

# Education and Migration: Problems in the Teaching and Learning Process of Ecuadorian University Students Abroad

Mercedes Navarro Cejas<sup>1\*</sup>, Magda Francisca Cejas Martínez<sup>2</sup>, Gerardo Miguel Nieves Loja<sup>3</sup>,  
Derling Jose Mendoza Velazco<sup>4</sup>, Carmen Siavil Varguillas Carmona<sup>5</sup>,

<sup>1</sup> Technical University of Manabí UTM,

<sup>2</sup> National University of Chimborazo UNACH,

<sup>2</sup> University of the Armed Forces ESPE

<sup>3</sup> National University of Chimborazo UNACH,

<sup>4</sup> UTE University,

<sup>4</sup> National University of Education UNAE,

<sup>5</sup> National University of Chimborazo UNACH,

## Abstract

The objective of the study was to describe the main limitations and problems that Ecuadorian university students have abroad during the Covid-19 pandemic. The study addresses the complex student migration process and its impact on the educational system. The research was quantitative and descriptive. The sample consisted of 996 migrant students from zone 3 of Ecuador. A questionnaire structured in 3 variables was applied. The variable of objective actions, subjective situations and variables of the environment. The results were analyzed with the Mann – Whitney-U test and Cohen's d. Among the results, it was determined that the highest percentage of students abroad belongs to the female gender. The main reason for studying abroad is the search for a better academic training. In Ecuador, the professional offer is more accessible, by presenting a degree issued by foreign universities. The cheapest universities are in Latin countries. The main social and cultural difficulties when studying the USA are discrimination and xenophobia. In addition, they constitute a much higher economic investment in terms of services and accommodation. Spain is the country with the highest preference for Ecuadorian students. But the levels of evaluation and virtual education are the most complex and demanding. University students spend more than 2 hours a day in front of screens such as cell phones and computers. During free time, men spend more hours playing video games. Women prefer cell phones. In relation to age, the youngest spend more time on the cell phone, while those older than 26 years on the computer.

**Keywords:** Higher Education, Vocational Training, Migration, Covid-19, Ecuador.

## INTRODUCTION

At present, it is common in most societies to witness relationships with people of different ethno - racial origins. There is also the diversity of people with nationalities (Aruj, 2008). This condition is due precisely to the so-called international migration. It has been defined from this context as “prima facie” that is, as the movement of a person or group of them, from their country of origin to another country (Aragon, 2017). However, this movement can be considered temporary or permanent, and can occur legally or illegally (Ngai, 2004).

What drives a person or groups of people to embark on the challenge of international migration is often the expectation of a better life. Also, the possibility of a situation superior to the one it initially holds. However, the motivations that lead to making the decision are usually associated with a macro circumstance that affects one or more segments of society. These decisions end up becoming concurrent reasons for social groups to migrate (Kunz, 2020).

The migratory dynamics is assuming more and more complex forms that respond to certain historical moments. Between the 16th-19th centuries a great movement of slave trade took place from African lands to America. Later there was another huge movement of migrations of workers from India and China to South Africa, Asia, Oceania and America. In the 18th century, emigration from Western Europe to America and Australia developed. The peak came in the first decade of the 20th century, in the 1950s. This migratory movement occurred from South to North (Sánchez et al., 2019).

Starting in 2000, there was a context of crisis and economic stagnation in Ecuador. This notably generated the flow of immigrants to other countries (Vega et al., 2017). Migration generally presents two types of movement: One that occurs at the level of international transfer, that is, from country to country. The other, whose fundamental characteristic is

mobility within the same country. In the first case, Latin America today is characterized by being a migrant continent. Before it was an important destination for Europeans. In the last 50 years, the sending nature of migrants to the United States and Europe has been consolidated.

