# Labor Insertion of Graduates from the Faculty of Technology of the National University of Education, 2023

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## Abstracts

The objective of this research work was to determine what are the factors that condition the labor insertion of graduates of the 14 Study Programs of the Faculty of Technology, in the Technical Variant Educational Institutions, the Productive Technical Centers and in the Higher Institutions. Technological, in the year 2023, with its two dimensions of employability and occupancy; The methodology applied was quantitative, type of applied research, non-experimental research method, simple descriptive design, 13 questions were prepared for the employability dimension and 12 questions for the employability dimension, this questionnaire was developed through Google form and It was applied through virtual social networks to graduates who obtained their degrees in the years 2019, 2020 and 2021. The sample consisted of 160 graduates. The statistical process of reliability and validity of the instruments was carried out using the SPSS V-27 statistical package, the following result was reached, of the 160 respondents, 16.88 % indicate that insertion is low, another 28.75 % respond which is medium and 54.37 %, which is equivalent to 87 graduates surveyed, specify that it is high.

**Keywords**: job placement, employability, employability, graduates

## Introduction

Contemporary society is subject to constant and accelerated transformations that affect the labor market, an example of this is the increase in the economically active population (EAP), which had an annual growth rate of 2.73% between 2000 and 2010 on a national scale, another of the current changes was the increase in the active female population that had a growth rate between 2000 and 2010 of 3.15% per year. likewise, the flexibility of labor relations, the inequality in the degree of development of the different regions and a growing competitiveness in the international arena, among other ups and downs, are aggravated (Pérez, 1996).

Romero (2004) adds that the ability to know how to stay in the job must be considered in order to consider full insertion: labor insertion includes both the incorporation of the person into a job and the maintenance of it. Currently, within the problem of unemployment and insertion, both

factors must be taken into account, since, in addition to the difficulty in finding a job, the other major problem lies in the ability to keep it.

Barrón and Martínez (2008) point out that labor insertion refers to the fact that the graduate must obtain a job and perform in a certain area according to the professional training received.

The research has been carried out taking into consideration two dimensions Employability and employability of the variable Labor insertion of graduates: Employability of university graduates, are their respective competencies, qualities, theoretical knowledge of their profession acquired during their professional training process and their training received after having graduated, that is, a professional who is prepared and feels capable of exercising an efficient and efficient work. effective in a workplace. In this regard, Cravero (2017) specifies that employability is "all those elements that depend on the subject such as academic training, work experience, insertion knowledge, among others" (p. 20).

Employability refers to a series of personal achievements that give a person more likely to find a job. These include technical skills, knowledge, and personal qualities. For his part, Martínez (2011) points out that employability is considered a competence which is acquired by the person to design their professional development, then join the labor market and perform professionally and satisfactorily.

Employability is one of the characteristics of labor insertion that sees not only degrees and degrees, but that the graduate achieves results in the execution of their work, soft skills such as responsibility, loyalty, companionship, teamwork, among others, their attitude and predisposition to changes according to the advancement of science and technology. "Employability is the work performance of the graduate or professional graduate" (Meza, 2017, p. 32).

Santomé (2014) states that employability is the environment in which a group of people interact to inquire about a job and the demands for employment constituted by companies and other types of employers looking for workers.

The theory of labor insertion is supported by McClelland (1989), Goleman (1999), Maslow (1991), among others.

The purpose of the work was to find out if the graduates of the 14 study programs of the Faculty of Technology of the UNE EGyV, with the degree that was awarded to them, were inserted into the labor market in the Educational Institutions of Secondary Education of Technical Variant, in the CETPROS or in the Higher Technological Institutes.

