



Vocational training and labor market for graduates of the Bachelor's degree in Sociology. The case of Chiapas, Mexico

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Abstract: This text is based on the study carried out on graduates of the Bachelor's Degree in Sociology, from the Faculty of Social Sciences, of the Autonomous University of Chiapas (UNACH), Mexico, prepared in 2023, with the aim of obtaining the opinions of its graduates on the quality of their professional training and the degree of satisfaction they have in this regard, its relevance to their job performance and suggestions for updating the study program, from their experiences in the labor market, which allows generating strategies that provide feedback to the study programs and improve the processes of their planning, updating and consolidation, to ensure their quality and relevance (Aldana et al, 2008).

Keywords: sociology, graduates, vocational training, labour market.

1. INTRODUCTION

Studies such as graduate monitoring constitute central strategies of institutional evaluation, from the opinions of its graduates; especially UNACH states in its Curricular Model (UNACH, 2020) that both strategies allow its connection with the labor market, provide it with updated and reliable information on the professional performance of its graduates in various labor fields such as public, private and social, which account for the relevance, effectiveness, strengths and weaknesses of the study programs it offers.

UNACH, committed to strengthening its educational quality, created the Institutional Graduate Monitoring Program (PISE) (UNACH, 2012), which will enable it to have updated information on its graduates regarding their working and professional conditions, as well as the evaluation of their study programs and institutional services, with which it will be able to make informed decisions to ensure the quality and relevance of the educational programs it offers, a fundamental aspect of its Mission as an educational institution.

UNACH (2023a) raises in its Academic Project 2022-2026, the importance and need to effectively and efficiently institutionalize the graduate follow-up program, which allows developing and strengthening an educational offer of excellence, inclusive, diversified, accessible and with a high degree of social and academic relevance that responds to social, economic and cultural demands, for the training of competent professionals, committed to sustainable development and social transformation.

In the processes of consolidating the quality and relevance of higher education programs, a central factor to consider is the institutional feedback provided by the studies and monitoring of graduates, which allow us to know the opinions of graduates on the quality of their professional training, its relevance to their job performance and suggestions for updating study programs in response to the demands of the labor market and the social environment they face (Aldana et al, 2008).

In Mexico, the National Association of Universities and Higher Education Institutions (ANUIES, 1998) has made valuable contributions to the development of studies and follow-ups of graduates from different higher education areas, with the aim of obtaining direct information from the experiences of young professionals on the impact that the university education offer has on the labor market, the quality of teaching at the university, the professional placement of graduates, the social impact of schools and faculties on the labor market, as well as having information that supports decision-making to adapt the university education offer to the existing demand.

The realization of studies and the follow-up of graduates are of great importance because they provide us with the opinions of graduates on the quality of their professional training, its relevance to their work

performance and suggestions for updating study programs in response to the demands of the labor market and the social environment they face; these investigations on graduates at the higher level provide fundamental elements for strengthening educational institutions, especially for curricular updating, self-assessment and ensuring the provision of quality professional education that is relevant to the needs of the contexts in which professionals operate (Lopera, 2005; Aldana et al, 2008).

In the case of the Bachelor's Degree in Sociology, the present study of graduates constitutes a relevant indicator for the process of evaluation and accreditation of the quality of the educational program, which in the words of Flores and García (2015), graduate studies constitute "one of the most appropriate strategies to provide feedback to the training programs of professionals and researchers in educational institutions. The performance of graduates in the work field, their acceptance, promotion, professional development, salary achievements and the incursion into postgraduate studies, constitute some of the most reliable indicators of the relevance, sufficiency and timeliness of educational programs."

Higher education institutions are faced with the need to strengthen the quality of the professional training they offer and in this trend, the Faculty of Social Sciences of UNACH, directs its strategies to offer quality study programs that include their relevance, feasibility and that are linked to the productive, service and social sectors.