Among the main causes that promote migration both internationally and internally according to Coronel (2013), are:

- The search for a better life for yourself and your family.
- Income disparities between different regions and within the same region.
- Labor and migration policies of the countries of origin and destination.
- Political conflicts (which drive cross-border migration, as well as intra-country displacement).
- Environmental degradation, including loss of farmland, forests and grasslands (environmental refugees, for the most part, flock to cities rather than migrate abroad).
- The exodus of students to seek studies at universities in industrialized countries (scholarships, study opportunities).
- Migration of young, educated professionals from developing countries to fill gaps in the labor force of industrialized countries.

As can be seen, the causes that promote migration are economic, educational, environmental and professional. This study focuses on the problems that Ecuadorian migrant university students experience during the Covid-19 pandemic. Especially the students from zone 3 of Ecuador who belong to the Cotopaxi, Tungurahua, Chimborazo and Pastaza provinces. In this sense, migratory processes suffer from suitable policies that allow the migrant to have the right of reception. Education is a human right of a social nature, which should not be subject to the conditions and limitations of the migratory phenomenon. Education would have to respond as a link to the protection of guarantees and freedoms. Also, in terms of improving living conditions and better levels of human development.

## THEORETICAL BACKGROUND

The migration cycle encompasses all stages of the process, from the departure or start of the trip, the transit through one or several countries, if applicable, entering the country of destination, until the return to the country of origin (UN, 2020). Within this cycle, it is possible for a country, sovereignly, to issue an order of deportation, expulsion or return, forcing a foreigner to leave its territory. It can be returned to its country of origin or to a third country, either because entry has been denied or because the expiration of the permit to stay in the country in which the person was granted has expired. In any case, it cannot be lost sight of the fact that respect for human rights is inescapable. There are rules of international law that regulate the occurrence of this type of situation. Situations so that the dignity of the people who are the object of this type of measure is not violated.

According to the International Organization for Migration, IOM (2020), it is defined as:

International migrant any person who is outside a State of which he or she is a citizen or national or, in the case of stateless persons, from the country of birth or habitual residence. The

term includes migrants who intend to move permanently or temporarily, those who move on a regular basis or with the required documentation, and those who are in an irregular situation (section M).

Two factors emerge from such a definition. The first factor would be pointing out that it can be anyone who is outside the borders of their country or where they reside on a regular and continuous basis. The second factor is the scope that transcends temporality. This is not due to the provisionality or permanence of the stay, nor to the legality or illegality of the displacement and entry.

There are two important conditions to consider in the terminology corresponding to emigrate and migrate. It is understood as emigration, the focus of the country from which you leave. It implies the movement carried out by people from the country of nationality or habitual residence to another country (Ottonelli & Torresi, 2013). The country of destination ends up being the new space of habitual residence. While immigrating, it is studied from the perspective of the receiving State. The country to which the movement is made (Bailey & Mulder, 2017). In other words, it is when a person arrives in a country other than that of a citizen or national. The duty station ends up being her new country of habitual residence. The electronic dictionary of the Royal Spanish Academy RAE, (2020), states that emigrating means "leaving your own country to settle in another foreigner", while immigrating is defined as "arriving in a foreign country to settle in it" (p.1).

For its part, the UN (2020) showed that:

The 2030 Agenda for Sustainable Development recognizes for the first time the contribution of migration to sustainable development. 11 of the 17 Sustainable Development Goals (SDGs) contain targets and indicators that are relevant to migration or displacement. The basic principle of the Agenda is "leave no one behind" and this includes migrants (p.1).

This is essential, as it highlights not only the benefits that migration can bring to host countries. At the same time, it constitutes a call for non-discrimination, as part of the construction of a more sustainable society and world. For immigrants, cultural adaptation represents a challenge, as well as general reintegration and labor reintegration. Also, the adaptation to new regulatory frameworks, the fight against discriminatory stigmas and xenophobic episodes (Crush & Ramachandran, 2010).

It should be noted that the period within which the person or group of them intends to be in the destination country will define whether the migration is temporary or permanent (Rana et al., 2020). Temporality occurs, if the geographical displacement is made for a specific period, and then returns to the place of origin. Common examples of it are: people who travel to other cities or countries to work or study and, having fulfilled their objective, return to their original country of residence. The transience that characterizes this migration par excellence, stands as a delimitation of the time of the move. Reasons that consume the purpose of the trip, until returning to the place of origin. It is common to perceive incentives in the destination place, so that temporary migration occurs. Among the reasons are novel academic and professionalization

programs. Also, this study offers and lower, competitive costs to study. Job offers with higher incomes are usually among the main motivations (Castelli, 2018).

