

Continue or not Studies: Conditions for Entry into the Labor Market?

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Abstract

What is the relation among education and job market as seen from the perspective of the college students? To find an answer a survey was applied to 224 students from 3 different Majors, a Master's degree program and a PhD program. The survey included 28 simple variables and 6 variables that describe the students' characteristics

The analysis as seen from the prospect of keep on studying or not, tells us that the higher education is still a guarantee for getting jobs; whereas informal education relies on the economical personal background and friendships as a mean to get a job.

The requirements for employment and getting a job include attitudes and availability, discrimination of information and reading-comprehension of any kinds of text; something worth mentioning is the fact that the students think necessary to know the rights and obligations (written contract, training, and development) to get themselves in the job market

Education, job market, keep on studying, education level of the parents

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Introduction

Reading and researching the relationships between education and the labor market is to understand the multiplicity of variables that intervene in their study and if the student perspective is also incorporated, this becomes even more complicated.

But how do young people visualize this relationship? Does professional training see it as a guarantee to enter the labor market? Does professional training promote skills that facilitate its entry into the productive sector?

In addition to the above, what perceptions are promoted in informal education? In vocational training and informal education, is information on the labor market provided? That is, of rights and obligations, the opportunities of the career studied in the workplace, on the forms of contracting?, or more specifically, on the written contract?

When dealing with the labor market in the academic field, it is necessary to know Article 123 Constitutional (Political Constitution of the United Mexican States, 2017), as well as the Federal Labor Law (Justia Mexico, 2017), highlighting the legal framework of training activities (Development of Human Capital, 2012) and, among others, on the minimum benefits that by law are entitled (Secretaría de Economía, 2010-2016); that is, provide information about the rights and obligations that are held as future employees in their areas of study, which serve as a reference when wanting to enter the labor market.

Hence the importance of this paper, because it analyzes the relationship between vocational training and informal education, as well as the requirements for employment and job placement.

Where also, it is proposed to analyze the results from the condition of the students that continue or not studying; with the purpose of observing the differences and similarities in the opinions expressed by 224 students of the careers of Plastic Arts, Psychology, Spanish Literature and the postgraduate course in Educational Sciences of the Universidad Autónoma de Coahuila.

Justification

Approximations are presented of what some university students think, that vocational training and informal education promote and encourage them to join the productive sector and, in addition, express their opinions on the possible requirements for employment and what labor insertion implies.

Likewise, the methodological approach and statistical analysis is presented from the condition of whether students continue or not studying, to see if the results show different perspectives. Therefore, the research and its results allow the opening of new lines of research and, above all, they persist the student's vision on what they consider is required for the insertion into the labor market from their professional training and informal education.

Problem

According to what has been consulted, the separation between education and the labor market is one of the main factors why young people do not get decent jobs; this disengagement is mainly focused on the deficient formation and development of skills that impact personal and professional growth; to a deficient program of professional practices and, in addition, it is presented that the education and the young people themselves, do not pay to the innovation and to be enterprising; adding the scant participation of young people with their environment.

National and international institutions, address the youth phenomenon from the Disconnection between education labor market (Fundación Concordia, 2014); Skills and competencies in the 21st century (ITE, 2010); Global employment trends (ILO, 2014) and, among others, Diagnosis of young people in Mexico (SEDESOL, IMJUVE, 2013); analyzes that have led to the generation of policies, recommendations and strategies to improve the conditions of this sector of the population; but the policies, recommendations and strategies are anchored to what the state and society expects from the youth population, leaving aside the feelings of young people.

For this reason, what is the relationship between education and the labor market from the perspective of university students?

In addition, and considering the generality of the question, specifically questioned about the demographic and socio-educational characteristics of the participating students, do they present a difference if they start from the condition of continuing or not continuing their studies? Does the educational level of parents show differences between students who continue or do not study? and, among others that may arise during the analysis of the results, what relationships are presented between the different variables analyzed?

Young people express their opinions and show the relationships between these two broad axes: education and the labor market.

Certainly, due to its exploratory characteristics, the results of this research cannot be extrapolated to other university populations, but they can give an overview of what variables may or may not be related from professional training and informal education and, the requirements for employment and the labor insertion.

