



Original Research Article

Labor expectations from students of private and public universities in Peru

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The objective of this comparative design study is to determine the differences in jobs expectations between students from Public and Private Universities in Peru, the participants were 400 students of the professional careers of Education and Psychology of two Public Universities and two Private Universities of Lima and Huánuco, chosen through a non-probabilistic sampling. The Labor Expectations Questionnaire based on Bandura's cognitive-social approach, which were validated and determined the reliability of 0.89, were used as an information collection tool. The results allow us to conclude that there are significant differences in work expectations, between both samples, where public university students presented an average of 28.03, unlike private university students with an average of 22.98, with effect size large according to Cohen's d of 1.22 (95% CI: 1.00-1.43). When analyzing social and personal expectations, students from public universities score higher than students from private universities, finding statistically significant differences, however, we can observe that there are no significant differences in material expectations.

Key words: Labor, university, public and private, expectations.

INTRODUCTION

Until recently, young people with university training were incorporated almost naturally and fluently into the labor market, nowadays they are immersed in complex and multiple forms of transition to active life, so that the expectations of Students towards the labor world are diverse, in that sense knowing the expectations that university students have, as well as the different factors or variables that can influence their perceptions of the labor market and feasible possibilities of accessing it once their initial training is finished, It must be a priority to advance the development, improvement and functionality of Superior Education.

Future expectations are a basis for the establishment of goals, exploration, planning and decision making (Seginer, 2000). Expectations are essential to progress through adolescence and are conceived as a positive way towards

adulthood (Snyder, 2002). Likewise, unemployment rate in young people grows, and there is concern and interest, to reach a better adjustment between professional competences and the requirement from job market.

The study conducted by Paz-Rodríguez et al. (2014) aimed to describe the employability of students in nursing and psychology careers regarding the search, obtaining and expectations of a job and concluded that employability is a construct complex, the professional formation must value the way that its graduates profile allows to meet the demands of the labor market. These demands are held to precarious employment conditions, cultural factors, demonstrated abilities and human potential factor.

Pinazo and Carrero (2010) showed that young people whose advance in socialization permit them to elaborate

thinking about specific labor aspects, can foresee the development possibilities of the labor roll in socialization and answer consequently. In this way, while universities train young students to perform in diverse disciplines, job market demands another priority for workers' abilities, and many times do not coincide with. This situation generated many problems for young graduates, such as a prolonged dependence on their family of origin, not having their own resources, postponement of their entry into the labor market, and leaving aside personal projects (Pinochet, 2011).

Young people leave their paternal homes at more advanced ages, since in many cases adult autonomy occurs in age groups around 40 years. In this context, the concept of youth has evolved with the prolongation of this period, the main causes are lack of employment and extension of formation's time (Martinez, 2009). Having this overview, many young people choose to accept employment's offer under their professional formation to cover their expenses, link to jobs that are not consistent with their profession or to accept precarious employments that could be temporary, half time employment or just to work for themselves informally. Works all these that do not meet the expectations of young people or allow them to achieve a good quality of life, nor their complete integration into the world of work. This specific sector of young people develop insecurity towards the future and lose their horizons, not perceive goals in the future where they can concentrate positively (Pérez and Cupani (2006).

Labor expectations are supported in this study, considering the social cognitive perspective (Bandura, 1986a) consider that these are determined by expectations of self-efficacy and expectations of results. Focusing on the latter, which refer to the belief that certain behavior will be followed by certain consequences, that is, the problems in finding a job after training, extremely condition these expectations.

Bandura (1986b) is clear here that the consequences of the behavior (reinforcements and punishments), have an important degree of influence to increase or reduce a behavior respectively. The expectation of results can be about three kinds: materials (economic retribution, employment stability, work day, etc.), socials (standing, power, influence, status, parent approval, etc.) or personals (satisfaction, self-fulfillment, etc.). Taken to the field of labor interests, during the professional training stage they condition the creation of expectations of results and that are related from the choice of studies and satisfaction with them.

The entry to superior studies in Peru, specifically in public universities, is not linked to labor demands neither conditions like evaluation to admission centered on knowledge, aptitudes and vocational interest; the ultimate topic is not considerate for the majority of students, who prioritize some careers that they can obtain the admission without considering their vocational profile.

