

Inserción laboral de los psicólogos egresados del Centro Universitario de Los Altos

Job placement of graduates psychologists University Center of Los Altos

Ana Gabriela González Anaya

Universidad de Guadalajara, México

psc_anag@hotmail.com

Paulo Alberto Carrillo Torres

Universidad de Guadalajara, México

pcarrillo@cualtos.udg.mx

Resumen

En general, los aspirantes a obtener un grado universitario buscan con ello mejores opciones laborales y de esa manera escalar económica y socialmente. Este trabajo muestra los resultados obtenidos de entrevistas realizadas a la cohorte de alumnos que se inscribieron durante el calendario escolar 2008 y que egresaron en 2012 del Centro Universitario de Los Altos (CUALTOS), campus Universidad de Guadalajara. A partir de sus propias declaraciones descubrimos las dificultades a las que se han enfrentado tras concluir su trayectoria escolar o si el haber estudiado una carrera universitaria les ayudó en el ámbito laboral. Los entrevistados también describieron sus circunstancias familiares relacionadas con el tema, por ejemplo, la profesión y el nivel académico de sus padres, o si recibieron apoyo económico para solventar sus estudios universitarios y titularse.

La investigación muestra datos de sumo interés para los psicólogos egresados y los psicólogos en formación. Por ejemplo, se observó que las áreas de desempeño de los entrevistados se circunscriben en su mayoría a la Psicología clínica y la Psicología educativa. Por otro lado, hubo un alto porcentaje de psicólogos que actualmente laboran en áreas distintas a su formación, no obstante siguen mostrando un marcado interés por seguirse preparando para trabajar en actividades relacionadas con su carrera.

Palabras Clave: psicólogos, egresados, mercado laboral, universidad.

Abstract

In general, applicants to earn a college degree thus seek better job options and thereby economic and social climbing. This paper presents the results of interviews with the cohort of students who enrolled during the 2008 school calendar and graduated in 2012 from the University Center of Los Altos (CUALTOS), University of Guadalajara campus. From his own statements we discover the difficulties they have faced after completing his school career or having studied a university degree helped them in the workplace. Respondents also described their family circumstances related to the subject, for example, the profession and the academic level of their parents, or whether they received financial support to fund college and graduate.

Research shows data of great interest to graduates psychologists and psychologists in training. For example, it was noted that the performance areas of the respondents are confined mostly to clinical psychology and educational psychology. On the other hand, there was a high percentage of psychologists who currently work in different areas their training, however continue to show a strong interest followed preparing to work on activities related to his career.

Key words: psychologists, graduates, labor market, university.

Fecha Recepción: Abril 2015

Fecha Aceptación: Octubre 2015

Introduction

The results of the interviews were analyzed from the personal characteristics of the graduates and their social origin, with help from the description of their relatives characteristics and then from the way they were inserted into the labor market, for which media got their first jobs, what they do now almost three years of graduate, what role did your training in obtaining their jobs, and so on.

This work follows the characteristics of a follow-up study of graduates characteristics because we want to compare university education in the employment context, in order to establish a diagnosis based on the individual results obtained to help improve academic offerings in the region South Altos de Jalisco, where the University Center of Los Altos is located.

Psychology as a profession and the labor market of professionals

Psychology emerged as a profession in the twentieth century. Says Romo (2000), that the development of this profession is given to the pair of medical studies on mental illness, especially when he saw this as a result of an external agent to the subject, understood as evil spirits or alien forces. The emergence of theories as psychoanalysis allowed understand mental illness as the result of subjective experiences and not evil agents. Realizing that the internal situations of subjects cause mental illness, its treatment becomes the responsibility of psychiatry, supported in psychology. However, currently working various branches of the latter do not focus solely on psychotherapy or seeking mental health as the main objective appear.

Within the theme of graduate follow-up, we resumed the human capital theory by proposing that education is an investment where the accumulated knowledge is an asset that has a person. The bigger the years of schooling or knowledge that accumulates the individual, the better the jobs, wages and incomes that can suck because their productivity is considered major (Burgos and Lopez, 2010). However, this theory is based on the idea that markets are efficient and employees will always occupy positions according to their educational level, something that does not always happen.