## Materials and methods.

The work was of a quantitative approach. Hernández et al. (2014) point out that this approach "uses data collection to test hypotheses, based on numerical measurement and statistical analysis, in order to establish behavioral patterns and test theories" (p. 4). The type of research was applied. For Cardona (2002), the purpose of the type of applied research is to improve educational practice and contribute to their respective solutions, it was the non-experimental

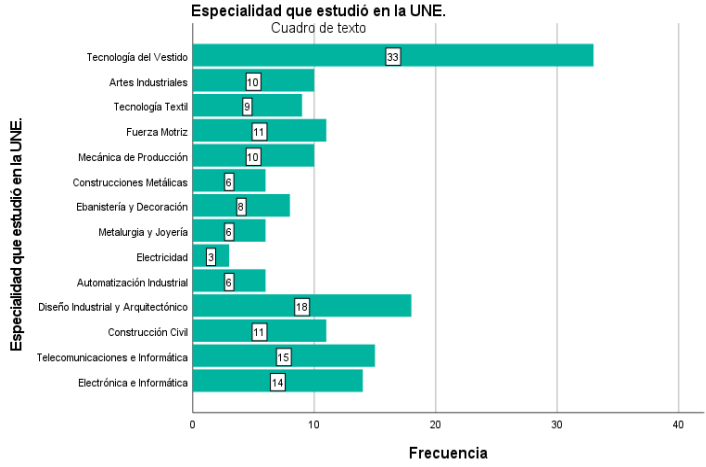
method because no variable was manipulated. According to Cardona (2002) he indicates: "Depending on the methodology used when researching, research can be experimental and non-experimental" (p. 36). The design was simple descriptive. Sánchez and Reyes (1996) indicate that "... in this design, the researcher searches for and collects contemporary information regarding a previously determined situation (object of study), without presenting the administration or control of a treatment" (p. 77). The population was made up of the graduates of the 14 programs, who obtained their degrees in the years 2019, 2020 and 2021, a total of 562 graduates and the sample was probabilistic made up of 81 males and 79 females, the technique was the survey and the instrument was a questionnaire with 25 items, organized for the Employability dimension 13 with the following alternatives: always, frequently, almost never and never, for the employability dimension: Strongly agree, Agree, Disagree and Strongly disagree. For reliability, a Cronbach's alpha coefficient ($\alpha = 0.958$) was achieved, very high reliability and for validity, factor analysis was used for each of the dimensions, obtaining the following results: employability dimension, the sample adequacy measure of the Kaiser-Meyer-Olkin test was 0.919 and for the employability dimension it was 0.924, in both cases considered as Very good.

**Results.**

Table 1. Specialty he studied at the UNE EGyV

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Electronics & Computer Science | 14 | 8,8 | 8,8 | 8,8 |
| | Telecomun. and Computer Science | 15 | 9,4 | 9,4 | 18,1 |
| | Civil Construction | 11 | 6,9 | 6,9 | 25,0 |
| | Indus design. and Arquitec. | 18 | 11,3 | 11,3 | 36,3 |
| | Industrial Automation | 6 | 3,8 | 3,8 | 40,0 |
| | Electricity | 3 | 1,9 | 1,9 | 41,9 |
| | Metallurgy & Jewelry | 6 | 3,8 | 3,8 | 45,6 |
| | Cabinetmaking and Decoration | 8 | 5,0 | 5,0 | 50,6 |
| | Metal Constructions | 6 | 3,8 | 3,8 | 54,4 |
| | Production Mechanics | 10 | 6,3 | 6,3 | 60,6 |
| | Motive Power | 11 | 6,9 | 6,9 | 67,5 |
| | Textile Technology | 9 | 5,6 | 5,6 | 73,1 |
| | Industrial Arts | 10 | 6,3 | 6,3 | 79,4 |
| | Dress Technology | 33 | 20,6 | 20,6 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 2. Specialty that he studied at the UNE EgyV. In original Spanish language




Note. Figure 2 shows that the Programs of Study of; A total of 14 graduates have participated in Electronics and Computer Science, which in percentage is equivalent to 8.8%, Telecommunications and Computer Science 15 which is equal to 9.4%, Civil Construction 11, which is equivalent to 6.9%, Industrial and Architectural Design 18, which is equal to 11.3%, Industrial Automation 6, which is similar to 3.8%, Electricity 3 which is equal to 1.9%, Metallurgy and Jewelry 6 which is equal to 3.8%, Cabinetmaking and Decoration 8 which equals 5.0%, Metal Constructions 6 which equals 3.8%, Production Mechanics 10 which is equal to 6.3%, Motive Power 11 which equals 6.9%, Textile Technology 9 which equals 5.6%, Industrial Arts 10 which is equal to 6.3% and Clothing Technology 33 which is equivalent to 20.6%.

