

Análisis de los factores psicosociales de estudiantes universitarios que trabajan.

Analysis of the psychosocial factors of working students.

Análise dos fatores psicossociais dos estudantes universitários que trabalham.

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Resumen

El actual entorno económico, que cada día exige para el mercado de trabajo puestos cada vez más especializados, lleva a que los jóvenes inviertan en su formación profesional, lo que obliga a muchos a enfrentar el desafío de combinar los estudios con el trabajo para lograr dicha formación y, en un futuro próximo, insertarse en un mercado tan competitivo. La presente investigación se centró en estudiar las características laborales de la población estudiantil en un centro temático de la Universidad de Guadalajara. El objetivo fue conocer cuáles son las características de los empleos remunerados de los alumnos, en especial a los componentes de tipo psicosocial que presenta su entorno laboral. Se empleó una metodología de corte cuantitativo transversal, utilizando una técnica estadística de tipo no paramétrico; las características de la muestra son estudiantes de pregrado de dicho centro universitario, durante el segundo semestre del año 2015. El análisis se realizó en dos momentos, identificándose en el primero la existencia de precariedad laboral respecto a cuestiones como la percepción salarial, jornada laboral, prestaciones sociales y

contrato de trabajo. En un segundo momento se analizan los aspectos de la dimensión psicosocial con respecto de la percepción salarial.

Palabras clave: Estudiantes universitarios, formación profesional, factores psicosociales, condiciones laborales, análisis estadístico.

Abstract

As current economic conditions demand more specialized laborers, young people often invest in professional training that requires them to work while completing their studies, to gain the experience needed for the highly competitive job market they will soon enter. The present investigation studies the job characteristics and attitudes of the student population at a topic center at the University of Guadalajara. The objective was to determine the characteristics of the students' paid jobs and the psychosocial aspects of their work environment. A cross-sectional quantitative cut-off methodology was used, with a nonparametric statistical technique using qualitative variables. The sample group was composed of undergraduate students at the aforementioned university, and the study was conducted in the second semester of 2015. The analysis was carried out in two stages, the first identifying job insecurity and issues such as salary, daily work schedule, social benefits, and employment contracts. In the second stage, the psychosocial dimension is analyzed as it relates to work salary.

Keywords: College students, professional development, psychosocial factors, working conditions, statistical analysis.

Resumo

O atual ambiente econômico, que exige empregos cada vez mais especializados para o mercado de trabalho, leva os jovens a investir em sua formação profissional, o que obriga muitos a enfrentar o desafio de combinar estudos com o trabalho para atingir esse objetivo. treinamento e, no futuro próximo, para entrar em um mercado tão competitivo. A presente investigação centrou-se no estudo das características trabalhistas da população estudantil em um centro temático da Universidade de Guadalajara. O objetivo era saber quais são as características dos empregos remunerados dos alunos, especialmente os componentes psicossociais que o ambiente de trabalho

deles apresenta. Foi utilizada uma metodologia de corte quantitativo transversal, utilizando uma técnica estatística não paramétrica de variáveis qualitativas; As características da amostra são estudantes de graduação do referido centro universitário, durante o segundo semestre de 2015. A análise foi realizada em dois momentos, identificando na primeira a existência de precariedade do trabalho em questões como a percepção salarial, horas de trabalho, benefícios sociais e contrato de trabalho. Em um segundo momento, os aspectos da dimensão psicossocial são analisados em relação à percepção salarial.

Palavras-chave: estudantes universitários, formação profissional, fatores psicossociais, condições de trabalho, análise estatística.

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1. Introduction

The process of economic globalization and productive restructuring that is generated from the 1980s both in Mexico and in other regions of the world, causes transformations in the labor market as well as in the socioeconomic processes that affect the youth population (Mora , 2010).

Socioeconomic dynamics currently conditions the activity of university students since to complement the study of a professional career they need to carry out academic training with work to pay for their expenses. Additionally, the working conditions faced by young people have unfavorable characteristics, since according to Román (2013) job precariousness does not occur only in a country, in a certain economic sector, or population group; There is evidence that workers experience it differently, with the group of young people being the most affected. According to De Oliveira (2006) in Mexico for the year 2000 out of every ten salaried young people, four range between 15 and 29 years of age, with this group presenting the highest level of precariousness.