Problems such as economic crisis, outsourcing, job insecurity, low wages and benefits add to the complexity of accounting for the graduate seeking their first job. While a college degree weighs upon obtaining employment, current conditions limit the number of jobs available for the number of young people who are graduating. Add to that the fact that

graduates of recent generations compete for jobs with professionals who have more experience -and might think, plus- in the labor market (Martinez, 2014) adds.

Higher Education Institutions are challenged to produce more results with fewer resources. Globalization and the normal rate of labor markets leads them to make changes in the short and medium term, while education makes long-term changes, therefore, graduates face occupational needs for which they are unprepared (Martinez and Hernandez 2014, 2004). Employment opportunities would allow education to achieve its objectives fully, making its graduates to be productive and paid for it. Thus, the educational potential will be achieved fully when the graduates to apply the knowledge and skills they acquired in their passage through the institutions of higher education (Hernandez, 2004).

2010 data (Tuirán and Muñoz) speak of 2,539 higher education institutions offering their services to more than two million students. The demands of the current labor market have led to expanding educational options, alongside the process of territorial decentralization of educational provision. This has allowed the creation of centers as CUALTOS, which can be accessed young students who come from regions that are not entirely urban, and where municipalities where migration was an option even before choosing a career focus.

From proposed by the Third Reform of Higher Education (Rama, 2006), we have been implemented focused on integrating our country into the globalized world with students or prepared professionals who face the challenges that other nations proposed changes and search certifications to ensure that features quality standards in higher education institutions. Although spending has increased and we now have in education a share of GDP of between 5.4 and 5.6%, expenditures per pupil in each level and type of education has not brought greater effects (Marquez, 2011). In particular, the Mexican higher education system is characterized by its complexity, heterogeneity and magnitude. It is composed of 1,892 institutions, of which only 713 are public and are home to 67.3% of students in higher education (Rubio, 2006).

The National Education Program 2001-2006 (PRONAE) states that higher education is a strategic means to increase human and social capital of the nation. This program has three objectives: 1) expand the system privileging equity; 2) provide a good quality education, helping effectively to the social and economic development, and 3) promote educational federalism, planning, coordination, integration, system management and its institutions and social participation . To achieve these objectives has developed a set of policies that expand enrollment and thus to achieve equality and participation of disadvantaged young people, including women and youth as well as those belonging to different cultures and make use of indigenous languages (Rubio , 2006).

In the case of this research, study subjects come from CUALTOS, campus housing to students who mostly originate from municipalities or towns in the Upper South Region, which are rural populations in many types of cases. According to statistics, the number of young people entering higher education from rural or urban areas is very small.

It should be noted that only in the 2004-2005 school year (as an example), total enrollment in higher education amounted to 2,538,256 students. Of these, 50.9% were women and 49.1% men. The student profile is characterized by the following: 27.7% are between 17 and 19 years, 62% between 20 and 24 years old and 10.3% are 25 or older. 94.6% of students are single and 31.8% work while he studies (Rubio, 2006).

In addition to tuition, Rubio (2006) makes an analysis of the graduates of the same school year studied. They graduated during this cycle 371,080 students, representing more than 132% in 1994. The 48.2% were men while the rest were women. Graduates, 5.9% were from university programs and professional senior technical associate, bachelor 80% and the remaining 14.1% graduate. All with a completion rate of 57% of graduates. Finally, he notes that 65.6% graduated from public institutions.

Before presenting the data related to the exit of the group of professionals studied in this paper, we present the corresponding degree in psychology at CUALTOS, whose approval data in an official document of the opening of the race, on October 11, 2000. in this

document it states that the university reform poses a greater link between the community and the University of Guadalajara through the University, besides being an engine of cultural development centers. Such degree begins operations in 2001 CUALTOS from "A" school year (ie, from February 1, 2001) (CUALTOS, 2000).

According to the aforementioned document, in 2000 CUALTOS sampling conducted in major regional preparatory to detect aspiration preferences in higher studies where health sciences were 21% and 14% social sciences. In health sciences, 74% of high school students expressed interest in psychology degree.

Point 15 of that document corroborates the purpose of creating a degree in CUALTOS, as it states:

“That's degree in psychology presents ample opportunities for professional development and discipline for future graduates in the region, given the population growth and the creation of workplaces in the social and productive sectors significantly have been creating in the Highlands Jalisco” (CUALTOS, 2000).