To consider migration as regular or irregular, it is necessary to consider not only the conditions in which one enters the country. Respect for the legality of the procedures for this must be considered, as well as permanence (Kraler, 2019). Stay within the period allowed by the supervisory authority. Also exceeding it without complying with the legal mechanisms that allow its extension, would modify the status. It follows then, that the irregularity can be supervening. But in the same way, because of changes in national laws and policies, irregular migration can be regularized. The irregularity of entry through the commission of crimes such as trafficking and human trafficking. Also, the falsification of identity documents. Thus, according to the International Organization for Migration IOM (2006), regular migration "occurs through regular and legal channels." (p.41). Irregular migration is that which occurs outside the same regulatory framework. IOM (2006) argues that:

From the point of view of the destination countries, it means that entry, stay or work is illegal, that is, that the migrant does not have the necessary authorization or the documents required by the immigration authorities to enter, reside or work in a certain country. From the point of view of the sending countries, the irregularity is observed in cases in which the person crosses an international border without travel documents or valid passport or does not comply with the administrative requirements required to leave the country (p. 40).

Tuck (2018) ensures that regular migration cannot be confused with secure migration. All this at the level of international displacement. The states make little distinction between the two situations. The objective of security cannot be separated. If it separates, a more solid debate on forms of migration governance is established. Among these freedoms of movement, which are necessarily less orderly.

There are many causes and reasons that lead to migrate. For Bivand & Oeppen (2018), the reasons that lead someone to execute a migration plan can be economic, recreational, political, educational, family, catastrophic or warlike. These causes are not mutually exclusive. In some cases, perhaps most, more than one of these facts are combined when making the decision. To decide to embark on the migration route, better opportunities and wages are sought (Castro & Rojas, 2020). It is justified by economic reasons, temporary jobs, occasional hiring, permanent or temporary jobs, job offers, among others (Fiona et al., 2014).

Broadly speaking, it translates into the search for a better quality of life. There are no fears of freely and responsibly exercising the rights that one enjoys, within the framework of the rule of law. The states must guarantee respect for the institutions. But the situations turn negative in the political context. They also promote migration, through diplomatic or consular missions with the transfer of workers abroad (Poinsot, 2020).

Uribe et al., (2012), state that the impact of migration:

They depend on the magnitude and modalities of migration, the regional demographic profile and the characteristics of the people who make up the migratory flows. These effects do not refer only to the alteration of demographic structures, but also to the modification of socioeconomic, political and cultural conditions, which in turn have repercussions at the personal and family level (p. 21).

### **Education as a Key Factor in the Migratory Phenomenon**

As discussed in advance, there is an explicit human right nature of education. The relationship between migration and education is precisely that education configures a right applicable to all people. Including those found in non-regular conditions because of migration. Education as a human right applicable to the migratory phenomenon, there are other relationships. These links need an education that allows adequate training for migrants. Multiculturalism and the incidence of migration must be considered. All this within the trajectory of those who saw their training interrupted in the countries of origin (Vargas, 2018).

In this sense, the universality of Human Rights has its origin in the application of the principles of equality and non-discrimination. Education is a right that people can enjoy without any kind of distinction. This right is mandatory in all states. Educational actions facilitate the inclusion of all those migrants in the receiving countries. To this end, addressing this social phenomenon involves starting from a multidisciplinary perspective (political, legal, sociological, labor, among others). We must consider the rights of a political, social and cultural nature of all people who manage to migrate. Consider the basic principles of respect for the right to universal citizenship (Zapata & Yalaz, 2020).