Part of this population is made up of university students, who work increasingly in the labor market, including those who have access to higher education levels in public universities, with the purpose of covering their economic needs, in addition to supporting the expenses that derive of the study, as well as basic food, without neglecting the experience that a job can bring to the professional life of the student. However, there are different factors that indicate levels of precariousness in the work context of university students, presenting temporary jobs or without a work contract, receiving very low salaries and with insufficient or even nonexistent benefits (Silva-Gutiérrez and Rodríguez-Téllez, 2016) .

Blanch, Sahagún and Cervantes (2010) mention that under this scenario highlights the importance of studying the working conditions of university students who throughout their academic life participate in the labor market, because within the psychosocial study of the working conditions that exist in the international arena are relevant and recognized different areas, such as social, economic, organizational and individual; without forgetting that they count on a valuable political-legal support in questions of investigation. In contrast to what happens in Mexico, mainly in the legal area, since the relevance of this phenomenon is very limited and rudimentary.

Therefore, the objective of this research was to analyze the working and psychosocial conditions of a student population at the undergraduate level of the CUCEA of the University of Guadalajara, in Mexico; as well as a statistical analysis of the psychosocial dimensions presented by the Questionnaire on Working Conditions qCT (Blanch, Sahagún and Cervantes, 2010).

For the month of December 2015, in Mexico, 59.5% of the population aged 15 and over was economically active, faced with an unemployment rate that stood at 4.4% nationwide (National Survey of Occupation and Employment, INEGI, 2016).). In this sense, 68.8% of the economically active population (EAP) of the country works as a subordinate employee and remunerated in a fixed position, while those who work independently or on their own without hiring employees represents 21.8% (INEGI, 2016).

In 2013, Cuevas and De Ibarrola conducted a case study in which 95 students received a survey and 12 of them interviewed; in this process it was identified that 67% of the university

students were working. With regard to salaries, more than 50% received amounts equivalent to \$ 2,500 or less per month and only 30% received an amount greater than \$ 6,000.00 per month. Carrillo and Ríos (2014) point out that it is of great importance to consider that before the decision to work not only the individual perspective intervenes, but also the family perspective, they emphasize the economic needs that determine in an outstanding manner if the university students enter the labor market. Other reasons that motivate students to enter the labor market may be the acquisition of professional experience, learning, and even family and financial independence.

The importance of developing professional competences in university students is a process where both internal and external factors interact, which are inherent in educational institutions and business. The complement that exists between education and employment becomes evident when the training process is nourished by the labor context. Recently, dual training has gained strength in the labor market thanks to the fact that the employability rate has improved (Fandos, Renta, Jiménez y González, 2017).

Planas y Enciso (2014) They carried out a study in Mexico with graduates from the University of Guadalajara during the period 2008-2009 in which a sample of 2017 participants was collected. They reported in that work that 57.2% of the students were working a year before graduating from their bachelor's degrees. Only 20% of those who worked were developing activities related to their degree, which helped them get a job. Likewise, it was determined that becoming independent or gaining experience are other reasons, so that economic issues are not only considered when making the decision to enter the labor market.

Bringing together remunerated activities and university studies, in addition to bringing benefits related to future professional achievements, as well as academic achievement during the degree, leads to make important analyzes regarding the situation of young students as well as the social, psychological and economic aspects that involve the double condition as student and worker, which leads to the present investigation to the study of the perceptions that young university students present regarding work and psychosocial conditions based on their experience in the labor market. The study in question provides relevant data on the sociodemographic,

academic profile and working conditions of the participants, and through statistical analysis it is confirmed that the variables analyzed have a statistically significant relationship.

