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Artículos científicos

La disparidad del sistema escolarizado y semiescolarizado: estudio de egresados de la carrera de Abogado

*The disparity of the schooled and semi-schooled system: A Law School
graduates study*

*A disparidade do sistema escolar e do semi-escolar: estudo dos licenciados
em Direito*

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Resumen

La elección de una carrera suele basarse en el interés existente por esta, pero en ocasiones la decisión es influenciada por otros factores, tales como la cercanía al campus, las posibilidades económicas del futuro universitario e incluso el horario disponible. En este trabajo se presenta el análisis de dos grupos de egresados de la misma licenciatura (carrera de Abogado), pero en dos modalidades distintas: la escolarizada y la semiescolarizada. Ambos grupos fueron consultados mediante una entrevista semiestructurada. Los resultados fueron dispares en cuanto a la edad, los días que asistían a clases y la forma de sustentar sus estudios. En este trabajo se expone que la modalidad de estudio les llevó a tener experiencias opuestas, por ejemplo, en cuanto al apoyo que recibieron por parte del campus. En síntesis, en ambos grupos se analiza cómo el capital humano puede ser o no una influencia para obtener un mejor empleo y posicionamiento en el mundo laboral.

Palabras clave: abogado, educación alternativa, enseñanza, estudiante, graduado.

Abstract

The choice of a career is usually based on the existing interest in it, but sometimes the decision is influenced by other factors such as the proximity of the campus, the economic possibilities of the future university and also the schedule. This work presents the analysis of two groups of graduates of the same degree: Lawyer's Degree, but in two different modalities, the schooled and the semi-schooled. Both groups were contacted and the results of the semistructured interview that was applied are shown here.

Both groups have differences, among them we find their ages, their schedules and how they supported themselves through their university studies. In this study it can be shown that the chosen modality made them go through diametrically different experiences with respect to the students of the school system: the support they received from the campus was perceived as less, although not necessarily so, and they stated that they had gone through this university journey in a hastier way. Both groups analyze how human capital may or may not be influencing to obtain a better job and position in the labor market.

Keywords: lawyer, alternative education, teaching, student, graduate.

Resumo

A escolha de uma carreira geralmente é baseada no interesse existente na mesma, mas às vezes a decisão é influenciada por outros fatores, como a proximidade do campus, as possibilidades econômicas da futura universidade e até os horários disponíveis. Este artigo apresenta a análise de dois grupos de concluintes da mesma licenciatura (licenciatura em Direito), mas em duas modalidades distintas: os escolarizados e os semi-escolarizados. Ambos os grupos foram consultados por meio de entrevista semiestruturada. Os resultados foram desiguais em termos de idade, dias de aulas e modo de apoiar os estudos. Neste trabalho afirma-se que a modalidade de estudo os levou a vivenciar experiências opostas, por exemplo, no que diz respeito ao apoio que recebiam do campus. Em suma, ambos os grupos analisam como o capital humano pode ou não ser uma influência para obter um melhor emprego e posição no mundo do trabalho.

Palavras-chave: advogado, educação alternativa, ensino, estudante, pós-graduação.

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Introduction

The follow-up of graduates is a work with which it is intended to describe the results of the educational training of a group -in this case- of the Law degree ¹, as well as the way in which they have been inserted in the workplace. This with the aim of obtaining information about the work environment of professionals, the difficulties they have encountered in the field of their profession and the way in which their academic training has influenced to facilitate or hinder access to the world of work. For this reason, the information collected with this type of study allows educational institutions to know their weaknesses, strengths and areas of work that must be optimized.

This inquiry is different from other follow-ups of graduates, since it is based on the responses of a group of professionals whose passage through the university was through two systems: the schooled and the semi-schooled. The latter is characterized by the fact that the student attends classes only one day a week and because the emphasis of the assigned work falls on the activities and projects that the student does on their own.

Another peculiarity that differentiates both groups is that some of the interviewed students belonging to the semi-schooled system already had previous degrees. This means that the Law degree constitutes a complement or a way to remain active in the academic world because they had already retired from their previous jobs.

Having made this differentiation, it can be said that the present work offers comparative results between two school systems that converge on a campus and that share the same study program. Therefore, there are similarities and differences between those who—although they studied the same career— had different conditions both in the academic aspect and in their professional goals.

The findings are presented in two parts: on the one hand, the characteristics of the students during their professional training, social origin and expectations they had regarding their career are detailed; on the other hand, the characteristics of the graduates' professional trajectories are described once they left the institution. Likewise, graphs and results of both systems are presented to facilitate comparison. It should be noted that being a comparative work, it was found that some graduates had a career path of several years or even decades,

¹ En el caso de la Universidad de Guadalajara, se le conoce como carrera de Abogado, y no licenciatura en Derecho. Decidí mantener el término utilizado por dicha universidad.

hence some results are different from those where lawyers were looking for their first jobs or approaches to the labor market.

According to the figures from the National Survey of Occupation and Employment (2015), in 2012 (when the surveyed subjects left), in Jalisco 44,448 people were engaged in the exercise of law at work, a figure that increased to 52,712 in 2015. Data from that date are presented, since it is when the study subjects graduated for this research. In the state of Jalisco, in that period the lawyers had an average monthly salary of \$ 9,506 Mexican pesos (the average monthly income of the professionals was \$ 10,600 pesos). In other words, the graduates of the aforementioned career had a salary that was below the average.

On the other hand, 43.9% of those who are professionals and work in the state of Jalisco are women, while the percentage of the Law degree (or Law degree) is 39.4%. The main occupations of the graduates of this degree are lawyer and legal adviser, legal analyst and designer, legal researcher and public defender (National Institute of Statistics and Geography [Inegi], 2015). Next, the disparity between the selected school groups is analyzed.