In Peru there are 8 million 441 thousand young people from 15 to 29 years of age, of which 4 million 275 thousand

are men and 4 million 165 thousand women. As of 2016, 35.8% of them have a higher education: 21.5% with higher university education and 14.3% with a non-university superior, according to the results of the National Household Survey (ENAHU). Of the total youth of the PEA, 91.6% are employed and 8.4% are actively seeking employment. Depending on the area of residence, the unemployment rate is higher in the urban area (10.2%) than in the rural area (1.7%).

Young people who had job employment by 2016, 78.6% had an informal employment, showing a decrease compared to 2015 (80.1%). On the other hand, formal employment had 21.4%, a major rate than in 2015 (19.9%). All along Peru, according to kind of occupation, 41.9% of the young employed population works in the branch of services: 10% in Communication and Transport, 8% in Restaurants and Hotels, 3.5% in Teaching and 20.3% in other services (like financial intermediation, property activities, enterprise sector, etc.). Agricultural. Fishing and Mine activities (22.7%), Business (18.7%) and Manufacture activities (10.5%).

With these data, the employment situation of young people is worrying and that leads to developing insecurity towards the future and loss of horizons, they do not perceive in the future a goal on which they can focus positively and labor expectations are in many uncertain since in Many Vocational Training Centers do not prepare them for self-management or generation of their own jobs based on their professional training.

Literature in this area is almost unanimous in confirming that aspirations and expectations are important predictors of life that will be achieved by new generations, the way young people see their future is very important for the achievement of skills during their professional training and expectations that they have can contribute to overcome the barriers that are presented to them and continue to develop diverse capacities, since the labor demands are increasingly demanding and competitive.

It can be said that they function as a necessary condition of achievement, in the sense that "people who aspire to obtain a high level of education or good academic results may or may not, but what is certain is that those who do not they aspire to that level or to those results they will not reach" (Portes et al. (2010).

Another study that seeks to analyze the expectations and perceptions of university students and the differences between them, is the one developed by Darlaston-Jones et al. (2003) in an Australian university with students of Psychology, aspects related to teachers and administration and services staff, where they show clear differences between students' expectations and their real experiences. The authors add that these differences are due to the fact that students have an unrealistic view of life in universities and that their expectations are anticipated or prevent certain characteristics from being given, for example, contact with teachers.

From the above, the interest is to meet job expectations in the current context of a group of university students in

the capital and provincial, specifically the careers of Education and Psychology, as job opportunities are different in both contexts, and the tendency generally of the young people of provinces is to emigrate to bigger cities in search of better labor opportunities and of professional formation, it is interesting to know if there are differences in the material and social personal expectations or which are those of greater predominance.

On the other hand, knowing the students' job expectations will make it possible to reform the organization and content of what is taught, as well as review and update the fundamentals on which learning and its evaluation are based, in a way that fosters and distribute a more relevant and quality academic training and that through the tutorials its uncertainties can be clarified, as well as create post-graduate training opportunities in public universities that have greater access to professional development of professionals, therefore The objective is to determine the differences in job expectations between students of Public and Private Universities and respond to the following hypothesis:

Yes, there are significant differences in terms of work expectations in the material, personal and social dimensions among students of the professional careers of Psychology and Education of Public and Private Universities of Huánuco and Lima in Peru.

MATERIAL AND METHODS

The study is quantitative because it consists in applying a series of specific techniques in order to collect, process and analyze characteristics in university students. Likewise, it is comparative descriptive, because it is about establishing differences in job expectations among students of Public and Private universities in Peru.

Participants

We worked with 400 students of the professional careers of Psychology and Education, of which (67%) are women and (33%) men, chosen through a non-probabilistic sampling, considering that in the province of Huánuco there are two Universities, Public and Private and considered two Universities of Lima, capital of Peru, with similar social and educational characteristics.

Instrument

The Survey technique was used and for the purposes of the investigation the Questionnaire on Labor Expectations based on the cognitive-social approach has been developed (Bandura, 1986a; Lent, Brown and Hackett, 1994) and they consider that these are determined by the expectations of self-efficacy and expectations of results and that are related from the choice of studies and satisfaction with them that can be of three types: materials (economic compensation, job stability, working hours, etc.), social (prestige, power,

influence, status, parental approval, etc.) or personal (satisfaction, self-realization, etc.). Taken to the field of labor interests, during the professional training stage they condition the creation of expectations of results.

The 32-question questionnaire has demonstrated an adequate criterion validity when used to study the students' work expectations, obtaining results in the expected direction according to the theory. At the same time, reliability as internal consistency has been satisfactory. So, the Cronbach coefficient for each of the dimensions was calculated, obtaining reliability indices of 0.82 in material expectations, 0.83 in personal expectations and 0.79 in social expectations.