2. Working and psychosocial conditions.

According to Blanch, et al., (2010) there are six scales presented by the original theoretical model of the QCT Questionnaire, which are: Scale 1.1 Regulation, Scale 1.2 Development, Scale 2.1 Organization and Material Environment, Scale 2.2 Organization and Social Environment , Scale 3.1 Organization-Person Adjustment, Scale 3.2 Person-Organization Adaptation; same that are grouped into three categories namely: Scales 1.1 and 1.2 Organization and Method, Scales 2.1 and 2.2 Organization and Environment, Scales 3.1 and 3.2 Organization and Person. Which are concentrated in a single dimension called "Working conditions" (page 179).

The qCT was designed as an instrument to assess the central elements of the psychosocial, observed and subjective dimension of work conditions in people service organizations; "Its content includes aspects of such conditions, which depending on their presence and intensity, can function as protective factors and promoters of health, or on the contrary, as psychosocial risk factors" (Blanch et al., 2010: p. 178). For Millán, Calvanese & D'Aubeterre (2013) in said model "there is a triple relationship of the organization with respect to working conditions, with the method, the environment and the person" (p. 29).

For Moreno (2011) the interest in addressing labor insecurities has been centered throughout history on physical and environmental risks, which has been considered as a precedent for the study of working conditions, however current information shows an increasing attention on psychosocial risks , thanks to the recognition and importance granted from important effects that this has had on health during the last fifteen years. In the same way, since the 1970s, there have been research antecedents that offer relevance to psychosocial factors in relation to occupational health, since then this issue has obtained diversification, amplitude and complexity.

There are different concepts about working conditions and psychosocial factors, these concepts can be used from particular disciplinary fields, emphasizing the orientations that research seeks, even when these include common elements within their methodology. Yanes and Primera (2006); De Frutos, González, Mañlo, Peña and Riesco (2007) are some scholars who present examples of the aforementioned.

3. Methodology.

The present research took place within the University Center of Economic and Administrative Sciences (CUCEA) of the University of Guadalajara through a quantitative approach. This institution is located at the national level in the third place in enrollment. Contemplating a population of 17,768 students, a survey was applied at the undergraduate level. The questionnaire application period took place during the second semester of 2015. The application process was through electronic means due to the magnitude of the student population of the University Center and with the intention of facilitating its application, for this purpose they were established inclusion criteria where the percentages of credits completed by the young students until the moment in which the information was collected were taken as a basis. Through the Academic Secretariat a database with students' data was provided with the intention of obtaining the email addresses of the students in order to make an invitation to participate in the study. Thanks to the inclusion criteria, the data of 3,157 students who formed the population under study was obtained; integrating the representative sample with a total of 346 students, with a confidence level of 95%.

The questionnaire that was applied during the survey at first was composed of the sociodemographic aspects of the student, the academic and work aspects. With regard to the items that comprise the sociodemographic and academic sections, they were raised based on one's own experience, while that of labor aspects was taken from the National Occupation and Employment Survey (ENOE) prepared by the National Institute of Employment. Statistics and Geography (INEGI) in its version of "Basic Questionnaire".

In addition, the Work Conditions Questionnaire (Blanch, Sahagún and Cervantes 2010) was used, which was designed and applied as a tool for evaluating psychosocial components of the work environment in service organizations. What leads us to establish the following research question, how do the students of the CUCEA degree value the psychosocial factors present in their areas of work?

The administration of the instruments was carried out virtually through the google forms platform through two strategies: direct application in computer labs and sending by email. To determine if the student had the characteristic of having a paid job during the last six months, a filter question was asked. If the student met that criterion, they continued with the completion of the survey, otherwise they concluded their participation. The result obtained was 145 students who met the criteria for the selection of the sample. Of these, three cases were eliminated due to inconsistencies in filling out the questionnaire.

The calculations and the estimations of the information obtained were elaborated in the SPSS (Statistical Package for the Social Sciences) program through a database built in Excel. From the students' code and with their consent, their academic data were obtained as average, total of credits obtained, number of subjects studied per school year, among others, through the consultation of the Integral System of Information and University Administration (SIIAU) .

The analysis of the information was of a non-parametric type, using the Kruskal-Wallis test considering the variables related to the work situation of the students and the psychosocial conditions perceived by the young people in the work context in which they operate.

