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Factors That Intervene in the Choice of University in Higher Media Students

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Abstract

The objective of this study is to identify the factors that intervene in the choice of university among upper secondary students. A 95% reliability was used for the investigation. Students from the National College of Technical Professional Education (CONALEP) were asked. The results obtained were the geographical location of the IES and the prestige of the academic program with 68.8%, then the facilities dimension with 60.33%, followed by the recommendation dimension towards the IES with 55.2%. The dimension that scored the least was the Prestige dimension of the IES with 32.2%.

Keywords: factors, choice, geographical location, prestige of the academic program.

INTRODUCTION

In the current times, young people must learn to recognize their abilities and aptitudes to achieve the choice of a professional career. In today's world of work requires the taste and passion for what we do to power our skills.

That is why we know the factors that influence the choice of campus and bachelor of these students, the result of this research that will be made at the beginning of the campus of the National College of Technical Professional Education (CONALEP) of San Pablo Oztotepec. The present study will allow the taking of actions to attract a high percentage of the graduates of these educational institutions.

Our education system applies an exam to evaluate these students willing to continue their preparation in a bachelor's degree and pass this exam (for the different campuses that exist in Mexico City), this does not guarantee their continuity or their term of studies; the different factors that affect its resolution cannot be solved in their entirety, but in some factors there is the possibility of influencing them.

ANTECEDENTES

Granja [1] mentions that the schooling of the masses was one of the public issues that occupied the attention of intellectuals, politicians and pedagogues in the transition from the 19th to the 20th century. In the process of building mass public schooling, a curve of thought is drawn about who the people are and how to educate them, which involved rethinking the conceptions about individuals and the ways of linking them with the development of the nation as productive members of society [2]. According to García [3], he mentions that we live in a society where the pace of social change is faster and more intense than at any other time in our history; according to Fernandez [4] is the society of intergenerational change that makes us witnesses, and protagonists of a world that changes continuously during our life and that forces us to adapt to a multitude of situations throughout it. It is, in the words of Giddens [5] a runaway world, in which uncertainty about the future conditions the present, according to Beck [6] points out that where deep transformations and vertiginous changes give rise to a society in which everything flows. Fernández [7] mentions that sometimes they are used interchangeably, although this should not be the case. According to García [8], in this context, numerous authors [9], Fernández, [10], Feito, [11, 7], among others, have put on the table throughout their lives. written some of the clues that should guide the school experience in the context of this new society.

According to data from the National Institute of Communication Technologies [12], 62% of children use the network as a support for the study, and seven

out of ten people consider new technologies to be paramount in the educational project. If in the seventies Postman [13] pointed to television as one of the causes of changes in the configuration of childhood, three decades later it can be asserted that new technologies contribute to a new definition of it and, therefore, , to its implications in the school. Among the indicators to indicate the academic performance of the students, the duration of the degree, the number of subjects approved per year, the standardized assessments (particularly mathematics) and the grade point average are the most commonly used [14]. In other words, a higher educational level and a better occupation of parents can motivate students to achieve higher school performance, in addition to dedicating some hours of work [15]. Even the quality of the work and the extent of the work days can influence the academic performance of the students, because it reduces the time available to attend classes, study or participate in various school activities [16-19].