Process

The instruments were administered collectively. Before the students responded to the items, they were asked to carefully read the instructions of each test, reminding them that there is no time limit to respond to both scales. The participants completed the data referring to age, gender, career and institution, maintaining their anonymity in filling out the scales. The students participated voluntarily and anonymously, signing the informed consent that guarantees the reliability of the data provided. In relation to data analysis, version 24 of the Statistical Package for the Social Sciences (SPSS) was used.

RESULTS

In Table 1, it is observed that the students of Public and Private Universities in the material expectations present similarities in the average of 0.82, there are no significant differences, while in the social expectations the students of Public Universities present the average of 0.88 greater than the students of Private Universities of 0.81 being the small effect size according to d : 0.34 95% CI (0.138-0.543), also in the personal expectations the students of Public Universities present the average of 0.74 slightly greater than 0.71 in the students of Private Universities, with d : 0.098 95% CI (0.176-0.582) without effect.

According to Table 2, the students of Public Universities present an average of 28.03 and SD 3.021 unlike the students of Private Universities with an average of 23.00 and SD 9.8 and according to the t of 11.46 with $p = 0.00$ shows that there are significant differences in labor expectations between both samples, the effect size being large according to d : 1.22 95% CI (1.00-1.43).

DISCUSSION

It has been proven that there are significant differences in job expectations between students of Public Universities and students of Private Universities, which is related to the job opportunities offered by universities as well as the quality in professional training and labor market

Table 1. Descriptive Statistics about Labor Expectations between Students from Public and Private Universities – Peru

| Labor Univ. Pub | Univ.Priv. | | | | | |
|------------------------|------------|------|------|------|------|-------------|
| | Mean | SD | Mean | SD | d | CI 95% |
| Materials Expectations | 0.82 | 0.21 | 0.82 | 0.19 | 0 | 0.201-0.201 |
| Social Expectations | 0.88 | 0.19 | 0.81 | 0.22 | 0.34 | 0.138-0.543 |
| Personals Expectations | 0.74 | 0.29 | 0.71 | 0.32 | 0.37 | 0.176-0.582 |

Personal expectations: the students of Public Universities present the average of 0.74 slightly greater than 0.71 in the students of Private Universities, with d: 0.098 95% CI (0.176-0.582) without effect.

Table 2. Difference in labor expectations between students from public and private universities in Peru

| Students | N | Mean | SD | Sig. | Bild | CI 95% |
|----------------------|-----|-------|-------|-------|-------|------------|
| Public universities | 200 | 28.03 | 3.021 | 11.46 | 0.000 | 1.22 -1.43 |
| Private universities | 200 | 23.00 | 9.98 | | | |

requirements, studies related to the employability of the students carried out by Paz-Rodríguez et al. (2014), who found that in relation to the valuation of a job, contribution to the company or organization and ideal work profile, the students of Nursing careers show better scores than those of Psychology and concluded that employability is a complex construct, professional training must assess the extent to which their exit profile allows to meet the demands of the labor market, which is subject to precarious conditions of employment, cultural factors, skills shown and potential of the human factor.

These differences can be supported in relation to the professional training that is initiated, since the Public Universities in Peru is through a very competitive selection unlike the Private Universities so that students must respond to greater academic demands so that they have different expectations and interests in relation to future work, which translate into significant differences in a majority of the issues and factors raised in the questionnaire; For young people, profession and work are very important goals in their personal development and feelings of impulse, desire and pleasure are very appreciated qualities, one of the characteristics of the study sample being that the highest percentage of students are women and Due to the profiles of the professional careers of Psychology and Education, the features of flexibility, communication, creativity and dedication to service are closely related to job expectations, as Schreiner and Sjoberg (2004) points out that for young people, work and the profession they are another instrument in the search for personal update and fulfillment; although they do not occupy the first place of importance. Personal interest is the main engine of the educational and professional choices of youth, and feelings of impulse, desire, enjoyment and pleasure are highly appreciated qualities; independence, flexibility, communication and creativity are also outstanding features of job expectations; while monotony and boredom are considered something to avoid. Leisure

and friends are the most important and significant issues for young people, unlike adults who appreciate family and work.