Human capital theory

The theory of human capital is taken as the basis for this work. It is intended to demonstrate that the subjects invested in their own capital when they were trained in a bachelor's degree (in this case, Law or the so-called Lawyer career at the Los Altos University Center, of the University of Guadalajara, Mexico). The acquisition of new skills, knowledge and development of their aptitudes would lead graduates to have greater and better opportunities when they begin to develop in the labor market.

Schultz's proposal (Schultz 1983; González and Ortega, 2015; Villalobos and Pedroza, 2009) would explain the intention of individuals to invest in their own education. It is worth noting that in this study the graduates had different ways of investing in their education, since while some could do so by attending face-to-face classes throughout the week, others chose only weekends, so they depended on their own progress. The latter, as already mentioned, had a job or a previous degree, hence the reasons why they invested in their own capital were different from those of the other group analyzed.

There are studies that relate the economic growth of a nation with the role of education and, therefore, with human capital (Villalobos and Pedroza, 2009). Therefore, it could be understood as a point of attraction for investment in physical capital, although human capital

can also be associated with better development and subsequent success in the use of new technologies. In other words, more years of schooling for a subject could be associated with the aspiration to a better job, which could be reflected in the economic growth of the region and the country (Guerrero, 2020).

Some characteristics of human capital are the following: it cannot be transferred to another subject, since it is only owned by the person who has made the investment; it exists as long as the subject is using it; It is usually acquired in youth (a point that contrasts with that of graduates who began their studies at 40 or 50 years of age), and it is not devalued (Villalobos y Pedroza, 2009).

The Mexican case, seen from the economy, shows slow economic growth. One of the explanations is found in human capital restrictions, since workers with higher qualifications and educational levels are not being hired, despite the fact that educational coverage and population schooling have increased (Székely and Flores, 2018) . If to this is added that there are a large number of subjects interested in investing in themselves, but that the conditions in which they find themselves force them to resort to non-traditional sources of education (eg, semi-schooled system or online education), it is possible to see that the quality of education will be different. This, logically, is not because the other options are deficient, but rather that they are not offered the same opportunities as other students, as in the case of graduates of the semi-schooled system, who consider that they did not have the same facilities as the students of the school system to access the library books, the use of computer equipment or the language laboratory, which limits their aspirations in the labor market (Guerrero, 2020; Organization for Economic Cooperation and Development [OECD], 2010).

In addition to knowing if the investment that these graduates made in their own capital has been profitable or significant (translated into better jobs, promotions, job opportunities, activities related to their profession), it is significant to know how the subjects of both groups (whose parents in most cases did not have university studies) overcame the academic obstacles that were presented.

On the other hand, the commitment to better education, seen as a right and implemented in Mexico with greater determination since the 1990s, has brought results whose impact we can observe in an increase in income per capita and in better access to education. health (Jiménez y Pacheco, 2018).

Methodology

Both groups of students were admitted to the 2008 school calendar at the Los Altos University Center. It was chosen to work with this student cohort for two reasons: 1) their graduation was in 2012, so at the time of the analysis they had already worked in the labor market (this allowed determining the influence of having completed a university degree to get a job); 2) was the last generational cohort of the Law degree from whom information was collected as graduates, which served to compare both groups.

We worked with a qualitative methodology. In some cases, personal interviews were conducted with open and closed questions, while in others only telephone calls were made, since this was the way chosen by the study subjects. The instrument was designed by professors from the campus to which the analyzed career belongs; This was called the Cualtos Graduate Follow-up Questionnaire. Because semi-structured interviews were used, the questionnaire functioned as a guide for the questions asked; If an answer included the corresponding to two or more questions, the mention of these was omitted. All graduates from both groups were searched and those who agreed to answer the entire questionnaire were considered.

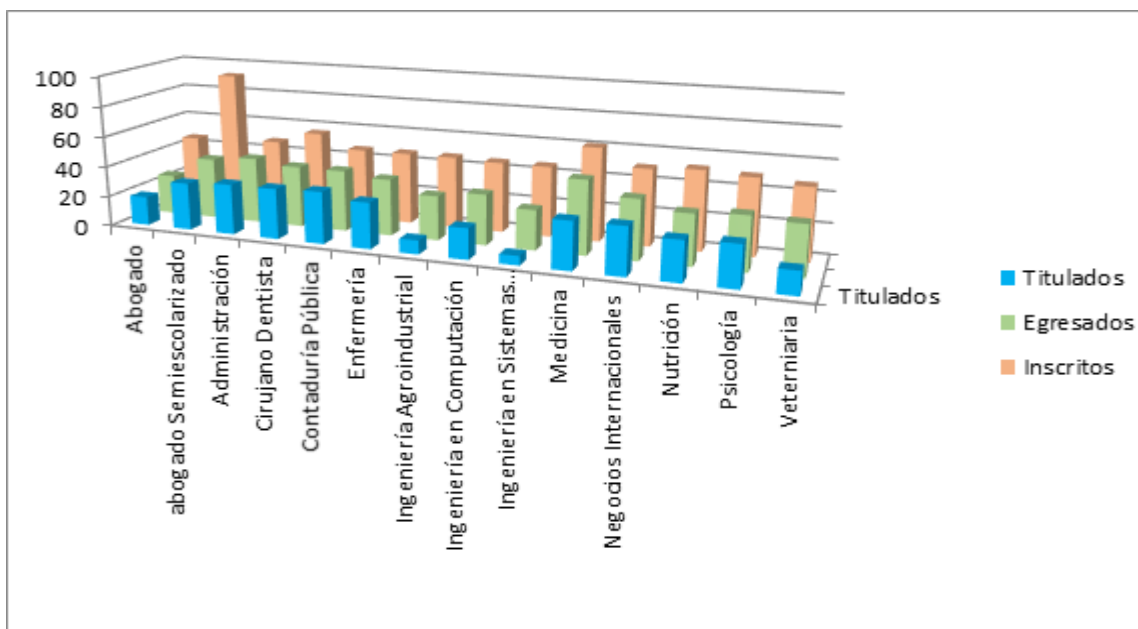
In the case of the students of the schooled modality of the Law degree, 62% of those who entered continued until finishing their studies, while in the semi-schooled modality the terminal efficiency was 43.47%, the lowest of the 14 professional options offered by the campus, although we must take into account that at the national level the ratio between registered students and those who complete their studies is 32.20% (González and Villanueva, 2007). This indicates that although the terminal efficiency indices of both groups are well below those of others belonging to the same university, the two percentages are higher than the average in universities throughout Mexico.

