

Emotional Conditions And Learning Achievement In Students From A National University In The Peruvian Jungle In A Context Of Return To Face-To-Face

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Anxiety and depression can significantly impact an individual's ability to perform work, academic, and familial activities. In severe cases, these conditions can lead to suicidal ideation and behavior, which is fourth leading cause of death. The research was developed in the context of the return to face-to-face teaching, with the objective of determining the relationship between emotional conditions and learning achievement in students from a national university in the Peruvian jungle, in a context of the return to face-to-face teaching. The study examined relationship between emotional conditions, such as anxiety and depression, and learning achievement. The study involved 56 students of both sexes from the surrounding native communities, enrolled in the five professional programs offered by university. Zung's anxiety-depression self-evaluation scales were employed to identify the symptoms and ascertain whether these are associated with the students' learning achievement. The data obtained were processed using SPSS-v25 statistical software, which facilitated descriptive analysis and the determination of correlation statistic. The normality test was performed, and Kolmogorov-Smirnov was applied because the sample size exceeded 50. The analysis of the correlation between the variables emotional condition and learning achievement yielded a value of $r = -0.032$; $p = 0.818$, indicating null hypothesis is accepted. This hypothesis states: The investigation revealed no correlation between emotional conditions and learning achievement among students at a national university in Peruvian jungle, in the context of the return

to in-person teaching. The correlation between the emotional condition and learning achievement variables was found to be insignificant ($p > 0.05$).

Keywords: Emotional conditions, anxiety, depression, learning achievement, native students.

Resumen

La ansiedad y depresión puede alterar las actividades laborales, académicas y familiares y en caso extremo conlleva al suicidio el cual es la cuarta causa de muerte. La investigación se desarrolló bajo el contexto de retorno a la presencialidad con el objetivo de determinar la relación entre las condiciones emocionales y el logro de aprendizaje en estudiantes originarios de una universidad nacional de la selva peruana en un contexto del retorno a la presencialidad. Para el estudio se consideró las condiciones emocionales como la ansiedad - depresión y el logro de aprendizaje. Se trabajó con 56 estudiantes de ambos sexos, provenientes de las comunidades originarias aledañas matriculados en las cinco carreras profesionales que ofrece la universidad. Se aplicaron las escalas de autoevaluación de ansiedad - depresión de Zung para identificar los síntomas y si estas guardan relación con el logro de aprendizaje de los estudiantes; los datos obtenidos fueron procesados mediante el software estadístico SPSS-v25 que permitió realizar el análisis descriptivo y para decidir el estadístico de correlación se realizó la prueba de normalidad, por tener una muestra mayor a 50 se aplica Kolmogorov smirnov. El análisis de la correlación entre las variables condición emocional y logro de aprendizaje, evidenció un valor $r = -0,032$; $p = 0,818$; lo que indica que, se acepta la hipótesis nula, que refiere: No existe relación entre las condiciones emocionales y el logro de aprendizaje en estudiantes originarios de una universidad nacional de la selva peruana en un contexto del retorno a la presencialidad. No existe relación entre la variable condición emocional y logro de aprendizaje ($p > 0,05$).

Palabras clave: Condiciones emocionales, ansiedad, depresión, logro de aprendizaje, estudiantes originarios.

Introduction

In 2021, the World Health Organization (WHO) estimated that 3.8% of the global population suffers from depression, with this figure rising to 5% among adults. This suggests that there are approximately 280 million people worldwide living with this condition. Depression can cause significant distress to the afflicted individual and disrupt their occupational, academic, and familial activities. In the most severe cases, it can result in suicide, which is the fourth leading cause of death in the age group 15-29 years old. As reported by the Pan American Health Organization (PAHO, 2022), the rates of anxiety and depression increased by 27% during the initial year of the SARS-CoV-2 pandemic. This was in addition to the detrimental impact of the closure of educational institutions, which affected the learning achievements, protection, and welfare of students. Peru is no stranger to this reality. In addition to the social, political, and economic challenges it faces, the country is also grappling with physical, psychological, and behavioral conditions, with depression and anxiety being particularly prevalent in the health sector under the umbrella of mental health, as well as in the field of higher education, where they affect students due to their socio-demographic characteristics and their progress in their professional careers.

