

## Theoretical and methodological background on the economic attributes in the choice of university career

### Antecedentes teóricos y metodológicos sobre los atributos económicos en la elección de carrera universitaria

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#### Abstract

Economic, political and cultural changes show the choice of career as a latent and unfinished process at the conceptual level, given its important regional and gender edges. With the desire to know and segregate from among the investigations that link economics with career choice, the fundamental variables to describe, compare and then relate against attributes outside the combo, a conceptual mapping was elaborated on classic articles in these tasks. Finding that, the studies bifurcan defined not by the topics considered, but by their paradigmatic or disciplinary genesis. Thus, economists expose varied and elegant metrics, although often overestimated, since in their abstraction, the failure of qualification is reduced to a mere matter of cost-benefit. On the other hand, the works emanating from the vocational orientation, include more elements of analysis in the choice of career, but, often, they are questioned as perceptions economic attributes perfectly objectifiable in their instruments. The conclusions of the studies are disparate according to context, in some cases, the socioeconomic status and the professional labor market are neutral in the choice of career and school performance, while other chapters place them above the attitudes, aptitudes and academic preferences of the baccalaureate.

**Socioeconomic status, Professional labour market, Career choice**

#### Resumen

Los cambios económicos, políticos y culturales, evidencian la elección de carrera como un proceso latente e inacabado en el plano conceptual, dadas sus importantes aristas regionales y de género. Con afán de conocer y segregar de entre las investigaciones que lazan economía con elección de carrera, las variables fundamentales para describir, comparar y relacionar luego contra atributos fuera del combo, se elaboró un mapeo conceptual sobre artículos clásicos en estos quehaceres. Encontrando que, los estudios se bifurcan definidos no por los temas considerados, sino por su génesis paradigmática o disciplinar. Así, los economistas exponen variadas y elegantes métricas, aunque, muchas veces sobreestimados, ya que, en su abstracción, el fallo de titulación se reduce a mero asunto de costo-beneficio. Por su parte, los trabajos emanados de la orientación vocacional incluyen más elementos de análisis en la elección de carrera, pero, a menudo, se cuestionan como percepciones atributos económicos perfectamente objetivables en sus instrumentos. Las conclusiones de los estudios son dispares según contexto, en algunos casos, el estatus socioeconómico y el mercado de trabajo profesional son neutros en la elección de carrera y el rendimiento escolar, mientras otros capítulos los sitúan por encima de las actitudes, aptitudes y preferencias académicas del bachiller.

**Estatus socioeconómico, Mercado de trabajo profesional, Elección de carrera**

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## Introduction

Studies in different provinces about the wrong choice of university career in Mexico, indicated that between 8% (UAEMEX) and 40% (IIPCS in CDMX) of the undergraduate students interviewed in their first year of higher studies, stated via survey to have Having failed in their professional decision, the economic impact of dropping out of school for most of these young people exceeds one billion pesos a year, although the social, family and personal consequences are still unquantifiable. The reasons for professional error are multiple, ranging from poor vocational guidance to ignoring it; or putting too much emphasis on the job market without regard for true personal abilities and tastes.

Historically, the classical studies about the choice of university career and campus emanate from psychological (vocational orientation) and sociological (career prestige and gender) viewpoints, without disregarding their results or usefulness, many of these studies underestimate fundamental economic elements such as the socioeconomic status of the student and the importance of the professional job market. In this vein, the article aims to serve as a platform for the subsequent characterization of abstracted or underestimated factors in most current decision-making studies, rescuing for this the similarities and differences that the classical vocational orientation and economics approaches grant to the optimization of variables, scales, methodologies on the economic dimension, and of course, some of its main corollaries.

The main variables used in studies that link economics and career choice are: (social inclusion, human capital, profit maximization, job market, high and low demand careers, socioeconomic status, performance and career satisfaction<sup>1</sup>). The most helpful hypothesis in these studies is that the student's socioeconomic level affects him, but does not determine his propensity to enter university, the type of career he will choose, his academic performance and satisfaction in the selected faculty.

Among the recurring methodologies, the econometric models stand out, such as the demand for education proposed by the theory of human capital up to their own constructs, of course, without losing sight of the neoclassical theory on rational consumer choice, based on standardized questionnaires with samples generally cross-sectional, representative and random to determine the socioeconomic level of the students, to achieve a descriptive analysis. Although the variables, methods and instruments to approach education from an economic perspective are varied, the problem to be solved is very specific: I. Choice, acceptance and satisfaction in the career according to income; II. Relationship of economic level with performance and school permanence; based on variables such as family income, employment status and proximity of the faculty to the student's home; III. Labor market, human capital and competitiveness; IV. Results of public education policies as a tool for social inclusion.

