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Artículos científicos

**Políticas de actualización y pertinencia social del plan de estudios
de la maestría en administración de la UAZ: casos empleadores**

*Updating policies and social relevance of the UAZ master's degree in
administration curriculum: employer case*

*Políticas de atualização e relevância social do currículo do mestrado em
administração da UAZ: caso do empregador*

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Resumen

El desarrollo de la ocupación en nuestro país en los últimos años, ha sido promovido por una orientación importante en el constante avance tecnológico. El crecimiento en las instituciones de enseñanza superior debe considerar las innovaciones del mercado laboral. Los universitarios graduados se enfrentan a un fenómeno que ya comenzó y se intensificará en el futuro, excesivos requisitos de habilidades y competencias para crear organizaciones productivas con la finalidad de emprender y propagar vacantes. El objetivo del presente estudio fué determinar las características que buscan los empresarios en el perfil de alumnos universitarios del posgrado de la Maestría en Administración, de la Unidad Académica de Contaduría y Administración (UACyA) de la Universidad Autónoma de Zacatecas (UAZ). Las unidades de análisis estuvieron conformadas por empresarios de alumnos egresados de la maestría, de un total de 65, se recuperaron 30, a quienes se les envió un formulario en Google. Entre los resultados obtenidos, luego de realizar los estudios estadísticos descriptivos, sobresalen las características como la capacidad de poder trabajar en equipo, otra característica que resalta además de la ya mencionada, es el uso de tecnologías para acceder a información, si se desea un programa de maestría pertinente se deben formar posgraduados competentes, capacitados, en el que las instituciones de educación y las organizaciones internacionales, fungan como agentes externos para implementar políticas relacionadas a brindar un servicio de calidad.

Palabras clave: Políticas, pertinencia social, empleadores.

Abstract

The development of the occupation in our country in the last years, has been promoted by an important orientation in the constant technological advance. Growth in higher education institutions must take into account labor market innovations. University graduates face a phenomenon that has already started and will intensify in the future, excessive requirements for skills and competencies to create productive organizations in order to undertake and propagate vacancies. The objective of this study was to determine the characteristics that entrepreneurs look for in the profile of postgraduate university students of the Master's in Administration, of the Accounting and Administration Academic Unit (UACyA) of the Autonomous University of Zacatecas (UAZ). The analysis units were made up of entrepreneurs of master's degree students, of a total of 65, 30 were recovered, to whom a form was sent on Google. Among the results obtained, after carrying out the descriptive



statistical studies, characteristics such as the ability to work in a team stand out, another characteristic that stands out in addition to the one already mentioned, is the use of technologies to access information, if a program is desired. from a relevant master's degree, competent, trained postgraduates must be trained, in which educational institutions and international organizations act as external agents to implement policies related to providing a quality service.

Keywords: policies, social relevance, employers.

Resumo

O desenvolvimento da profissão em nosso país nos últimos anos, tem sido impulsionado por uma importante orientação no constante avanço tecnológico. O crescimento das instituições de ensino superior deve levar em conta as inovações do mercado de trabalho. Os graduados universitários enfrentam um fenômeno que já começou e se intensificará no futuro, exigências excessivas de habilidades e competências para criar organizações produtivas para empreender e propagar vagas. O objetivo deste estudo foi determinar as características que os empresários procuram no perfil dos estudantes universitários de pós-graduação do Mestrado em Administração, da Unidade Acadêmica de Contabilidade e Administração (UACyA) da Universidade Autónoma de Zacatecas (UAZ). As unidades de análise foram constituídas por empresários de mestrados, de um total de 65, foram recuperados 30, aos quais foi enviado um formulário no Google. Entre os resultados obtidos, após a realização dos estudos estatísticos descritivos, destacam-se características como a capacidade de trabalhar em equipe, outra característica que se destaca além da já mencionada, é o uso de tecnologias para acessar informações, se um programa é desejado. de um mestrado relevante, devem ser formados pós-graduados competentes e treinados, nos quais instituições de ensino e organizações internacionais atuam como agentes externos para implementar políticas relacionadas à prestação de um serviço de qualidade.

Palavras-chave: Políticas, relevância social, empregadores.

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Introduction

Since the postwar era, international institutions have gained importance in global economic and sociopolitical debates. In the education sector, the issue of global organizations clarifies the debate on the dissemination of current educational guidelines. Given the discrepancies between organizations, the institutions currently most concerned with educational issues are, among others: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the World Bank (WB), in Latin America the Economic Commission for Latin America (CEPAL) and the Inter-American Development Bank (IDB) (Malee and Maldonado, 2014).

According to Brunner (2017) on the educational issue, the initial action of the World Bank took place in 1963, in Tunisia, outlining the secondary education sector, but it was not until 1968 that social programs spread, involving educational ones. On the other hand, according to Puelles (2002) education became more important for organizations, especially after the McNamara presidency, when anti-poverty policies were introduced. It was then that the World Bank has become one of the most basic external financial support institutions for promoting education, contributing around 15% of total educational aid externally (Salda, 1997). Therefore, according to De Sousa Santos (2018), the World Bank has marked its financing in an important way, therefore, in the year 1990 the organization spent around 1.5 billion dollars, which is why it becomes the institution most importantly, it supports developing countries financially.