Regarding the dimensions of labor expectations, students from public and private universities do not present differences in material expectations, which are related to economic remuneration and job stability; being the career of Education and Psychology more labor-related to the training of students and attention to people, the greatest inclination of young people is the vocation of service that for the purpose of material gains and on the other hand prioritize job stability, and which are careers where the State guarantees greater stability and being women in greater percentage who value the quality of help to people much more than men. These results can be contrasted with those found by Corica (2012) that women, significantly prefer jobs characterized by the relationship with others (people, help others) and that offer intrinsic rewards of personal self-actualization (creativity, personally important, in accordance with personal values).

In the social expectations the students of Public universities show advantages unlike the students of Private Universities that has to do with the working day, prestige, power, influence, status and family approval, in this regard (Bajoit, 2003), that the Students are not isolated from the context in which they develop their expectations. Social conditions influence the look of the future. The subjective selection of the path to be traveled will have greater or lesser possibilities of being carried out depending on the restrictions imposed by the objective context in which they live.

Likewise, in relation to personal expectations, the students of Public Universities show the average slightly higher than the students of Private Universities, these differences being not significant since in general the expectations of the students are related to the satisfaction with the career and self-realization and goes depend on many factors and not only depends on university education,

as Holland et al. (2006) points out that the success of students in accessing a job depends not only on the training received but also on their circumstances and attitudes, as well as the labor, social and economic context in which they are located, the state of the labor market and the ways in which it operates at local, national and international levels.

In this sense, we must point out that in the labor expectations, the external and internal factors to the person make the socio-labor insertion a complex, multidisciplinary process, marked by uncertainty and a series of problems accentuated by the constant technological, socioeconomic and cultural changes.

This aspect is worrisome because of the high youth unemployment rates and the concern and interest in achieving a better fit between professional competences and labor market requirements. Thus, Gonzalez and Martínez, (2016) point out that education has a commitment, the welfare of society, and as such, the process of socio-labor insertion becomes an essential part of it, tries to analyze what are the factors that can influence the perceptions and beliefs of the labor market, from the vision of the student of the last year of the degree and the feasible possibilities of accessing it once the initial training is finished, through a non-experimental, exploratory and cross-sectional study, survey type. The results are useful to advance the development, improvement and functionality of Higher Education.

On the other hand, Paz-Rodríguez et al. (2014), in the study they conducted, aimed to describe the employability of students in nursing and psychology careers regarding the search, obtaining and expectations of a job, it is observed a greater predominance of women (74.7%); 20.9% of graduates are currently working, of which 18.1% are psychologists and 24.3% are nurses (71% women). Regarding the valuation of a job, contribution to the company or organization and ideal job profile, students in the Nursing career show better scores than those in Psychology.

Our study shows that public university students have a higher average compared to private university students in terms of job expectations. The students of the Public University of Huánuco have a slightly higher average of 28.61 as opposed to 26.78 than the students of Lima; While the students of the Private University of Huanuco have a higher average of 27.65 compared to 18.32 than the students of the Private University of Lima, which shows that the province students have better job expectations than the university students of Lima, this is related to the expectations of overcoming and emigrating to larger cities aiming for a better personal fulfillment.

This is reflected in research in recent years such as the study conducted by Lépre and Schlessler, (2004) that confirm that young people who come from low-income households are 3.5 times more likely to be unemployed than young people from homes with older economic resources. In addition, poor young people who manage to finish high school do not always improve their job placement.

Several studies have corroborated that the education and work link has been modified (M Miranda et al., 2007) and show the complexity of this link in our days. Now more and more students think about combining study and work. But this combination has its peculiarities, the forms of combination depend on future expectations and the social sector to which young people belong.

In this sense, the students of public universities in our country are more competitive, which is demonstrated in the places they occupy in the calls made in the different labor sectors, as is the case known to UNHEVAL graduates, through reports and monitoring of graduates and referring to the careers of Education and Nursing in our country are in high demand although the economic compensation is not always good.

CONCLUSIONS

There are significant differences regarding labor expectations between students from public and private universities, and public university students had more expectations than private university students.

We can point out that a solid academic preparation is indispensable to properly develop the profession. The skills and competencies developed by the students influence their professional training, implies their personal development as to be professionally realized as an inherent necessity to the human being. In this case university students are oriented towards achieving goals and objectives as a life project and employability is a multidimensional construct, which is not only the insertion of work but also has to do with the characteristics of the person, the skills, the labour market, much more today because of competitiveness and job instability.

Finally, job expectations between public and private university students are big; hence, it is necessary to strengthen this aspect by job listings and tutorials to inform about job opportunities in national and international levels and assistantship; allowing students have more view and better labor positioning.

Conflict of interests

The authors declare that they have no conflict of interests

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