Therefore psychologists could collaborate not only the professional and personal development, but also to the region in which they are immersed. However, the data that we present below, indicate that the development of the region may not necessarily be requiring psychologists, but professionals. This may be the result of a "credentialist" practice where they are asked to subjects meet certain requirements validation based "credentials" for working exercise. Unfortunately, these credentials could not be precisely those of a psychologist in many cases.

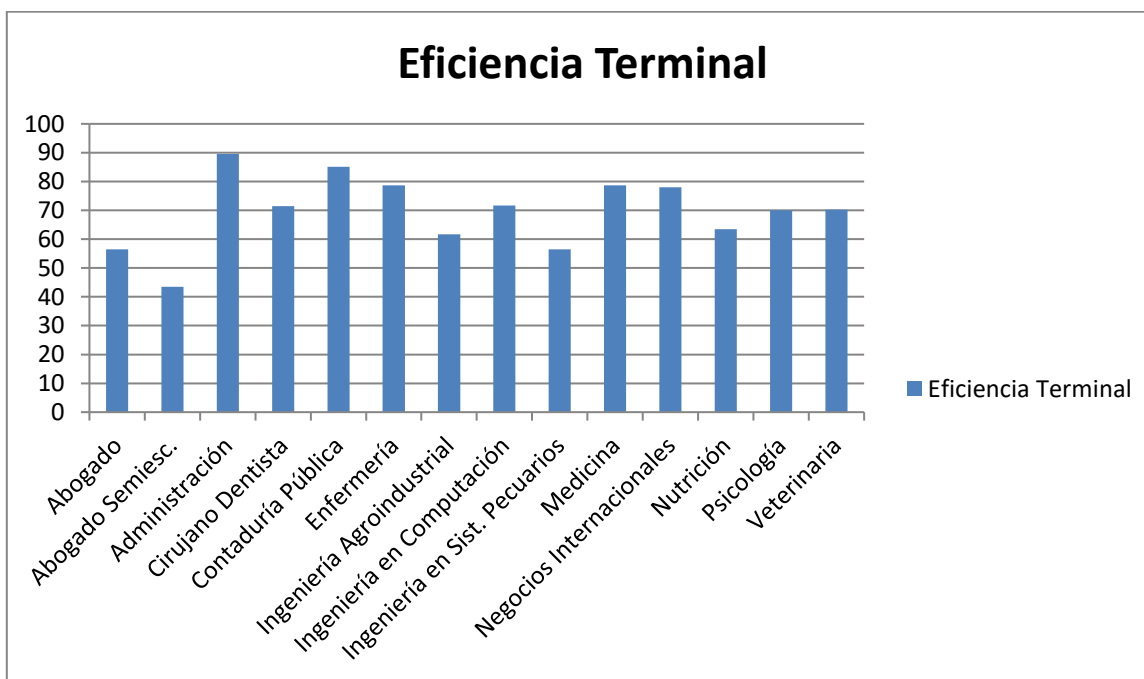
Methodology

In the case that concerns us, the group of students who were admitted in the calendar 2008 B (ie, for the semester covering August 2008 to January 2009) at the University Center of

Los Altos, only 32 completed their studies . This represents 70% of those who started. When compared with the national rate (32.2%), we found that the case of psychologists CUALTOS gives a percentage of more than twice the national average. We understand terminal efficiency as the number of students who enrolled exclusively in a generation, including those who failed or lagged behind for several reasons. However, it does not take into account students who entered different calendars.

In Figure 1 shows that the degree in psychology has, as noted, a terminal efficiency of 70%, which is comparable to that of medicine, nursing and dentistry, which also belong to the area of Health Sciences in University of Guadalajara. In this area also belong careers in psychology and nutrition. Therefore, a degree in psychology is a little behind compared to the other three.

Graph 1



Graph 1: terminal obtained work efficiency González y Ortega, 2015.

While the terminal efficiency is important to analyze what happened with graduates of this degree data, so they are the personal characteristics of each. This allows us to see different aspects regarding future students and psychologists, for example, the reasons that lead them

to choose this career, the circumstances in which they carry out their studies if they receive financial support or not, whether or not they difficulties throughout their studies-and most importantly, the extent to study this degree has helped them enter the labor field.

The study universe was constituted for this work all subjects of this degree graduated in 2008. It should be noted that we did not get answers to four of them as two refused to answer and the other two were not located. For statistical purposes, the results of 87.5% of those who provided the information is then presented, considered one hundred percent of the total. Interviews were conducted in person and responses were recorded. Considering the circumstances, it was high the proportion of respondents to interviews; in other graduate follow-up work, the difficulty to locate them has led to maintain an average coverage of 27% (Jaramillo, Pineda, and Ortiz Correa, 2012, p. 116).