It is pertinent to clarify that the research was carried out with the co-participation of 7th semester students of the Bachelor's Degree in Educational Sciences (2016); thus, each work team and, after the research design, the measurement instruments were applied to 600 students of the aforementioned careers, in addition to two high schools and in careers in Social Work, Chemistry and Dentistry, among others.

Objectives

General objective

Explore the relationships between education and the labor market from the student perspective.

Specific objectives

Describe the demographic and socio-educational characteristics from the condition of students who continue or do not study.

Identify if there are differences between the educational level of the parents, with respect to the condition of whether the children continue or not studying. To investigate, from the condition of students who continue or not studying, the relations that present the professional formation, the informal education, the requirements for the employment and the labor insertion.

Theoretical framework

To refer, write or talk about young people is to dive into an unimaginably simple and at the same time complex world. Simple, because they are what they are, what we once wanted to be, we went and we will not be: young people; complex, because they came to a world of multiple interconnections, changes and technological, social, educational and work effervescence, among others.

To understand what a young person is, is to start from the perspective of different institutions or organisms, for example, the United Nations Organization considers that youth are people who are between 15 and 24 years old; however for the Law of the Mexican Institute of Youth, in its Art 2, it is indicated that, "(...) the population whose age is between 12 and 29 years old (...)" (Article amended DOF 05-08-2011).

But beyond the ages, youth or youth implies diversity: preparatoria, university, urban, rural, work or not work and, in addition, their origin, socioeconomic stratum, educational level, marital status, gives them that situation of heterogeneity.

Young people want to emancipate themselves in a world, a society and an educational system that has not yet understood them, that type them into types of generations (X or Y), for what they do or do not do (Nini's / Sisi's), which sees them as students many of the times unruly, conflictive and problematic, and paradoxically, students continue to depend on the adult world: family, school, legal, economic.

Ehrenfeld & Calvillo (2014), comment that, "Young people, looking at their lives, their experiences, their origins and homes of origin, demand a training based on the acquisition of skills and qualities for life, for their better development individual and to be inserted in a democratic society "(p 185).

In this regard, Tedesco (1995), quoted in Aguerrondo (1999), comments that:

(...) Knowledge has intrinsically democratic virtues. (...) is infinitely expandable. Its use does not wear it out but, on the contrary, it can produce more knowledge. (...) and their production requires creativity, freedom of movement, exchanges, constructive criticism, dialogue. All conditions of a democratic society (p.2).

In recent years, it is witnessing an extension in the years of study by young people, a situation that is presented by the few job opportunities or jobs found, require experience and levels of study superior to the studied career; Sometimes employers argue the lack of relationship between the world of work and the educational world, but as Aguerrondo (1999) comments, "... education does not have as a mission to generate employment but to make people employable, nor does education have a mission form for a specific job "(page 18).

To the previous reflection we add what was expressed by Brater (1999, 147) "[...] the school would not have to transmit contents of knowledge, which probably have little direct relevance for later life, but would have to create, transmit and accompany \rightarrow lessons of experience learning [underlined of origin]" (cited in Ehrenfeld & Calvillo, 2014, p.190). .

For students, vocational training represents a scenario of opportunities that, among others, allow them to know new horizons, access better jobs, gather a series of qualities that society demands and demands that the labor market requires to provide them with income. .

As commented by Ehrenfeld & Calvillo (2014):

In the face of a society represented by adults and institutions that do not offer viable objectives or solutions to these processes of individualization, which do not follow a linear trajectory, which have different forms and modes of expression, young people are obliged to seek answers for themselves. , in a social environment that demands decisions according to patterns that are not their own, but belong to the adult world (p.188)

In studies previously conducted by this researcher in co-participation with students (results not yet published), young people point out that the relevance of the training they have received is essential to learn more or gain knowledge, in addition to getting a good job, improving your economic situation and even help your family.

In another order of ideas, in an interview with Dr. Manuel Gil Antón (2010), with an allusion to ¿Is it true that young people hate science?, highlights what he says about the educational level of parents and children:

(...) 70% of the students that enter the university are the 3rd generation of their family that reaches this level of study; the family wants their children to take them out of the situation, to pay financially and that what they study has prestige (...).