4. Results.

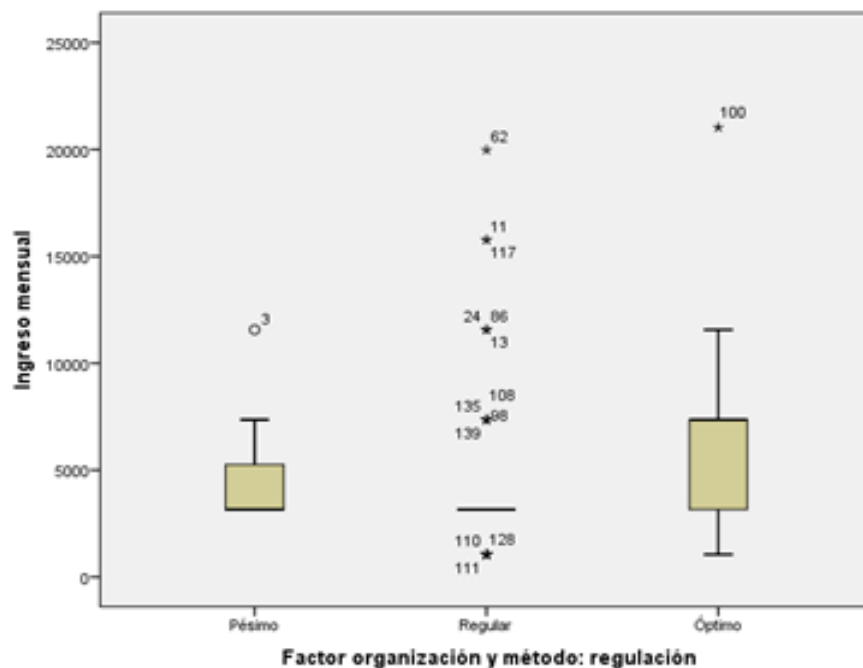
For the present analysis, Kolmogorov-Smirnov normality test is applied in the first instance for each of the four different scales (Organization and method: regulation, organization and method: development, organization and material environment and organization and social environment) that were submitted a questionnaire analysis of working conditions of university students that have a response scale ranging from zero values considered lousy value to five considered optimal value. The grouping to create the factors of the scales was made under the criterion that all the answers with values of zero and one are grouped to assign the value of one and is considered as bad or lousy; the answers with values of two and three are grouped and assigned the value of two and considered as regular; and finally the answers with values of four and five are grouped and assigned the value of three which is considered good or optimal.

For the first factor of organization and method: regulation, the Kolmogorov-Smirnov normality test is applied and a statistical significance is obtained with Lilliefors significance correction above 99% for the three variables, after which the non-parametric analysis test is applied. the Kruskal-Wallis variance for the monthly income variable with respect to this first factor, a confidence level is established with an alpha of .05 for the null hypothesis with an error probability of 0.2% therefore the hypothesis is accepted alternative and the null hypothesis is rejected.

H0 = Working students with respect to their monthly perception value the conditions of their workplace equally.

H1 = The working students with respect to their monthly perception value differently the conditions of their workplace.

Gráfica 1. Distribución del factor organización y método: regulación.



Fuente: Elaboración propia.

Table 1. Relación del factor organización y método: regulación con la variable ingreso.

	Ingreso Mensual							Total
	Menos de 1 salario mínimo	De 1 a 2 salarios mínimos	De 3 a 4 salarios mínimos	De 5 a 6 salarios mínimos	De 7 a 8 salarios mínimos	De 9 a 10 salarios mínimos	Mayor a 10 salarios mínimos	
Lo considera Pésimo	0 %	8.7 %	2.6 %	8.3 %	0 %	0 %	0 %	5.6 %
Lo considera Regular	73.7 %	44.9 %	18.4 %	25 %	100 %	100 %	0 %	40.8 %
Lo considera Óptimo	26.3 %	46.4 %	78.9 %	66.7 %	0 %	0 %	100 %	53.5 %
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Fuente: Elaboración propia.