The National Autonomous University of Alto Amazonas (UNAAA), situated in the Peruvian jungle, welcomes students from diverse regions of Peru, as well as students from native communities who exhibit a pronounced academic deficit. Consequently, when they integrate into university life, they begin to manifest symptoms of anxiety in the face of challenges that higher education entails. The UNAAA is one of inaugural Peruvian universities to resume face-to-face instruction. In light of these circumstances, it becomes imperative to ascertain the correlation between emotional states and academic performance among students at this institution of higher learning. The overarching issue can be summarized as follows: This study aims to determine the relationship between emotional conditions and learning achievement in native students of a national university in the Peruvian jungle in the context of return to face-to-face education. The specific problems to be addressed are as follows:

- i) What is the relationship between emotional anxiety and learning achievement in native students of a national university of the Peruvian jungle in the context of the return to face-to-face education?
- ii) What is the relationship between the emotional condition depression and learning achievement in students from a national university of the Peruvian jungle in a context of the return to face-to-face learning?
- iii) What is the dimension of greater relationship between emotional conditions and learning achievement in students from a national university of the Peruvian jungle in a context of the return to face-to-face learning?

The research is justified by its convenience, as it will provide insight into relationship between emotional conditions of anxiety and depression and learning achievement of original students in the return to face-to-face university higher education. This knowledge will inform the generation of strategies, programs, or academic policies contribute to improved learning achievement. Furthermore, the research has social relevance, as it will allow for an understanding of situation of each student, thereby enabling the establishment of new ways of studying the subject. The results of the research can be used to propose preventive policies at university level and develop specific programs to address this problem. This will help students to improve their academic performance. The research has both theoretical and practical value. It generates new knowledge about the variables under study, which will be provided to the scientific community. It also seeks to facilitate instructions about the variables under study, for the analysis and processing of information that will help to find alternatives and/or solutions to the emotional problems that exist in the original students. Methodological usefulness: instruments that demonstrate validity and reliability will be employed, and the results will be made available to other researchers or institutions wish to adopt them for the purpose of evaluating the identified problems or delving more deeply into study variables.

The general objective of this study is to determine the relationship between emotional conditions and learning achievement in native students of a national university in Peruvian jungle in a context of return to face-to-face learning. The objective of this study is to determine the relationship between emotional conditions and learning achievement in native students of a national university in the Peruvian jungle in a context of return to face-to-face learning. The

specific objectives are as follows: i). To determine the relationship between the emotional condition of anxiety and learning achievement in native students of a national university in the Peruvian jungle in a context of return to face-to-face learning. ii) To determine the relationship between emotional condition depression and learning achievement in students from a national university of the Peruvian jungle in a context of the return to face-to-face learning. iii) To ascertain the dimensions of the greatest relationship between emotional conditions and learning achievement in students from a national university of the Peruvian jungle in a context of the return to face-to-face learning. The research hypothesis was as follows: There is a correlation between emotional conditions and academic performance among students at a national university in the Peruvian jungle in the context of the return to in-person learning.

Theoretical Framework

This study examines the demographic and clinical presentations of youth using enhanced mental health services in six Indigenous communities in the ACCESS Open Minds network. A bespoke sociodemographic questionnaire was employed, and a series of items were presented to assess a range of concerns, including distress, self-rated health and mental health, as well as suicidal thoughts and behaviors. In numerous Indigenous communities, the provision of mental health services for youth is inadequate. In this study, Kessler's distress scores (K10) were recorded, indicating that approximately half of the youth population exhibited a moderate level of mental health problem, while one quarter exhibited a severe level. Similarly, anxiety, stress, depression, and sleep problems are the most prevalent issues. Additionally, the design of enhanced mental health services should be informed by the specific needs and cultural context of population (Boksa et al., 2022).