The methodological technique to which recourse was testimony of life, which makes some closed questions but also asks about work and school performance of students and their parents through open questions, in order to get as possible information about the features that we analyze. So, open questions help to obtain better information on the phenomenon under study, as in other jobs (Mora Salas y De Oliveira, 2012, p. 25; Ramírez-Romero, 2011, p. 13).

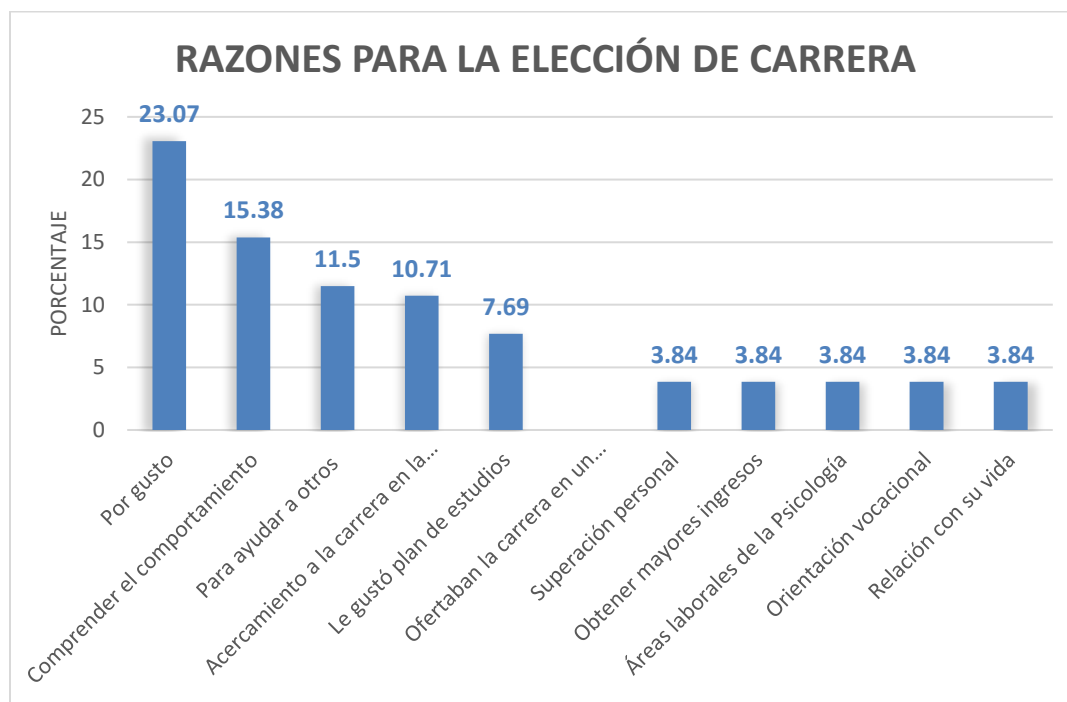
Personal characteristics of graduates

The population analyzed is in a stage of its life cycle where it is regarded as a young adult, with an age range between 24 and 27 years old. 28.57% of respondents were male, of which only 12.5% are married, and the rest, ie, 71.42% are women, of which 17.85% are married. This is one of the races that follow a trend toward feminization because the vast majority of graduates is made up of women. Degree in psychology was the first choice of income for 91.7% of graduates, as only 8.3% had done the paperwork to enter a different career (medicine), and not having been admitted, they chose psychology as a second option. Only one respondent commented that he was accepted into this degree on the second occasion he made arrangements for it.

Respondents ages range between 24 and 27 years. A percentage of 40% corresponds to those with 24 years of age, followed by 28% with 25 years of age, 16% at 26 and 16% for 27 years, at which time they were interviewed.

The reasons for choosing this career exposed are presented below in descending order: 1) taste; 2) to know about why the behavior of people; 3) to help others; 4) having an approach to school career; 5) because they liked the curriculum; 6) because the race was offering in the near to his town; 7) for self-improvement; 8) to obtain a better income; 9) by the working area in which they could play; 10) because it has to do with vocational issues, and 11) because it is related to his personal life. Thus we see that particularly affected the personal motives in choosing this degree, and professional reasons (like the curriculum, better income and job performance area) were less important.