Promoting educational processes to counteract cultural differences in migratory processes constitutes an integrative approach. It can be interpreted as a formal and informal, holistic, integrated model. You can also configure the equal opportunity dimensions. The migratory phenomenon is based on the violation or transgression of fundamental rights. In most cases, poverty is fundamentally addressed. Inequality and other factors that people suffer. Such is the case of economic and social factors.

### **Effects of migration on university students**

Migration in a general sense implies a transfer, a change from one place to another. These changes have a great impact on life in people's lives. The migratory phenomenon, like other phenomena in life, produces changes especially at the psychological and social level in the person. At an educational level, to describe the migratory effects on students, the characteristics and primary factors recommended by González, (2013) are studied. These factors are divided into three aspects. The first is the learning factor. The second factor is found in the motor and attitudinal aspects. The third factor is found in the physical and environmental environment.

### ***Characteristics and factors related to objective actions***

These characteristics generally have to do with the learning process directly.

- Skills on how to learn
- Metacognitive skills
- Study habits
- Application of the knowledge learned
- Problem resolution
- Compliance and responsibility with their obligations
- Attitude to challenges
- Learning assessments.

### ***Characteristics and factors related to subjective situations***

Personal characteristics; generally come from organic, physiological, psychological aspects, such as:

- Physical state
- Nutritional level and health status
- Intellectual level
- Sensory perceptual problems (visual, sensory, hearing)
- Generation of motor problems
- Attitudinal characteristics (Self-concept, self-esteem)
- Values and principles (responsibility, discipline)

### **Environment characteristics**

These are related to the environment and the environment in which the person develops and develops, among the main ones are:

- The family and its structure
- Learning environment (Teacher, curriculum, teaching methodology, peers, evaluation system)
- Technological tools and economic resources
- Social context (economic, cultural situation)
- Friendships
- Motivational situations in the environment

## **METHODOLOGY**

The applied research paradigm was the quantitative study. The research was non-experimental, exploratory and descriptive in nature. The research design was cross-sectional, checking the

relationship between variables at a given time. The quantitative method made it possible to collect a variety of objective data about the different phenomena of migration and university education during the Covid-19 pandemic. Quantitative research is primarily descriptive-explanatory. In this sense, the emerging problems in university students who have emigrated from the Republic of Ecuador are described. These students reside and study outside of Ecuador.

The study was based on the critical-positivist approach. Actions were aimed at collecting information from the source and submitting it to statistical analysis (Zapata and Yalaz, 2020). Descriptive statistics were used for data analysis. The different results were also described in their respective analyzes and interpretations, based on the theoretical framework. This type of study sought to specify all characteristics of the people who were research subjects.

### **Population and Sample**

The population was made up of university students pursuing careers outside of Ecuador. It was sought to determine what are the main limitations and problems faced by students who emigrated from zone 3 of Ecuador. Zone 3 is made up of the province of Cotopaxi, Tungurahua, Chimborazo and Pastaza. According to Senplades, (2021) in zone 3 of Ecuador, 9 out of every 1000 inhabitants are outside the country. They were also considered citizens with migratory conditions. The migrant population of zone 3 is approximately 16,618. An intentional sampling was carried out. The entire student population studying at university outside the country was invited. Most of the student population is registered in SENESCYT, (2021).

The invited population corresponds to 1,761 students studying outside of Ecuador. After the process of collecting and cleaning the information, a real sample of 996 students was obtained. For reasons of care and prevention of crowding of people (WHO, 2020). An electronic letter was issued to students requesting their participation in a digital survey. Among the participatory inclusion criteria, university students must be active. His place of emigration must have been in zone 3 of Ecuador.

### **Data collection instrument**

The instrument applied for data collection was the questionnaire. Socio-educational and demographic data of the university students (gender, age, country of residence) were measured. The questionnaire was divided into the collection and analysis of 3 independent variables typical of the study. The questionnaire consists of 5 response options, with a 5-point Likert-type response format. Options range from 1 (Never). Option 2 (Almost never). The intermediate option with a value of 3 (Sometimes). Option 4 (Almost always). Finally, the option with the highest acceptability with a score of 5 (Always) (see Table 1).