In their study, Altamirano and Rodriguez (2021) examine the relationship between academic procrastination and anxiety. The study employed a quantitative approach, was descriptive and correlational in scope, and cross-sectional. A sample of 50 future professionals was utilized, and the Busko Academic Procrastination Scale (EPA) and Hamilton Anxiety Assessment Scale were applied. In both dimensions of the AP, the average level was observed. The prevalence of procrastination was 52%, while academic self-regulation was observed in 48% of the sample. The prevalence of mild anxiety was notable (54%), and there were significant differences according to sex ($p=0.012$). In women, the severe level of anxiety was more prevalent than in men. Both BP dimensions exhibited values indicative of a predominant average level, though no significant differences were observed according to the sex of the participants. Finally, with regard to anxiety, the data indicated that the majority of anxiety was classified as mild, with a greater prevalence of severe level in women.

Conversely, C. Mosqueira-Soto (2020) posits that... This study examines relationship between anxiety levels and academic performance in nursing students. The study employed a quantitative, descriptive, and cross-sectional methodology. The sample consisted of a census of 94 students. Two instruments were employed for data collection: the sociodemographic background (age, gender, school of origin, place of origin, and occupation of the student) and the Examination Anxiety Questionnaire (CAEX). Academic performance was determined by the Objective Structured Clinical Examination (OSCE). The T-Student and ANOVA statistical tests were employed for data analysis. The study concluded test anxiety is a type of

performance anxiety and can affect academic performance, particularly in nursing students who experience high levels of stress. The anxiety levels observed were found to be within low to medium range. It is therefore recommended that these levels be maintained in order to facilitate meaningful learning.

In their research on levels of depression, anxiety, stress, and their relationship with academic performance in university students, Morales et al. (2020) found that... The study employed a quantitative, exploratory, non-experimental, descriptive, and cross-sectional design. The sample was a non-probabilistic sample of 186 students from a public university in southern Chile, from health department, which was determined using a confidence level of 95% and an alpha error of 5%. The abbreviated Chilean version of the DASS-21 depression, anxiety, and stress scales was employed, comprising 21 items with four response alternatives in a Likert scale format. The study concluded that there is an association between students' academic performance and anxiety, but not stress or depression.

Vargas Granda, S. M. (2021). The factors that influence depression in university students. A systematic review was conducted in important databases, resulting in the selection of 17 scientific articles published between 2019 and 2020. The main factors influencing depression in university students were identified as situational in nature, encompassing factors such as excessive academic workload and low academic performance. Additionally, sociodemographic factors, including age, origin, sex, year of studies, type of work, and family group, were found to be significant. Furthermore, the quality of sleep, physical condition, and diet were identified as contributing factors. In addition, there are also psychotic or neurotic factors that can influence academic performance, such as family problems; psychological problems; a negative mental state and sense of life; personality problems; as well as problems in love relationships. These factors can create problems in future, including poor academic performance and health.

The study examined the relationship between attitude, motivation, and anxiety and their impact on academic performance in postgraduate students. Universidad César Vallejo, 2017. A descriptive-correlational study of a cross-sectional design was conducted on 240 students enrolled in the Master's Degree in Health Services Management, 2017 I-II. A descriptive-correlational study of a cross-sectional design was conducted on 240 students enrolled in Master's Degree in Health Services Management 2017 I - II. This study found a significant positive correlation ($p \leq 0.05$) between dimensions of attitude and academic performance. With regard to the motivational and anxious dimensions, no significant correlation was observed with academic outcomes (Lora Loza, 2020).

Theoretical Basis:

Emotional conditions: Anxiety

Anxiety disorders

In 1894, Freud introduced the term "Angust" (English: anxiety) to describe a specific type of neurosis, which he treated in neurotic patients who were unable to live in the community. In Spanish, the term is used to refer to anxiety or anguish. The words "anxiety" and "anguish" derive from the Indo-Germanic root "angh," which means "narrowness," "constriction," and also "discomfort" or "distress" (Belloch, Sandín, and Ramos, 1997). Anxiety is defined by various authors as a physiological, motor, and cognitive experience. Currently, there is a tendency to unite all these factors in a single definition (Spielberger, Pollans and Worden, 1984).