To obtain the percentage of terminal efficiency, the number of students enrolled in a generation was taken into account (not including those students who lagged behind or failed subjects and became part of this group despite having previously enrolled). They are also known as “clean” generations, since only those who were initially accepted as part of that group are taken into account.

The universe of study was made up of the total number of graduates; However, although the difficulties in locating them were similar to those that occur with other works of this type (Jaramillo, Pineda & Ortiz Correa, 2006), communication was established with

most of them. This work offers the results of the surveyed graduates (28% semi-schooled and 58% educated) expressed as 100% of each group to facilitate understanding of the results. It is important to note that in the case of those who studied semi-schooled, the refusal to participate was in response to the treatment they said they had received from the university as students. The difficulties they had throughout their university studies were related to the modality they were attending, and not so much with the study program, as will be seen later.

Figura 1. Eficiencia terminal



Fuente: González y Ortega (2015)

In addition to asking the graduates about their development as students and about their subsequent development in the workplace, we sought to collect information about the training of their parents, the problems faced throughout their studies, the recommendations they would make, as well as their own perceptions of the acquired knowledge. For this, the graduates were invited to express themselves freely.

In the results of this study, the ages of the graduates fluctuated between 24 and 65 years of age. This is one of the great differences between students in the school system and those in the semi-schooled system, since the former tend to be in an age range of between 18 and 22 when they enter university.

Of the graduates of the semi-schooled system, 46.6% are men and 53.3% women, while in the school system 38.8% are men and 61.1% women. Regarding marital status, 40% of semi-schooled graduates are married, 6.6% live in common law union and 40% are single (it should be noted that not all the interviewees answered this question). Among the graduates of the school-based career, 22.2% are married and 72.2% are single. The analysis of the results is presented below.

Results

The vast majority of lawyers had chosen this career as a first option: 60% of the semi-schooled graduates stated this, while 83.3% of the other modality agreed with this idea. In the case of semi-schooled graduates, 20% already had another bachelor's degree before entering the Law degree. Among the other careers requested, Accounting was chosen as the first option.

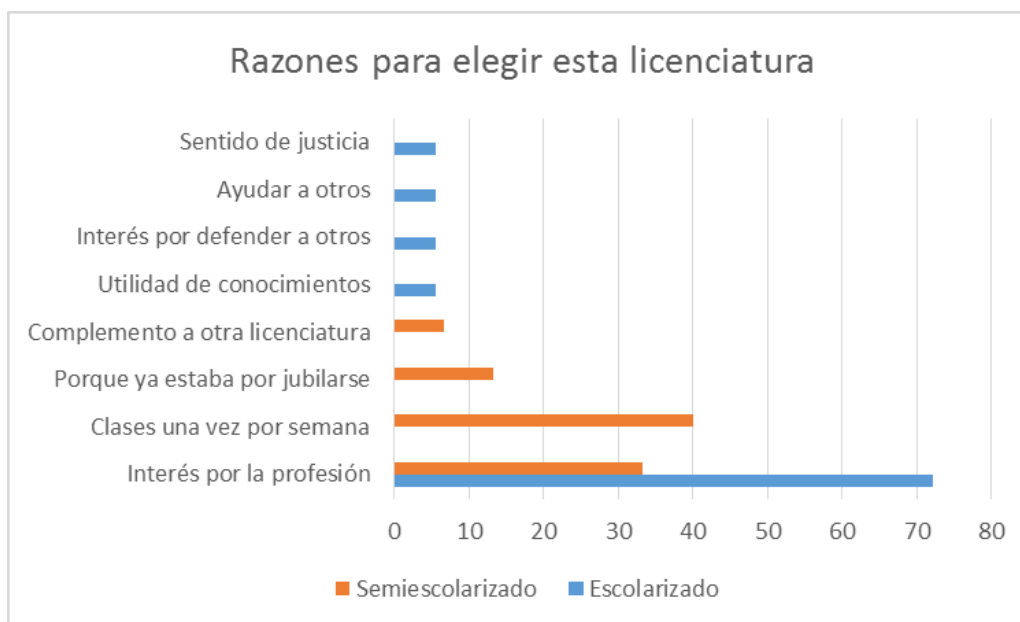
Regarding the reasons why they decided to become lawyers, the semi-schooled graduates stated the following: 40% because the classes offered were only once a week, 33.3% because of the interest that the profession aroused in them, 13.3% because they would soon retire (this last justification is not related to the link between this career and the work performed; in fact, it is likely that they would not practice law either), and 6.6% because the career was a complement to the one they already had.

In the case of school graduates, 72.2% expressed that they chose the career because of the interest they felt. Other reasons with lower percentages (5.5% each) were the usefulness of the knowledge offered by the career, the interest in defending others, the possibility of helping others and the sense of justice.