Paul [20] finds that work is harmful. However, Ehrenberg & Sherman [21], observe a positive effect of work when it develops on campus and negative in jobs performed off-campus; and, Hood *et al*. [22], inquire that the grade point average is high for students who work a moderate number of work hours per week. Stinebrickner [23] mentions the relationship between work and academic performance, his study finds that, once the statistical problems of endogeneity have been solved, there is a positive relationship between working hours and academic performance for shorter days and a detrimental effect on the academic performance for long working days. De Simone [24] in his study collects information on a national scale of university students aged between 18 and 24 years. The results obtained with estimates by GMM in two stages show that an additional hour of weekly work reduces academic performance by 0.011 points, almost five times higher than the coefficient obtained with estimates by OLS. For their part, Wenz & Yu [2] examine the effect of work on the academic performance of university students, with data from 2004 and 2008. The results indicate that the work of university students has practically no effect on school performance, with a drop in the grade point average of 0.004 points for an additional hour of work. Fazio [14] investigates the incidence of student work on their academic performance. Using a non-linear functional specification, you find that, for a moderate workday, the incidence can be positive, particularly for students with jobs related to the professional career. Casillas *et al*. [25] find, according to a characterization of the groups, according to their cultural capital, that the group "heirs" has a greater survival advantage and transits through the university without many problems because they have a high school capital (in general good averages and continuous trajectories during the university). They also find that the group of "successful heroes and poor people", which includes young people from marginal and poor social environments, with parents of schooling and less prestigious occupations, nevertheless possess good study habits that allow them to develop a good school career. Otherwise, they find that the group of students with "risk and high risk", from a poor and marginal social origin, is characterized by having low school capital (low averages, with discontinuous trajectories, reprobate and with low grades in the admission exam) that has an irregular trajectory and a complicated school experience [26].

METHOD

The research has to be done in a quantitative way and its scope will be exploratory. The research will be done under the experimental design in the mayor's office of Milpa Alta, in the first instance in the Colegio Nacional de Educación Profesional Técnica (CONALEP). Therefore, in the methodology applied in this investigation, the information of the students of the morning shift of said school will be required:

The Colegio Nacional de Educación Profesional Técnica (CONALEP) 227 located in extension Zaragoza without number in the town of San Pablo Oztotepec in the mayor of Milpa Alta with a population of 72 students.

Fig-1: Location image of CONALEP 227
Source: Google Maps (2019)

The information gathering technique will be applied and with the instrument in the form of a questionnaire, applicable to a sample of the total population of students, with a reliability of 95%.

SAMPLE'S SIZE CALCULATION

The formula to calculate the size of the sample when the population size is known is the following [27]:

$$n = \frac{(Z_{\propto})^2(N)(p)(q)}{(i)^2(N-1) + (Z_{\propto})^2(p)(q)}$$

Where:
n = size of the population.
z = confidence level.
p = probability of success, or expected proportion.
q = probability of failure.
d = precision (Maximum permissible error in terms of proportion)

Calculation of the Sample Size knowing the Size of the Population

In the CONALEP, the population is 72 students. The formula is as follows:

$$n = \frac{(1.96)^2(72)(0.5)(0.5)}{(0.05)^2(72-1) + (1.96)^2(0.5)(0.5)} = \frac{69.14}{0.1775 + 0.9604} = \frac{69.14}{1.1379} = 60.76 \approx 61$$

For the Colegio Nacional de Educación Profesional Técnica (CONALEP) 227 for 95% reliability and a maximum allowed margin of error of 5%, 61 surveys were conducted.

DESCRIPTION OF THE INSTRUMENT

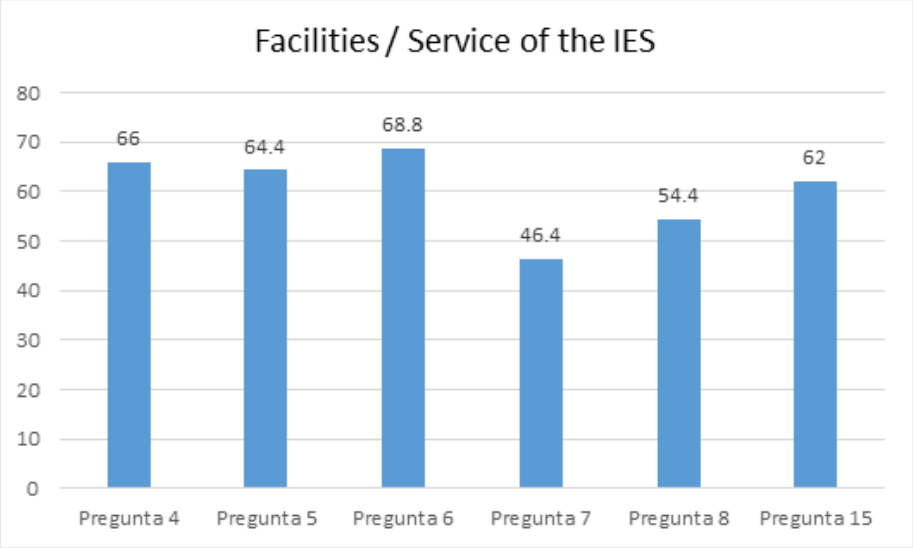
Next, the dimensions of the instrument used will be mentioned, which was designed by Romero, Matheus and Poblano [28]. The questionnaire has a Cronbach's alpha of 0.865, giving good reliability. The distribution of the questions is as follows:

- From question one to questions four to eight and question fifteen are grouped in the dimension: Facilities / Service of the IES.
- From question ten to question fourteen are grouped in the dimension: Geographical Location of the IES.
- Question sixteen to eighteen are the dimension: Recommendation towards IES.
- Question two and question three correspond to the dimension: Prestige of the academic program.
- Question one and question nine correspond to the dimension: Prestige of the IES.

ANALYSIS OF THE RESULTS

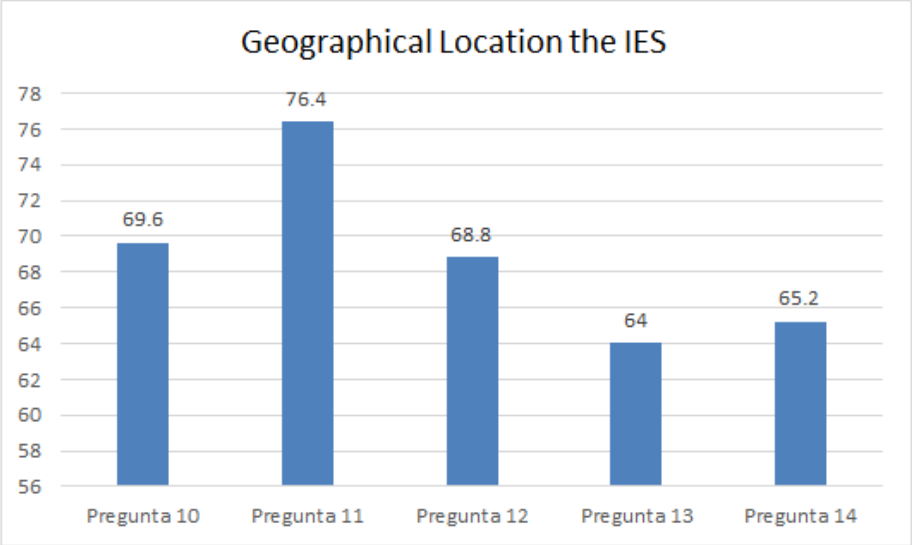
In this phase, the results obtained from the representative sample of CONALEP students are analyzed.

Figure 2 represents the Facilities / Service of the IES, composed of six questions. The question that had the greatest weight was question 6 and the question that had the lowest score was question 7.



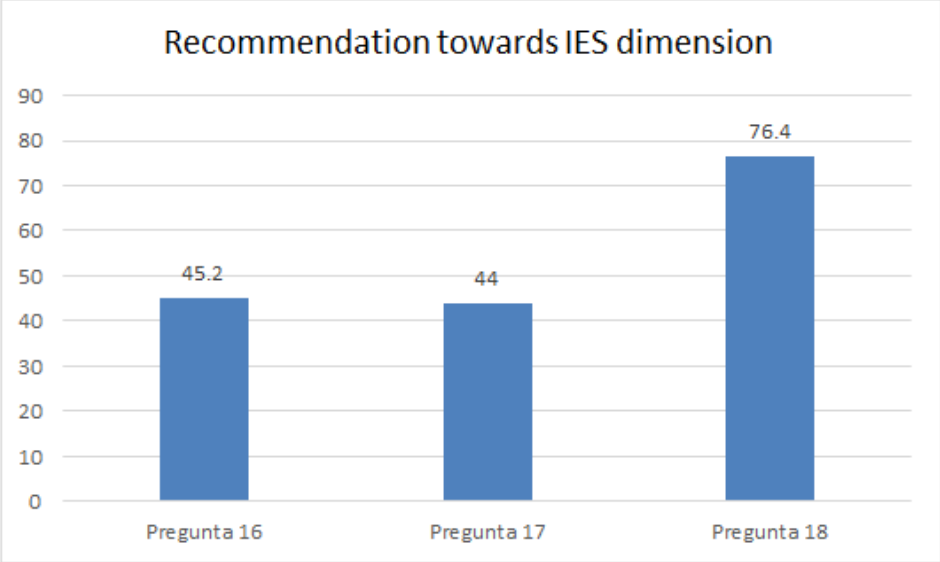
Fig–2: Validation of the questions of the graphic facilities / service of the IES
Source: Own elaboration (2019)