2. THEORETICAL-CONCEPTUAL REFERENCES

Aspects related to graduate follow-up have traditionally been addressed from the theories of the Economics of Education, focused on a labor approach, one of these being the theoretical perspective of Human Capital, "mainstream of economics for the study of the labor market" (Quintero, 2020, p. 239), whose interest is located in explaining the relationship established between education and work; This theory is constituted as a continuity of the classical economy of Adam Smith, during the 1950s and was strengthened between the 60s and 70s, this theory proposed a comparison of the educated man with a machine and that the work performed would repay all the expenses he had made on his learning; hence, he assumed education as an investment that provided greater opportunities in the labor market: "This position explains the movement of the labor market by calculating the magnitude of the investment in human resources, in relation to the active economic forces, which determine the movement and entry into the labor market" (UNACH, 2012, p. 51). That is, this theoretical perspective assumes the establishment of a direct relationship between the degree of qualification of the subject and his progress, in such a way that the school constitutes a factor of production (Quintero, 2020) and therefore, the structural conditions, the class conditions in which each subject develops are not considered, leaving the responsibility to the decisions of the individual regarding their working conditions.

In the 20th century, Schultz (1979, cited in UNACH, 2012, p.52) argued that education should not be considered a social expense but rather an investment that will have an impact on increasing work capacity, as well as employment opportunities, which will enrich the quality of life. This theory states that "the knowledge acquired cannot be of any type, but rather that which reinforces the productive capacity of the workforce. It is also important that individuals have jobs, otherwise they will become a reserve of highly qualified workers, but they will not be productive (Shultz, cited in UNACH, 2012, p.52).

From these theoretical positions, education was assumed to be a factor directly related to economic growth and justified the massive expansion of education in Latin America in the 1970s and 1980s: "if education expenditure contributed to economic growth, governments could, in addition to meeting the education demands of their populations, simultaneously contribute to the material growth of the economy" (UNACH, 2012, p. 52). The economic problems of the region characterized by low economic growth, unemployment and precarious work, even at the professional level, questioned these theoretical approaches, given the evident lack of correlation between education-work-wages and gave rise to the emergence of new theories that analyzed the relationship between education and the labor world.

One of these theories is the so-called "Filter Theory", represented by Arrow and Spence (1973), who criticize the human capital theory by considering that education in itself does not mean an increase in the subject's productive capacities and propose the educational level or degrees of study obtained by the subject as a filter for people who have certain attributes that employers seek: "certification guarantees the employer a minimum of knowledge, skills and efforts, on the part of the worker, because he or she

has had some success in reaching the educational level accredited by the diploma" (Brown, 2019, p.8). The criticism established towards this theory shows that the educational system reproduces "a submissive and fragmented workforce, in which the experience of schooling, and not merely the content of formal learning, is central to this process" (p.9).

Another theory proposed was the "Signaling Theory", developed by Stiglitz (1975, cited by UNACH, 2012), in which he assumed that the levels of schooling achieved by the subjects meant a signal for businessmen or employers, since these diplomas obtained expressed the level of knowledge, skills and aptitudes of future workers or employees.

Likewise, the "Queue Theory" proposed by Thurow (1972, cited by UNACH, 2012) and later taken up by Piore (1985), will consider education as an element that allows selecting job applicants according to their level of employability and that they express characteristics to be better trained or qualified, hence they will be at the top of the queue (UNACH, 2012).

Another theoretical approach is that of "Education as a positional good", which proposes an analysis of the growth in educational demand in response to people's willingness to increase their levels of education, derived from the perspective that the level of education affects the improvement of employability, greater competitiveness, and the increase in status in jobs in the labor market (UNACH, 2012).

From another perspective, the "Segmentation Theory" is proposed, which considers that although the educational level affects the income of workers, it is not a determining factor of income since salaries are designated taking into account the market segment in which the worker is located; that is, the salary will depend on the level of the company or institution, as well as its location, mainly (UNACH, 2012).

Notwithstanding the contributions, biases and limitations of the theoretical apparatuses generated to analyse the relationship between education and the world of work, it is important to take into consideration that we are situated in a context with a tendency towards profound transformations, with the implementation of a flexible work model, a dynamic globalisation process with its regional and local contradictions, technological innovations, etc., which requires processes of interpretation and analysis that raise these processes and the way in which they affect the field of higher education and vocational training.