The World Bank is one of the main organizations producing writings and research on educational policies. Among which stand out three sectoral documents on primary, technical, undergraduate and postgraduate education; a couple of particular reports related to basic and university education in our continent; In addition, an exploration and summary of the legality of the World Bank in the last decade. (Banco Mundial, 1996 & 1997; Winkler, 1994; Wolff et al., 1994).

One of the institutions currently most interested in educational, science and technology issues is UNESCO, according to Malee and Maldonado (2014), it was founded on the basis of equity of formative possibilities, without limits in the exploration of reality and autonomy. interaction of opinions and knowledge. Its main objective is to support harmony and protection, as well as promote the participation of countries in academic, knowledge and cultural issues. Reason why UNESCO has become the most important

international organization that has sought to maintain a more social and humanitarian perspective of education in the context of current economic globalization, unlike other international organizations that represent an essentially economic perspective. . It is important to point out that this body is empowered to carry out prospective cohort studies, improvements, transfers and exchange of knowledge; standards and workspaces, specific and specialist collaboration, as well as transfer of specialized research; however, it only makes observations to nations that are part of it and never allocates funding, as long as it has to do with certain programs created within the same organization.

The areas of interest of the organization include primary, secondary, continuing education, for women, for minorities, new information technologies and higher education since, according to Delors (1996) the differentiating axes of the organization are : importance and improvement; gender equality in education; promotion and integration; diversification and improvement of distance education; relevance, quality and internationalization. It is elementary to consider that, in order to face current challenges such as democratization, globalization, regionalization, polarization, marginalization, and fragmentation, it is necessary to face aspects such as: the link in the subject of teaching, professional growth, congruence, excellence, equity , universal effectiveness of university capacities, as well as the practice of formative improvements.

Likewise, returning to the issue of the world organizations most concerned with educational issues, it is worth noting that the beginning of the Organization for European Economic Cooperation (OECD) was the reconstruction of the European economy after World War II. In 1961, by virtue of an agreement with North America, assisted mostly by the Marshall Plan, it agreed to change this institution as what is now known as the Organization for Economic Development and Cooperation (OECD). Among its objectives, it emphasizes the interest in the economic growth of members and non-members, in addition to the global and multilateral commercial expansion. A fundamental activity to which this organization is dedicated is the investigation and formulation of policies in various economic and social fields. In fact, the organization focuses its activity on nearly two hundred analytical areas. Like UNESCO, the OECD does not finance project development. The mechanism in which they develop their activities is a combination of professional work by members of the government, presenting itself as an interdisciplinary dimension. (UNESCO,2015).

Although the OECD continues to publish research on university policy, it has three important documents for the analysis of Mexican criticism, these are texts on the National

Science and Technology Policy of Mexico (OECD, 2012), what is more important, documents Prepared by a panel of Mexican experts and international experts, said documents related to the national higher education policy outlined for Mexico (OECD, 2012; INEE, 2011). It is characteristic to denote that certain axes and guidelines emanating from said research have very relevant impacts within the Higher Education Institutions (HEIs) in Mexico, highlighting: excellence (efficiency, certification, legitimation); the economic resource (diversification in financial resources, rational allocation of resources); equity (establishment of admission mechanisms); relevance and education (links with economic and social sectors); quantitative priorities (attention to demand, development of technical institutes and universities, increase in postgraduate degrees); the differentiation and flexibility of the educational group (curricular flexibility, professional skills of employees, continuous training); training in human resources (creation of native guidelines for teachers, assessment of systems, salary incentives); placement and management procedures (detailed research method, global structure in planning and estimation, support links between higher education institutions).

Another of the organizations whose guiding principle is to promote greater integration between educational activities and national development strategies in Latin America, is the Inter-American Development Bank (IDB), founded in 1959, arises with the main objective of accelerating the process of economic and social development of its member countries in Latin America and the Caribbean, it is essential to highlight that although education and technology transfer are important elements of the Bank of the Americas policy, the Bank's objectives for HEIs are reduced in supporting the advancement of personnel, promoting full entry into teaching, improving programming, organization, management, and pedagogical practices, as well as supporting the reform of the national education system (IDB, 1994). The IDB, therefore, attaches importance to consolidating advanced practices, including the promotion of knowledge and technological science, it also assumes that an optimal way to promote financial growth in Latin America is to use university training and the exploration of excellence, in the absence of of the various regions that are part of (IDB, 1997).

The HEIs in Mexico try to provide the scope to international patterns. In the last decade the debate on the future of higher education has been present throughout the world. Among the most addressed issues, the educational systems stand out, the need to review and update them to face the demands of the globalized world, as well as pay attention to carry

out necessary educational reforms. Drawing the perspective and designing solutions while waiting for what is to come, demands creativity and objectivity, the proposal of the National Association of Universities and Institutions of Higher Education of the Mexican Republic, A. C. (ANUIES), to contribute to the development and consolidation of the current higher education system, a part that needs to be changed in an elementary way to respond to justice, validity and excellence; that is to say, to the concentration of requests raised by the Mexican society and the transformations of the national and international environment, in which the educational demands are increasing, not only in degrees of specific education of the population, training is added throughout its existence (García et al., 2021).