**Table1. Questionnaire applied to Ecuadorian immigrant university students during the Covi-19 pandemic.**

Education and Migration				Date: ___/___/___						
Please read each question and answer the option you consider. The answer options are 1 (Never). Option 2 (Almost never). Option 3 (undecided). Option 4 (Almost always). Option 5 (Always)										
Gender:			Male:			Female:				
Age:										
He currently resides in:			Continent:		Country:		Another place:			
N.	<i>Objective actions variable</i>					Options				
						5	4	3	2	1
						A	AA	U	AN	N
1	Your college career was chosen by income?									
2	Does your college career improve your cognitive skills?									
3	Do you have difficulties in developing a career abroad?									
4	Do you have problems with the language or a favorite abroad?									
5	Are virtual classes comfortable and understandable?									
6	Virtual evaluations and academic performance is effective?									
7	Do you feel academic support when you have difficulties in your studies?									
N.	<i>Variable of subjective situations</i>					Options				
						5	4	3	2	1
						SA	A	U	D	SD
1	Do you have financial support to carry out your university studies?									
2	Have you thought about abandoning your career?									
3	Do you have visual difficulties in viewing online activities?									
4	Is it difficult to receive classes in an environment outside your country?									
5	Is the evaluation requirement like the Ecuadorian education?									
6	Receiving classes online does not generate stresses?									
7	Do you apply physical activities to avoid establishing a sedentary state?									
N.	<i>Environment variable</i>					Options				
						5	4	3	2	1
						SA	A	U	D	SD
1	Do you have family support abroad?									
2	Do you have a computer to carry out virtual activities?									
3	Do you have a good internet signal?									
4	If you have technical difficulties. Are there friends who support you?									
5	If you have internet connection difficulties, is your teacher flexible in allowing late delivery?									
6	The virtual learning environment allows you to apply the correct submission of assignments?									
7	Have you received a job offer or job opportunity abroad?									
<i>Optional questions.</i>										
What electronic equipment do you have available to connect in virtual classes?										
How much free time do you have?										
What do you do in your free time?										

A confirmatory factor analysis was carried out to determine the reliability and factor structure of the instrument. Cronbach's

alpha coefficient statistical analysis was applied in a pilot test of 15 students. The results showed a coefficient of .861.

Mendoza, et al, (2021) confirmed that instruments with Cronbach's alpha coefficients between .700 and .999 are reliable.

**Data collection and analysis procedure**

To know the existing reality in an objective and verifiable way, a systematic description of the facts and characteristics of the population was carried out. The analyzes of this study were carried out using the SPSS version 25 statistical package. The descriptive inferential statistics were used. Mann – Whitney-U non-parametric contrast techniques were applied. Cohen's d was also calculated to consider the effect size in the variables (Uttley, 2019). In all cases, the level of statistical significance obtained was  $\alpha = .05$ .

**ANALYSIS OF THE RESULTS**

Of the students in zone 3, it was determined that the highest percentage belongs to the female gender. It follows that women try to study abroad more than men.

**Table 2.** Distribution of the population of migrant students by gender.

Gender	N	Percentage	95% Confidence interval	
			Lower limit	upper limit
Male	432	43.37	34.48	53.59
Female	564	56.62	55.20	66.47
Total	996	100	100	

Women constitute slightly less than half of the international migrant population. Women and men decide to migrate for similar reasons. Gender-specific social and cultural norms also play a decisive role in the migration process (Antman, 2018). The data shows percentages contrary to common migration results. Cortes, (2016) states that migration always has a majority quantification of the male gender. In Latin America, the role of women in places of emigration has been the subject of various geography studies. In this way, the migratory context is not exclusive to the male gender.

Table 3 shows the data on the preferred academic destination. As can be seen, the migratory student population has Spain as its preferred destination (48.59%). In second place, there are Latin countries (36.14%). In third place is the United States (15.26%).