In this sense, current studies on professions do not yet address these contexts in depth. "Recent studies on professions do not yet articulate with the current challenges generated by the normative demands of trade agreements, the transformations of the world of work, the development of technology, as well as emerging concepts about work and the evolution of the disciplinary fields that have arisen in each profession" (UNACH, 2012, p. 53).

Contemporary societies are inserted in a context of globalization and a neoliberal economy that highly demands flexible and high-quality professionals, which has also influenced the educational policy oriented towards internationalization that emphasizes the connection of universities with market requirements and demands the strengthening of the educational quality offered in higher education institutions, through a flexible curriculum and training by competencies (Bologna Declaration and World Declaration on Higher Education in the 21st Century). In this context, universities need to fulfill various functions required by the global economy, social demands, considering the cultural aspects of contexts between the local and the global, the demand for their innovation and the continuous improvement of their quality, since they are expected to train professionals required by the changing labor market, influencing economic growth and social well-being (Ayala, 2009; UAEM, 2009; Guzmán et al, 2008; Escalona and Fernández, 2007; Fresan, 1998).

Addressing the relationship between higher education and the labor market, at this time, inevitably involves the element of "quality". The quality of higher education institutions considers the development of continuous and systematic evaluation processes that allow them to innovate, design and implement new teaching-learning methods, generate new knowledge, optimize resources, among other aspects. This evaluation culture has been strengthened in recent years "as part of the responsibility of higher education institutions to make known to society the results of their processes and the management of their resources; as well as to obtain valuable information to improve the quality of

education" (Valenti and Varela, 2003, cited in the Institutional Program for Monitoring Graduates of the Autonomous University of Chiapas, PISE, UNACH, 2012, p.49).

The quality of education linked to vocational training and employment has been established in various research projects, such as graduate studies, a relevant tool for enriching educational quality (self-assessment, accreditation by academic peers, etc. have also been considered). Graduate studies and monitoring allow us to know the professional performance of graduates from their own opinions and also about the quality of the education received, the demands of the labor market and the social environment in which they are located.

At an international level, higher education institutions face the need to be accountable not only to government agencies, but also to society, which implies the need to strengthen institutional evaluation strategies, which include graduate studies, which are already a vital aspect (Aldana et al, 2008): "The study of graduates allows us to describe the characteristics and conditions of insertion and job performance that help in the curricular updating of the educational programs in which graduates have been trained" (UNACH, 2012, p.49).

In Mexico, ANUIES (1998) has developed relevant methodological proposals for carrying out studies and monitoring graduates, since they allow us to understand the impact that the university educational offer has on the labor market, as well as to establish the quality of teaching at the university, to know the professional placement of graduates, to analyze the social impact of schools and faculties on the labor market, and to have pertinent information for decision-making that guides the adaptation of the university educational offer to the existing demand.

It is important to consider that the accrediting and evaluating bodies that assess higher education programs in the country, such as those related to the evaluation of UNACH, raise the importance of studies and follow-up of graduates as an indicator of quality: "the follow-up of graduates is positioned as a line of educational research that can contribute to the understanding of the relationship between vocational training, the labor field, development of professions, job placement, educational quality, curricular development, among others; data from which the University can make informed decisions to better fulfill its function as an educational institution" (UNACH, 2012, p. 55).

Basics of graduate tracking

According to the UNACH PISE (2012), the study of graduates is a cross-sectional research, it is carried out only once so its results are not established to elaborate a comparative analysis and this study allows to know the current status of the group being investigated. The objective of the study of graduates is to "know the opinion of graduates in relation to the training received at the university, but fundamentally it will help to complement the information required to evaluate the impact and relevance of the study plans as a basis for defining and developing strategies for the adaptation of the academic offer provided by the institution" (Green and Urbina, cited by UNACH, 2012, p. 56).