When questioning graduates about their interest in studying a postgraduate degree, 53.3% of those in semi-schooled students answered that they did have that intention, while 6.6% already had one. Among the graduates of the school system, 88.8% expressed an interest in doing so. Taking into account the ages of the graduates, as well as the fact that those of the semi-schooled system already have a previous career or decided this profession due to the type of study, it can be understood that the interest in a postgraduate degree is lower, although it continues being a percentage that represents more than half of this group. Investment in human capital is uneven between the two groups, which indicates that the objective for which they entered this career is also very different.

One of the most interesting points of this study is the one that concerns the parents' work and schooling, since interesting differences were found between both cases. On the one hand, for semi-schooled graduates, 26.6% of the fathers and 33.3% of the mothers had a truncated primary school, although 13.3% of the fathers and 13.3% of the mothers did finish their primary studies. Of the parents, 6.6% had secondary school, and this same percentage was repeated in the case of high school, bachelor's and master's degrees. Among mothers, 6.6% had a high school and 13.3% had a bachelor's degree (it is necessary to point out that not all of them answered the questions about their parents' training and work).

Figura 2. Motivos de elección de carrera



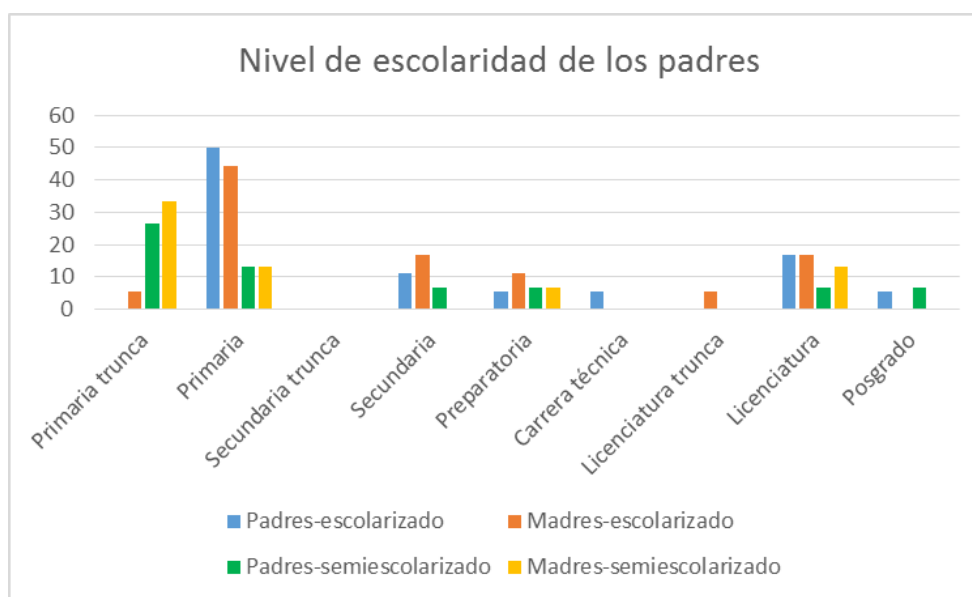
Fuente: Elaboración propia

Among the fathers of school graduates, 50% of the fathers had completed their primary education, while 44.4% of the mothers also had that academic degree. None of the fathers had a truncated primary school and only 5.55% of the mothers had not completed that educational stage. Likewise, 11.1% of the parents had high school studies, 5.55% from high school, 5.55% from technical career, 16.6% from bachelor's degree and 5.55% from master's degree. Among mothers, 16.6% had high school studies, 11.1% high school, 5.55% had a truncated bachelor's degree, and 16.6% had a bachelor's degree completed. It is striking that

the level of schooling is slightly higher in the case of the parents of those students in the school modality.

It should be noted that there are age differences among graduates; In this sense, we could assume that there are differences between the ages of their parents and that, therefore, there is a difference between the educational level because in recent decades it has been driven to achieve a higher level (Jiménez y Pacheco, 2018).