In his 1972 work, Spielberger posits that anxiety is a complex emotional response occurs in individuals who perceive specific situations as threatening. The duration and intensity of state of anxiety is contingent upon the magnitude and duration of the perceived threat, as well as the cognitive interpretation of the situation as dangerous. Furthermore, this author underscored the transient nature of anxiety as an emotional state (A-state) and as an emotional tendency or trait (A-trait) (Vallejo and Gastó, 2000). Other authors, such as Wolpe (1979), who adopt an experimental approach, define anxiety as an autonomous response of an organism to presence of a noxious stimulus (Vallejo and Gastó, 2000). The distinction between clinical (pathological) and non-clinical (normal) anxiety is contingent upon a number of factors, including personality characteristics, family dynamics, personal references to illness and anxiety in general (Spielberger, Pollans and Worden, 1984).

It is challenging to distinguish between normal and abnormal social anxiety in adolescents, as social anxiety is regarded as somewhat normative during this period of an individual's life. For psychoanalysts, anxiety is understood to occur in response to frustrations of the libido and prohibitions of the superego. These frustrations and prohibitions activate the defense mechanism to act appropriately when the ego feels threatened by a signal of danger (Vallejo and Gastó, 2000).

In their 1997 study, Belloch, Sandín, and Ramos (cited by Pereira, 2019) posit that the term "anxiety" has its etymological roots in Indo-Germanic root "angh," which signifies narrowness, constriction, discomfort, or trouble. Consequently, specialists define anxiety as a physiological, motor, and cognitive experience.

Within the human condition, anxiety is an emotional response that interprets certain situations as threatening and dangerous. The frequency and intensity of this response will depend on the traits of the individual who is interpreting the real or anticipated danger. Anxiety can manifest as a transient emotional state or as a personality trait. This allows for the differentiation of pathological and non-clinical anxiety, taking into account personal and contextual factors (Vallejo and Gastó, 2000).

According to Zubeidat, Fernandez, Sierra, and Salinas (2008), anxiety is a state of shock and unpleasant uneasiness that is characterized by the anticipation of danger. It is distinguished by a preponderance of psychological symptoms and is particularly relevant in catastrophic thinking. Individuals exhibit a fear response, attempting to identify an alternative solution to perceived danger.

Anxiety disorders are typically accompanied by fear, which is defined as an emotional response to a perceived or anticipated threat. This fear may manifest as excessive worry, which is defined as an anticipatory response to a perceived threat. These definitions are consistent with those provided by the American Psychiatric Association (APA) in Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) (APA, 2013).

Depression

Depressive Disorders

As defined by Dorsh (2008), depression is a "sad, depressed, moody mood," accompanied by inhibition of course of thought, weak will, and inability to make decisions. It is considered a normal reaction when it arises from external causes. All depressive disorders share a common feature: the presence of a sad, empty, or irritable mood. Additionally, somatic and cognitive changes typically emerge, significantly affecting functional capacity of the individual. The distinguishing feature is duration, presentation, or presumed etiology (Dorsh, 2008).

Anxiety can be considered a result of high negative affectivity and high physiological arousal, and the symptomatology of depression would be defined by high negative affectivity and low positive affectivity. The shared characteristics between anxiety and depression can be explained by negative affectivity that appears in both symptomatology (common symptoms). Therefore, there would be another specific characteristic of anxiety, which would be physiological activation. For depression, there would be another specific characteristic that refers to low negative affectivity, in addition to low positive affectivity (Agudelo, Bucla-Casal and Spielberger, 2007).

Spielberger and colleagues have developed an experimental evaluation instrument with the objective of distinguishing the specific characteristics of depression. This instrument employs two differentiated scales (state and trait) to achieve this goal. The instrument is designed to contribute to determination of clinical diagnoses of depression (Spielberger, Agudelo, Carretero-Dios, Santos-Roig, and Bucla-Casal, 2004).

Depression is defined as a state of sadness and hopelessness, accompanied by a loss of interest in activities that previously brought enjoyment. The presence of these symptoms for a minimum of two weeks impairs the individual's ability to function in their daily life. These feelings can be associated with undervaluation and feelings of guilt, difficulty concentrating, indecision, insomnia, and, in the most severe cases, recurrent thoughts of death and suicide (Espada, Orgilés, Méndez, and Morales, 2021).

Similarly, Cordero and Pacheco (2010) posit that depression is a disorder characterized by the presence of deep sadness, loss of interest or pleasure, feelings of guilt, low self-esteem, changes in eating and sleeping habits, feelings of exhaustion and lack of concentration.