Likewise, the study of graduates constitutes a central element in the evaluation of the quality and relevance of the educational programs offered by higher education institutions: "These studies do not constitute a simple reference of the process of insertion of new professionals in the labor market, they are not only indicators of graduate satisfaction with respect to the training received during their time at the University, they are also a powerful diagnostic mechanism to evaluate the relevance of the educational programs offered in search of an improvement in the HEIs" (UNACH, 2012, p.56).

3. METHOD

The Bachelor's Degree in Sociology from the Faculty of Social Sciences of UNACH has a curriculum consisting of 256 credits, with a duration of 8 semesters, and is taught in-person; it was approved by the University Council in its session on May 21, 2010 (in minutes 23) and was applied as of August 2, 2010 (Study Plan for the Bachelor's Degree in Sociology, 2010), which is still in force.

The 2023 Graduate Study of the Bachelor's Degree in Sociology of the Faculty of Social Sciences was guided by the quantitative cross-sectional methodological design proposed by the Institutional Graduate Monitoring Program (PISE) of UNACH. The study considered as participants the graduates of the generation that followed the study plan implemented in 2010 and graduated in 2022. The selection of the sample, in the beginning, adhered to the delimitation prepared by the SISE, which from a total of

22 graduates of the Bachelor's Degree in both school cycles (January-June, August-December), a census was indicated because it was a generational cohort of less than 40 graduates, but the final Sample that could be counted on was 8 graduates, equivalent to 36% of the graduates of said generation.

Information was obtained from graduates through a survey (designed by PISE) and the questionnaire was applied online. The instrument is made up of six variables: 1) Socioeconomic data of graduates, 2) Characteristics of their undergraduate studies, 3) Continuing education, 4) Experience and placement in the labor market, 5) Opinion on institutional services.

The field research process was carried out under the PISE methodological strategy, which consisted of three stages: 1) First Stage: Collection: In this stage, the activities of locating the graduates via email and phone call, sensitizing to achieve their participation and indicating the process of accessing SISE and filling out the online questionnaire were carried out. 2) Second Stage: Organization of information: The information of the graduates of the Bachelor's Degree in Sociology was organized in an electronic database at the institutional level of the entire university. 3) Third Stage: Data analysis. A descriptive statistical analysis was carried out for which the Excel Program and the Statistical Package for the Social Sciences (SPSS) Program were used.

4. RESEARCH RESULTS

General characteristics of graduates

According to data provided by the Statistical Data Module of SISE (UNACH, 2023b), the generation of graduates of the Bachelor's Degree in Sociology, 2022, is made up of 55% women and 45% men. From now on, all the data presented correspond to said generation. Regarding age groups, 55% of graduates are in an age range of 20 to 23 years; 35% are between 24 and 26 years old, 5% are from 27 to 29 years old and 5% are over 30 years old.

Regarding the place of origin, the majority (95%) of graduates of the Bachelor's Degree in Sociology come from the state of Chiapas, mainly from Region V Altos Tsotsil Tseltal, with 62% and from the municipalities of San Cristóbal de Las Casas, Oxchuc and Zinacantán; followed by Region V Meseta Comiteca Tojolabal, with 14%, specifically from the municipalities of Comitán de Domínguez and La Trinitaria; to a lesser extent, 5%, come from Region IV De Los Llanos, Region VI Frailesca, Region X Soconusco, Region XII Selva Lacandona, Region XIV Tulijá Tseltal Chol, respectively. Likewise, 5% of the graduates come from another entity such as Mexico City (UNACH, 2023b).

Regarding the degree, 32% of this generation of graduates have degrees: 71% women and 29% men; all of whom opted for the professional examination through thesis as their graduation modality (UNACH, 2023c).

Socioeconomic conditions during the development of their studies

Regarding the main sources of financing that graduates of the Bachelor's Degree in Sociology had during the development of their undergraduate studies, two factors stand out: support from parents, 47%, and support from scholarships, 40%; also, 7% mentioned income from work performed and support from spouse or partner, respectively (UNACH, 2023d).

Regarding the level of education that the parents of the graduates had at the time they were completing their undergraduate studies, according to the data obtained, it can be mentioned that 13% of the parents of graduates had completed primary school, 13% had incomplete primary school, 50% had completed high school or equivalent studies, and 25% had completed undergraduate studies (UNACH, 2023d).