In this regard, Del Val (2013), citing the ECLAC (1997), indicates that:

(...) 80% of urban youth in the country come from households in which parents have insufficient educational capital, that is, less than ten years of study. Of this total, between 60 and 80% does not reach the basic educational threshold for accessing well-being, which currently requires 12 years of study (p.129).

With the presented theoretical contextualization, a panoramic of the situation that on the young people is approached in different scopes and institutions is shown and, in the analysis of the results of this investigation, the vision of the young people on the relations between the education is presented and the labor market.

Research Methodology

After the different readings, the variables that allow the analysis of the studied situation were selected, based on two variables axes, four complex variables and 28 simple variables, as shown:

Education axis. Professional training; job placement; shared evaluation; entrepreneur; opportunities in the labor market; autonomy in learning; decent jobs and, collaborative work and, Informal education: family networks; characteristics of the labor market; vocational training; social networks; smart investment; enterprising and, economic level

Labor market axis. Requirements for employment: problem solving; search for information; studied career; attitude and disposition; technological skills; reading and comprehension and, effective communication and, Insertion in the labor market: training and development; contract of speech; technologies; emotions and change; written contract; attitudes and disposition, and rights and obligations.

The scale used by the students when answering the measurement instrument is that of centesimal ratio (0 = absence of attribute and 100 = greater presence of attribute).

In addition, variables were selected that describe the demographic and socio-educational characteristics of the students surveyed: gender, age and career; continue or not studying, level of studies that you would like to access, as well as the last level of study of both parents.

Type of Research

The research is exploratory-descriptive, considering that although there have been studies on the opinions of young people on education and the labor market, these are not framed within the university context of Saltillo and, through the analysis of the results, the relationships that arise between complex variables and their simple variables from the condition of the continuation or not of studies.

Its value lies in the exploration of the opinions of students of different and varied profiles of professional training, such as the career of Spanish Literature, Plastic Arts, Psychology and postgraduate studies in Educational Sciences; except for Plastic Arts (Arteaga Unit), the others are concentrated in Camporredondo of UAdeC, Unidad Saltillo.

This leads to indicate that the sample was non-probabilistic, casual or incidental, and cross-sectional data management, since it does not have the economic resources and time to perform applications in other parts of the Universidad Autónoma de Coahuila

In this paper, only a part of the surveyed population is approached: 224 students of which, 60 students of Spanish Literature; 59 of the School of Plastic Arts; 55 of the postgraduate degree in Educational Sciences and 50 of Psychology.

Results

The analysis of the data obtained from the questionnaire that included the 28 simple variables distributed in the four complex variables, yielded an Alpha Cronbachs of 0.89 and the standardized of 0.90 that indicates the reliability and consistency of the instrument.

224 cases were selected, with 215 cases accepted, with a loss of nine (9) data (casewise)

For a better understanding of the problem, the populations analyzed were divided into two broad categories, those that affirm they continue studying and those that do not; the foregoing with the purpose of de-homogenizing the opinions of the students and reviewing the conditions of both groups; considering that under the condition of yes or no, the results can present significant differences.

Continues or not studying: conditioning

The results were conditioned according to the answer where V5 = Yes they continue studying (1) and V5 = They do not continue studying (2); from these data, of 224 students, 173 indicated that they continue and 45 do not continue studying.

In both populations, the majority are women and in the first case -continue studying- the ages range between 17 and 62 years of age, showing more robustness ages between 17-20 years with 43.35% and 21-24 years with 33.53%; although they are located less frequently between 25-33 years and 42-62 years of age.

In the second population - they do not continue studying - 64.44% are between 18-21 years and between 22-23, 26.77%; the ages of 31 are also located; 35 and 50 years old each with a frequency.

The differences that appear between those who continue or not studying, with reference to the tasks / postgraduate, Table 1 shows that the students of Plastic Arts, find a division of positions and opinions to the yes or no continue studies.

Continue studying			Not continue studying		
Variable	Fr	%	Variable	Fr	%
Spanish letters	54	31.21	Plastic arts	31	68.89
Psychology	48	27.75	Psychology	6	13.33
P. Education Sciences	43	24.86	P. Education Sciences	6	13.33
Plastic arts	28	16.18	Spanish letters	2	4.44

Table 1 Study table studied

Related to the above, continuing studies is concentrated with 56.65% in masters and 20.23% in doctorates; only two (1.16%) of postgraduate students in Educational Sciences will continue to study postdoctoral.