Table 2. Employment situation of graduates of the years 2019, 2020 and 2021 of FATEC

Employment situation of FATEC graduates

| | | Frequency | Educational Institution | Enterprise | Independent | Not working |
|---|---|---|---|---|---|---|
| Valid | Electronics & Computer Science | 14 | 7 | 2 | 1 | 4 |
| | Telecomun. and Computer Science | 15 | 9 | 2 | - | 4 |
| | Civil Construction | 11 | 4 | 3 | 2 | 2 |
| | Indus design. and Arquitec. | 18 | 6 | 4 | 7 | 1 |
| | Industrial Automation | 6 | 1 | 4 | 1 | - |
| | Electricity | 3 | 2 | 1 | - | - |
| | Metallurgy & Jewelry | 6 | 5 | - | 1 | - |
| | Cabinetmaking and Decoration | 8 | 8 | - | - | - |
| | Metal Constructions | 6 | 4 | - | 2 | - |
| | Production Mechanics | 10 | 10 | - | - | - |
| | Motive Power | 11 | 8 | 3 | - | - |
| | Textile Technology | 9 | 6 | 1 | - | 2 |
| | Industrial Arts | 10 | 7 | 2 | 1 | - |
| | Dress Technology | 33 | 28 | 2 | - | 3 |
| | Total | 160 | 105 | 24 | 15 | 16 |

Note. From the Electronics and Computer Science Study Program, of the 14 graduates: 7 work in Educational Institutions, 2 in companies, 1 independently and 4 do not

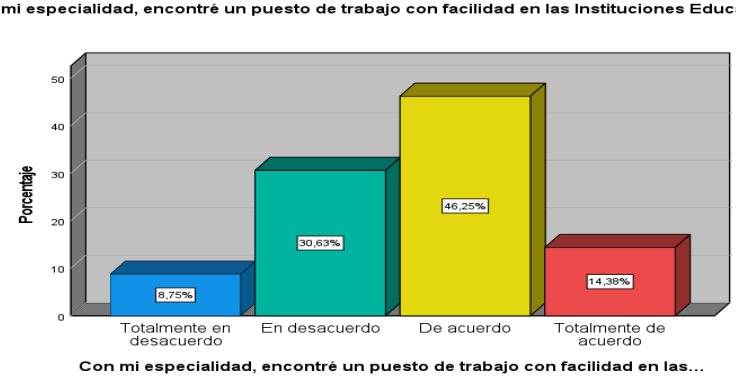
Work; of Telecommunications and Computer Science of 15: 9 in Educational Institutions, 2 companies, 1 Independent and 4 do not work; Civil Construction of 11: 4 in Educational Institutions, 3 in companies, 2 independently and 2 do not work; Industrial and Architectural Design of 18: 6 in Educational Institutions, 4 in companies, 7 independent, 1 does not work; Industrial Automation of 6: 1 in Educational Institution, 4 in companies, 1 independently; Electricity only 3: 2 in Educational Institutions and 1 in companies; Metallurgy and Jewelry 6: 5 in Educational Institutions, 1 independently; Cabinetmaking and Decoration 8: the 8 are working as teachers in the Educational Institutions; Metal Constructions 6: 4 in Educational Institutions, 2 independently; Production Mechanics 10: 9 in Educational Institutions and 1 does not work; Motive Force of 11: 8 in Educational Institutions and 3 in companies; Textile technology of 9: 6 in Educational Institutions, 1 in company and 2 do not work; Industrial Arts of 10 graduates: 7 in Educational Institutions, 2 in companies and 1 independent and Clothing Technology of 33 graduates: 28 in Educational Institutions, 2 in companies and 3 do not work.

Table 3. With the specialty that I graduated from the UNE, I found a job at the II.EE.

With my specialty, I found a job easily in the Educational Institutions.