Figura 3. Nivel de escolaridad de los padres

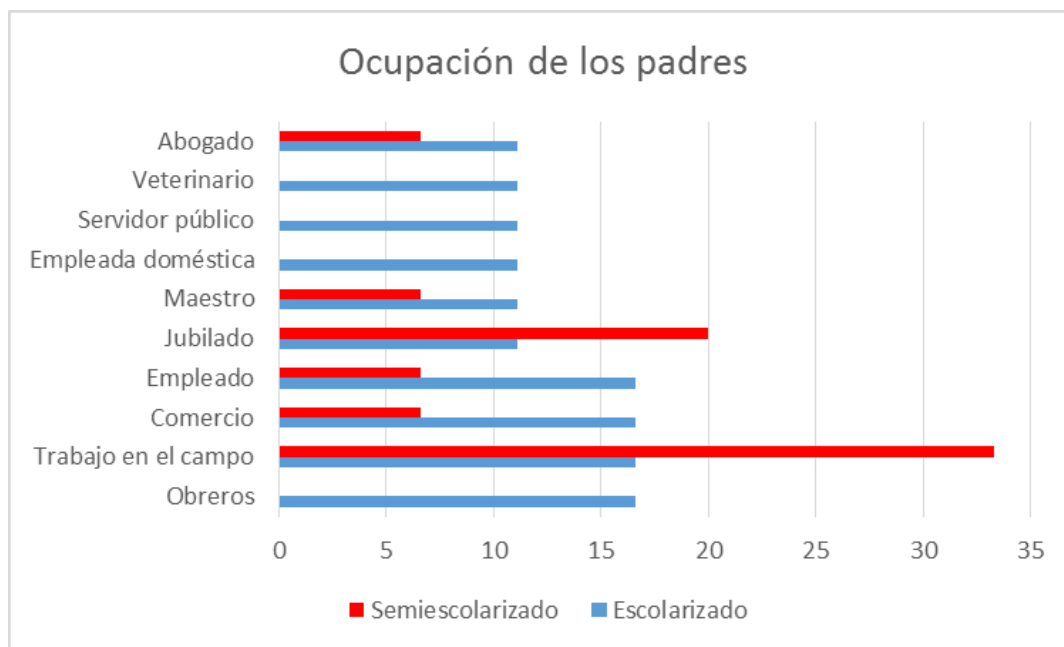


Fuente: Elaboración propia

Figure 4 shows the following results: in the case of graduates of the school system, 16.6% represent parents who are workers, a percentage that matches those who work in the field (as farmers or ranchers); those who are engaged in commerce and those who are employed (it was not specified in which area or sector). 11.11% are retired and also sharing percentages are teachers, domestic workers, public servants, veterinarians and lawyers, with 11.1% each. It is striking that such a low percentage corresponds to the profession chosen by the children.

Regarding the graduates of the semi-schooled modality, 6.6% are teachers, with the same percentage are merchants, employees and lawyers (again, a very small percentage with respect to the totality), while 20% of the parents are retired and 33.3% are dedicated to working in the field.

Figura 4. Ocupación de los padres

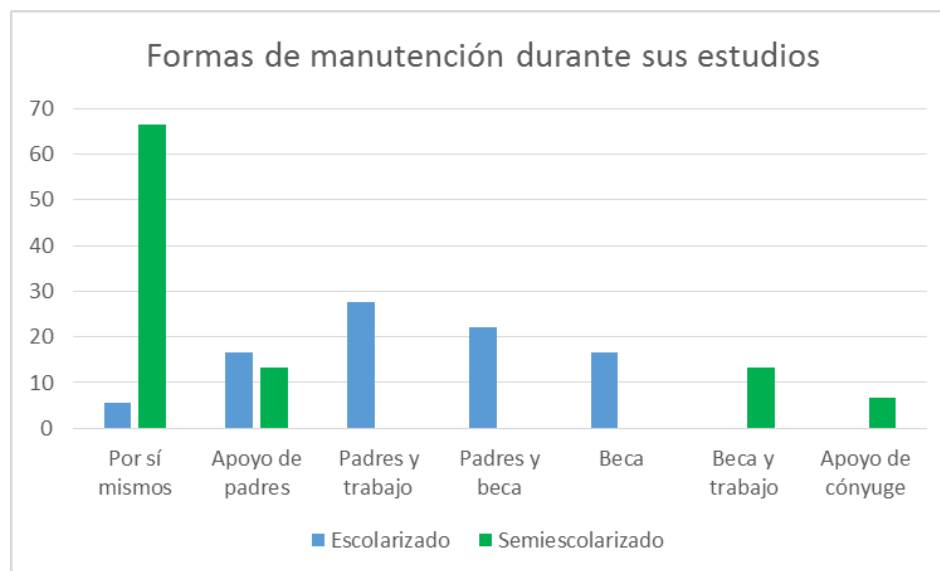


Fuente: Elaboración propia

One of the big differences between the respondents was found in the way in which they paid for their studies. It is one of the points in which the differences between the personal profiles that graduates had when they were students become evident. Among those who attended classes from Monday to Saturday, 16.6% sustained themselves thanks to the support of their parents, 27.7% managed to do so with the help of their parents and their work, 22.2% with the help of parents and the support of a scholarship, 16.6% only with a scholarship, while 5.55% did it by himself. The jobs carried out along with their studies were the following: employees in shops, assistants in legal offices and jobs in family businesses.

Regarding semi-schooled students, 66.6% paid for their own expenses, 13.3% received help from their parents, 13.3% did so through the support of a scholarship and their own work, and 6.6% thanks to the fact that their spouse paid His studies. Among those who worked, they worked in different labor sectors, many of them in those related to their first degree.

Figura 5. Formas de manutención durante sus estudios



Fuente: Elaboración propia

In the results it is possible to find that the acquisition of a degree was profitable in the case of both groups, that is, the investment in their own capital did translate into an improvement in their working conditions. It is curious to note that while those of the schooled group explain how many jobs they have had, those of the semi-schooled merely indicate that they had previously worked (66.6% of the cases). Table 1 shows the percentage that corresponds to the number of jobs that graduates have had; Those jobs they had before studying a bachelor's degree are taken into account (in the case of semi-schooled graduates, the total percentage does not correspond to 100% because they did not answer about the number of jobs they have had).