Breaking down the previous percentages, it is identified that of the 98 (56.65%) students that indicate to study masters, 71 are women and 27 men.

What refers to doctoral studies (20.23%), 22 are female and 13 male, and 1.16% (two) are women who will continue to postdoctoral.

Related to the educational level of the parents, the students who do continue to study (Table 2 and 3), both parents have a higher level of education, highlighting the level of undergraduate and with less presence, the graduate level.

Continue studying			Not continue studying		
173			45		
Mom	Fr	%	Mom	Fr	%
Bachelor's degree	64	36.99	Technical / Trade	12	26.66
High school	29	16.76	Bachelor's degree	9	20.00
Technical / Trade	26	15.03	High school	7	15.56
High school	20	11.56	High school	7	15.56
Primary	16	9.25	I do not answer	5	11.11
master's degree	8	4.62	Primary	4	8.88
Doctorate	4	2.31	master's degree	1	2.22

Table 2 Mother's educational level

Otherwise it happens with the students who declared not to continue studying, where the level of studies of both parents, is predominant the technical level / commerce and only a mother of family has the degree of mastery; for the case of the parents, they present both postgraduate studies (Table 2 and 3).

Continue studying			Not continue studying		
173			45		
Father	Fr	%	Father	Fr	%
Bachelor's degree	56	32.37	Technical / Trade	13	28.89
High school	28	16.18	Bachelor's degree	13	28.89
Technical / Trade	27	15.60	High school	6	13.33
High school	23	13.29	High school	5	11.11
Primary	12	6.94	I do not answer	4	8.89
master's degree	9	5.20	Primary	2	4.44
Doctorate	9	5.20	master's degree	1	2.22
Mom	5	2.89	Mom	1	2.22

Table 3 Parent's educational level

Separating the data of masters and doctorate level of both students and their parents, it is identified that of the students who continue to study masters, three moms and five parents have the same level of education and, one mom and two parents have the same level of doctorate

With regard to a woman and a man who stated that they continue their studies and study doctorate, their mothers have the doctorate level.

Of the two students who continue to study postdoctoral studies, only one indicated that their father has a master's degree. It is clarified that the other data are diluted or are present in students studying undergraduate or who did not answer, even when they answered affirmatively.

In the cases that manifested itself not to continue studying, a student of Plastic Arts, her father has a master's degree and a graduate student in Educational Sciences, the mother has a master's degree and a doctoral father.

With the reported analyzes, the tendency to continue postgraduate studies in students whose parents have these levels of study is observed.

Correlation analysis

The exercise is done with Pearson's momentum product with a 95% reliability and a $p = .05$, with the previous indications to the statistical program of the conditioner of $V5 = \text{Yes}$ continue (1) and $V5 = \text{Do not continue studying}$ (2).

The readings and analysis are made together the four complex variables and their respective simple ones (seven for each) that integrate the two axes variables, as described in previous sections.

When performing the correlational statistical treatment, it is pertinent to question again, how are education and the labor market related from the student perspective? Always with the conditioner of whether or not one continues studying, where the form of reading implies the variables that present larger and more robust correlations in both study groups the analyzes indicate that:

The professional training:

For those who continue studying, it guarantees insertion in the labor market and encourages jobs to be better paid and with benefits of law, by providing tools and skills to be an entrepreneur, such as encouraging the autonomy of learning through shared assessment (self and co-evaluation) and collaborative work; at the same time that it informs about the opportunities of the study area since it is necessary to know the requirements of the labor market with reference to the studied career which are, to have the skills in the handling of the technology and to be used effectively, the communication written as oral.

For those who do not continue studying, it guarantees insertion into the labor market, encouraging shared evaluation and collaborative work; In addition, and as a requirement for employment, it is necessary to have skills for the search and discrimination of reliable information and to know how to deal with the emotions that arise in relation to the change that is implemented in companies, while family networks are perceived as access to paid jobs and benefits of law.

In both cases, no relationships were explicitly found concerning labor insertion, although implicitly this is considered.

Know the opportunities in the study area:

For the first group, it encourages autonomy in learning and collaborative work through shared evaluation (self and co-evaluation) as tools that favor the insertion into the labor market, promoting, from informal education, to seek information on the characteristics of the labor market where it is intended to enter, since vocational training is a condition for entering it; In addition, the productive sector needs to have the skills to search for and discriminate reliable information through the use of technology.