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 14 | 8,8 | 8,8 | 8,8 |
| | Disagree | 49 | 30,6 | 30,6 | 39,4 |
| | I agree | 74 | 46,3 | 46,3 | 85,6 |
| | Totally agree | 23 | 14,4 | 14,4 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 1. With the specialty that I graduated from UNE EGyV, I found a job in the II.EE. In original Spanish language




Note. To the statement, with the specialty that I graduated from the UNE EGyV it was easy for me to find a job in the Educational Institutions, in this regard 14 graduates that is equal to 8.75% indicated that they totally disagree, 49 graduates that is equivalent to 30.63% state that they

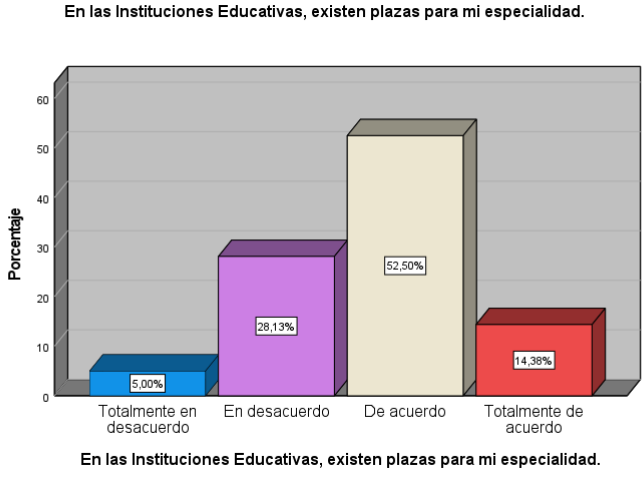
disagree, 74 graduates that resemble 46.25% respond that they agree and 23 that reports 14.36% say that they are totally in agreement according to the statement.

Table 4. There are places for my specialty in the II.EE.

In the Educational Institutions, there are places for my specialty.

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 8 | 5,0 | 5,0 | 5,0 |
| | Disagree | 45 | 28,1 | 28,1 | 33,1 |
| | I agree | 84 | 52,5 | 52,5 | 85,6 |
| | Totally agree | 23 | 14,4 | 14,4 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 2. There are places for my specialty in the II.EE. In original Spanish language



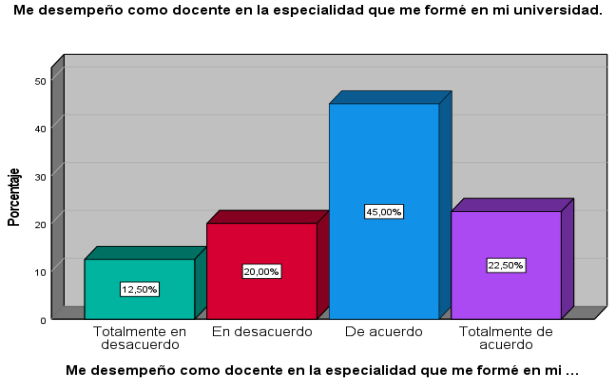

Note. To the assertion that in the Educational Institutions there are places for my specialty for this reason, 8 graduates that is equivalent to 5.00% indicate that they totally disagree, 45 graduates that is equal to 18.13% specify that they disagree, 84 graduates that resembles 52.50% say that they agree and 23 graduates that is equivalent to a14, 38% respond that they strongly agree with the statement.

Table 5. I work as a teacher in the specialty that I trained at UNE EGyV

I work as a teacher in the specialty that I trained at my university.

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 20 | 12,5 | 12,5 | 12,5 |
| | Disagree | 32 | 20,0 | 20,0 | 32,5 |
| | I agree | 72 | 45,0 | 45,0 | 77,5 |
| | Totally agree | 36 | 22,5 | 22,5 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 3. I work as a teacher in the specialty that I trained at UNE EgyV. In original Spanish language



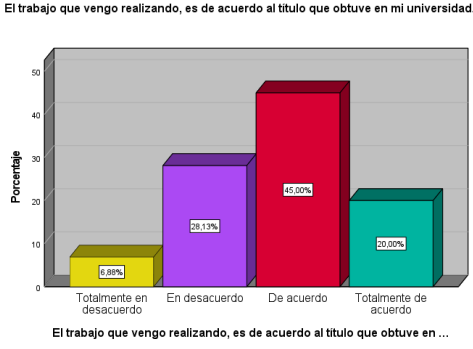

Note. To the statement, I work as a teacher in the specialty that I trained at the UNE, in this regard 20 graduates that is equal to 12.50% say that they totally disagree, 32 graduates that is concerning 20.00% respond that they disagree, 72 graduates that is equivalent to 45.00% state that they agree and 36 that is similar to 22.50% indicate that they totally agree with the statement.

