

Influence of the characteristics of competences on the employability of graduates of Higher Education Institutions

Influencia de las características de competencias en la empleabilidad de los egresados de las Instituciones de Educación Superior
Influência das características das competências na empregabilidade de egressos de instituições de ensino superior

Miguel Cueva Zavala

Ph.D. Universidad Estatal de Campinas. Rio de Janeiro, Brasil, <https://orcid.org/0000-0002-8013-4708>,
miguel.cuevazavala@gmail.com

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Abstract. This research has a singular and notable importance, because if something should concern a Higher Education Institution, it is knowing what is the destiny within society of the human resource trained in its classrooms, that product that the institution delivers to the community who are its graduates and professionals. For the Institutions of Higher Education it is satisfactory on the part of employers, that the training received in the Institution of Higher Education is indicated, that the majority of graduates and professionals are incorporated into the occupational market; that is to say; some exercise their profession and others do it in occupations that do not correspond to their profession, which is justified, being aware that one of the great problems of the contemporary world is undoubtedly the lack of demand for human resources for stable work, which according to Authorized and reliable studies of every 10 people who join the economically active

population, only 3 have real possibilities of fully joining the labor market, either in the private or public sector.

Key words: Higher Education, Graduates, Professionals, Entrepreneurs,

Resumen Esta investigación tiene una singular y notable importancia, pues si algo debe preocupar a una Institución de Educación Superior, es conocer cuál es el destino que dentro de la sociedad tiene el recurso humano formado en sus aulas, aquel producto que la institución entrega a la colectividad que son sus egresados y profesionales. Para las Institución de Educación Superior es satisfactorio por parte de los empresarios, que la formación recibida en las Institución de Educación Superior es la indicada, que en su mayoría de egresados y profesionales están incorporado al mercado ocupacional; es decir; algunos ejercen su profesión y otros lo hacen en ocupaciones que no corresponden a su profesión, lo cual se justifica, estando conscientes que uno de los grandes problemas del mundo contemporáneo es sin duda la falta de demanda de recursos humanos para un trabajo estable, que según estudios autorizados y confiables de cada 10 personas que se incorporen a la población económicamente activa, sólo 3 tienen posibilidades reales de incorporarse a plenitud al mercado laboral, ya sea en el sector privado o en el sector público.

Palabras clave: Educación Superior, Egresados, Profesionales, Empresarios.

Resumo Esta pesquisa tem uma importância singular e notável, porque se algo deve interessar a uma Instituição de Ensino Superior, é saber qual é o destino na sociedade dos recursos humanos treinados em suas salas de aula, o produto que a instituição entrega à comunidade quem são seus graduados e profissionais. Para as Instituições de Ensino Superior, é satisfatório por parte dos empregadores, que seja indicado o treinamento recebido na Instituição de Ensino Superior, que a maioria dos graduados e profissionais seja incorporada

ao mercado ocupacional; quer dizer; alguns exercem sua profissão e outros o fazem em ocupações que não correspondem à sua profissão, o que se justifica, cientes de que um dos grandes problemas do mundo contemporâneo é, sem dúvida, a falta de demanda por recursos humanos para um trabalho estável, o que, segundo Estudos autorizados e confiáveis de cada 10 pessoas que ingressam na população economicamente ativa, apenas 3 têm possibilidades reais de ingressar plenamente no mercado de trabalho, seja no setor público ou privado.

Palavras-chave: Ensino Superior, Graduados, Profissionais, Empreendedores.

INTRODUCTION

The challenges of education of the current era are clearly identified, it will surely be a very useful document for managers, teachers, students, in short for the entire university community and the Guayaquil and Ecuadorian society, it is a study carried out supported by an adequate Bibliography and it represents a compendium of what the Institution of Higher Education has done and should do, that leaves us in peace by allowing us to know with reliable information technically processed, of the fulfillment of the work that the Institution of Higher Education has carried out.

The employability of people is related to my professional activity; therefore, it is not a topic that I consider for your study and analysis for the first time. In my long experience working in the selection of professional personnel for approximately 30 years I have been able to detect a certain gap between the demand for employment and the professionals that it is feasible to get in the market to satisfy it.

When I enrolled in the doctorate, in 2002, I began to think of this subject as a possible object of research, an idea that has been taking shape over the past

few years. The bibliography used to determine the state of the art in the matter, first, and to elaborate the theoretical framework, later, in some cases it is a few years old, and other works have been added, even in recent days. I was surprised - perhaps relative - that some ideas that at first I thought could only be personal thoughts, I have seen reflected in the work of prestigious professionals, such as Dr. Zabalza's latest book, which introduces the concept of competencies in the Selection of training content in a study plan (Zabalza, Miguel Ángel, 2006). Therefore, what at first seemed to be a topic raised from a very specific perspective, has become, at the time of presenting my thesis work, a topic of concern for people from different countries and university backgrounds.