### 1. Choice, acceptance and satisfaction in the career according to income

Casimiro Dionicio (2021). From Peru, a study on gender stereotypes in career choice makes use of socioeconomic factors tangentially. After Contextualizing Brawn, and his interest in the disinterest that many high school students show for their professional future; and to Kerckhoff, who proposes a more specific training in that same ladder to avoid difficulties in university launch; in addition, to the criticisms that Muñoz (2020) pours for female academic segregation in the Chilean engineering area. He finally lands on the cognitive theory of career choice (SCCT), locating three explanatory variables in this process: self-sufficiency (interests, goals); contextual factors (the environment, where the economic is included); and personal (also includes gender). Assuming as a general hypothesis, that gender stereotypes influence the aforementioned self-sufficiency, expectations of results, interests and goals that the student outlines to choose a degree.

<sup>1</sup> For more details on the connotations of these concepts, check: Navarro (2005); Quintero (2018); CIEDES Foundation (N.D)

The SCCT theory uses the instrument baptized as STEAM in the choice of career, retaking the previous adaptation of Inda-Caro (2016), to which patches were added in the rating scale and new items considered pertinent, the hybrid instrument was validated by a panel of experts with the help of the Crombach Aiken and Alfa tests with good results. Once the sample of 542 students has been defined, the predictive and cross-sectional study continues, always seeking empirical verification. The results of the descriptive, comparative, correlation, regression and factorial analyzes indicate that the influence of gender stereotypes is only limited in self-sufficiency, and medium in the contextual and personal, however, rancid gender stereotypes persist that the programs vocational guidance should be taken into consideration.

(Di gresia L, 2009), seeks to distinguish the main attribute in career choice among the three main paths of knowledge that have so far dominated the subject of career selection: Economics, Psychology, and Sociology. Through 3 econometric models corresponding to its conceptual framework (Access to university education, career choice and academic performance), using a Census in economics students from La Plata University in Argentina, the author concludes that there are strong correlations between the socioeconomic level and student performance at the higher level.

In another study on the socioeconomic relationship, gender and career choice carried out in Mexico City, an original data collection instrument was applied to more than 600 students in the health sciences area, in search of correlations between gender, economic level and career choice. Women enrolled in medicine presented the highest socioeconomic standards, while nursing women were located in the lower strata, in the case of men, aspiring nurses have a higher economic level, for the rest of the careers the instrument does not evaluates strong correlations, on the other hand, most of the students of dentistry, nutrition and chemistry are part of the middle class. (Delgado, 2006)

To verify the hypothesis that "women are more susceptible to the influences of third parties in the choice of a career and university", using an unprecedented method, remember that one of the important elements in the decision of career and university campus is the information available for the adolescent who attends the upper secondary level. Although, the choice of career is not only based on official data available to the young person, but also family, friends, social environment and even gender play a fundamental role, as shown by the results of the cross-sectional study, its finding, strong external influences on the participation of women in the technological area. (Orozco L, 2009)

The essay compares the attributes that influence the choice of university career of young people, highlighting as explanatory axes, firstly, the socioeconomic level, then the skills and attitudes of young people. Covarrubias, (2003). This article locates the components related to the willingness of students from a low socioeconomic level to pursue high demand careers in the metropolitan area. The results are grouped into three categories: personal, contextual and agency factors. (Carrasco, 2014). It concludes that there are links between socioeconomic status and admission to the social work career. (Maldonado, 2006)

In search of economic or academic rationality, the agents with the greatest relative weight in the choice of the economics career at the UANL were examined, assuming that the career choice is a rational exercise, an informed decision of the student about attitudes and aptitudes necessary to be an economist, school costs and the job market. Using a new instrument, stratified and concentrated sampling of simple percentages of the responses of young people, he concludes by stating that there is not enough evidence to place the economic factor as a determining factor, but this does not mean that the choice of young people is irrational, since The instrument showed that aspiring economists are well informed about the profile of entering and graduating from the career, so it is assumed that it responds to professional concerns. (Bolaños, 2001)

## **2. Relationship of the economic level with the performance and school permanence; based on variables such as family income, employment status and proximity of the faculty to the student's home**

Erected in the complex paradigm of Bustamante for the choice of career, its consequent edges specific to the student and an external sociocultural environment. The author generally illustrates salary disparities for those who access and do not access university education in Peru according to OECD data. Finding various factors related to school dropout: Socioeconomic level; academic and institutional aspects. Although, initially assuming that social psychology and economics are the branches that deal most with the university dilemma without communing in theories, he finds in (Páramo & Correa, 1999) the best approximation to a dropout taxonomy: voluntary and involuntary, hypothetically, influenced by the aforementioned variables. With these pillars, she designed an experimental, quantitative and longitudinal study to follow up on the causes of school dropouts throughout the 5-year career for the 2013 generation, through a cohesion. By regularly applying a data collection instrument and a desk analysis about the respondents' notes, processing the information in the statistical package GraphPad Prism version 8.0, it was possible to validate the original hypotheses, which they assumed, that in order of importance, the factors that most influence the desertion of new entrants in 2013 to the National University of Piura are: institutional, academic and socioeconomic. Augusto Vílchez, A. S. (2021)