The highest percentage of students who consider working conditions as optimal are 53.5% followed by a percentage of 40.8% who consider them regular and only 5.6% consider them as terrible. In these working conditions refer to the general organization of work, economic retribution, workload, the quality of the employment contract, and the possibility of reconciliation of work life with private and family life. Specifically, working students who consider these conditions as optimal are those who earn between one to two minimum wages with 46.4%, those who earn between three and four minimum wages with 78.9%, those who earn between 5 and 6 salaries minimums with 66.7% and 100% of those who earn more than ten minimum wages also consider them optimal.

In the case of those who consider working conditions to be regular, they earn less than a minimum wage per month as indicated by the National Commission for Minimum Wages (CONASAMI), which is less than \$ 2,400.00 Mexican pesos, and represent 73.7% of perceptions, while 100% of those who earn between seven and nine minimum wages consider their working conditions to be regular.

It should be noted that only 5.6% of the total of perceptions consider the working conditions to be terrible, placing most of these perceptions among those who earn between one and two minimum monthly salaries, which represent only 8.7% of the total.

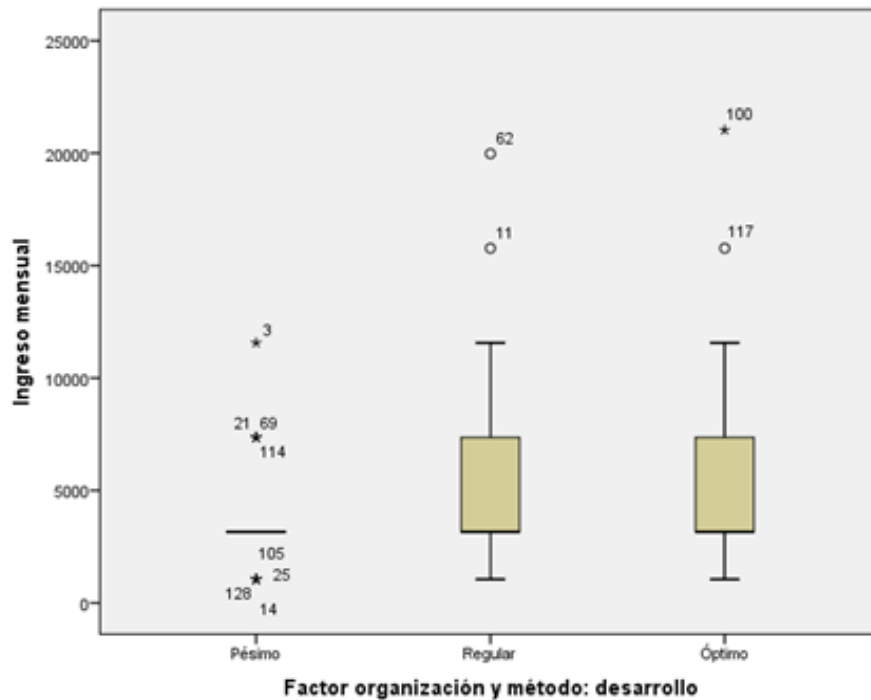
According to the alternative hypothesis, the assessment made by working students in their workplace is different with respect to what they earn monthly. Since as mentioned Cuevas and De Ibarrola (2013), the main motivation that young people have to get to combine study and work is to strengthen the learning acquired in the classroom by putting into practice the academic content in real work situations that help build their career and acquire a certain level of autonomy that leads them not to request sustenance from their parents to cover their own expenses.

For the second factor organization and method: development, the Kolmogorov-Smirnov normality test is applied, obtaining statistical significance of over 99% with Lilliefors significance correction for each of the three grouping variables. Afterwards, the Kruskal-Wallis test is applied for the monthly income variable with respect to this first factor, establishing a 95% confidence level. For this analysis, an error probability of 2.6% is obtained, therefore the null hypothesis is rejected and the alternative hypothesis is accepted.

H0 = Working students value the organizational environment for the development of work regardless of their monthly income.

H1 = Working students value the organizational environment for work development in a different way according to their monthly income.

Gráfica 2. Distribución del factor organización y método: desarrollo.



Fuente: Elaboración propia.

Table 2. Relación del factor organización y método: desarrollo con la variable ingreso.