Graph 2



Graph 2: Prepared from students Monitoring Questionnaire CUALTOS.

Due to the nature of the study area we can understand that personal motives exert a strong influence when choosing the race; although most said I have chosen it for fun, they did not specify what this was about. However, it is possible to glimpse that there are grounds

concerning the concept with career: helping others understand the behavior of people, personal growth and relationship with personal life (often psychology conceived by the student as a profession with which you can also help yourself).

Of those surveyed, only 11.5% expressed no interest in graduate school, while the rest of it was, and all respondents 7.69% are already enrolled in the National Program of Quality Graduate of the National Council of Science and technology (CONACYT).

Then the following data related to the ways were held financially during their studies, which we can glimpse if university education really is an effective means of social mobility is.

Graph 3



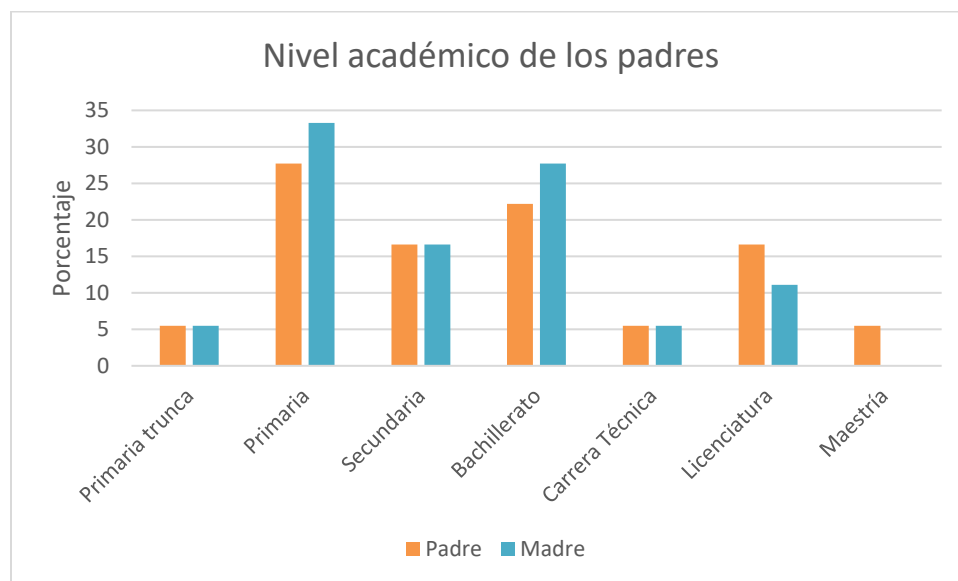
Graph 3: Prepared from Monitoring Questionnaire Alumni CUALTOS.

It highlights the fact that students resort to various means to supplement their support. In some cases they had jobs, so scholarships or support from their parents were complementary. In other cases, the support came mainly from parents and students seeking a scholarship or a job as a supplement. In some cases the graduates said they received support from both parents as a scholarship, being either the complementary. In other cases he highlighted the combination of the four elements: parents, self-employment, scholarship

and husband. it was women who received support in cases where the husband supported financially; for that reason the data as "husband" and not as "partner" is presented.

Thus we see that parental support is crucial because not only represents just over a quarter of respondents, but also predominates in the next group of major proportion (student and parents, and only the student). This means that the influence of parents in the maintenance of the studies was critical in case of psychologists in the study. Now, it should be noted that the University of Guadalajara is a public institution where a semi-annual payment of some symbolic way compared to private universities is done. Thus, when the graduates say they received support to sustain their studies, they are taken into account costs of food, transportation, and other related teaching materials.

Graph 4



Graph 4: elaboración propia a partir del Cuestionario de Seguimiento de Egresados de CUALTOS.

The role of parents in the university education of their children and the role played by the symbolic capital, in the case of graduates of the psychology of CUALTOS career related to the academic level and the work area parent (graphic 4).

The parents' education are mainly located in the middle or upper basic education. In some cases only a degree or expertise appears, the highest academic levels reached by parents.

That being so, the graduates interviewed would have a higher education than the parents in most cases, which leads us to think of college as a means of labor and social advancement.

The following chart shows the jobs that graduates father served when he was still a student:

Graph 5



Graph 5: elaboración propia a partir del Cuestionario de Seguimiento de Egresados de CUALTOS.