Tabla 1. Número de trabajos

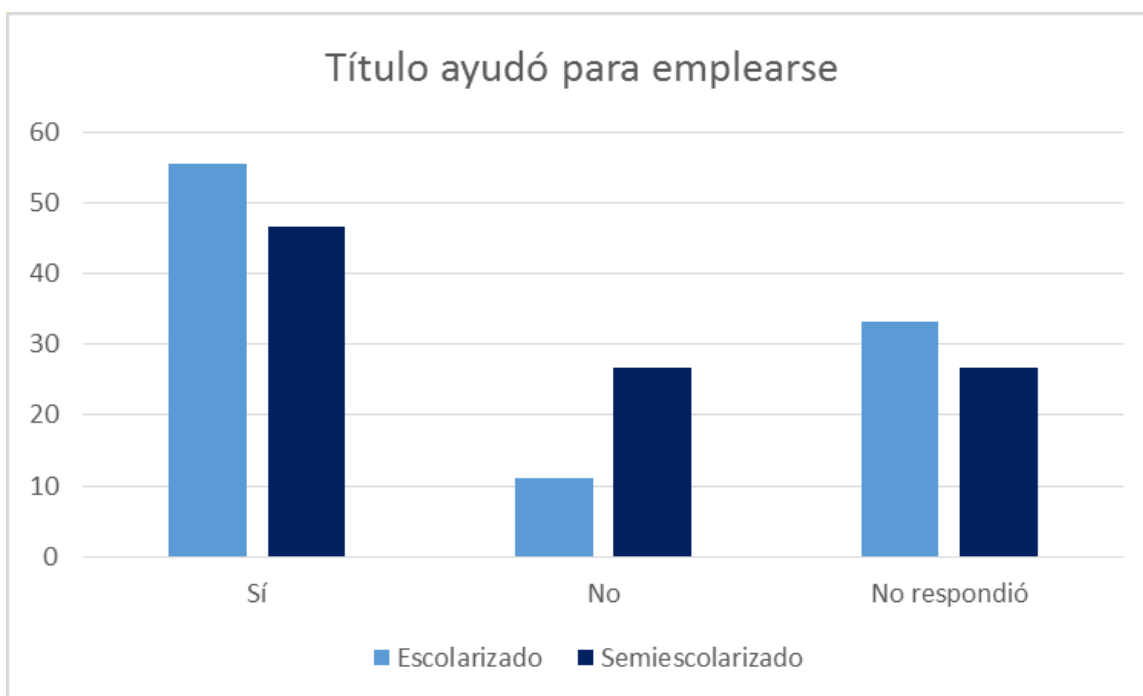
Número de trabajos	Escolarizado	Semiescolarizado
1	0 %	20 %
2	22.2 %	6.6 %
3	27.7 %	0 %
4	16.6 %	6.6 %
5	16.6 %	6.6 %
6 o más	5.5 %	0 %

Fuente: Elaboración propia

One of the points of greatest interest was to know how the graduates obtained their employment. In the case of graduates of the Law degree in the school system, 72.2% obtained it thanks to the recommendation that someone else made of them, 5.5% met the requirements and the rest did not answer this question. In the case of semi-schooled, 13.3% did so on the recommendation of someone else and only 6.6% met the requirements (the rest did not answer this question).

Figure 6 shows how the degree helped the graduates to position themselves within the labor market: 46.6% of semi-schooled students declared that the degree did help them to do so, 26.6% declared that it did not, and the rest (26.8%) did not respond to this. For school graduates, 55.5% said that the degree helped them get a job, while 11.1% said no; the rest (33.3%) did not respond.

Figura 6. Ayuda del título para emplearse



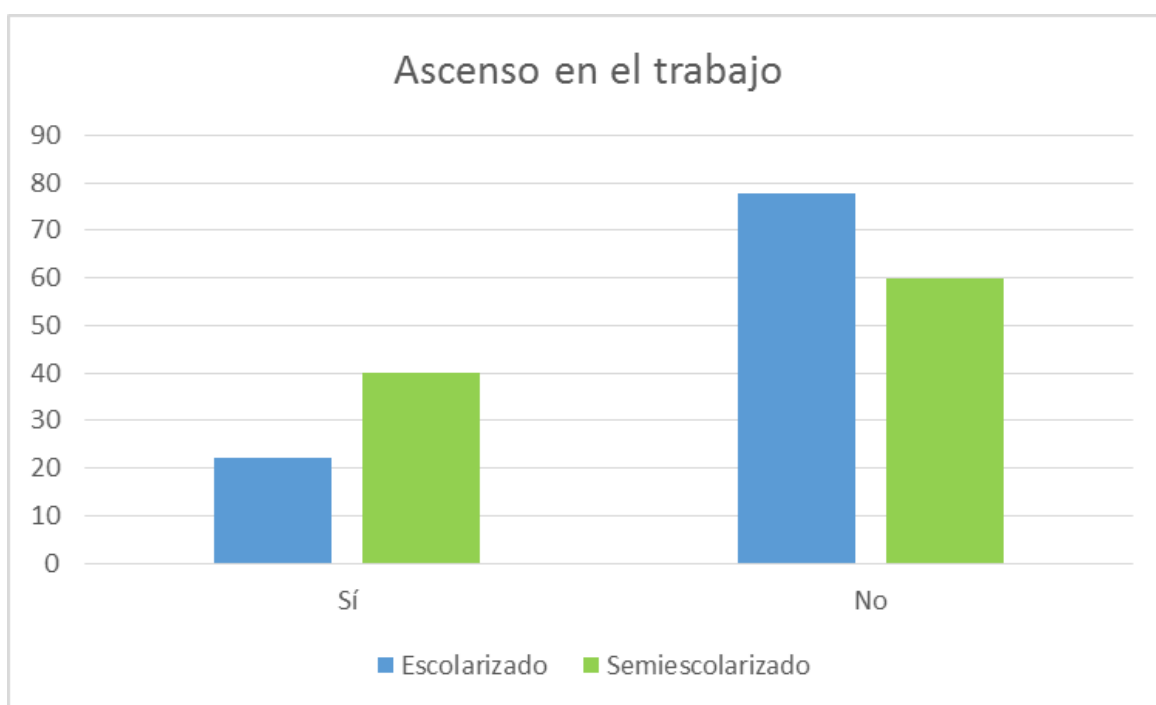
Fuente: Elaboración propia

It is significant that the proportion is close to half in both cases, that is, half of the graduates found a job because they had a university degree. Regarding whether the title was related to their career, only a third (33.3%) of semi-school graduates said yes, although it should be taken into account that some already had a previous profession or a job that was

not necessarily related to the right. In addition, among these graduates, only 66.6% stated that they were working, therefore, we found that half of them work in an area related to their profession.