**Table 3.** Preferential destinations for university students in zone 3 of Ecuador.

Country	N	Percentage	95% Confidence interval	
			Lower limit	upper limit
Spain	484	48.59	39.50	57.18
Latin countries	360	36.14	27.84	45.81
United States	152	15.26	6.28	24.21
Total	996	100	100	

For students in zone 3 of Ecuador, Spain constitutes 48.59% of preference. The main reason for emigrating to Spain and pursuing university studies is financial motivation (Dadush & Niebuhr, 2016). It is represented in going from an adapted currency "Dollar" to a more powerful one "Euro" (Moreno & Álvarez, 2017). In addition, at an academic level Spain with universities of high prestige and scientific knowledge. Another important factor that is considered for student migration is language. The official language of Spain and Ecuador are the same, Spanish. Álvarez et al., (2020), state that students consider opting for professional jobs at the end of their degree. Only in this way improve living conditions. Then help the family financially in Ecuador. All this through family remittances.

Latin countries are the second preferred destination for studies. The main Latin academic countries are Colombia, Peru, Argentina, Venezuela and Brazil (Sotomayor et al., 2019). These countries are chosen by students of less economic capacity. They are also countries that involve few visa procedures and documentation of stay. These countries have the adaptive Spanish language facility apart from Brazil. Studying in these countries does not require much investment (Correa & Castillo, 2018).

Based on world statistics, the United States represents the most requested country in migratory destination. It is logical to assume, as it is a world power of the most stable economies (Herrera, 2012). At an academic level, students in zone 3 in Ecuador do not choose the US due to various difficulties. The main drawback is accessibility and legal documentation. Not every student can access an American study visa (Herrera, 2019). The second reason is the strong investment and economic expenses of stay. Another reason that slows down the choice of higher education in the US is language and xenophobia (Hamilton et al., 2019).

Table 4 shows the descriptive analyzes of the objective action variable. It is observed that the search for economic income is the main reason for university studies in Spain (M = 4.16). Therefore, virtual evaluation is always considered difficult in Spain (M = 4.02). With regard to improving cognitive and language skills abroad, students always expressed difficulties when studying in the US (M = 4.41).

**Table 4.** Analysis of the objective action variable. Mean and Standard deviation of income, difficulty in virtual education and cognitive skills.

	Economic Income		Virtual evaluation		Cognitive ability and language	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Spain	4.16	.61	4.02	.56	2.22	.62
Latin countries	3.64	1.07	3.84	.92	3.62	1.08
U.S.A	2.41	.75	2.48	.79	4.41	.75

In Table 5, the results show that sometimes students have physiological difficulties in Spain during the Covid-19 pandemic ( $M = 3.98$ ). On the contrary, in the prevalence and dropout of studies. Students in zone 3 in Ecuador always have the probability of dropping out in the US ( $M = 4.61$ ). Similarly, students who are in the US always have psychological problems ( $M = 4.09$ ).

**Table 5.** Analysis of the subjective situation variable. Mean and Standard deviation of physiological difficulties, abandonment and psychological problems

	Physiological difficulties		Difficulty and abandonment		Psychological problems	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Spain	3.98	.64	3.04	.68	2.94	.80
Latin countries	2.89	.48	2.71	.84	2.91	.98
U.S.A	3.59	.54	4.61	.81	4.09	.70

As for the environment variable. In Table 6, the students from zone 3 of Ecuador. They always demonstrated having family support when studying in Latin countries ( $M = 4.97$ ). In Spain, students expressed that they sometimes have technological difficulties ( $M = 3.94$ ). In the labor supply, in Latin countries there is a greater job opportunity ( $M = 3.94$ ).

**Table 6.** Analysis of the environment variable. Mean and Standard deviation of physiological difficulties, abandonment and psychological problems

	Family support		Technical difficulties		Job offers	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Spain	2.19	.41	3.94	.59	2.01	.42
Latin countries	4.97	.84	3.83	.78	3.94	.76
U.S.A	2.07	.75	2.48	.81	1.94	1.01

Regarding the existence of statistically significant differences in each of the items explored, the non-parametric Mann Whitney U test was applied (see Table 7). The non-parametric test allows us to analyze the significant differences between the variables (Okeh, 2009).