Employability can currently be defined as the competence that a person possesses to design their professional career, access the job market and manage their own job development with success and satisfaction. As with all competences, the competence for employability must become apparent in a given context and be perfected throughout the subject's working life, although her learning and development will begin at an early age. Being a competence, employability includes aspects related to knowing, knowing how to do and knowing how to be. However, we must clarify that, although employability constitutes a personal competence, all social agents, especially those linked to education and the workplace, are responsible for enhancing their learning and favoring standards, processes and systems that facilitate it. , especially in the current context of crisis, unemployment and globalization. This article aims to present the concept, importance and current meaning of competence for employability, describe its content and clarify the responsibility of the different social agents.

In order to simplify the terminology in the development of the report, the terms "graduate" and "professional" are sometimes used in their

comprehensive sense, since it designates both graduate and undergraduate graduates; The student who graduated is a graduate. On the other hand, in the document, without wishing to ignore the importance of the gender approach in academic documents, the terms "graduates" "graduates" and "professionals" are used to refer to both sexes.

The (professional) people who apply do not always have the required knowledge, although they do have the required bachelor's degree, whether they request knowledge corresponding to a certain bachelor's degree or other complementary ones, such as managing computer tools. In addition, in a relevant number of cases we find people who, fulfilling the previous requirements, do not possess the degree of development required in terms of competencies.

The meaning of employability changes depending on the technological and social innovations that affect working people and companies. In this same sense, the training of workers must be adjusted to the operating model of companies. Since this model is in continuous formation, we are obliged to anticipate the future demand of society for both companies and working people. Employers will also be able to adapt to the abilities of job seekers. It is possible that if your creativity is remarkable.

The concept of employability is related to the possibility of locating jobs and staying employed, not necessarily in the same position, based on professional training that responds to a solid and broad spectrum of useful basic content, due to its possibility of transfer, in diverse contexts and jobs.

For a majority of authors (as can be seen in the annex) employability is related to the development of attributes, abilities, capacities or competences that, as pointed out (García-Manjón, JV (Coord.), 2009), are valued in the labor market. In other words, "the common denominator of employability is the

utility of the competences and its criterion is the remuneration” (Kohler, 2004, p.4).

"Employability in general terms is understood as the probability of obtaining a vacancy in a specific job market based on the attributes with which the search engine is endowed and which are those that allow it to overcome the obstacles imposed by the market (Campos Rios G., 2004).

Employability encompasses the skills, knowledge and competencies that increase workers' ability to get and keep a job, improve their job and adapt to change, choose another job when they want or lose the one they had, and integrate more easily into the job. job market at different periods of your life" At the beginning it was used to identify the skills necessary for a specific job position (job skills), excluding the academic skills most commonly taught at school (contemporary conception with a restricted vision of technical-professional teaching),

In effect, employability skills are now understood as a set of essential skills for learning and performing effectively in the workplace, including communication and interpersonal relationship skills, problem solving and management of organizational processes and organization of one's own behaviors. depending on the requirements of the professional activity or the job.

They can be characterized as generic competencies (not linked to a particular occupation), transversal (necessary in all kinds of jobs), transferable (acquired through systematic teaching and learning processes), generative (allow the continuous development of new skills) and measurable (Its acquisition and performance can be rigorously evaluated).

MATERIALS AND METHODS

The development of this research aims to lay the foundations for a permanent graduate monitoring system in order to have updated information on the relationship between the labor market and higher education.

It is important to highlight that the information received from the general secretariat and from the secretariats of the different academic units, the Higher Education Institutions in Guayaquil, from the graduates, from the authorities, from the teachers and from the students, constituted a valuable contribution to the carrying out this work.

Reflection on the link between the professional profile and the occupational field of the graduates of the Higher Education Institutions in Guayaquil is considered within the conceptual construction of the research. This articulation is given by the training they received at their university. Furthermore, it is pertinent to know the relationship between the training of graduates and employment, considering that the essential purpose of Higher Education Institutions in Guayaquil is to provide graduates with the appropriate knowledge and skills to participate in the world of work. Hence the need to understand the context in which the universities in Guayaquil have developed and analyze their role as promoter of knowledge, as well as their influence on the socioeconomic development of the province.

On the other hand, it is necessary to start from a definition and differentiation of what is a graduate and a graduate. The graduate is defined as the person who has successfully completed and passed all the subjects of the academic curriculum regulated by a career or discipline. And the graduate is determined as the person who has met the academic requirements to graduate and has obtained the corresponding degree.

From the period covered by this research, an impressive expansion of tertiary education occurred, so the supply of highly educated personnel increased

rapidly and graduates began to feel the pressure of competition. Employers, who now had sufficient human capital, were able to select graduates on the basis of their competencies, so that part of the graduates remained outside the labor market. In addition to the expansion of higher education, some other factors that influenced the position of graduates occurred, such as the emergence of new technologies (especially in the field of computing) and ways of working, globalization, and increasing mobility. staff and students.