In the case of graduates from the school system, 66.6% said that they did find a relationship between their work and the profession they studied (twice that of the other type of studies). Of all the interviewees, 77.7% are working, so the relationship between work and profession becomes much greater (only 11.1% would work in an area not related to law).

Figura 7. Ascenso en el trabajo



Fuente: Elaboración propia

Considering the above percentages, it can be said that the outlook is satisfactory, even though the highest proportion of graduates obtained their job thanks to a recommendation or because of their internships or social service (in this case, the university relates more deeply to their students with society). In fact, figure 7 shows the percentage of graduates who have promoted and those who have not done so within their jobs. Interestingly, 40% of semi-schooled graduates managed to move up, while only 22.2% of those in school did so, despite the fact that the latter were the ones who had access to a more continuous education.

Finally, the graduates were asked their opinions regarding the subjects studied throughout their university studies, as well as to explain which were, from their points of

view, the biggest problems they had during their higher education. To facilitate the reading of the results, Tables 2 and 3 are presented.

Tabla 2. Materias que deberían desaparecer del plan de estudio

Materias que deberían desaparecer	Egresados del sistema escolarizado	Egresados del sistema semiescolarizado
Derecho administrativo	8.33 %	0 %
Derecho ambiental y agrario	33.3 %	0 %
Derecho bancario	8.33 %	0 %
Derecho familiar	0 %	20 %
Derecho mercantil	8.33 %	0 %
Derecho procesal	8.33 %	0 %
Filosofía	0 %	60 %
Seminario de investigación	25 %	20 %
Teoría del Estado	8.33 %	0 %
TOTAL²	100 %	100 %

Fuente: Elaboración propia

The responses of both groups vary. Although there is a coincidence in the suggestion to eliminate the Research Seminar subject, the percentage is not the highest in both groups. While for the semi-schooled group the Philosophy subject should disappear from the curriculum, for the schooled group it is Environmental and Agrarian Law that should. The concentration of responses of the semi-schooled group in three subjects could also indicate a bad experience with the teachers or with the way in which they were worked in the modality that the students attended. On the other hand, in the case of those who attended classes in a scholastic way, there was a diversity of responses.

Regarding the subjects that, in her opinion, are essential in the study plan, in table 3 we find the corresponding percentages. The responses of both groups again show coincidences, as when choosing the subjects Criminal Law and Civil Law among the most favored. The subjects Procedural Law, Family Law and Amparo continue in percentages. The differences that we can find in both groups are on the one hand in the favor that the schooled makes of the subjects Mercantile Law, Introduction to Law, General Theory of Law and Roman Law, which were not mentioned by the semi-schooled group. Conversely, for the latter, the subjects of Crimes, Penitentiary Science, Tax Law, English and Writing and Legal

² Esta pregunta no fue respondida por todos los egresados; sólo 66.6 % del sistema escolarizado y 26.6 % del semiescolarizado dieron una respuesta. Se consideran las respuestas como totales para obtener los porcentajes.

Argument were mentioned, but those of schooling did not consider them among their answers. In summary, it can be pointed out that there were more subjects indicated as important within the study plan of the career, so it is suggested that they are not eliminated.

Tabla 3. Materias imprescindibles durante su formación

Materias imprescindibles	Egresados del sistema escolarizado	Egresados del sistema semiescolarizado
Amparo	9.09 %	9.52 %
Ciencia penitenciaria	0 %	4.76 %
Delitos	0 %	4.76 %
Derecho administrativo	2.27 %	0 %
Derecho civil	18.18 %	23.8 %
Derecho constitucional	4.54 %	0 %
Derecho familiar	6.81 %	14.28 %
Derecho fiscal	0 %	4.76 %
Derecho laboral	4.54 %	4.76 %
Derecho mercantil	6.81 %	0 %
Derecho penal	22.72 %	14.28 %
Derecho procesal	4.54 %	9.52 %
Derecho romano	4.54 %	0 %
Inglés	0 %	4.76 %
Introducción al derecho	6.81 %	0 %
Redacción y argumentación jurídica	0 %	4.76 %
Teoría general del derecho	6.81 %	0 %
TOTAL	100 %	100 %

Fuente: Elaboración propia

Finally, and to delve into the comparisons between both educational systems, the graduates were asked about the problems they had throughout their training. The perceived obstacles varied, and are presented in Table 4.

Tabla 4. Problemas en la formación

Problemas en la formación	Egresados del sistema escolarizado	Egresados del sistema semiescolarizado
Ausentismo de profesores	16.6 %	20 %
Capacitación de profesores	44.4 %	13.3 %
Falta de laboratorios de idiomas	0 %	13.3 %
Falta de sala de juicios orales	22.2 %	0 %
Falta de tiempo para realizar servicio social y prácticas	0 %	26.6 %
Lejanía del centro universitario	5.55 %	6.6 %
Préstamo de libros por poco tiempo	0 %	6.6 %
Problemas con la unidad de asignación de servicio social	11.1 %	0 %
Cancelación del acto académico	0 %	6.6 %
Maestros que desalientan a los alumnos	0 %	6.6 %
TOTAL	100 %	100 %

Fuente: Elaboración propia

The answers to the question about the problems throughout their training can be explained by the way the classes were developed in the two modalities. On the one hand, the graduates of the school system complained mostly about the lack of teacher training, while the major problem for the semi-schooled was the absenteeism of the teachers (this situation also occurred with the other group, although not was considered as problematic as the lack of training).