	Ingreso Mensual							Total
	Menos de 1 salario mínimo	De 1 a 2 salarios mínimos	De 3 a 4 salarios mínimos	De 5 a 6 salarios mínimos	De 7 a 8 salarios mínimos	De 9 a 10 salarios mínimos	Mayor a 10 salarios mínimos	
Lo considera Pésimo	21.1 %	17.4 %	7.9 %	8.3 %	0 %	0 %	0 %	14.1 %
Lo considera Regular	47.4 %	43.5 %	34.2 %	25 %	50 %	100 %	0 %	40.1 %
Lo considera Óptimo	31.6 %	39.1 %	57.9 %	66.7 %	50 %	0 %	100 %	45.8 %
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Fuente: Elaboración propia.

As can be seen in table number two, the greatest number of observations are found in those who consider the monthly income perceived as optimal with respect to the organizational environment for labor development, that is, they generally feel that they enjoy autonomy in making professional decisions, they consider that there is justice in hiring, in remuneration and in promotion, they feel that the evaluation of their performance is adequate and the support by the managerial staff of their workplace is the necessary, they represent 45.8% while among those who perceive more than ten minimum wages, 100% consider it that way, and those who earn from five to six minimum wages, 66.7% also consider it optimal; In the same way, the group of those who earn three to four minimum wages in 57.9%. Meanwhile, 100% of the group of those who receive between nine and ten minimum wages considers it to be regular, and likewise there are those who receive less than a minimum wage in 47.4% and those who receive from one to two minimum wages, 43.5%. It is noteworthy that only 14.1% of the total of observations consider the organizational environment for work development to be terrible, with those who receive less than a minimum salary the highest percentage showing 21.1%.

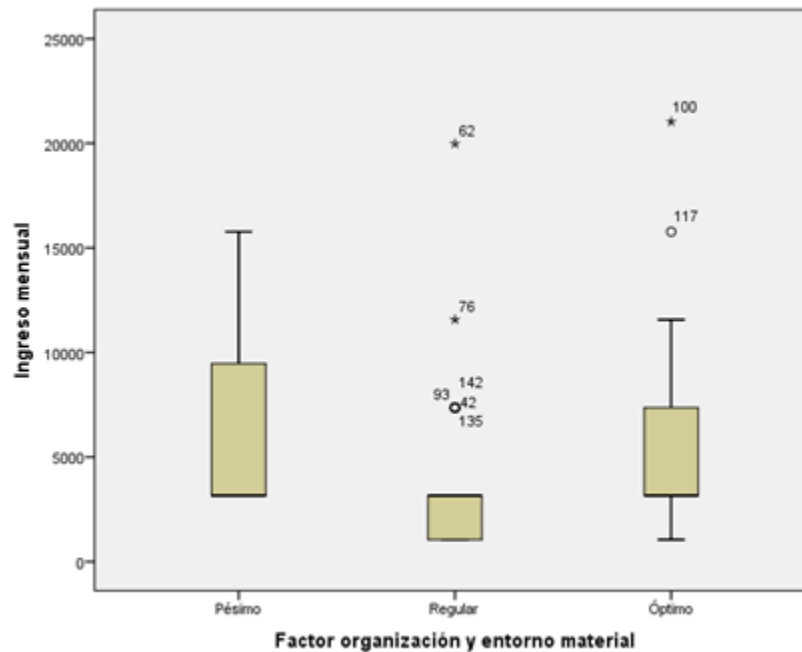
For the third factor, organization and material environment, the Kolmogorov-Smirnov normality test is applied and a statistical significance of 98% is obtained for each of the three grouping variables. After the Kruskal-Wallis test is applied for the monthly income variable with

respect to this first factor, a 95% confidence level is established for this analysis. An error probability of 0.9% is obtained, so the null hypothesis is rejected and the alternative hypothesis is accepted.

H0 = Young university students who work value the material environment of their workplace equally, regardless of their monthly income.

H1 = Young university students who work value the material environment of their workplace according to their level of monthly income.

Grafico 3. Distribución del factor organización y entorno material.



Fuente: Elaboración propia.