In this sense, the behavior of the labor market in the province has resulted in insufficient demand for intermediate qualification positions to accommodate the growing supply of young people with university training. One of the reasons is that an increasingly demanding job market has become evident. In this sense, it is necessary to begin to recognize that the relationship between titles and jobs has become more complex. One of the factors is that there is a growing demand for skilled workers. Graduates who do not have these skills often encounter difficulties in making the transition from university to the labor market, because employers are looking for people they can directly incorporate into their internal structures without having to teach them basic professional skills (Panorama Labor, 2001)

In general, what happens in the labor market radically affects individuals. If the market does not meet the demands of its citizens, it becomes a serious social problem. And, in the country, it is one of the most serious concerns. One reason is that labor markets are finding it increasingly difficult to assign workers to jobs. The scientific and technological advance applied to the production of goods and services has generated profound changes in the forms of organization of work. A type of worker is required who possess a set of competences very different from those required in previous historical processes in the production of goods and services.

Another element has to do with the certifications that graduates obtain at different levels of study. Certifications that do not guarantee job stability, because they tend to devalue.

Not only are they devalued because they lack up-to-date content, but also because those who have job stability are those who best develop their skills, or those who have more studies. This does not necessarily mean that individuals carry out an activity for which they were trained, but that, in many cases, people carry out tasks for which they are over-qualified. In this sense, it is noted that educational credentials have become more a selection criterion for employers than a requirement for the performance of the job. This process is known as the row effect. In other words, “the displacement of the least educated by the most educated. Indeed, employers choose over the increasingly educated educational offer and not because the educational levels achieved are necessary for job performance”(Gallart, M.A., 2002.). In other words, the more the employability of the more educated increases, the more the employability of the less educated decreases. This is because the workforce on offer is far more educated than the demand for employment needs. This phenomenon affects the devaluation of certifications. That is to say that, as a result of the problematic labor context, the attained educational level serves to rank first in the line of those seeking employment.

As for the person, they will have job stability as long as they do not lose their capacity for innovation and can guarantee that they will constantly add value to organizations. Therefore, as long as it is employable, it will have job stability, since this will be the true guarantee of stability.

RESULTS

Human Resources Management by Competencies has a high degree of theoretical development and a medium degree of implementation in

Argentine organizations. It is our impression that, in turn, the degree of dissemination of the subject in the professional community is low, beyond the professionals who work specifically in the area of Human Resources. Therefore, the contribution to be made will consist of verifying the degree of development of these concepts in the area proposed for the research.

The work will be carried out with the purpose of demonstrating, based on an investigation, the incidence of the competences in the employability of professionals (as already explained, in two moments: the selection and the separation of people), a situation that is perceived in the labor market and that you want to corroborate through research. In other words, moving from perception of incidence to research on incidence. If the perception were confirmed, a proposal could be elaborated so that the subject matter is taken into account by the different actors in society.

The educational model for Higher Education Institutions in Guayaquil should focus mainly on the student, on training processes, rather than on study levels. Their characteristics are:

- It promotes comprehensive and high-quality scientific, technological and humanistic training.
- It balancedly combines the development of knowledge, attitudes, abilities, skills and values.
- It provides a solid formation that facilitates autonomous learning, the transit of students between levels, educational modalities, national and foreign institutions and towards the labor market.
- It is expressed in flexible and innovative educational processes, with multiple spaces for relating to the environment.
- It allows its graduates to be able to combine theory with practice to contribute to the sustainable development of the country.

With the proposed guidelines, it is explicit that the training of professionals should be aimed at responding to the current needs of a society or the workplace that is constantly changing. Consequently, the intentions of vocational training lie in having professionals critically situated in the national reality, who can be agents of change within the social system. It is a model that proposes a training process focused on the student and their ways of being and learning to be, know, do, live together, undertake and create, fostered by adequate institutional management. Higher Education in Guayaquil, are training institutions that appreciate in the set of qualities that the student has, the possibilities of their growth as a person and the common good. Just as the university sees human complexity in each individual, so it also aspires, through that understanding, to provide comprehensive training to those who make up the university community.

Therefore, it is considered that the model focuses on a holistic and integral training between the theoretical and practical, assuming that the graduate of the Higher Education Institutions in Guayaquil needs to have a solid training that allows him to promote the development of competences in different areas.

According to (Tobón, Sergio, 2006), there is a large gap between the supply of professionals trained in higher education and the labor market, a situation that is reflected in the lack of consistency between the needs of qualified personnel on the part of the companies, society and the training that people receive in higher education; between structural unemployment rates and the productivity and competitiveness problems of companies.