In this sense, it is elementary to consider the importance of the curriculum and define it as follows: some integral multidisciplinary program which constitutes the path, where the student carries out towards the achievement of the desired university level, by reason of valuing elements which recur in the what to do of the student, which according to Galvis (2007) investigates in depth the formative and academic skills, which allows to examine the psychological and formative knowledge involved in the construction of thought, comparatively that serve to support the creation of people qualified to express and convert the assisted context into scientific advances (Valdivieso, 2011).

According to ANUIES (2012) defined as a society which brings together the most prestigious educational organizations at the university level, both state and private in Mexico and whose purpose is to favor the achievement of the desired results, as well as the permanent progress of the performance of the affiliated institutions, providing, according to their established objectives, the support to provide excellence in their work, as well as reorganizing the government procedures that provide the structure, recreation and creation of the regime in higher learning institutions, in order to promote the general and humanist impulse in our country. One of its main strengths is the focus on the variety of organizations that make up the set of HEIs in Mexico; Its effectiveness has long been sustained by its ability to examine, learn, and discover recent citizen needs, as well as innovations at home and globally.

Student learning outcomes in Mexico are far below the OECD average. Only 16% of adults (from 25 to 64 years) have gone through these university studies, it is disturbing that, in contrast to the advances of recent years, our country has a scarce workforce in similar terms. That is why, as a result, people concentrate on activities with little added value, which causes the domain of informal employment, considered in 52.5%. The high proportion of between 7.5% and 8.5% nationwide of students who leave the educational system early and

have deficient skills, in addition there is evidence that the competitive result is strongly influenced by elements of the cultural environment. The task of evaluating as a basic tool to achieve efficiency and justice in the educational system is being consolidated through various public policy initiatives (OECD, 2012).

Educational evaluation was conceived in the late 1980s and early 1990s, as a common standard and a focused practice for pedagogical innovation in all Latin American countries as a basic axis of the reform of the educational system. The estimation of comprehensive education and the success of specific learning began to focus on the universal official brevuary as a clear means to develop quality strategies and improve operational efficiency, Latin America was no exception (Miranda, 2013a).

At the end of the first period of the 21st century, it was observed that, according to a large number of nations in our continent, new practices of governmental appreciation focused on student teaching increased (Murillo and Román, 2010). Said appraisals were located separately from the estimates of other factors of the set, mainly of the appraisal in educational institutions. In reality, most of the attacks on assessment techniques in our continent strongly point to progress in comprehensive estimates that appreciate educational excellence exclusively based on the results of teaching, this creates imprecision in relation to validity. of the effects on the estimates, likewise the scarcity of context elements that relate to the general complexity and formation of the place in which they are used (Murillo y Román, 2010).

The conflicts and challenges in most of the places in our territory, according to Bruns and Luque (2014), are related to the explanation of the effects in the estimation regarding educational quality and inadequate dissemination mechanisms, both nationally and privately. That is why the biggest challenge for Mexico is to create data that provides efficient information to improve strategies in favor of education, which can not only serve the education sector, but also contribute to academic compliance on a regular basis. The evaluation is structured as a necessary (but not sufficient) requirement to optimize the quality of education. The General Law of Education (LGE) defines quality as: the congruence between the objectives, results and processes of the educational system, according to the dimensions of effectiveness, efficiency, relevance and equity (LGE, 2013).

Educational policy in Mexico has had a series of reforms and transformations since according to Silva (2012), they are aimed at the actions of the authorities of the sector in accordance with the strategic objectives set by the federal government, these changes have

been seen reflected in various levels of importance, penetration and effect, including in terms of evaluation. The valuation as a faculty of the formative jurisdiction has developed the regime of the area and in many subjects, including development plans. This is how in the National Development Plan 2013-2018, the strategy was presented to promote a national evaluation system that dictates, articulates and systematizes the elements and exercises of measurement and evaluation of education.

HEIs now face variations that increase day by day, challenging globalization, technological revolutions, advances in science and humanity, national change and the financial restructuring and regime of humanity; it is unavoidable to examine and glimpse their shortcomings and their progress in order to preserve their consistency and operability, in addition, they are indicated to contribute to the resolution of the most transcendental local and country difficulties. According to the context, HEIs adapt to a competitive labor market, to act with capacity and sufficiency of application in positions that have not yet been invented, using innovative technologies that solve unprecedented problems and work collaboratively in a multicultural and multidisciplinary way (ANUIES, 2012).

Therefore, it is up to schoolchildren to develop different trend skills, excessive originality, the ability to solve confusing difficulties, distinguish, analyze and interpret large amounts of information and the possibility of mastering a variety of foreign languages. Under the pressure of globalization, educational organizations may experience concerns created by the limitation of making strategic agreements when considering long-term tactics and therefore facing a loss of stability, so it is elementary to consider getting used to the turbulent environment. and constantly changing (Muñoz, 2015).