Regarding the educational level of the mothers of the graduates, we can mention that 38% of them only have incomplete primary studies, 13% have completed primary studies, 25% have incomplete secondary studies, 13% have completed secondary studies and 13% have completed bachelor's studies (UNACH, 2023d).

The data express a difference in the educational level between fathers and mothers of the graduates surveyed, where fathers have a higher educational level than mothers.

Continuing education

Regarding the topics of interest to be developed that graduates expressed for their professional and work development, 17%, respectively, mentioned disciplinary theoretical topics, aspects related to scientific advances, the use of information and communication technologies, as well as pedagogical training.

Likewise, 13%, respectively, mentioned that they are interested in topics related to their work environment, research methodologies, and 4% mentioned other unspecified topics of interest (UNACH, 2023d).

Regarding the modality in which the graduates declared as preferred to develop continuing education activities, it is noteworthy that 38% indicated the face-to-face modality, 25% prefer the mixed modality, 13% mention the online or virtual modality and 25% did not respond to the question (UNACH, 2023d).

Likewise, regarding the period to develop the updating activity that graduates prefer, 50% indicated that they prefer the weekend, 12.5% indicated that they prefer during the week and 12.5% in the summer, 25% did not answer the question (UNACH, 2023d).

Work experience

Regarding the characteristics of the graduates' work experience, it is noteworthy that the majority, 75%, stated that they did not work during the development of their undergraduate studies; so that only a quarter of the graduates worked during the period of their higher education studies (UNACH, 2023d). Regarding the level of coincidence of the work activity carried out with the Sociology studies they were carrying out, all of these graduates mentioned that their work had no coincidence with their studies (UNACH, 2023d).

Upon completion of their undergraduate studies, only a minority of 12% of graduates mentioned that they found employment in accordance with the professional profile of the Bachelor's degree they completed in Sociology, and the vast majority, 88%, indicated that they did not find employment related to their professional profile (UNACH, 2023d). Regarding the time it took graduates to obtain their first job upon completion of their studies, all of them mentioned that it took them from six months to a year (UNACH, 2023d).

Regarding the factors that had the greatest influence in the event that they had obtained their first job after graduating from the degree, all of the graduates surveyed mentioned the Professional Profile associated with the needs of the company or institution (UNACH, 2023d).

As for the aspects that graduates consider influenced the delay or difficulties in finding employment, the following stand out: unattractive salaries, unattractive working conditions, gender discrimination, cultural discrimination and sexual preference. Likewise, 88% of graduates mentioned, respectively, the age limit and other aspects; 75% considered aspects such as the saturation of the professional market and the employer's lack of knowledge of professional profiles; 63% of respondents considered the lack of a professional degree, the lack of professional experience and the low job offer associated with the professional profile, respectively, as factors that influenced the delay in finding employment (UNACH, 2023d).

Institutional services

Regarding the opinion of graduates about their teachers and their academic activity in the Bachelor's Degree in Sociology, the following stands out (UNACH, 2023d):

- *Teachers who complied with extensive knowledge of the subject:* the study highlights that half of the graduates consider that the majority of their teachers satisfactorily comply with this aspect; likewise, half responded that 51 to 75% of the professors comply in this regard.
- *Teachers who met the requirement for clarity of presentation:* it should be noted that for more than a third of graduates, 38%, their teachers satisfactorily met this requirement and for half of graduates, 51 to 75% of their teachers met the requirement for clarity of presentation.
- *Teachers who met the requirement for providing assistance outside of class:* for a quarter of graduates, most of their teachers provided them with advice outside of class; while for more than a third, 38%, of graduates, between 51 and 75% of teachers met this requirement; likewise, for more than a third of graduates, 38%, they mentioned that 26% to 50% met this criterion.
- *Teachers who met a plurality of theoretical and methodological approaches:* 37.5% responded that they met 76 to 100%, 37.5% responded 51 to 75%, 25% responded 26 to 50%, 0% responded 0 to 25%.