Figure 3 represents the geographic location dimension of the IES, composed of five questions. The question that had the greatest weight was the question11 and the question that had the lowest score was question 13.



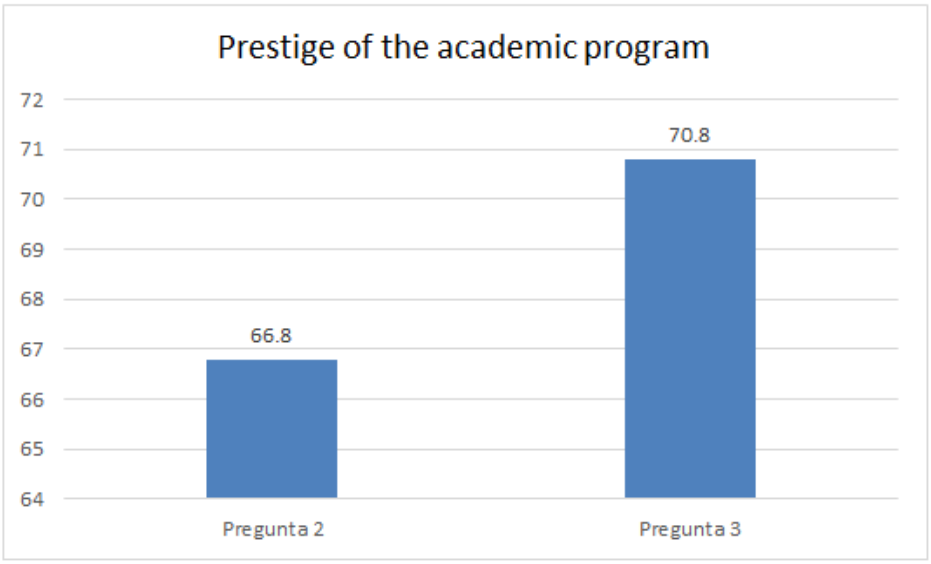
Fig–3: Validation of the questions of the graphic geographical location the IES dimension.
Source: Own elaboration (2019)

Figure 4 represents the recommendation dimension towards the IES, composed of three questions. The question that had the most weight was the question18 and the question that had the lowest score was question 16.



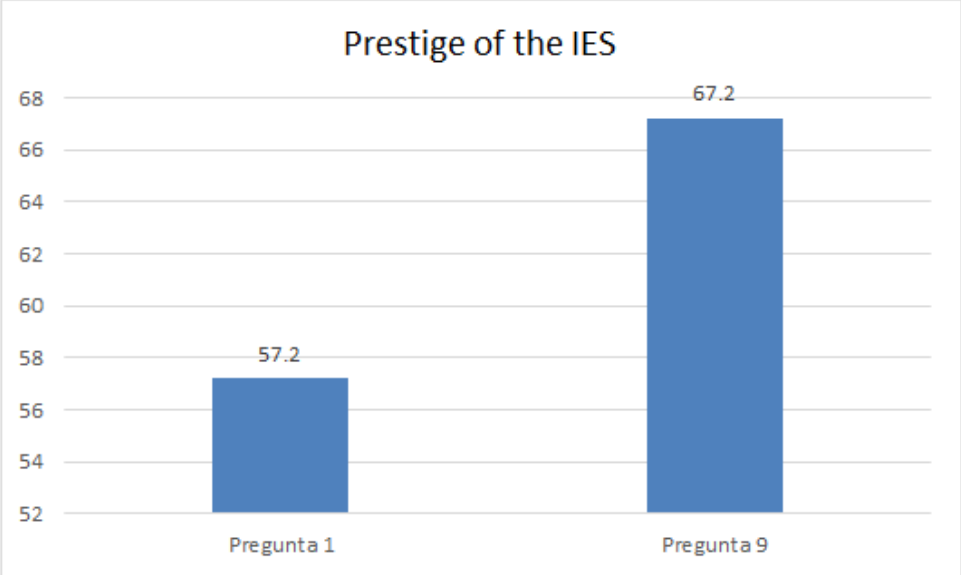
Fig–4: Validation of the questions of the graphic recommendation towards IES dimension.
Source: Own elaboration (2019)