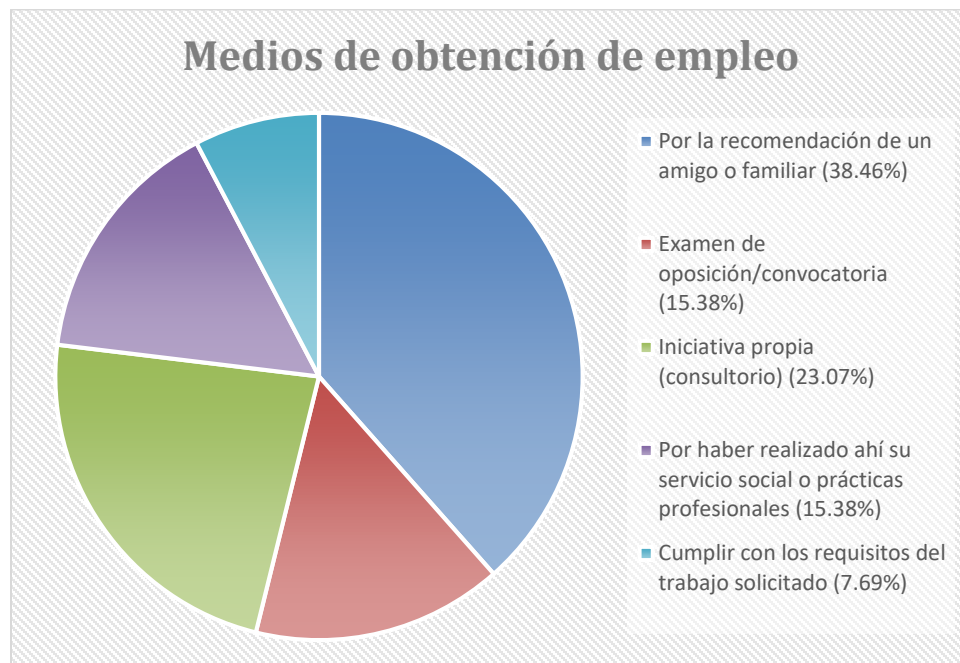
With regard to the work of parents and their academic level, these contrast with those of their children. For example, graduates have a professional degree and are dedicated to tasks that coincide in some cases with their parents: teacher, university worker, public servant; and far from other work as a laborer, worker and artisan workshop, among others. Thus, we can see that the graduates have advanced in their social and economic advancement, both the academic level they now possess as what is expected that the labor market provides a professional.

Employment status of graduates

This section considers the job market for the graduates of the bachelor's degree in psychology at CUALTOS given. Foremost among the number of jobs that graduates said they had since they started working. In total, psychologists said they had between one and nine jobs. And 42.85% had a job before leaving the race.

On the other hand, it should be noted that six specified that their employment is due to set up their own office and give private practice. In the particular case of these graduates, their way of entering the labor market due to different reasons, same as presented in the following table according to the percentages obtained:

Graph 6



Graph 6: elaboración propia a partir del Cuestionario de Seguimiento de Egresados de CUALTOS.

Among the various means through which graduates obtained employment, first highlights the recommendation of a friend or relative for a job, and secondly the establishment of an office. That is, social networks are an important resource, in the case of psychologists, to enter the labor market. On the other hand, for almost a quarter of respondents it was

important to support economic solvency or to establish their own initiative. On the other hand, it is to have made their practices or social service in the place where later started working. Through this means the university can help the graduates to settle in a job; by linking the academic institution has with other organizations, the student can perform work prior to its exit way. In the case of psychologists, the university can support a lesser extent in the labor market insertion.

De Vries and Navarro (2011) point out that the unemployment rate of graduates of degree is about 11%. In this study, 4.54% reported not to be working; however, although this figure is very encouraging worryingly, 40.9% said they have been working or exercising activities not related to psychology, or which do not apply the knowledge acquired in their university education, while the remaining 54% does.

These data add what was said by the young psychologists about the role played professional title for them to get a job. For more than half of them, 57.14%, the title itself influenced significantly since they could aspire to different jobs as graduates, although not necessarily as a degree in psychology. On the other hand, 35.71% said they could get a job because he had his degree in psychology, and the remaining 7.14% replied that the professional title did not help at all.