**Table 7.** Mann-Whitney U test as a function of the objective action variable

Items	Group	Average range	U Mann-Whitney test	Asymptotic significance
Economic Income	Spain	284	360458	.002
	Latin countries	289		
	United States	423		
Cognitive abilities	Spain	324	375249	.175
	Latin countries	513		
	United States	159		
Language difficulties	Spain	377	384510	.171
	Latin countries	496		
	United States	123		
Difficulty in virtual education	Spain	401	374549	.007
	Latin countries	567		
	United States	28		

In Table 7, statistically significant differences appear in the item's economic income ( $p = .002$ ), Difficulty in virtual education ( $p = .007$ ). The differences in the item's economic income and difficulty in virtual education are presented in favor of the United States and Spain region. Although considering the values obtained when analyzing Cohen's  $d$  (0.0238 and 0.0128, respectively). It is understood that the effect size is not strong enough, but it is significant.

**Table 8.** U Mann-Whitney test as a function of the subjective situation's variable

Items	Group	Average range	U Mann-Whitney test	Asymptotic significance
Physiological difficulty	Spain	326	374845	.128
	Latin countries	575		
	United States	95		
Difficulty and abandonment	Spain	560	359102	.004
	Latin countries	334		
	United States	102		
Psychological problems	Spain	602	384590	.147
	Latin countries	300		
	United States	94		

In Table 8, statistically significant differences appear in the item of difficulty and university dropout ( $p = .004$ ). The differences in the item dropout are in favor of the US region. Considering the value obtained when analyzing Cohen's  $d$  (0.0129). It is understood that the effect size is not strong enough, but it is significant.

**Table 9.** U Mann-Whitney test as a function of the environment variable.

Items	Group	Average range	U Mann-Whitney test	Asymptotic significance
Family support	Spain	230	370259	.004
	Latin countries	710		
	United States	56		
Technological difficulty	Spain	403	362345	.169
	Latin countries	528		
	United States	65		
Job offer	Spain	581	370489	.003
	Latin countries	317		
	United States	98		

In Table 9, statistically significant differences appear in the item's family support ( $p = .004$ ), job offer ( $p = .003$ ). The differences in the items family support and job offer are in favor of the Latin countries. Considering the values obtained when analyzing Cohen's  $d$  (0.0194 and 0.0201, respectively). It is understood that the effect size is not strong enough, but it is significant. Which means that students have better family and work support when they are in neighboring countries.

## DISCUSSIONS AND CONCLUSIONS

Migration always involves or affects people and their rights in various ways. They also pose challenges related to the construction of new communities that recognize and respect diversity (cultural and linguistic). This equality is anchored in equity, equality and solidarity (Muñoz, 2016). Migratory movements do not occur in a predictable way, nor do they always occur in the same way. Some students maintain complex relationships in multiple places, so they frequently move from one place to another, on different sides of the borders. Many families and students travel in very distant places and in communities with different social and cultural characteristics (Coronel, 2013).

Other groups maintain a permanent orientation to the migratory movement, which is reflected in their way of life. Such traditions are often ancient. These traditions challenge modern ways of thinking and your rights. They cause people to be "tied" to States or Nations. These have a consequence conditioned by a destination given by birth or naturalization (Quijas & Orozco, 2014). But currently the immigrant students of zone 3 of Ecuador do not want this to feel tied to a specific zone. Many college students have traveled to other countries and continents. But during the Covid-19 pandemic they have witnessed difficulties in their teaching and learning process.

At an economic level, most of the students from zone 3 of Ecuador choose to emigrate to Spain. Choose this European country to promote your university studies. This student population has seen the difficulty of financial support to cancel their stay in foreign countries. Remittances are no longer the main source of income (Dustmann & Görlach, 2016). Many students cannot receive financial aid. Students are at serious risk of dropping out by not receiving financial support (Haas, 2007). Join the informal productive apparatus. Dedicate themselves to the emerging service offering sector, such as private employees (Vega et al., 2017).