Table 6. I work as a teacher in the specialty that I trained at UNE EGyV

The work I have been doing is according to the degree I obtained at my university.

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Strongly disagree | 11 | 6,9 | 6,9 | 6,9 |
| | Disagree | 45 | 28,1 | 28,1 | 35,0 |
| | I agree | 72 | 45,0 | 45,0 | 80,0 |
| | Totally agree | 32 | 20,0 | 20,0 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 4 I have been working in the area according to the degree obtained at UNE EgyV. In original Spanish language



Note. To the statement, the work I have been doing is according to the degree obtained at the UNE, in this regard 11 respondents that is equivalent to 6.88% indicated that they totally disagree, 45 graduates that means 28.13% reported that they disagree, 72 graduates that is equal to 45.00% stated that they agree and 32 respondents that is equal to 20.00% responded that they totally agree with the statement.

Table 7. With the specialty I studied, I easily found work in the II.EE.

Cross table: Specialty that she studied at the UNE, I found a job easily in the Educational Institutions.

| | | With my specialty, I found a job easily in the Educational Institutions. | | | | |
|---|---|---|---|---|---|---|
| | | Strongly disagree | Disagree | I agree | Totally agree | Total |
| Speciality What Studied in the UNE. | Electronics & Computer Science | 1 | 5 | 7 | 1 | 14 |
| | Telecommunications and Computer Science | 0 | 5 | 8 | 2 | 15 |
| | Civil Construction | 3 | 5 | 2 | 1 | 11 |
| | Industrial and Architectural Design | 3 | 11 | 4 | 0 | 18 |
| | Industrial Automation | 1 | 2 | 0 | 3 | 6 |
| | Electricity | 0 | 2 | 1 | 0 | 3 |
| | Metallurgy & Jewelry | 2 | 3 | 1 | 0 | 6 |
| | Cabinetmaking and Decoration | 0 | 0 | 3 | 5 | 8 |
| | Metal Constructions | 1 | 0 | 5 | 0 | 6 |
| | Production Mechanics | 0 | 0 | 10 | 0 | 10 |
| | Motive Power | 1 | 2 | 7 | 1 | 11 |
| | Textile Technology | 1 | 3 | 2 | 3 | 9 |
| | Industrial Arts | 1 | 3 | 5 | 1 | 10 |
| | Dress Technology | 0 | 8 | 19 | 6 | 33 |
| Total | | 14 | 49 | 74 | 23 | 160 |

Note. With the specialty that I studied at UNE EGyV, I found a job easily in the Educational Institutions; faced with this crossing of variables, the following result is obtained; in the Electronics and Computer Science study program: of 14 respondents, 6 indicate that it was not easy and 8 answer yes; Telecommunications and Computer Science of 15, 5 say no and another 10 say yes; Civil Construction of 11, 8 answer no and another 3 indicate yes; Industrial and Architectural Design of 18, 14 specify no and another 4 say yes; Industrial Automation of 6, 3 answer no and another 3 say yes; Electricity of 3 respondents, 2 answered no and 1 said yes; Metallurgy and Jewelry out of 6, 5 indicate no and only 1 says yes; Cabinetmaking and Decoration of 8, all answer yes; Construcciones Metálicas de 6, 1 specifies no and another 5 say yes; Production Mechanics of 10, the 10 answer yes; Motive Strength of 11, 3 indicate no and another 8 answer yes; Textile Technology of 9, 4 indicate no and 5 answer yes; Industrial Arts of 10, 4 indicate no and 6 answer yes and Clothing Technology of 33 interviewees, 8 specify no and 25 answer yes.

Table 8. I work as a teacher in the specialty in which I was trained at the UNE EGyV

Cross table Specialty that he studied at the UNE. *I work as a teacher in the specialty that I trained at my university.