In order to discriminate the reasons for choosing a career and professional satisfaction between high and low demand schools, Cavazos forges an instrument that assesses the relative weight of socioeconomic factors and vocational guidance applied to UANL university students, reconciling a stratified sample and representative that provides differentiated results. In low-demand careers, the main reason for students' choice is related to aptitudes, attitudes, and preferences, while students with privileged socioeconomic status choose high-demand careers. (Cavazos., 2003).

A cross-sectional study with a stratified and statistically sufficient sample on academic performance at the UABC, the instrument considered socioeconomic agents such as whether the student lives with parents, friends or partner, whether they work part-time, as well as access to transportation and technology. The intention was to check if the socio-economic agents influence the academic and social perception of the students, but the results made this hypothesis null, since there is no conclusive evidence on the fact. (Armenta, 2007)

Students from the 1984-1985 class of the Autonomous University of Madrid, adopted this option after weighing multiple attributes, among which stand out: academic progress, social respectability and personal joy. These and other vicissitudes are explored through a transectional coherence. Working under a hypothesis that economically disadvantaged students tend to opt for easy degrees, while young people of medium and high level seek difficult careers, since these guarantee a better job offer, to reaffirm this presumption, the original demand model is adapted education proposed by the theory of human capital of the Chicago school, which is analyzed with a multivariate method, to ensure that the rational decision that a young person can make is to enroll in a career with good job opportunities (Latesa, 1987). The article evaluates the key conditions to have chosen the degree in teaching and pedagogy at the University of Murcia. Based on the theory of human capital, a logit-binomial instrument model was applied, where the parents' last degree of studies and their own academic record are the variables that best explain the choice of career and good performance within this. (Benavides, 2014)

With a mixed design of qualitative and quantitative research, and using the deductive-inductive method, based on the antecedents given in the research, investigation directed in semi-structured interviews with teachers and administrators and a closed survey for students.

In the light of the results, after the description, the theoretical bases and attributes required to model a quality management proposal and its validation are identified, according to the methodology of the ISO and EFQM quality management system, which contributes to retention. student for the Faculty of Engineering, improving the user experience and in turn the value chain of the university, identifying Strengths, Opportunities and Weaknesses (SWOT), from cause-and-effect diagrams, for the standardization of the 9 processes summarized from the study. Vargas Torres, K. D. R. (2021)

Armed with a previous general diagnosis, a study is set up to find out the socioeconomic situation in which the students of the Universidad La Plata in Argentina live. The instrument considered sex, marital status, distance from the home of their parents with the faculty, if their previous diplomas were obtained in public or paid school, work condition, current housing conditions and parents' education, in search of a correlation with school performance, defined from the average and the subjects passed in the last school year. (Klubitschko, 1980)

### **3. Labor market, human capital and competitiveness**

Cabrera, addresses the relationship between the job market and its correspondence with the demand for university careers, making evident the lack of planning in infrastructure and educational offer. In the background, the variables belonging to and outside the high school student in the Nariño area are identified, which influence the university dilemma by formulating a cross-sectional instrument, operating a stratified sample of high school students in Colombia, deducing that the main external agent to the young person to choosing a career is economics, since skills and attitudes are intrinsic to young people. (Cabrera G., 1987)

There are analyzes based on mathematical models related to the demand for higher education, these studies try to find the causes or determinants for the choice by students, whether for short, medium or long careers. Using the binomial logit model, variables that the human capital theory mentions as transcendental in this important election are rescued.

The exercise exemplifies the correlation that exists between the selection of the career, subject to the economic position of the family, the educational level of the parents and finally the personal ability, since it is important to point out that these correlations determine the path to follow in the training professional development of young people, since they help and / or limit personal progress (Jiménez & Salas, 1999)

### **4. Results of public education policies as a tool for social inclusion**

Using the comparative method, the results of social inclusion policies in the educational field of Venezuela, Brazil and Argentina are evaluated, analyzing and standardizing official data from their ministries of education, it is concluded that they are all paradigmatic cases, since Educational combat policies start from their own viewpoints, where each context contains its own edges, strengths and weaknesses. (Chiroleu, 2009)

A relevant theoretical and historical article about how to contextualize academic performance and the elements that are its own, based on the literature on higher education in the country, focuses on the sufficiency of the resource as a proportion of GDP assigned to it. category, justifying that the resources are insufficient, the next problem is the criteria for their allocation between universities and within them. What should be the allocation criteria? the prestige of the university, the enrollment or the infrastructure needs of the careers it offers, even some venturesome model on the optimal size of the universities. (Chickpea, 2007)