This can be seen in the US, where students admit that there is more labor supply. But not a professional job offers, it is only for basic and temporary jobs. Contrary to statistical results. Students admit that by having a university degree, they have more job opportunities in Ecuador or in their Latin countries (Ortega, 2017).

Students admit greater family support when studying in Latin countries. All this due to the proximity, also due to the lower expense, cost of stay and student transfer. Latino universities have a lower cost and value of semester fees (García & Moreno, 2012). Another reason that students must study abroad is because of the Ecuadorian professional preference level. Various studies affirm that Ecuadorian jobs value more a degree issued by foreign universities (Chucho, 2018).

On a socio-cultural level, student migratory movements turned out to be a prominent issue. This diversity must be valued as a resource, rather than being conceived as an instrument of division. The problem of reception of immigrant students is due to the creation of cultural stereotypes. Stereotypes and labels play a fundamental role, since men with a history of migration who are within the educational system are seen as "unruly" and "problematic". Women are stereotyped as people who are looking for their future husband, with no goals for themselves. These stereotypes cause discrimination against men and women, both because of their gender condition and because of their migrant past (Sautto et al., 2014).

Lack of social and cultural support lead to discrimination. However, tensions between national and immigrant students continue to exist. These tensions tend to reach levels of xenophobia, since they are aggravated by the lack of knowledge of the languages. Also because of the cultural practices and expectations of both national communities and immigrant students. Students in zone 3 of Ecuador indicated that there is greater educational discrimination in the United States. The dreams of young immigrants are often frustrated by barriers and discrimination that conflict with American ideals.

Given that national reforms of higher education require that a greater proportion of the population obtain a university degree (De la Mora, 2020). Possible contributions of immigrants are overlooked (Teranishi et al., 2013). These repercussions on foreign students generate psychological problems that lead to dropping out of study. It also affects academic performance.

At a technological level during the Covid-19 pandemic, the use of electronic devices is of great help. Proper use provides an opportunity to educate people in promoting healthy lifestyles. University students spend more than 2 hours a day in front of screens such as cell phones and computers. Regarding gender and age, during free time, men spend more hours playing video games. Women who prefer cell phones. In relation to age, the youngest spend more time on the cell phone, while those older than 26 years on the computer.

On a cognitive level, students claim that in the United States they can acquire better university knowledge. But the learning difficulty is higher. The American models of teaching and learning are different from the Ecuadorian. This barrier exposes one of the reasons for dropping out of studies, also cultural and language adaptation (Ortega, 2017). For this reason, Lebrero & Quicios, (2010) propose to serve immigrant students, offer services and teaching strategies that facilitate their learning. Universities should increase support for immigrants through agreements with other organizations or institutions (Irudaya, 2017).

At the level of online or virtual education, during the Covid-19 pandemic, students expressed having difficulties in Spain. Educational platforms require advanced technological equipment. The internet connection must be of high speed in data transfer. Students in zone 3 in Ecuador claim not to have demanding computers. Many are forced to invest in equipment and connection, sacrificing their financial funds. All this due to the transition from face-to-face education - virtual (Mendoza et al., 2021). Universities are challenged to implement their distance education systems. The problem lies in the quality of the training of its professionals (Hubbard & Rexeisen, 2020). The evaluation is not associated with the distance study modality. Universities must provide a technological infrastructure and interactive educational platform (Arias et al., 2019). Technological supports must have digital didactic interaction. Only in this way can students improve their teaching and learning process (Chero, 2015).

Finally, it can be concluded that education constitutes an instrument to face the migratory phenomenon, in all its scenarios. Education allows the inclusion and effective adaptation of people who have a better quality of life. In this sense, education as a universal right promotes the construction of a pluralistic and complex society. It is necessary to face the migration scenario through an intercultural and inclusive education. Seek an education that allows to guarantee the increase of capacities among people. Achieve an effective and complete migratory adaptation. Reduce the explosion of immigrant students as a product of rejection and xenophobia. Integrative public policies are required so that education is social and open to culture.

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