- *Teachers who met objective evaluation of assignments and exams:* 37.5% responded that they met 76 to 100%, 50% responded 51 to 75%, 12.5% responded 26 to 50%, 0% responded 0 to 25%.
- *Teachers who met the motivation to access new knowledge:* 12.5% responded that they met 76 to 100%, 50% responded 51 to 75%, 37.5% responded 26 to 50%, 0% responded 0 to 25%.
- *Teachers who met the motivation to encourage student participation in class:* 0% responded that they met 76 to 100%, 62.5% responded 51 to 75%, 37.5% responded 26 to 50%, 0% responded 0 to 25%.
- *Teachers who met the requirements for Respect for Students:* 50% responded that they met 76 to 100%, 50% responded 51 to 75%, 0% responded 26 to 50%, 0% responded 0 to 25%.
- *Teachers who met the requirements for Class Attendance:* 37.5% responded that they met 76 to 100%, 50% responded 51 to 75%, 2.5% responded 26 to 50%, 0% responded 0 to 25%.
- *Teachers who met the requirements for Punctuality:* 37.5% responded that they met 76 to 100%, 37.5% responded 51 to 75%, 12.5% responded 26 to 50%, 12.5% responded 0 to 25%.
- *Teachers who complied with the use of information and communication technologies to promote learning:* 25% responded that they complied from 76 to 100%, 37.5% responded from 51 to 75%, 25% responded from 26 to 50%, 12.5% responded from 0 to 25%.

According to the data provided by the graduates surveyed regarding the assessment of the academic activities of their professors in the Bachelor's Degree in Sociology, we can point out that in none of the evaluation categories was a majority of graduates who considered that 76 to 100% of the academics had complied with the aspects indicated and only in two aspects did half of the graduates mention that their professors complied in broad knowledge of the subject and respect for the student. It is also noteworthy that the majority, 62.5%, reported that 51 to 75% of their professors motivated their students to participate in class. It is worth mentioning that, although it is a minority, 12.5% of the graduates mentioned that 0% to 25% of their professors complied with the use of information and communication technologies to promote learning and punctuality (UNACH, 2023d).

Quality of academic organization and university services

Regarding the opinion of graduates of the Bachelor's Degree in Sociology on aspects concerning the quality of academic organization and university services, the following stands out (UNACH, 2023d):

- *Organization of continuing education activities (workshops, courses, seminars, etc.):* 0% responded that it was very good, 87.5% responded that it was good, 12.5% responded that it was average, 0% responded that it was bad.
- *Guidance and direction of final projects and dissertations:* 0% responded that it was very good, 75% responded that it was good, 25% responded that it was average, 0% responded that it was bad.
- *Attention of the person in charge of the degree to the academic needs of the students:* 12.5% responded that it was very good, 62.5% responded that it was good, 25% responded that it was average, 0% responded that it was bad.
- *Support and guidance for carrying out community service:* 25% responded that it was very good, 50% responded that it was good, 25% responded that it was average, 0% responded that it was bad.
- *Delivery of course syllabi to students:* 25% responded that it was very good, 37.5% responded that it was good, 37.5% responded that it was average, 0% responded that it was bad.
- *Delivery of course programs to students:* 25% responded that it was very good, 37.5% responded that it was good, 37.5% responded that it was average, 0% responded that it was bad.

According to the data presented above from graduates of the Bachelor's Degree in Sociology, in terms of the most highly valued aspects, with Good quality of academic organization and university services, it stands out that the largest proportion, 87.5% of graduates mentioned the organization of continuing education activities; likewise, 75% considered the orientation and conduction of terminal works and theses (UNACH, 2023d).

It is important to note that only a quarter of graduates gave a positive rating of "Very Good" in aspects such as: delivery of course syllabi to students by their teachers, as well as support and guidance for

carrying out community service (UNACH, 2023d). It is relevant to note that no graduate gave the most negative rating of “Bad” to any aspect comprising the academic organization of the Sociology study program (UNACH, 2023d). It is also worth noting that all of the graduates surveyed mentioned that if they had to take their degree again, they would choose UNACH (UNACH, 2023d).

