148	1	5	3.55	1.352
I am proud of my work that I did as a student.	148	1	5	3.75	1.360

Fountain. Own elaboration

4.2.4 Strengths

Based on the highest scores obtained in each variable, the strengths were detected, which are described below in Table 17

Table 17 Descriptive statistics of the strengths of the students in Cbtis No. 207

Variable	N	Minimal	Maximum	Media	Desv. Deviation
My high school job allows me to maintain a balance between my student responsibilities and personal life	148	1	5	3.55	1.347
I am clear about my responsibilities in high school.	148	1	5	3.84	1.359
I have opportunities to improve my skills within high school.	148	1	5	3.80	1.193

Fountain. Own elaboration

4.2.5 Areas of opportunity

Based on the lowest scores obtained in each variable, the lowest item was taken for the areas of opportunity, which are described below.

Table 18 Descriptive Opportunity Area Statistics

Variable	N	Minimal	Maximum	Media	Desv. Deviation
I consider that the working conditions of the distance modality favored my student security.	148	1	5	3.17	1.377
I count on signs of solidarity from my classmates when I have problems in student activities.	148	1	5	3.33	1.280
I believe that my proposals are heard and applied in high school.	148	1	5	3.09	1.324

Fountain. Own elaboration

Similarly, based on the areas of opportunity identified, it is possible to show in Table 18, corresponding to the variable of academic performance, that the item with the lowest average refers to the perception that the proposals of young people are not sufficiently listened to or implemented by the educational institution. This suggests that they are not considered comprehensively to participate actively and collaboratively in improving their own academic performance.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Taking into account the general aspects analyzed, such as the quality of student life, it is appreciated that students highlight that they have good satisfaction in their high school journey, that is, despite situations that may arise regarding their lives, they feel comfortable with their educational institutions.

On the other hand, in relation to their student identity, it is shown in table 4 that they are clear about their respective responsibilities in their educational institution, as mentioned by Fava et al., (2022) that students during this stage obtain a wide variety of learning that include the adoption of values, the internalization of behavioral norms, the development of skills to work in a team and collaborate, among other important aspects.

On the other hand, academic performance shows that students do have opportunities to improve their skills within their high school, which is good for their personal growth, according to Contreras and Baleriola (2022) who are the protagonists of their own projects, expressing and seeing their identity, experiences, and unique creativity recognized. In addition, equitable access to cultural and technological goods will be promoted, and their active participation in civic life will be encouraged. This will contribute to the construction of fairer societies, where diverse educational trajectories are valued and validated, guaranteeing equal opportunities for all.

5.2 Recommendations

According to the results obtained through the instruments applied, it was identified that, in the areas of opportunity, the students of both schools are not taken into account when proposals to improve their academic performance are mentioned. This reflects a lack of active participation of students in decision-making that directly affects their educational process. As a consequence, effective strategies are not implemented by teachers and principals that allow positive results or greater academic achievement. What is recommended for this situation is that through the actors they lead processes that are necessary, to guarantee educational inclusion, fully satisfying the needs of the student body (Moreno & Bustos, 2020).

It is also observed that there is no culture of solidarity among peers when difficulties arise during student activities, which means that, in the face of problematic situations or challenges within the school environment, students do not show mutual support or collaboration that allows them to overcome these obstacles together. To address this situation, it is recommended to motivate students, implement activities and workshops that promote collaboration and empathy, such as group dynamics through the use of didactic resources, collective projects where mutual help is promoted and the values of solidarity and respect are reinforced (Loja et al., 2023).

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