(Allen, J., 2003) points out that the main function of the university is to prepare people to play a role in society, and more specifically, in the labor market. In this way, labor insertion constitutes an aspect that involves both the productive sector and the university.

In this way, and according to (Yorke, M., 2004), the relationship between higher education and job placement is relevant for two main aspects:

Superior Higher education helps students acquire potentially important knowledge, skills and competencies for use on the job.

□ The higher the level a person reaches at the end of their pre-job education, the more likely they are to succeed in the world of work.

The type or level of competencies have practical implications for human resource planning. As the “Iceberg Model” graph illustrates, knowledge and skill competencies tend to be visible and relatively superficial in people (in the sense that they are on the surface of the personality, making them easily observable). The concept of self or self, personality traits and motivations are more hidden, in a deeper area of people's minds.

Knowledge and skills related to certain skills are relatively easy to develop; The most appropriate and effective way to improve these capabilities is through training and education.

Motivations and personality traits present a much greater difficulty both for their evaluation and for their development; The most appropriate - whenever possible, will be to select employees who already possess the personality characteristics and motivations required for each position.

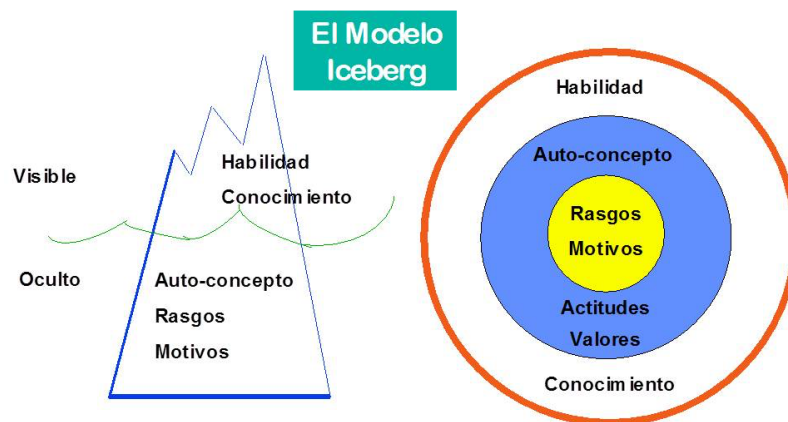


Illustration 1.- model of the iceberg

In complex positions, competencies are more important than task-related skills, intelligence, or credentials in predicting superior performance.

In complex positions, competencies are more important than task-related skills, intelligence, or credentials in predicting superior performance.

In higher-level jobs - technical, managerial, and professional - almost everyone has a high IQ and advanced studies at a good university. What distinguishes those who perform best in these positions is motivation, interpersonal skills, and political skills, both of which are competencies. Competition studies are the cheapest way to fill these positions.

The congruence that is achieved between professional profiles and the job market will largely determine the quality that the professional practices of a graduate have, and the levels of performance that they acquire in the specific occupational field in which they find themselves, thus promoting the fulfillment of the academic-occupational expectations, it is spoken then of the professional-labor satisfaction of the graduate.

The labor insertion supposes the access to employment and the development of labor trajectories that have to lead, in theory, to a full labor insertion. According to (Figuera P., 2006), full employment is understood as the situation in which a stable job is acquired and in accordance with the training acquired, or the period that elapses during the process of searching / obtaining the first job or regular employment after obtaining a university degree (Teichler U., 2001)

Knowing the occupations and working conditions of university graduates and graduates is of paramount importance, since, in general, it starts uncritically from the assumption that the simple possession of a university degree allows its holder to work as professional and be located at the top of the occupational pyramid, where the best remunerations are received.

Possibly this may have happened in the past, but in recent years the so-called devaluation of educational credentials has implied that many people with higher education must work only partially in occupations related to what they studied, or even move fully to other activities, whose performance does not require higher education.

CONCLUSION

Labor competencies are related to trades and by extension are applied to university-type professions, and in some countries they have been applied in relation to the formal educational system. Beyond the educational level that, in our opinion, encompasses the main difference between job competencies and Competency Management lies in the purpose with which each of them was conceived (one to certify workers' skills, another as a management model for the organizations).

The current educational model of the Higher Education Institutions of Guayaquil, comprehensive training, which they develop is in a balanced way knowledge, attitudes, abilities, skills and values, theory and practice. Facilitating autonomous work, in relation to the environment. The design of this model places the student at the center of the training process.

In contrast to this, based on a survey of the Higher Education Institutions of Guayaquil, they report certain weaknesses in the process of job development in workplaces (internships) and in the development of the “learn to apprehend” method that allows graduated from university to continue learning permanently, autonomously and independently.

Curricular practice does not promote learning from the construction and reconstruction of knowledge and concrete applications, it does not help

students develop certain skills and abilities to achieve easy learning and better professional performance.

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