For the second group, it encourages autonomy in learning, which favors insertion into the labor market and, in addition, encourages jobs to be better paid and with benefits of law.

With similar tendencies, the variable Know the opportunities in the study area is presented; but the first group, manifest their interest in having more complete information about the work reality and for the second group, their attention is reduced to the professional training to which they consider, contributes to get decent jobs.

The studied career, its requirements and insertion:

For students who continue to study, it requires an attitude and disposition for learning that impacts on work development and involves dealing with the emotions that arise in the changes that are implemented in companies that, in addition to having the skills in the management of technology, know how to effectively use both written and oral communication, meaning that they can read and understand all kinds of texts (informative, mathematical, hypertexts, images). Likewise, it is necessary to be informed of the rights and obligations as a worker before signing a contract and to verify, if the written contract guarantees a better treatment to the workers.

For young people who indicated not to continue studies, their requirements and insertion, demand that they be able to read and understand all kinds of texts (informative, mathematical, hypertexts, images), while having attitude and disposition for learning and impact on the work development; It is necessary to use communication effectively both written and oral, in addition to having the skills in the use of technology. Likewise, insertion into the labor market requires different forms of training and development, for this it is necessary to know the rights and obligations as a worker before signing a contract and find out if the written contract guarantees a better treatment for workers. The differences focus on the hierarchy that both populations give to the correlated variables, since for the former the insertion into the productive sector requires attitude and disposition for learning and, emotions and change, for the second group, the first is reading and understanding and in a second term, what are attitudes, and disposition for learning.

Entrepreneur

What refers to the subject of entrepreneurs, in this research is addressed from professional training and from informal education. Then the prospects are:

The tools to be an entrepreneur:

For young people who continue studying, it reveals that vocational training provides information about what happens in the labor market with respect to the opportunities of the study area, encouraging necessary skills, such as autonomy in learning and collaborative work that favor jobs are better paid and with benefits of law and, informal education, promotes that you look for information on the characteristics of the labor market where you intend to enter.

From students who do not continue studying, professional training is perceived as a promoter of skills for the autonomy of learning and collaborative work and informs about the opportunities of the area of study within the labor market; while informal education promotes the search for characteristics of the area where you intend to enter and, friendships, are perceived as a link to get employment, in addition to learning to invest money wisely. Visualizing that the requirements for employment, refer to the contribution of solutions and proposals to problems of the immediate environment, have the skills for the search and discrimination of reliable information, and know how to use both written and oral communication, although the labor insertion involve different forms of training and development

Being an entrepreneur vs employee:

From the opinion of those who continue studying, shows that informal education promotes that the economic level of the family intervenes to enter the labor market.

While for those who do not continue studying, requires an attitude and disposition for learning, reading and understanding all kinds of texts and efficiently use both written and oral communication; considering that labor insertion implies different forms of training and development and informing about the written contract as a guarantee of better treatment for workers.

The perception of the two opinion groups differs, while the tools for being an entrepreneur include the variables of professional training and informal education, for the second group, they incorporate the four complex variables: professional training, informal education and, employment and labor insertion requirements.

The marked differences in being an entrepreneur vs. employee, is in looking at the family economic level and, for the second group, the requirements for employment and labor insertion are incorporated.

Conclusions

The demographic characteristics show that only 68 of 224 students are men; In addition, in both women and men, the ages are concentrated in the ages of 17 to 21 years of age (n = 104); finding that the majority of the studied population is located in the ages considered as young according to the Law of the Mexican Institute of Youth in its Article 2 (2015).

The socio-educational characteristics, from the condition of continuing or not studying, show that mothers and dads present different educational levels; However, in both cases - whether or not continue studying - parents are located with masters and doctorate levels. Of course less frequently in the second study group.

In addition to the above, it was identified that the undergraduate students consider continuing with the master's level: above all those of the Psychology degree, secondly Spanish Literature and finally Plastic Arts.

The related to studying the doctorate, concentrates in the students of masters; However, there are also cases of Psychology and Plastic Arts that manifested this initiative.

In most of the students who indicated that they continue studying, they have already passed their parents' educational level or are already very close to it.