Table 3. Relación del factor organización y entorno material con la variable ingreso.

	Ingreso Mensual							Total
	Menos de 1 salario mínimo	De 1 a 2 salarios mínimos	De 3 a 4 salarios mínimos	De 5 a 6 salarios mínimos	De 7 a 8 salarios mínimos	De 9 a 10 salarios mínimos	Mayor a 10 salarios mínimos	
Lo considera Pésimo	0 %	5.8 %	2.6 %	8.3 %	50 %	0 %	0 %	4.9 %
Lo considera Regular	57.9 %	26.1 %	18.4 %	8.3 %	0 %	100 %	0 %	26.8 %
Lo considera Óptimo	42.1 %	68.1 %	78.9 %	83.3 %	50 %	0 %	100 %	68.3 %
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Fuente: Elaboración propia.

In this case, the greatest number of observations is found in those who consider the material environment of their workplace to be optimal, more specifically the facilities and equipment available to the center, the material and technical resources available to them, and the prevention of risks. labor and the provision of auxiliary services such as cleaning and security, all of the above with respect to what they earn monthly, represent 68.3%. Of these, 100% of those who earn more than ten minimum wages also consider it as optimal, those who earn from five to six minimum wages are 83.3%, those who earn three to four minimum wages are 78.9% and finally those who earn between one and two minimum wages are 68.1%. As regards those who consider it to be regular, it is those who earn from nine to ten minimum wages and for those who earn less than a minimum wage, the percentage is 57.9. Finally, the perception of lousy is only 4.9% of the total observations, with those earning between seven and eight minimum salaries, which represent the highest percentage with 50%.

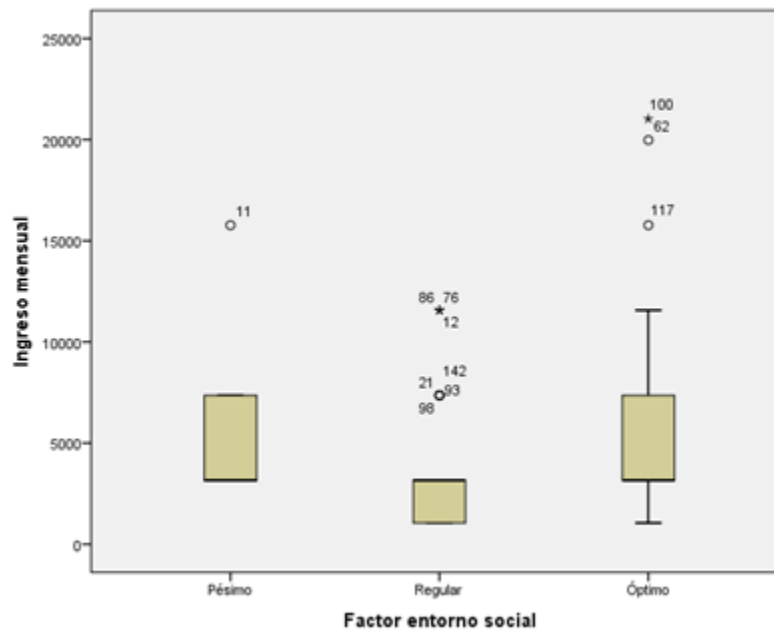
For the fourth factor, organization and social environment, the Kolmogorov-Smirnov normality test was applied and a statistical significance greater than 99% was obtained for each of the three grouping variables; subsequently, the Kruskal-Wallis test was applied for the variable of monthly income with respect to this first factor. A confidence level is established with an alpha of .05 for

the null hypothesis with a statistical significance of .009, so the null hypothesis is rejected and the alternative hypothesis is accepted.

H0 = Students who work value the social environment of their workplace equally regardless of their perceived monthly income.

H1 = Students who work value the social environment of their workplace in relation to their level of monthly income earned.

Gráfico 4. Distribución del factor entorno social.



Fuente: Elaboración propia.

Table 4. Relación del factor entorno social con la variable ingreso.