Pereira (2019) defines depression as a distressed mood, low mood, withdrawal from the course of thought, abulia, and inability to make decisions. Depressive disorders are characterized by a common set of symptoms, including feelings of sadness, emptiness, and irritability.

Additionally, patients often experience physical and cognitive changes that significantly impair their functional capacity.

Trait-State (Spielberger)

Pereira (2019) points out that anxiety as an emotional state is transitory (A-state) that changes over time; on other hand, the disposition or anxiety trait (A-trait) is stable. Spielberger (1972) stated that state anxiety is emotional and instantaneous, changeable over time, characterized by a mixture of feelings of tension, nervousness, and worry, coupled with physiological changes; in contrast, trait anxiety is related to individual characteristics of the individual and are respectively stable, which are more frequently perceived as threatening situations; trait anxiety is not very noticeable in behavior and should be seen by the continuity of the increased state of anxiety experienced by the individual.

High levels of state anxiety are considered extremely bothersome because of inability to cope with stress perceived as threatening; the subject will react defensively as a way to reduce unpleasant emotional state, putting in place defense mechanisms to regulate the psychophysiological state (Vallejo and Gastó, 2000).

Cognitive (Beck)

Beck (1987) posits emotional disorders are caused by distortions or systematic biases in processing of information. In the context of anxiety, the individual perceives a situation as dangerous after estimating his or her coping abilities. This perception of danger is often exaggerated, resulting in a mismatch between the perceived danger and the actual risk. Additionally, the individual may perceive himself or herself as helpless and diminish value of his or her abilities to cope with the problem. However, if in the course of the emotional or behavioral experience there are resources to cope with the problem and it is reduced for a period of time, the person is restored and conserves energy, achieving stability for growth and development as a being (Sanz, 1993).

Cognitive-Behavioral

The cognitive-behavioral model holds that depression is established by complex negative thoughts that can be of oneself or of the external world; they come into operation as a consequence of various internal or environmental experiences (Carrasco, 2017).

In this line Brewin (1996) considers that these representations are effects of a set of aversive experiences, caused by automatic confused processing outlined to distort common meanings of repeated experiences.

According to this approach, the understanding and interpretation of events obey our mental schemas, which constitute the primary elements of personality (Zvelc, 2009).

Tripartite (Clark and Watson)

Clark and Watson (1991) proposed this approach, which is based on three factors. First, negative affect, which comprises both anxiety and depression, and is characterized by high

levels in these two emotional disorders. Second, low positive affect, which is specific to depression. Third, physiological hyperarousal, which is characteristic of anxiety.

Negative affect is typified by a high level of aversion, including feelings such as anguish, irritability, fear, sadness, worry, negative self-criticism, insomnia, lack of concentration, guilt, and negative self-perception. In contrast, positive affect is characterised by particularities of calmness, relaxation, and tranquility; energy, enthusiasm, a pleasant relationship with the environment, self-confidence, happiness, recognition, sociability, and adventure. In the absence of positive affect, fatigue, low confidence, and assertiveness, exhaustion, loss of enjoyment, and boredom would be evident. The physiological activation characteristic of anxiety is third mechanism of this model, as evidenced by manifestations of tension and physiological activation such as shortness of breath, vertigo or dizziness, dry mouth, tremors, and others (Watson, Clark, Weber, Assenheimer, Strauss & McCormick, 1995).

Definitions

Achievement

The term "achievement" is derived from the word "to achieve," which denotes the completion of an action. This is contingent upon the actions of individuals upon the completion of a task or project. Accordingly, the RAE (2021) defines it as "the action and effect of achieving" (párr. 1). It is understood that achievement is the accomplishment of a goal, whether or not the route to that goal is known. Consequently, in order to achieve, individuals must exert considerable effort.

Learning Achievement

In order to properly define the term "learning achievement," it is necessary to establish certain aspects. The term "academic performance" is often used in conjunction with "learning achievement." In the case of academic performance, a quantitative result of the learning outcomes is recorded through the application of an instrument. In contrast, learning achievement is a demonstration of what has been learned. In light of the aforementioned considerations, we draw upon insights of Edel (2003), who posits that learning achievement represents a progressive understanding of a specific academic domain, contingent upon an individual's age and the characteristics of their learning cohort.