Graduate profile

The opinion of graduates on the most important aspects that should be updated in the curriculum of the Bachelor of Sociology, is as follows (UNACH, 2023d):

- *Theoretical content*: 62.5% expand, 37.5% maintain, 0% reduce, 0% include.
- *Methodological-technical content*: 50% expand, 50% maintain, 0% reduce, 0% include.
- *Attitudinal, values, and humanistic content*: 62.5% expand, 37.5% maintain, 0% reduce, 0% include.
- *Knowledge that promotes mathematical reasoning*: 37.5% expand, 62.5% maintain, 0% reduce, 0% include.
- *Content that promotes sustainable development*: 62.5% expand, 12.5% maintain, 12.5% reduce, 12.5% include.
- *Content or activities on cultural diversity and multiculturalism*: 62.5% expand, 25% maintain, 0% reduce, 12.5% include.
- *Contents that promote entrepreneurship and self-employment*: 87.5% expand, 0% maintain, 0% reduce, 12.5% include.
- *Implementation of theoretical and practical knowledge in real situations through professional practice*: 100% expand, 0% maintain, 0% reduce, 0% include.

From the opinions of the graduates surveyed on the contents of the Bachelor's Degree in Sociology curriculum that they consider should be modified, the following stands out: mainly, the total number of graduates mentioned that it is necessary to expand what is related to the implementation of theoretical and practical knowledge in real situations through professional practice; followed by 87.5% of graduates who mentioned expanding content that promotes entrepreneurship and self-employment; Likewise, 62.5% of graduates consider it necessary to expand content or activities on cultural diversity and multiculturalism, theoretical knowledge, content that promotes sustainable development, mathematical reasoning; attitudinal content, values and humanistic content, respectively. It also highlights that a majority of graduates, 62.5%, consider that knowledge that promotes mathematical reasoning should be maintained (UNACH, 2023d).

It is worth mentioning, and although it is a minority of graduates who mention it, 12.5%, they consider the need to include content that promotes entrepreneurship and self-employment, content or activities on cultural diversity and multiculturalism, and content that promotes sustainable development (UNACH, 2023d).

Suggested modifications to the curriculum in relation to the competencies

The graduates surveyed propose the following (UNACH, 2023d):

- *Personal development activities (cultural, sports and artistic)*: 87.5% expand, 0% maintain, 0% reduce, 12.5% include.
- *Competence to manage learning*: 87.5% expand, 12.5% maintain, 0% reduce, 0% include.
- *Competence to solve problems*: 87.5% expand, 12.5% maintain, 0% reduce, 0% include.
- *Competence to reflect, understand and participate actively and proactively in society*: 75% expand, 12.5% maintain, 0% reduce, 12.5% include.
- *Competence to identify and explain problems in the environment in a systematic and methodological manner*: 50% expand, 50% maintain, 0% reduce, 0% include
- *Competence to use information and communication technologies*: 62.5% expand, 37.5% maintain, 0% reduce, 0% include.

- *Competence to establish and maintain cordial relationships or contact networks*: 75% expand, 25% maintain, 0% reduce, 0% include.
- *Competence to communicate in a second language*: 75% expand, 25% maintain, 0% reduce, 0% include.

According to the opinion expressed by the graduates, the vast majority of the competencies, 7 out of 8 evaluated for the curriculum of the Bachelor's Degree in Sociology, require strengthening through their expansion, in order of importance, 87.5% of the graduates considered: competencies to solve problems, competencies to manage learning and personal development activities; Likewise, 75% of graduates considered expanding the competencies to communicate in a second language, competencies to establish and maintain cordial relationships or contact networks and competencies to reflect, understand and participate actively and proactively in society; Likewise, 62.5% of graduates planned to expand the competencies for the use of information and communication technologies (UNACH, 2023d).

It is important to mention that graduates, although a minority of 12.5%, suggest including skills to reflect, understand and participate actively and purposefully in society, as well as personal development activities (UNACH, 2023d).