Over the next few years, economic instability is expected to persist around the world and negatively affect national economies, and is unlikely to exceed low estimates at new increases. The recent practices of work activities highlight habitual procedures for employment, causing precarious conditions to undertake a career, the growing support is inseparable from the development of the economy and the labor market of the country, as well as the characteristics of their professional activity. . With the increase in the number of university graduates in the coming years and the increasing pressure on the labor market, it is necessary to demonstrate the dynamism necessary to integrate them under the right conditions, since, according to a recent study, the OECD analyzed the key differences in labor productivity and the measures expected to optimize the work of the professional demand, from the above the advanced development of people is emphasized, that is to say

that it possesses characteristics that can also be perfected at the same time in their personal and professional aspect (OECD, 2012).

The recent development of employment in Mexico has been driven by many trends, in this regard Tello (2010) points out that the most important is constant scientific progress, therefore, modernization supports greater labor productivity, in addition to also supporting economic development and social of an area or region. Consequently, the development of higher education must consider the structural transformations in the professional demand. Today, globalization also increases competition for highly-skilled jobs that require lifelong learning and reskilling. This research determined the main characteristics that entrepreneurs look for in the profile of graduates of university students from the postgraduate course of the Master's in Administration, from the Accounting and Administration Academic Unit (UACyA) of the Autonomous University of Zacatecas (UAZ), with the purpose of to intervene in the future in the successful restructuring of their Quality study plans and programs.

Materials and method

Type of study

With the support of the statistical package for the social sciences SPSS version 24, the present study has a quantitative, non-experimental epistemological orientation, it is at an explanatory investigative level, it stands out that it has primary data, since they were obtained for the purpose of this research, it is also a cross-sectional study, obtaining data on a single occasion during the month of June 2022 (Hernández et al., 2014). Jointly afterwards, the coefficient of variation was analyzed, which should be significant at 10% and at least 90%. (Jiménez, 2013).

Population and sample

Derived from the present investigation, an online survey was applied, with a Google form, in order to notice the main characteristics considered by entrepreneurs in university graduate students of the postgraduate course of the Master's in Administration, from the Accounting and Administration Academic Unit. (UACyA) of the Autonomous University of Zacatecas (UAZ), the sample was for convenience (Otzen and Manterola, 2017) with the target population being 65 employers, the framework of the survey was the graduate

monitoring register that is known to have a employment related to the master's degree in administration, the online questionnaire was timely sent to the employers of master's degree graduates, they recovered 30. Likewise, the study elements were businessmen who were sent the Google form, in order to identify the characteristics that are persecuted in the university graduate of the Master's Degree in Administration of the UACyA-UAZ.

Instrument

In the present investigation, a structured questionnaire was applied, designed in a Google form sent to employers, with information regarding: six questions about personal data, six about the organization or institution from which the employer answers us, four about data own of the graduate, 22 about evaluation of the professional performance of the graduate in the place where he works and a question about labor requirements of the organization.

Results

Next, Table 1 shows the percentages obtained from the frequencies of the items that have to do with the aforementioned characteristics of the students graduating from the UACyA postgraduate courses.

Table 1. Percentages of the ítems

In the aspects and competencies listed below, indicate the degree of assessment given to them in the selection and recruitment process of university professionals from your company or institution	Very important	Important	Less important	Nothing important	Does not Know
Age	6.7	30	46.7	13.3	3.3
Sex	6.7	20	26.7	43.3	3.3
Civil status	3.3	20	33.3	40	3.3
Reputation of the institution from	33.3	40	20	3.3	3.3
Postgraduate studies	20	46.7	23.3	6.7	3.3
Bachelor's degree	26.7	56.7	10.0	3.3	3.3
Contacts or acquaintances (recommendations)	20.0	36.7	30.0	10.0	3.3
Previous work experience in the position	33.3	33.3	26.7	3.3	3.3
Selection interview	40.0	40.0	3.3	13.3	3.3
Personality test and intellectual aptitude test	26.7	43.3	20	6.7	3.3
Have theoretical arguments to solve problems and issue well-founded opinions	40.0	43.3	10.0	3.3	3.3
Effective written and oral communication	53.3	30	13.3	---	3.3
Use of information technologies to access and use relevant information	50.0	33.3	13.3	---	3.3
Integration into work teams and permanent cooperation with colleagues	63.3	20.0	10.0	3.3	3.3
Decision-making with ethics, social responsibility and a sustainable approach	66.7	16.7	13.3	---	3.3
Ability to learn new knowledge	70.0	16.7	10.0	---	3.3
Proficient use of a second language	23.3	30.0	36.7	3.3	6.7

Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

When acquiring the recidivism of the particularities of the graduates, the following stands out:

- ✓ As very important they think about: in the present investigation it was found that employers perceive, among other characteristics, teamwork, decision making and social responsibility.
- ✓ Regarding what they consider important: bachelor's degree, postgraduate studies,

personality test and intellectual aptitudes, having theoretical arguments to solve problems and issue well-founded opinions, as well as having the reputation of the institution from which it comes and its recommendations.

✓ As little or nothing important they consider age, sex, marital status and the management of a second language.

✓ Regarding the questions asked about the development and training of university graduates, as well as whether other students of our institution would be hired again.