Regarding the number of jobs that these graduates have had, Chart 7 shows the percentages:

Graph 7



Graph 7: elaboración propia a partir del Cuestionario de Seguimiento de Egresados de CUALTOS.

With regard to promotions in their jobs, 23.52% and 76.47% they totaled no. It should be noted that some of the subjects already had a job before graduation and the professional title allowed them to climb within their own employment.

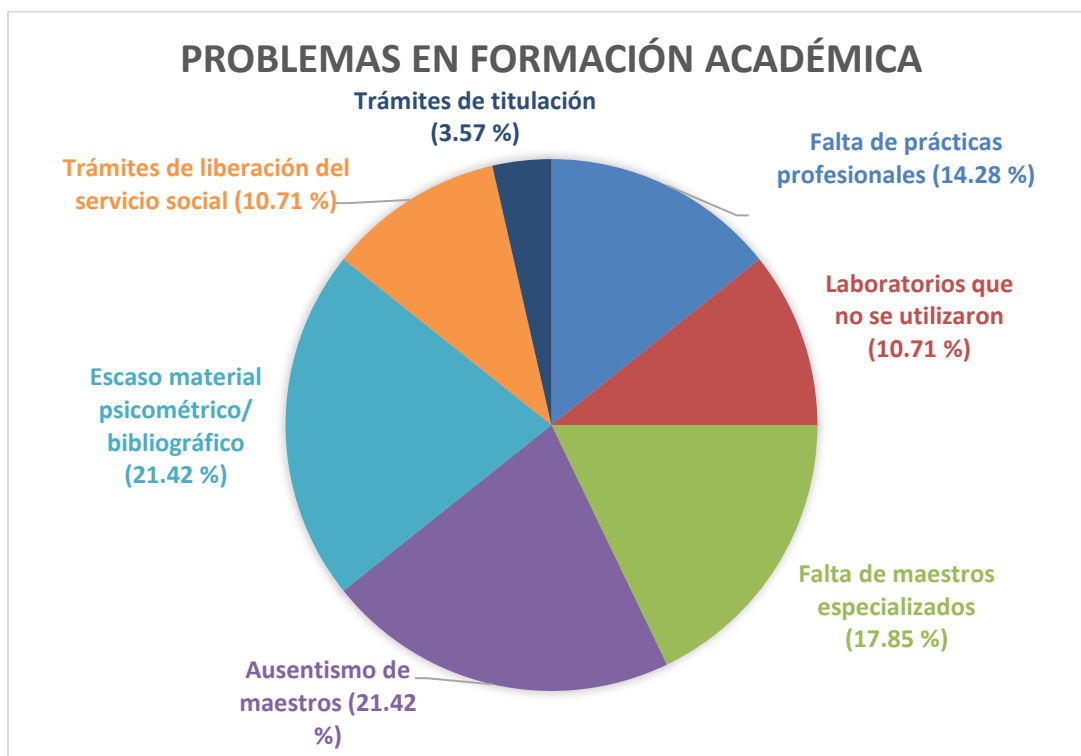
University education

Graduates were asked about the subjects or training areas considered largely influenced in the exercise of their profession. Among the areas most important to them study are the following: clinical psychology, neuropsychology, educational psychology, occupational psychology, evaluation and interview. Furthermore they highlight matters that have to do with professional practices, analysis of personality theories and the study of theories and schools of psychology.

In addition, graduates spelled out matters from their point of view, would be dispensable in the training of psychologists according to the curriculum that had Anthropology, Philosophy, History of Psychology, socioeconomic history of Mexico and Statistics.

They were also asked to express whether they had problems throughout their training. In response, the psychologists agreed that follows:

Graph 8



Graph 8: elaboración propia a partir del Cuestionario de Seguimiento de Egresados de CUALTOS.

For them, teacher absenteeism and shortages in the bibliographic or Psychometric that could turn as students materials were the main problems they faced in their education. Similarly, the absence of specialized teachers in the study areas was of relevance to respondents. Although the graduates stated that these were major problems, most said they considered their training as very satisfactory.

Conclusions

Overall, graduates have positioned themselves in the labor market quickly, some before graduation and most within six months after graduate. We also note that many of them professionally established a private practice thanks to his initiative. If the good that four out

of ten do not work in an area related to psychology seems daunting, they are to be fulfilled only three years of their graduation and favorable changes may still occur.