After the Second World War, Argentina experienced rapid development from the import substitution theory. The agile economic growth coupled with a mesocratic income distribution, that is, more or less equitable, causing the demand for higher education in the country to skyrocket, to such a degree that today Argentina is the Latin American country with the most students from degree in relation to its population. Progress has been significant, but a good number of students do not find a place in national public universities. In this vein, this article aims to calculate the real demand of public universities, to justify growth policies. (Klubitschko, 1980)

The high rates of unemployment in Europe, and especially in Spain, have called into question the fact that pursuing a bachelor's degree is enough to successfully integrate into the job market. In this unfavorable context, private education has taken a spectacular leap, as shown by econometric models, in an uphill panorama, students from private universities find better job accommodation, because their plans and programs respond to the needs of employers. This research calculates an approximate of the demand for private education in Spain, resulting as the main explanatory variable in the economic level of the parents and their last school grade. (Salas, 2004)

Immersed in the information age, the changes today are increasingly harsh and dizzying. Education, a pillar of the generation, transmission and dissemination of knowledge, should always be at the forefront in terms of the technical needs of our time, however, stale and stagnant power structures inside and outside the universities, have stopped development, widening the gap between theory and practice. The article calculates the educational demand for newly created or even non-existent careers in Argentina. (Corica, 2012)

The Benemérita Universidad Autónoma de Puebla, in an effort to fulfill the social commitment of forming quality human capital with a comprehensive profile, has been expanding the educational offer with the mission of keeping up with the times. To fulfill this task, BUAP also studies the job satisfaction of graduates, considering quantitative and qualitative elements related to professional satisfaction. For many years it was thought that the university guaranteed students economic and professional development, but the results are far from that belief. (Vries, 2008)

Poverty among young people almost always translates into school dropouts. The present work calculates high school dropout in Chile, while exposing poverty as its main cause. (Donoso S, 2007)

## Conclusions

The populations or samples used in the economic axis fluctuate from a representative sample with confidence intervals of 90% - 95%, such is the case of (Di gresia, 2009) census 3 moments or matches for longitudinal analysis of UNLP Argentina students, young people in the last year of high school from private schools (Orozco, 2009), combination of a census for schools with few students and stratified sampling in the most populated faculties (Cavazos.ND.45). Samples that use the Likert-type test to determine the socioeconomic status of the young person (Cabrera, 1987). Own questionnaires that rescue the socioeconomic criteria and information about the career, attending to the neoclassical theory of rational consumer choice. (Latiesa, 1987) or (Bolaños, 2001). Approaches to discriminate socioeconomic status with a gender perspective as a factor in the choice of careers in the health area (Delgado, 2006). (Armenta, 2007, P.1) stratified samples with structured questionnaires.

Similarly, the instruments for measuring the influence of the economy on career choice are also very varied. Obtaining simple percentages of the responses to the structured questionnaires (Orozco, 2009), CHIROLEU (2009), Bolaños (2001), (Delgado, 2006), ARMENTA (2007) Table of frequency distribution for simple percentages and absolute numbers, mean, median, mode, standard deviation, then, from the ordered data, as forms of verification results to an Analysis of Variance, and consequent test Scheffó, Chi Squared (X), Cabrera. 1987), (Cavazos.ND). Analysis of the coefficients and correlations resulting from the econometric models that indicate which factors or variables affect each of the 3 categories or axes of the study, through 3 econometric models. (Di gresia, 2009). Multivariate regression or segmentation analysis. 2. Examining the reasons for choosing a career in order to characterize the different types of studies. (Latiesa, 1987).

Among the corollaries on economics and university choice, they stand out at the macro and even transnational level, it is theorized about the effectiveness of public education as a policy of social inclusion and investment in terms of competitiveness, (Klubitschko 1980) (Corica, 2012) CHIROLEU (2009).

Although the bulk of the studies that relate the choice, acceptance, as well as satisfaction in the different careers and schools of high and low demand, public and private, conclude that socioeconomic status is a determining factor in access to university education, the choice of career and academic performance, as an example of this we have (Di gresia, 2009), Cabrera (1987), Garbanzo (2007) and Porto (2001). Many approach the choice of career as a rational decision of the consumer, given the available information and the maximization of its profit Bolaños (2001), or the theory of Human capital, in which the Labor Market is the determinant to be embedded in careers of high or low demand (Cavazos. ND.), not only based on tastes, but also on economic costs, times and stress of preparation (Orozco, 2009), (Delgado, 2006), Garbanzo (2007). Authors such as ARMENTA (2007) argue that there is insufficient evidence to correlate socioeconomic status with academic performance.

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