In this investigation, it was also found that private companies predominate 63.3% and public ones 36.7%, of which 83.3% are from the service and industrial sector, 13.3%, in tertiary activities (services and commerce), 90% and secondary (industry) with 6.7%; Regarding the size of the company, 40% predominate over 251 workers and from 16 to 100 workers 26.7% (up to 16, 20% and from 101 to 250, 13.3%) of which, 19 are female and the rest 11, male; Of the aforementioned 30, six of them are entrepreneurs (self-employment). According to table 2, 50% of the graduates hold a managerial position, 26.7% a manager, 50% received training, 46.7% with a good result according to the perception of employers. Employers have an academic level of master's and bachelor's degrees 43.3%. and 40% respectively; 60% of them have 18 graduates working in their organization followed by 23.3% with seven.

Table 2. Characteristics of the graduates of the UACyA (in percentage)

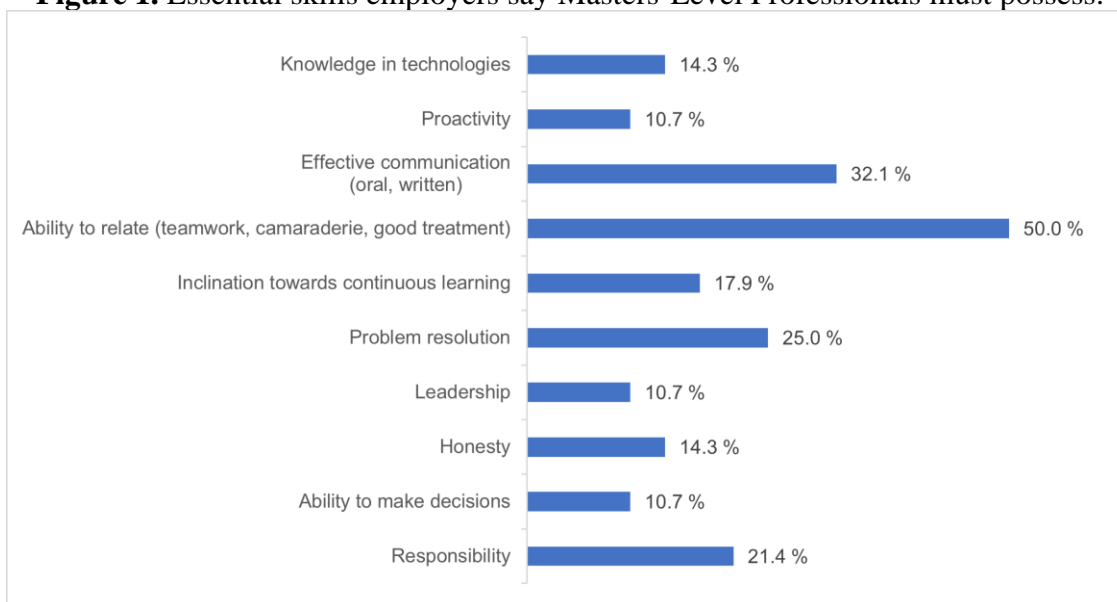
In the following statements, according to your opinion, evaluate according to the scale shown:	Strongly disagree	In disagreement	Partially agree	ok	Totally agree
The preparation of the graduates of the UACyA is similar or better, in professional terms, to that of graduates of other educational institutions	10	10	23.3	30	26.7
The preparation of the graduates of the UACyA allows them to occupy the upper levels of the organization	13.3	6.7	30.0	23.3	26.7
The functions that the graduate performs are related to their professional profile	13.3	6.7	6.7	43.3	30.0
The academic training of the graduate is adequate to perform their duties	16.7	3.3	13.3	40	26.7
I would hire a graduate of our institution again if required	20.0	---	13.3	33.3	33.3

Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)



It is observed that employers agree and totally agree that the functions performed by the graduates of the master's degree in question are related to their professional profile, in addition to the fact that their training is adequate for the exercise of their functions, therefore the preparation of our students is similar to that of other institutions; coupled with the fact that employers would repeatedly hire a graduate of our institution, however it is pertinent to point out that there is a partial agreement that the preparation of graduates allows them to occupy higher levels in the organization. Regarding the labor requirements of the organization, employers stated the essential skills that they consider master's level professionals should possess, as shown in Figure 1.

Figure 1. Essential skills employers say Masters-Level Professionals must possess.



Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

In figure 1, it can be seen that, firstly, employers agreed that master's level professionals must have the ability to relate, work as a team, and offer good treatment; secondly, they must achieve effective communication, both oral and written; thirdly, they must have the ability to solve problems; fourthly, they expect the value of responsibility from professionals; and fifthly, they value the inclination towards continuous learning. On the other hand, within the investigation a factorial analysis was carried out, which is a vital statistical practice, whose purpose is to detect and discover the presence of elements that underlie all these variables, they can be seen as reasons and foundations, through the analysis of several observables (Uriel, 1995), in other words, it is the study of the relationships and connections between variables of the discovered connections; With this technique it is

possible to determine the number of autonomous dimensions that can be reduced to a certain number of interrelated measures (indicators).

Immediately after being verified, the variability begins in the way of choosing the descriptors, the subtraction method, the movement model for the actions, the choices (for example, excluding variables with less than 50% correspondence) and after debugging those items that do not contribute at all (Uriel and Aldás, 2005) are kept as appreciations that will measure the dispersions in relation to the arithmetic mean in model components.