Discussion

Differences were found in different characteristics and circumstances in which the graduates carried out their studies. For example, in the way of paying for them, the disparity between the results reveals the role that parents have so that the youngest can continue with their studies, while those who attended classes only once a week worked for the most part. It may be that thanks to their work they were able to carry out their training, although it is worth noting that this system is not offered in most degrees.

Regarding the role of parents, a relationship was also found between parental training and children's work and school success, which has already been analyzed in other studies (De Vries and Navarro, 2011). However, in the two cases that were reviewed in this inquiry, it can be seen that the graduates are the children of workers, people who work in the fields or

who are employed in different trades (to a lesser extent they are professionals). In addition, it should be noted that few parents are engaged in the legal profession, so they could not directly help their children to develop in the world of work.

Likewise, in the case of the semi-schooled group it can be said that the acquisition of a university degree served to achieve a higher level than that of the parents. In the case of the schooled, although to a lesser extent there was a difference between parents and children with respect to the type of work they perform, it can be stated that the graduates in both groups chose a career that was not directly related to those of their parents. This point is of interest, since we can see that it is the students who decide on a profession based on issues that are not necessarily related to the parents' work.

Based on the theory of human capital, it would be expected that graduates continue with their training through courses, conferences and internships in spaces intended for the legal profession. The results that these graduates would expect should be profitable with respect to the investment they have made (Ontiveros, 2007).

Although there are coincidences between the experience of both groups—for example, when explaining that there were deficiencies in their training due to the lack of laboratories—, there are discrepancies regarding their particular experiences. On the one hand, those in school explained the need to have an oral courtroom, while those in semi-schooled did so about the lack of a language laboratory. At the time when both groups were studying, the oral courtroom was under construction, while the language laboratory already existed on campus, but it did not offer its services on Saturdays, so semi-school graduates could not access it.

The development of their practices and social service was difficult for both groups, being the semi-schooled the one who had problems to carry it out due to their own time (many of them worked in a schedule that prevented them from doing it), while for the schooled the problems had to do with the social service unit that had to assign them the places or places where they would carry them out. Finally, some of the problems that were exclusive for semi-schooled graduates had to do with class schedules and difficulties in accessing Cualtos services (such as borrowing books or using the language laboratory).

Even more important was the fact that some of the graduates stated that the academic act was canceled the day before it was held, in addition to the fact that there were teachers who frequently discouraged them from continuing to study in a semi-schooled project. Some

of these problems were mentioned by those graduates who were contacted and refused to participate. They argued the little support received from the university, and it can be seen that the problems they had as students could have been solved if they had been offered adequate services to their schedules and type of studies.

Finally, it is worth taking up the data from De Vries and Navarro (2011), who point out that the unemployment rate for university graduates is 11%. Although the percentage is lower than that found among graduates of the Lawyer career in Cualtos, it is possible that it is due to the refusal to answer certain questions in the interviews, especially on the part of semi-schooled students. Among the arguments mentioned, the most recurrent referred to the rude treatment they received from the campus staff, hence they did not feel willing to collaborate at work.

Finally, it is important to note that various studies have shown that although law is a career with high levels of occupation, being employed during the first year after graduation has had a more favorable impact on their career. As well as those who specialized in a particular area, either with practice within their training as undergraduate students, or already with a postgraduate degree (Chamorro, Molina, Burbano and Cadena, 2019; Mendoza, González and Heredia 2020; Labor Observatory , 2015). Although the intentions of the graduates who belonged to both groups at the time of entering and studying the career could differ, without a doubt the experiences they lived during their transit through the degree were not entirely favorable for one of the groups. Regardless of the reasons why they studied, the circumstances in which they did so differed, leading to uneven quality of their university studies.

Conclusions

The analysis of two groups that studied the Law degree in the same period and campus (in this case, the Cualtos), although in different modalities (schooled and semi-schooled), has served to understand how this last variable can influence training and students' perception. Although integration into the world of work does not seem to be directly conditioned by the type of training (since the bachelor's degree helped them to be employed), it is possible to see that the choice of this career was determined by the possibilities that one or another option offered. In other words, students do not usually select this profession because of the influence of their parents, since most do not dedicate themselves to it.

In fact, social origin was not a determining factor in entering working life, since none of the graduates whose parents were lawyers expressed that they had used this influence to get a job. However, the support of parents so that graduates could study was decisive in many cases, especially for those who studied Law in a scholastic way.

Regarding the subjects that should be eliminated from the curriculum, differing opinions were found in both groups. In this regard, it should be noted that the curriculum of the Law degree was not the same for the graduates interviewed in this work.

On the other hand, the problems that graduates had when they were students constitute a strong indicator of how the chosen study modality can influence the way in which the career is developed. For example, semi-schooled students said they had been put off by teachers. This caused a refusal when trying to interview them to develop this job. The lack of motivation or empathy on the part of those who accompanied them on this journey was one of the recurring themes.

Despite this, it stands out that the graduates made their way into the university and work environment thanks to their own efforts. The search for scholarships, support for themselves, etc., shows an interest in pursuing their higher level studies. Likewise, and although a large majority of the graduates obtained their employment by recommendation (especially those enrolled in school), it is worth emphasizing that this is not an exclusive reality for lawyers or professionals in the region. In fact, it can be inferred that these recommendations came from teachers, coworkers or friends, since their parents did not work in that field.

In short, both groups have coincidences in their training, in the ways in which they obtained their jobs and above all in their opinion about their own career (important, essential subjects, workplaces, reasons for choosing their profession). However, the study modality had important influences for both groups, so the disparity deepened and the differences became evident, even though in many cases they had the same teachers, subject programs, and resources. In short, studying a bachelor's degree on the same university campus can become a totally different experience if it is done in different school modalities.

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