Recount

| | | I work as a teacher in the specialty that I trained at my university. | | | | Total |
|---|---|---|---|---|---|---|
| | | Strongly disagree | Disagree | I agree | Totally I agree | |
| Specialty that He studied at the UNE. | Electronics & Computer Science | 3 | 3 | 5 | 3 | 14 |
| | Telecommunications and Computer Science | 0 | 3 | 8 | 4 | 15 |
| | Civil Construction | 3 | 2 | 4 | 2 | 11 |
| | Industrial and Architectural Design | 5 | 8 | 4 | 1 | 18 |
| | Industrial Automation | 2 | 1 | 1 | 2 | 6 |
| | Electricity | 0 | 1 | 0 | 2 | 3 |
| | Metallurgy & Jewelry | 2 | 1 | 2 | 1 | 6 |
| | Cabinetmaking and Decoration | 0 | 0 | 3 | 5 | 8 |
| | Metal Constructions | 2 | 1 | 3 | 0 | 6 |
| | Production Mechanics | 0 | 0 | 9 | 1 | 10 |
| | Motive Power | 0 | 2 | 8 | 1 | 11 |
| | Textile Technology | 2 | 2 | 2 | 3 | 9 |
| | Industrial Arts | 0 | 3 | 5 | 2 | 10 |
| | Dress Technology | 1 | 5 | 18 | 9 | 33 |
| Total | | 20 | 32 | 72 | 36 | 160 |

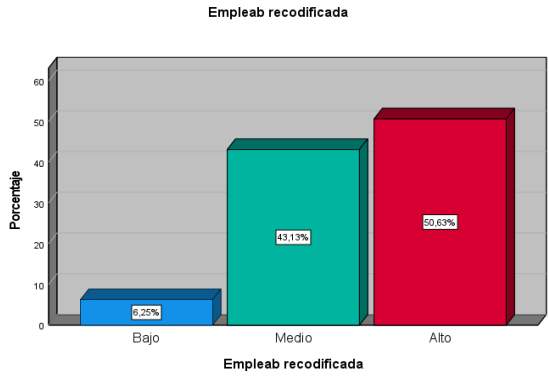
Note. I work as a teacher in the specialty in which I was trained at UNE EGyV. Faced with this crossing of variables, the following result is obtained; in the Electronics and Computer Science curriculum: out of 14 surveyed, 6 indicate no and 8 say yes; Telecommunications and Computer Science: of 15 respondents, 3 say no and another 12 say yes; Civil Construction: Of 11 respondents, 5 answered no and another 6 indicated yes; Industrial and Architectural Design of 18 respondents, 13 answered no and another 5 said yes; Industrial Automation of 6 respondents, 3 answered no and another 3 said yes; Electricity of respondents, 1 answered no and 2 said yes; Metallurgy and Jewelry: of 6 respondents, 3 indicated no and another 3 said yes; Cabinetmaking and Decoration of 8 all answer yes; Construcciones Metálicas of 6 respondents, 3 specify no and another 3 say yes; Production Mechanics of 10 respondents, all 10 answered yes; Motive Strength of 11, 2 indicate no and another 9 answer yes; Textile Technology of 9, 4 indicate no and 5 answer yes; Industrial Arts of 10, 3 indicate no and 7 answer yes and Clothing Technology of 33 interviewees, 6 specify no and 27 answer yes.

Table 9. Employability, as skills acquired during their vocational training

Recoded employability

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Low | 10 | 6,3 | 6,3 | 6,3 |
| | Middle | 69 | 43,1 | 43,1 | 49,4 |
| | High | 81 | 50,6 | 50,6 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 29. Employability as skills to achieve employment. In original Spanish language



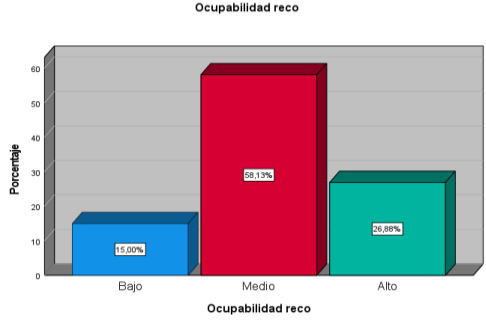

Note. Taking into consideration that employability is the competencies, qualities, theoretical-practical knowledge acquired during their professional training process, in this regard both in table 38 and figure 30, we can see the following; of the 160 graduates surveyed, 6.25% indicate that it is low, another 43.13% answer that it is medium and 50.63% specify that it is high. From these results we can infer that the employability capacity achieved during their professional training is medium, indicated by almost 50% of the graduates surveyed, which reveals that we must improve the professional training of our students in the areas of; general training, specific training and specialty training at our university.