Servan (2010) defines learning achievements as quantitative and qualitative result established by the curriculum and the product of the student's evaluation throughout teaching-learning process. In accordance with the findings of Pozo et al. (2012), learning achievements are defined as any understanding that will contribute in a systemic manner to personal, familial, and social development of the individual.

Similarly, Roque (2012) posits that learning achievements represent a pivotal aspect of educational quality. They are the result of the collective efforts of various actors at the national, regional, and local levels. These actors are responsible for defining goals, implementing pedagogical actions for improvement, and providing an account to society of progress achieved.

Pozo et al. (2012), for their part, point out it is the orderly and systematized way of acquiring learning in order to put it into practice in daily life. In this sense, learning achievement is visualized as the final result of an academic period, the knowledge achieved; organized and programmed by teachers.

According to Hawes (2004), he considers learning has occurred when the person who is in a process of instruction or training performs satisfactorily in a real scenario or in an assumption, this is how the performance of an individual is evidenced when he has managed to learn.

Meanwhile, Hederich and Camargo (2000), argue that knowledge, attitudes and skills have an observable result that is evidenced as learning achievement and these, at same time, are sensitive to an objective assessment during their individual performance in the teaching-learning process.

For his part, Barrientos (2018), relates that a student has achieved learning when he demonstrates understanding of the different situations present in a context at the end of his teaching-learning process, that is, he applies what he has learned, which is why the importance of the role of higher-level educational institutions to conduct the education of young people, placing the student as the center within the university system. However, it also points out that, according to the knowledge of the socioeconomic and cultural characteristics, it is observed that students give greater importance only to obtaining a certificate or degree that documents having completed the subject matter established in the study plan rather than achieving knowledge and being able to perform competently.

Theories on Learning Achievement

The learning achievement variable is theoretically supported by the competency-based approach, which is based on the constructivist model. This model considers student as the center of his or her own teaching-learning process and allows the student to respond to demands of his or her environment in a competitive and well-performing manner (Cuevas et al., 2011). In this manner, the development of capabilities enables student to assume control of their learning, thereby becoming an active, autonomous, self-regulated, and knowledgeable individual in regard to their cognitive processes (Serrano and Pons, 2011).

It is evident concept of learning achievements is of significant importance within the field of education, which largely questions the traditional authoritarian approach to education and envisions educational agents as the primary architects of their future.

In contrast, Zabala (2008) posits developed capacities of human beings from social function of teaching based on competencies will allow them to respond to problems of life. Consequently, all those interpersonal, social, and professional competences developed are necessary for the integral development of the person; becoming the primary axis of education (Trujillo, 2014). In this context, the comprehensive development of the student is predicated on critical thinking and the construction of their own learning, diverging from an instructive educational approach prioritizes the accumulation of knowledge.

Characteristics of learning achievement

According to (Albán & Calero, 2017) the characteristics of learning achievement are the following:

- (a) Dynamic: in that it is linked to the learning process and, consequently, depends on the student's capacity and effort.
- b) Static: it comprises the product of learning, the result of the student's effort, and is manifested as achievement behavior.
- c) Linked to quality measures and assessment judgments.
- d) It is a means and not an end in itself.
- e) Related to ethical purposes. It includes economic expectations, which are oriented towards a type of achievement, according to the current model.

Methodology

The study design was as follows: The study design is non-experimental, quantitative, cross-sectional, descriptive-correlational, and cross-sectional correlational.

The study population consisted of: The study population consisted of 56 original students enrolled in the 2022-I academic semester of five professional careers. The sample was selected non-probabilistically for the benefit of the researchers.

Instruments:

The questionnaires utilized in this study are presented below.

The Zung test, which comprises 20 items, was employed to assess anxiety levels.

The Zung Depression Self-Assessment Questionnaire, comprising 20 items, was employed to assess the depression condition.

For the variable pertaining to academic achievement, the report cards were reviewed and the weighted semester average was extracted.