Figure 5 represents the prestige dimension of the academic program, composed of two questions. The question that had the greatest weight was question 3 and the question that had the lowest score was question 2.



Fig–5: Validation of the questions of the graphic prestige of the academic program dimension
Source: Own elaboration (2019)

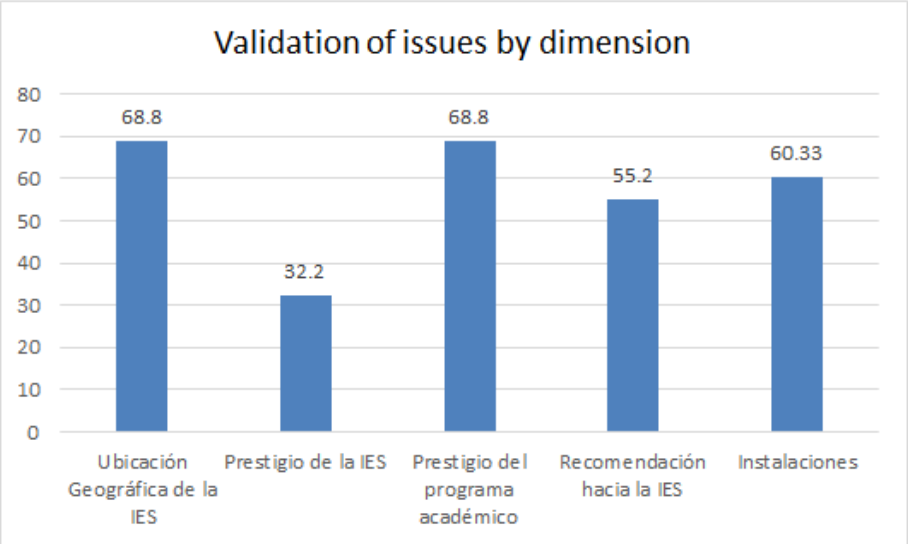
Figure 6 represents the prestige dimension of the IES, composed of two questions. The question that had the most weight was question 9 and the question that had the lowest score was question 1.



Fig–6: Validation of the questions of the graphic prestige of the IES dimension.
Source: Own elaboration (2019)

CONCLUSIONS

In this section we present the results obtained based on the study. Figure 7 represents the results for each dimension.



Fig–7: Validation of issues by dimension
Source: Own elaboration (2019)

Based on the previous figure, it is shown that the dimensions with the highest score according to the CONALEP students were the geographical location dimensions of the IES and the Prestige of the academic program with 68.8%, then the facilities dimension with 60.33%, followed by the recommendation dimension towards HEI with 55.2%. The dimension that scored the least was the Prestige dimension of the IES with 32.2%.

The present study has been very useful, since there was no study in this field. It will also help to propose solutions for the institution and the university, which seeks to expand its enrollment of students in the coming years.

It is recommended to investigate in the other institutions located in the Mayor's Office of Milpa Alta, in order to compare the results and be able to have a reliable result to be able to make decisions that help in the first instance, to institutions of higher media and later to the university of study, all this, in favor of the

students who are studying in these plants and in a future they will be studying their professional study.

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