	Ingreso Mensual							Total
	Menos de 1 salario mínimo	De 1 a 2 salarios mínimos	De 3 a 4 salarios mínimos	De 5 a 6 salarios mínimos	De 7 a 8 salarios mínimos	De 9 a 10 salarios mínimos	Mayor a 10 salarios mínimos	
Lo considera Pésimo	0 %	5.8 %	2.6 %	8.3 %	50 %	0 %	0 %	4.9 %
Lo considera Regular	57.9 %	26.1 %	18.4 %	8.3 %	0 %	100 %	0 %	26.8 %
Lo considera Óptimo	42.1 %	68.1 %	78.9 %	83.3 %	50 %	0 %	100 %	68.3 %
Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Fuente: Elaboración propia.

For this case, the highest percentage of students who work consider that the social environment in the organization is optimal by 69%, followed by a percentage of 24.6.8% that considers it regular and only 6.3% consider it to be terrible. In this social environment, they refer to companionship, to the respect that exists in the work group, to the recognition of one's work by their colleagues and the recognition of work by users. It should be noted that among the groups that consider it as optimal, from those who earn from a minimum wage to those who earn more than ten minimum wages are above 50%, while those who earn less than a minimum wage consider it to be regular . With this evidence it can be concluded that for the young university students who work, the social environment has an important weight regardless of the income they receive.

5. Discussion.

In his research Arias (2003) found that 56.6% of students work and of these 11.7% work in a day that goes from one to four hours a day, 62.2% have a day of five to seven hours a day, and 26.1% have a full shift that is eight or more hours a day. The marital status of 89% of the cases studied is single and in relation to the relationship between their employment and the career they study, 78% of them have a relationship. In the present study it was found that 41.91% of the students have paid employment and about half do so on a half-shift schedule, that is, four hours a day. Regarding the civil status of the respondents, as in the Arias research, there is a similar proportion, and in relation to whether the work in which they work is related to what they are studying, it is shown that the relationship is around 59% of the sample.

Carrillo and Ríos (2009) report that in their research, 56.65% of the cases are the parents of the students who make the payment transfers for the concept of higher education received, because they are not working while studying an undergraduate program. With regard to the population subject of the present analysis, the percentage of students who do not work because their parents cover the costs of the training process is 41.90%.

Finally to pay attention to the contextualization of the conditions in which students develop, Silva and Rodríguez (2016) found that 17.59% must make transfers that go from one to two hours a day to go from their workplace to the university or vice versa, a 33.10% spends three to four hours a day to fulfill this same objective. It is also reported that 77% of students get to enjoy three free or leisure hours a day.

6. Conclusions

It was found that the conditions in which young university students of CUCEA work are precarious since more than 50 percent have temporary jobs or do not have a contract to formalize the worker-employer relationship, so the benefits they have are scarce and even null. In addition to the above, the students surveyed have on average a monthly salary that ranges between \$ 2,103.00 and \$ 4,206.00 Mexican pesos approximately US \$ 182.00 to US \$ 236.00.

Regarding the statistical analysis of Blanch's QCT questionnaire, four factors of the first four scales of the questionnaire were derived in a first step, with which relationships were established

between the perception of university students who work and their salary income. It should be noted that with regard to the first factor, which assesses the working conditions offered by the organization, young people have an optimal perception and in general for the four factors is mostly optimal which after seeing the precarious conditions It would be expected that salaries might not be perceived as optimal and what can be inferred is that working students, when they are studying an undergraduate program at CUCEA, (which have the characteristic of being offered under the credit system modality) are not forced to have a fixed schedule, allowing them to organize their school schedule according to their working hours and so they can choose the subjects they will attend which they consider as an opportunity to reconcile work with studies, and thus cover their economic needs with the possibility of continuing to prepare for the labor market.

That is why, within the advantages that they show in the socioeconomic analysis together with the statistician, they do not perceive as unjust the monthly income they receive, nor the hours dedicated to work weekly. The results obtained corroborate what has already been reported by previous studies regarding the working conditions of university students.

With the non-parametric statistical analysis carried out, it can be concluded that the Blanch questionnaire on working conditions is statistically representative of the various psychosocial factors of university students who have paid employment. These results are statistically significant, so they can be generalized to the population studied.

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