The analysis uses the Kaiser-Meyer-Olkin (KMO) sampling adjustment measure, it differs if the partial reciprocity between the variables is exceedingly minimal, it admits discrepancies between the dimension of the observed correlation factors and the capacity of the partial correspondence factors. The KMO statistic modifies between 0 and 1. The minimum values reveal that the factorial analysis is not an appropriate model, since the reciprocities between the similar variables cannot be revealed by different variables, the minimum values of 0.5 indicate that it is not appropriate to apply factor analysis with the model quantities being considered, between 0.5 and 1 to note the primary variance that includes to associate (Hair et al., 2010).

Likewise, the Bartlett sphericity test, a parametric test supported by the determinant, is manipulated by transforming the correlation matrix. It makes it possible to differentiate the double hypothesis of the components of the main diagonal of the matrix, which are the unit and the remainder zero, it differs from the null hypothesis that the correspondence matrix is an equivalence matrix, in which case there would be no explanatory reciprocity between the variables. and the factorial procedure would not happen correctly. Bartlett's test with a minimum of 100 events with the hypothesis test (H0: Reciprocity matrix is identity, H1: Correlation matrix is dissimilar to the identity matrix). Therefore, the test should descend in the rejection area $p\text{-value} < 0.05$ (sig. in SPSS), since it would show that there is no correlation ordering between the variables involved (Zamora & Chávez, 2010).

This analysis was carried out, finding three main factors -indicators or indices- that are implicit in the dimensions of the instrument that was used in order to facilitate the result to the objectives outlined in the current investigation. In this case, we have that, by means of the principal components technique, with $KMO = 0.792$ and Bartlett's sphericity test = 4.11×10^{-43} and a Varimax rotation, the following results:

Table 3. Exploratory factor analysis, assessment items granted in the selection process.

Factor	Cronbach's Alpha	Variance total explained	Ítems	How does the opinion of employers come together?
All items (instrument)	.949	77.51%	17 items measured on a Likert scale	High internal consistency, the instrument measures what it intends
Factor 1	.938	57.59%	Six	Work team integration Use of information technologies to access and use relevant information. Decision-making with ethics, social responsibility and a sustainable approach Skills for new knowledge. Effective written and oral communication. second language
Factor 2	.932	13.91%	Seven	Have theoretical arguments to solve problems and issue well-founded opinions. Postgraduate studies. Bachelor's degree. Selection interview. Personality test and intellectual aptitude test. Reputation of the originating institution. Previous work experience in the position
Factor 3	.825	6.01%	Four	Sex. Age. Civil status. Contacts or acquaintances (recommendations)

Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

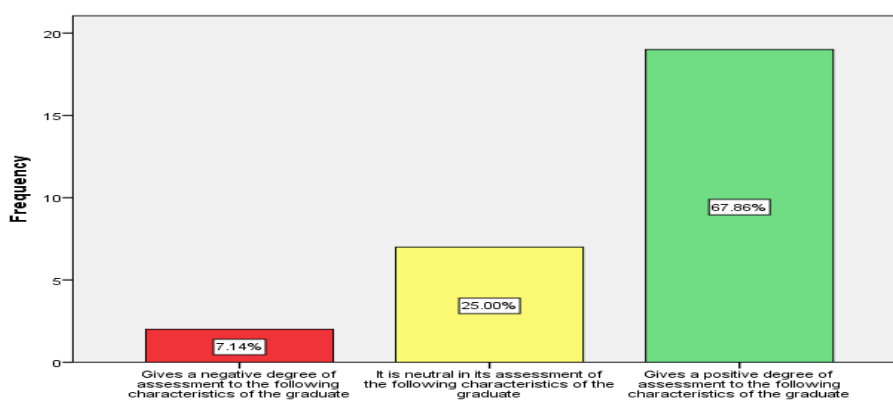
According to the exploratory factorial analysis, as shown in Table 3, it is possible to assess that three elements prevail, the initial one that brings together six items, with a 57.59% contribution to the total explained variance (Hair et al., 2010). The second of the

factors groups seven items with a contribution of 13.91% of the revealed integral variance and the third of them, with a 6.01% equal to the previous variance, which in this degree increased 77.51% collected.

After saving factors as scores, the ranges that were coded were obtained, to calculate the frequency of the importance that employers give to the skills mentioned in the instrument, the values are given in standard units that are far from the average. Once the aforementioned factors have been found, the intrinsic hardness of the factors is checked with the help of Cronbach's Alpha statistic, consistent for the factors, as well as for the total battery of items (calculate the instrument), inquiring that it remains preferable to .7 suggested by Nunnally and Berstein (1994).

The Likert section of the instrument has an internal consistency of .949, in the same way, the initial factor (.938), the secondary (.932) and the tertiary (.825) have a high firmness (Cronbach, 1951), which shows that the replicators recognize these associations as a condition in the usual, as an endogenous variable (it does not exist as such, it is built from the strong correlation between the items). By having the measurement of the factors in standard units, we proceed to recode them into variables, based on the standard units that move away from the average, in which the ranges correspond to a categorical classification understandable to any reader.