The following procedures were employed:

In order to ascertain the relationship between emotional conditions and learning achievement, a correlational analysis was conducted. Prior to this, a normality test was performed in order to ensure that the sample size exceeded 50. Kolmogorov-Smirnov was then applied in order to test the normality of the data.

Given that the p-value was greater than 0.05, the Pearson's parametric correlation test was applied.

Statistical Analysis

The data were processed in a Microsoft Excel spreadsheet (version 2017) and statistical analysis was performed using the SPSS statistical package (version 25). For the purposes of

descriptive analysis, percentages and absolute frequencies were calculated. Furthermore, to ascertain the correlation between the variables under investigation, a normality test was conducted. Given that the sample size exceeded 50, the Kolmogorov-Smirnov test was employed to assess the emotional conditions. Furthermore, the correlation between the dimensions and learning achievement was analyzed through the Pearson's parametric test, given that the p-value was greater than 0.05.

Ethical considerations

The study adhered to the principles of beneficence, nonmaleficence, autonomy, and justice. The principle of beneficence prioritized improving living conditions through adequate mental health of the original students. The principle of nonmaleficence is identified with the value of respect for the integrity, idiosyncrasies, and cosmovision of the native students. With regard to the principle of autonomy, it was considered that each member of the population studied was an autonomous being, and thus the freedom to decide their participation in the research was provided. In terms of justice, all participants were treated fairly and equally throughout the data collection process.

Results

With regard to the first objective, which is to ascertain the extent of the emotional condition of native students of the National Autonomous University of Alto Amazonas in context of the return to face-to-face attendance in 2022, the following research question was posed:

Specific Objective 1: To determine the level of the dimensions of the emotional condition in native students of a national university of Peruvian jungle in a context of return to face-to-face education.

Table 1: Level of emotional condition dimensions

Condition	Level	fi (n = 55)	%
Anxiety	Not present	24	43,6%
	Mild Anxiety	24	43,6%
	Moderate Anxiety	7	12,7%
	Severe Anxiety	0	0,0%
Depression	Not present	21	38,2%
	Mild Depression	34	61,8%
	Moderate Depression	0	0%

Severe Depression	0	0%
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Source: Questionnaire applied to students from UNAAA, 2022.

Interpretation

Table 1 shows the dimensions of the emotional condition of the original students of UNAAA, 2022. It is observed that 43.6% (24) do not present and present mild anxiety respectively, 12.7% (7) present moderate anxiety.

As for depression, 61.8% (34) present mild depression and 38.2% (21) do not present depression.

Specific Objective 2: To identify the level of learning achievement in students from a national university in the Peruvian jungle in the context of the return to face-to-face learning.

Table 2: Level of learning achievement

Achievements	Interval	fi	%
At startup	0 – 10	23	41,8%
In process	11 - 14	31	56,4%
Expected	15 – 17	1	1,8%
Featured	18 – 20	0	0,0%
Total		55	100%

Source: Questionnaire applied to UNAAA native students, 2022.

Interpretation

Table 2 shows the level of learning achievement reached by the native students of UNAAA during the year 2022; observing that 56.4% (31) reached the level of achievement in process, with a tendency to the level of achievement in beginning 41.8% (23) and expected 1.8% (1).

Specific Objective 3: To determine the relationship between the dimensions of emotional conditions and learning achievement in students from a national university in the Peruvian jungle in the context of the return to face-to-face learning. To decide the correlation statistic to be used, the normality test was performed. Kolmogorov smirnov is applied because the sample is larger than 50:

Table 3: Normality test

	Kolmogorov-smirnov ^a		
	Statistician	Gl	Sig.
Total anxiety	,153	55	,003
Total depression	,093	55	,200*
Emotional condition	,084	55	,200*
Learning achievement	,211	55	,000

Interpretation

Since p value > 0.05, Pearson's parametric correlation test is applied.

Table 4: Correlation of emotional condition dimensions with learning achievement.