For the vast majority was important to have a bachelor's degree, although we have already pointed out that not necessarily to work as psychologists. However, when analyzing the work areas and occupations of their parents, as well as the level of education that they came to achieve, we can understand that graduates who participated in this study sought a social and economic advancement. This is because they managed to complete their college-the vast majority of parents do not did-, and likewise have been moving in different areas of work as professionals. While this has not happened in all cases, yes in most. It also highlights the fact that the terminal efficiency of 70% of students then, is much higher than the national average. That way it would accomplish one of the goals established to offer a degree in psychology, which seeks a better development for the region, it can be achieved if you have a large number of professionals.

also we found that subjects seek to form their own human capital exceeding the level of education of their parents and their occupations, as many of the latter exercise a trade while their children are professionals. For this, the parental support was crucial in most cases. In addition, social networks available, ie, family and friends have helped them enter the labor market; for the vast majority were the recommendations before their own skills or credentials that positioned them in a job.

The graduates said they had several problems during training, such as lack of practice, teacher absenteeism or lack of literature and specialized material which could appeal. However, they said satisfied with their training in the CUALTOS.

Another interesting point is that these psychologists are working on activities that correspond to clinical psychology, and in some cases educational and organizational psychology. It remains to be seen if in the future will continue to perform in these areas or seek to join others that were presented to them in their academic, such as social psychology, neuropsychology and special education training.

The purpose that we set this work was to know what happened to graduates of degree in psychology in CUALTOS. It is satisfying to find that the vast majority are working, and that little more than half do so by applying the knowledge and skills they acquired during their training. Similarly, psychologists said that it is important for them to have a professional degree, as this has helped them define their career path. Although some of them were already working before, almost everyone agreed that it was important to have formed at the university level to enter the labor market.

Bibliography

- Burgos, B. y López, K. (2010). La situación del mercado laboral de profesionistas. *Revista de la Educación Superior*. Vol. XXXIX, año 156, Octubre-Diciembre de 2010, pp. 19-33.
- CUALTOS. (2000). *Dictamen de apertura del Plan de Estudios de la Licenciatura en Psicología*. Guadalajara: Universidad de Guadalajara.
- González, C. y Ortega, G. (2015). Empleabilidad de los egresados de la carrera de Contaduría Pública. En: *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo*. Vol. 6, Núm. 11.
- Hernández, E. (2004). Panorama del mercado laboral de profesionistas en México. En: *Economía UNAM*. Vol. 1, No. 002, pp. 98-109.
- Jaramillo, A., Pineda, A., y Ortiz, J. (2012). Estudios sobre egresados La experiencia de la Universidad EAFIT. *Revista Universidad EAFIT*, 111-124.
- Márquez, A. (2011). *El crecimiento del sistema educativo en México, 1992-2004. Acceso y permanencia ¿quién se beneficia de la expansión escolar?* México: UNAM/ Miguel Ángel Porrúa.
- Martínez, M. (2014). La integración laboral del egresado de educación superior en México. En:
http://ciige.mty.itesm.mx/memorias/CIIGE_VII/common/memorias/folio_008.pdf.
Recuperado el 18 de noviembre de 2014.
- Mora Salas, M., y De Oliveira, O. (2012). Las vicisitudes de la inclusión laboral en los albores del siglo XXI: trayectorias ocupacionales y desigualdades sociales entre jóvenes profesionistas mexicanos. *Estudios Sociológicos*, 3-43.
- Rama, C. (2006). La tercera reforma de la educación superior en América Latina y el Caribe: masificación, regulaciones e internacionalización. *Revista Educación y Pedagogía*. Medellín: Facultad de Educación. XVIII, 46, 11-24.
- Ramírez-Romero, J. L. (2011). Los egresados de una licenciatura en enseñanza del inglés: una primera mirada. *Revista de la educación superior*, 9-29.

- Romo, R. (2000). *Una mirada a la construcción de identidades culturales. Los psicólogos de la Universidad de Guadalajara*. Guadalajara: Universidad de Guadalajara.
- Rubio, J. (2006). *La política educativa y la educación superior en México. 1995-2006*. México: SEP/ FCE, pp. 13-65.
- Tuirán, R. y Muñoz, C. (2010). La política de educación superior: Trayectoria reciente y escenarios futuros. En: A. Arnaut y S. Giorguli (coords.) *Los grandes problemas de México*. Tomo VII. México: FCE y El Colegio de México.