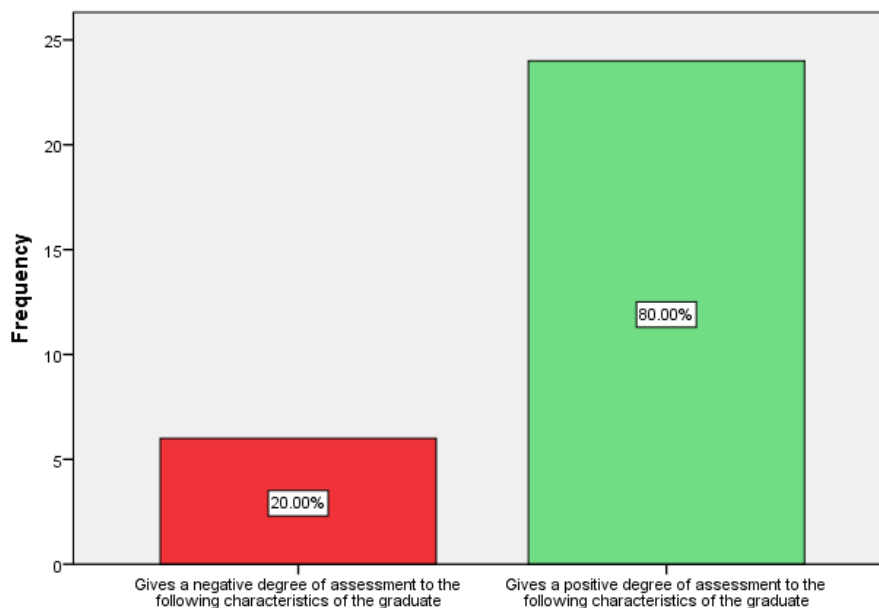
Figure 2. Most important factor by employers



Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

67.86% of employers give a positive degree to the characteristics of factor one; 25% have a neutral opinion, only 7.14% perceive it negatively, as seen in Figure 2.

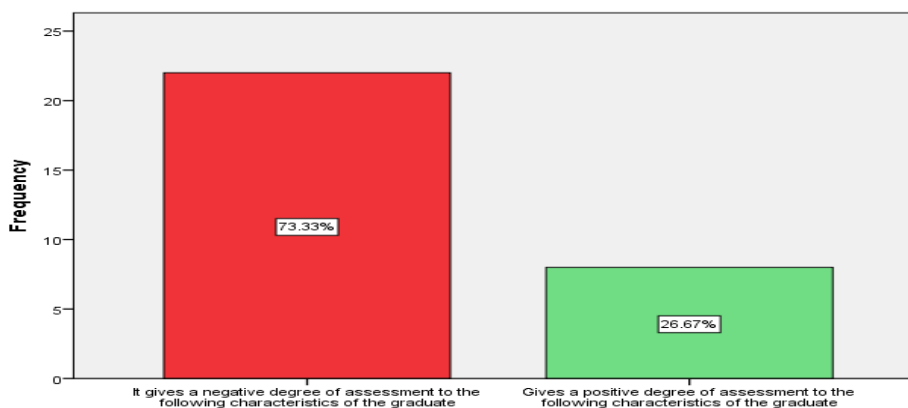
Figure 3. Second factor in importance of characteristics valued by employers of the Master of Administration UACyA-UAZ



Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

Regarding the second of the factors according to Figure 3, 80% of employers perceive positively that graduates have the characteristics grouped in factor two; the remaining 20% do not appreciate it this way.

Figure 4. Third factor in importance of characteristics valued by employers of the Master of Administration UACyA-UAZ



Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

Regarding the third factor, as shown in Figure 4, 26.67% agree with the way to group the characteristics of the mentioned factor, while 73.33% perceive that, although they are grouped that way, they do not give it the same importance.

Contingency analysis

In this section, the correspondence that preexists through the factors of the investigated extensions and the evident variables is examined, which are consistent with the descriptive and exploratory study. Using Pearson's Chi square (Pardo and San Martín, 2006). Therefore, we will discuss the successive hypotheses (null and alternative), in which the variables (factors and conclusive variables) will be replaced to correspond only:

H₀: There is no correspondence between the perception of the peculiarities of the factor in question and the categorical variable.

H₁: The perception of the characteristics of the factor in question and the categorical variable are related.

In order for them to reflect characteristics, this is p value, the possibility of failing to reject the null hypothesis, it should be at least 0.05, which allows refuting the null hypothesis and admitting the alternate or working hypothesis. By crossing the three factors found with the exploratory factorial technique to the items that correspond to the degree of valuation that the employer grants in the selection and recruitment process. By applying Pearson's chi-square technique, as shown in Table 4, statistically significant evidence was found that there is a relationship between the following factors, according to the importance of the factor with its characteristics.

Table 4. Pearson's Chi square

Pearson chi square		
According to Pearson's Chi-square test, statistically significant evidence was found that it is related:		
Variables to contrast	Two-sided asymptotic significance	Interpretation
Second factor in importance-sector to which the company belongs	.037	In the public sector, frequencies are seen above those expected in the opinion of the characteristics found in the factor
Second most important factor-position held by the employer	.024	Employers in auxiliary/operative positions give greater importance to the characteristics found in the factor
Second factor in importance- result in case of having received training.	.038	The good result has a higher frequency, with respect to the characteristics found in the factor.