5. ACTIONS TO BE IMPLEMENTED

Curricular Development: it is suggested to consider the proposals that the majority of graduates expressed should be expanded in terms of the contents of the curriculum of the Bachelor of Sociology, such as the following:

- Theoretical and practical knowledge in real situations through professional practice.
- Contents that promote entrepreneurship and self-employment.
- Contents or activities on cultural diversity and multiculturalism.
- Theoretical knowledge.
- Contents that promote sustainable development.
- Contents that promote mathematical reasoning.
- Attitudinal, values and humanistic content.

In relation to the skills that graduates highlight to strengthen within the curriculum through its expansion, there are:

- Skills to solve problems.
- Skills to manage learning.
- Personal development activities.
- Skills to communicate in a second language.
- Skills to establish and maintain cordial relationships or contact networks.
- Skills to reflect, understand and participate actively and proactively in society.
- Skills for the use of information and communication technologies.

Academic Administration/Academy of the Bachelor of Sociology/Teachers

Design institutional strategies that allow addressing the negative aspects in which graduates evaluated teachers, such as the following aspects:

- Use of information and communication technologies to promote learning.
- Punctuality of teachers.
- Motivation for student participation in class.
- Motivation to access new knowledge.
- Attention outside of class.

- Delivery of subject programs to students at the beginning of the school year.

Another relevant aspect to consider and which requires the design of collegiate strategies to increase the degree of graduates is to streamline the academic organization for better guidance and management of final projects and dissertations, which will have an impact on the increase in the degree.

Strengthen support and guidance for the completion of community service, preferably linked to programs more closely aligned with their professional profile.

Improve the attention of the Coordinator of the Bachelor's Academy to the academic needs of students.

Strengthen the importance of continuing education for students after graduation and design proposals for graduates taking into consideration the lines of specialization and topics proposed in this study, mainly theoretical disciplinary topics, aspects related to scientific advances, with the use of information and communication technologies, as well as pedagogical training.

6. CONCLUSIONS

The Study of graduates of the Bachelor's Degree in Sociology, from the Faculty of Social Sciences, Campus III, of UNACH, is oriented towards the fulfillment and/or strengthening of quality and relevance standards of the higher education program that we offer, since it constitutes a strategy of continuous and systematic evaluation, whose inputs allow the updating of the study plans, their social relevance and the innovation of new teaching-learning methods, through the opinion of the graduates on the quality of their professional training, its relevance in their work performance and suggestions for the updating of the study programs in the face of the demands of the labor market and the social environment in which they are located, as well as the assessment of the quality of the organization of institutional services.

The characteristics of the living conditions of graduates reflect two income factors that are relevant to their survival: support from their parents and institutional scholarships; followed by income from their work and support from their spouse or partner.

It is important to highlight the low proportion of graduates who have a bachelor's degree and that the fact of not having one is a relevant factor that hinders them from obtaining employment. Also noteworthy is the low level of qualifications among male bachelor's graduates.

Regarding the educational levels of the parents of the graduates, we can point out that the graduates increased their educational level (Bachelor's Degree) by 87% compared to their mothers and their educational level by 75% compared to their fathers; which expresses a significant improvement in intergenerational mobility (parents and children) of the graduates of the Bachelor's Degree in Sociology compared to their parents.

It is worth mentioning the high value that the university institution has for the graduates of Sociology, since all the graduates expressed that they would return to carry out their bachelor's studies at the same institution, UNACH, which can have a positive impact on the development of their learning process and on the formation of a more solid university identity.

Regarding the employment aspect of graduates, it is important to point out that only a quarter of graduates worked during their professional studies and this activity had no relation to their studies.

It is also important to highlight that only a minority of graduates found a job upon completing their professional studies and in the majority of these graduates' cases, their work had no relation to their undergraduate studies. Among the main causes attributed to the delay in obtaining a job are: unattractive salaries, unattractive working conditions, discrimination based on gender, cultural discrimination and discrimination based on sexual preference, age limit, saturation of the professional market, employers' lack of knowledge of professional profiles, lack of a professional degree, lack of professional experience and few job offers associated with the professional profile, among others.

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