The above is coincident with what Dr. Manuel Gil Antón (2010) says, where parents want their children to study prestigious careers.

With reference to the students that do not continue studying and the educational level of their parents (mostly with levels of technical study / Commerce), they find certain similarity with the expressed by De Val (2013), although in this case the parents slightly surpass or equal the 12 years of study indicated by this author; All the participating students are equal.

How are education and the labor market related from the student perspective? Are there differences and / or similarities in these relationships?

Vocational training:

The differences are based on perceiving it as a guarantor of insertion into the labor market; while, in the second group, family networks, it is shown as a condition for insertion into the productive sector

Know the opportunities in the study area:

It expresses differences in the visions, since the students who do continue to study relate professional training, informal education and the requirements for employment, which reflects a broad and more informed approach to the labor reality.

However, students who stated that they did not continue studying, their attentional focus is reduced to professional training, leaving out the other variables involved.

Like the analysis of professional training, no explicit relationships were found with the variable, labor insertion.

The studied career, its requirements and insertion:

In both cases, what refers to labor rights and obligations, and the written contract as a guarantee of a better treatment of workers.

According to the Federal Labor Law (Justia Mexico, 2017), articles 20 to 34 (Title Two, Chapter I: General Provisions) address the forms of employee-employer relationships and the different types of contracts; indicating in this analysis, that students are aware of their rights and obligations.

Lo que marca la diferencia, es lo que alude a la *capacitación y desarrollo*, ya que solo los estudiantes que *no continúan estudiando*, lo indican como requisito para la inserción al sector productivo.

Added the reference to training and development programs, where there is a legal framework that regulates these activities (Constitution of Mexico, 2017, Federal Labor Law (Justia Mexico, 2017). As noted, only students who do not continue studying, who have this right of workers in mind. One hypothesis that may result from these analyzes is that young people do not continue studying at another level of education since their interest is to enter the labor market and they know that companies can / should train them.

Entrepreneur:

In the distillation of variables, it was considered pertinent to address the entrepreneur theme from the complex variables, professional training and informal education, their analysis show that:

The tools to be an entrepreneur: In the first group of opinion the variables of professional training are related and incorporate the need to know the characteristics of the labor market where it is intended to be incorporated, promoted by informal education.

The difference that is detected is that in the second opinion group, it shows relationships that encompass the skills that vocational training promotes, mixing them with perceptions formed from informal education and incorporating technological-communicative skills (employment requirements) and insisting in the right to training and development, from and for the labor insertion.

Be enterprising vs. employee:

While the first group, being an entrepreneur is a matter of family economic level, for the second group, attitude and readiness is required, reading and understanding, effective communication and incorporation into the productive sector requires training and development, as well as information about the written contract, as a guarantee of a better treatment to the worker.

As can be seen in the analyzes presented, their gender, age, educational level and that of their parents, gives them this situation of heterogeneity before the subject presented.

Everything seems to indicate that vocational training provides the necessary tools and information for incorporation into the productive sector, since this is expressed by students who continue to study and, on a few occasions, this population incorporates what concerns the perceptions promoted by informal education. In addition, little consideration is given to the requirements for employment and job placement.

It was also identified that students who do not continue studying, gave more weight to the requirements of employment and job placement; Vocational training was strengthened in the tools to be an entrepreneur: as a promoter of tools and skills.

Interesting to highlight is the fact that both groups took into account the rights and obligations as a worker, the written contract and the training and development.

Little was found with regard to seeing friends as a link for insertion into the labor market and learning to invest money wisely, ideas that can be promoted from informal education.

However, for the times when hiring is no longer "for life", where pension systems are bankrupt and where saving now more than ever is necessary, home economics classes are no longer within the academic education and family education.

In addition, it is necessary that teachers and plans, and study programs, regardless of the career studied, strengthen the contents of rights and obligations as a worker, this from the Mexican Constitution itself and including the Federal Labor Law, among other legal frameworks; This would ensure the formation of a political-educational culture that encourages students to be more involved in the events of their environment and minimize the abuses suffered in their first job hiring.

In addition, it is necessary to encourage entrepreneurship as a way of life, not only in the sense of being independent and generating their own sources of employment, but in the sense of autonomy in learning, flexibility, organization and self-learning.

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