Source: Own elaboration, Smart PLS statistical package version 3.2.2 (Ringle et al., 2015)

Discussion

In recent years, various cooperation strategies between Mexico and the World Bank have been strengthened, especially in the field of national economic policy, but of course they also affect other agreements and loans in the area of education. (Bracho, 1992 and Muñoz, 2015, Cordera and Pantoja, 1995). The criteria articulated by some of these policies are based on the dynamics of economic globalization, particularly the recommendations of various international organizations.

In the present investigation it was found that employers perceive, among other characteristics, teamwork, decision-making and social responsibility as very important; They agree that the functions performed are related to the professional profile, which can be found in the literature that strictly emphasizes the training of professionals and curricular design. (Moreno and Marcaccio, 2014). Therefore, the results found here, the opinion of graduates, authorities among others; They must be taken into account along with other indicators of relevance, since it is one of the challenges faced by higher education. (Unesco, 2015).

Regarding what employers consider important, there is a bachelor's degree and postgraduate study, they also consider the application of personality tests and intellectual aptitudes to their employees elementary, adding the ability to immediately solve problems and have a certification of the originating institution as well as the recommendations, in this regard, studies prepared by Sime & Diaz (2019), indicate that in recent years the number of professionals from different fields who enroll in postgraduate programs have increased, one reason of interest is the requirement of the labor market to consider competent individuals, capable of investigating, transforming and creating knowledge, which is incessantly merged at the highest academic level.

However, as little or nothing important, employers consider age, sex, marital status and command of a second language. In this regard, Juan and García (2012) mention regarding the attitude and predisposition of the student before the challenge of obtaining a different language, establishing the discrepancy between the relationship between attitude and stimulation in the specific case of languages, especially for university students who demand it for their school or work life, since they will reach a point in which they will be presented with practices to verify all the virtues related to their knowledge. In recent years, an increase in the percentage of women who reach master's and doctorate levels has been recognized, in Mexico their participation is higher than that of men by about five percentage points, this phenomenon does not occur in all countries (Lechuga et al., 2018).

We have, then, the questions asked about the development and training of university graduates and the way to repeatedly hire other students of the Master's in Administration, referring to some studies, mention that the representatives involved such as specific educational managers, directors and Teachers must increase a participatory and flexible process in order to consider the complexity that marks the demand in our country, so that young people inherit a comprehensive and relevant education that programs them to live in the 21st century society. (Bañuelos et al., 2020).

Consequently, postgraduate studies serve as one of the proofs requested in job selection techniques, since having a master's or doctorate indicates that the professional has done an extra to meet the required demands that translate into a more complex and interdisciplinary education (Davila, 2012). In accordance with what was mentioned by citation in their research on the subject, several authors have recently reported that, depending on the type of work in question, knowledge is related to the acquisition of knowledge through didactic

interactions between workers and their objects. , it is a formation that arises from the situation itself (De Ibarrola, 2004).

It is important to consider the position profile, which is integrated into the history process and is conclusive for the limits and the achievement of its area of activity; The relevance of this work lies in the methodology, since it can help and assist as a guide in the process of listening to the important interest group that employers represent.

Conclusions

We have in mind that the main contributions of the study, according to the intention of noticing the main characteristics that employers look for in the graduates of the UACyA-UAZ postgraduate courses, after carrying out the descriptive statistical studies, the recidivism and the exploratory factorial analysis that It is grouped according to how the respondents to the questionnaire consider they relate to each other, factor one stood out with characteristics such as: teamwork, the use of technologies to create and use select information, ethical decision-making, social responsibility and the sustainable approach, the ability to acquire new knowledge, effective verbal and written correspondence, as well as the addition of a second or more languages. In order to consider the results and issue important decisions that favor the quality of the educational program, the objective of the research is met, by conducting the study that allowed us to assess the social relevance of the master's program through employers and carry out the study of graduates in order to warn their insertion in the labor market and evaluate the quality of the educational program.

The master's program in administration of the UACYA-UAZ, is considered pertinent, since according to the investigation it presented a high level of satisfaction of the employers to whom the instrument was applied, in reference to the performance of our graduates and the profile Graduation is considered by employers updated, the master's program in administration could be recognized as a quality postgraduate, considering that the insertion into the working life of graduates is good and most are placed in a job that corresponds to your graduation profile. The results achieved supported the detection of basic characteristics that employers seek for their professional training, as well as to improve aspects in comprehensive training that institute competent postgraduates, capable of facing current demands, and in this changing process educational institutions and organizations international organizations, act as external agents to implement policies related to providing a quality service. Intrinsicly, schools are generating strategies to optimize their services and

compete with present and upcoming demands, practices that can be guidelines and relevant for other universities that intend to improve their services and highlight their presence in the best international positions.

Contributions to future lines of research

Undoubtedly, the results obtained in the present investigation, if you want to have a relevant master's program in administration, the perception of employers, together with that of graduates and interest groups that are considered convenient, universities, and postgraduates they have to reconsider and develop projected strategies that admit the great current requirements and accept the challenge of innovating, for which they must evaluate the academic effects in the educational context that in recent times have originated with one of the areas most affected by COVID -19, the pedagogical, socio-emotional impacts of educational, technological representatives, among many others, expose problems that have affected educational systems at all levels; The profile demanded by the labor market shows the offer of postgraduate studies, which favor professionals obtaining more specialized and modernized skills.

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