Table 10. Employability, as job performance

Recoded Occupancy

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Low | 24 | 15,0 | 15,0 | 15,0 |
| | Middle | 93 | 58,1 | 58,1 | 73,1 |
| | High | 43 | 26,9 | 26,9 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 30. Employability, as job performance. In original Spanish language



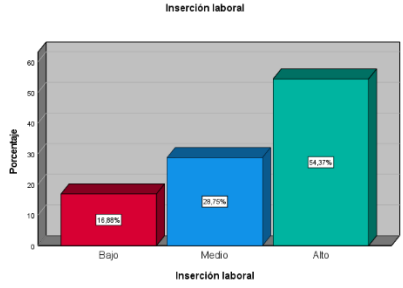
Note. Employability, as the work performance of the surveyed graduates out of a total of 160, in table 39 and figure 31 it can be seen that 15% qualify that the employability of our graduates is low, 58.13% indicate that it is medium and 26.88% specify that it is high. It is inferred that those who qualify that it is average in more than 50% that it is related to employability, that is, it is confirmed that the professional training that we are providing to our graduates needs to be improved and that the professional training is related to the labor insertion of some study programs.

Table 11. Labor insertion of graduates.

Job placement

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|---|
| Valid | Low | 27 | 16,9 | 16,9 | 16,9 |
| | Middle | 46 | 28,7 | 28,7 | 45,6 |
| | High | 87 | 54,4 | 54,4 | 100,0 |
| | Total | 160 | 100,0 | 100,0 | |

Figure 31. Labor insertion of graduates. In original Spanish language




Note. In Table 40 and Figure 32 on the Labor Insertion of graduates from the years 2019, 2020 and 2021, of 160 respondents, 16.88% indicate that insertion is low, another 28.75% answer that it is medium and 54.37%, equivalent to 87 graduates surveyed, specify that it is high. From these results we can infer that the labor insertion of graduates of the 14 study programs of the Faculty of Technology is quite encouraging, except for some study programs that do not appear in the Educational Institutions.

**Discussion of the results.**

As a result of the fieldwork as a result of the objectives set out in our study, the following finding was achieved; graduates who obtained their degree during the years; 2019, 2020 and 2021, of the 160 respondents, 16.88% indicate that insertion is low, another 28.75% answer that it is medium and 54.37%, equivalent to 87 graduates surveyed, specify that it is high. From these results, we can infer that the labor insertion of graduates of the 14 study programs of the Faculty of Technology is quite encouraging, except for some study programs that do not appear in the Educational Institutions. These results are somewhat related to the research carried out by

Palomino-Crispín et al. with university students, they reach the following conclusion: the perceptual level of labor insertion of the graduates of Administration of the Central Macroregion of Peru was medium, which indicates that they are working in activities related to their professional career, predominating financial organizations; it is also related to the work of Osorio and Quiñones, who conclude by indicating that the surveyed graduates of the Administration career of the private University of Chimbote, that labor insertion presents a good level with 54%, a bad level with 23% and a regular level with 23%.

In the Employability dimension, we arrive at the following results: 6.25% indicate that employability is low, another 43.13% answer that it is medium and 50.63% specify that employability is high; this result is related to the research carried out by Osorio and Quiñones on employability, it presents a good level with 40%, a regular level with 31% and a bad level with 29%.

In the Employability dimension, we were able to obtain the following results: 15% rate the employability of our graduates as low, 58.13% indicate that it is medium and 26.88% specify that it is high; this result has a certain relationship with the work of Narváez, who concludes by indicating that the level of employability has a high percentage, which reflects that most of the graduates in the years 2017 to 2019, from the Administration and Law careers of the National University of the Amazoní, have managed to insert themselves in a job related to their specialty.

The theme of labor insertion that is the subject of this work is based on Maslow (1991), who argues that people's motivation is based on the need to satisfy their own needs, considering it as an internal force that drives them to achieve certain ends through a series of means.In this regard, McClelland (1989) specifies; People who set out to do things well, whether in study or at work, can achieve better results in relation to negative ones, all these actions increase the possibility of succeeding in life and in their work. Goleman (1999) points out that work requires people who solve problems and contribute to their development and who are willing to assume constant changes according to the advance of science and technology, which is why he supports the importance of emotional intelligence and probable success in their lives.

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