		Total anxiety	Total depression	Learning achievement
Anxiety	Pearson correlation	1	,430**	-,188
	Sig. (bilateral)		,001	,170
	N	55	55	55
Depression	Pearson correlation	,430**	1	,160
	Sig. (bilateral)	,001		,245
	N	55	55	55
Learning achievement	Pearson correlation	-,188	,160	1
	Sig. (bilateral)	,170	,245	
	N	55	55	55

**. Correlation is significant at the 0.01 level (bilateral).

Interpretation

Table 4 shows the correlation between the dimensions of emotional condition and learning achievement, showing in the anxiety dimension a value $r = -0.188$; $p = 0.170$ and in the depression dimension a value $r = 0.160$; $p = 0.245$; which indicates that the null hypothesis is accepted, which states: There is no relationship between anxiety and depression with learning achievement ($p > 0.05$).

General objective: To determine the relationship between emotional condition and learning achievement in students from a national university in the Peruvian jungle in the context of the return to face-to-face learning.

Table 5: Correlation of emotional condition dimensions with learning achievement.

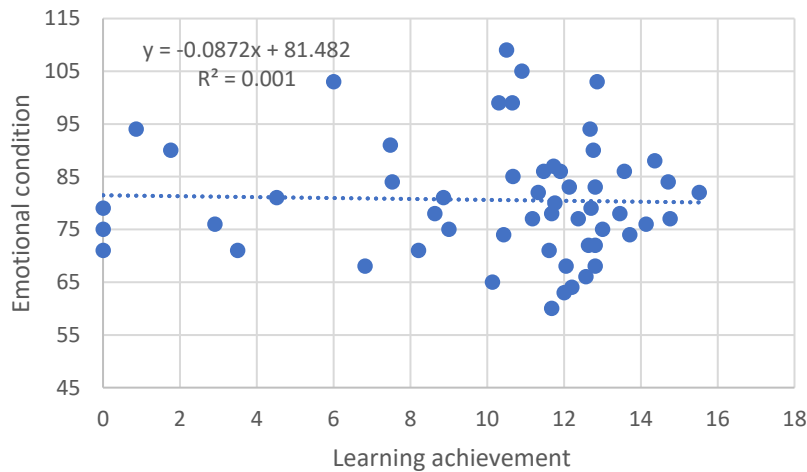
	Emotional condition	Learning achievement
--	---------------------	----------------------

Emotional condition	Pearson correlation	1	-,032
	Sig. (bilateral)		,818
	N	55	55
Learning achievement	Pearson correlation	-,032	1
	Sig. (bilateral)	,818	
	N	55	55

Interpretation

Table 5 shows the correlation between the variables emotional condition and learning achievement, showing a value $r = -0.032$; $p = 0.818$; which indicates that the null hypothesis is accepted, which states: There is no relationship between the variable emotional condition and learning achievement ($p > 0.05$).

Figure 1: Degree of dispersion of the variables emotional condition and learning achievement.



Interpretation

Figure 1 shows the degree of dispersion of the variables presents an $R^2 = 0.001$, evidencing that 0.1% of learning achievement is influenced by the student's emotional condition.

Discussion

In the research to determine the relationships between the variables studied from the application of the Zung test for anxiety and depression, it was observed that the original students for both sexes in the emotional condition presented with mild anxiety at a rate of 43.6%, while those presenting with mild depression numbered 61.8% (34). Two percent (21) of the original students did not present depression, which is consistent with the findings of

Boksa et al. in a study of young people from indigenous communities, which reported that anxiety, stress, depression, and sleep problems are most common problems. However, this differs from the results of Altamirano and Rodriguez, who, in a study of 50 future professionals, reported a mild level of anxiety (54%) with marked differences according to sex ($p=0.012$). Their findings indicated a higher incidence of severe anxiety in women than in men.

With regard to the level of learning achievement, it was observed that 56.4% (31) reached the level of achievement in progress, with a tendency towards level of achievement in the beginning, 41.8% (23), and the expected level, 1.8% (1). These findings suggest there is a risk factor associated with low performance. However, there is no relationship between emotional conditions and academic performance, as the majority of original students exhibited mild levels of anxiety and depression. This contrasts with the findings of Morales et al., who identified an association between academic performance and anxiety, but not stress or depression.

Conclusions

The correlation between the variables emotional condition and learning achievement showed a value $r = -0.032$; $p = 0.818$; which indicates that the null hypothesis is accepted, i.e.: There is no relationship between the variable emotional condition and learning achievement ($p > 0.05$).

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