

## The Influence of Vocational Guidance on the Professional Interests of University Students in the Andes of Peru Case: Apurímac

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**Abstract:** The Andes of Peru, represents an area of enormous territory of complicated access by the same Geography, from there come (from the countryside to the city) thousands of young people, baffled without knowing what to study. Therefore, vocational guidance represents a help for the student, since it allows him to have a knowledge of himself in terms of his abilities, abilities and aptitudes, so that this aid arouses in him an interest for the election or ratification of his future profession.

The objective is to search, describe and explain the vocational orientation and professional interests of young university students, and the necessary motivation for academic achievement in the Professional Academic School of Bilingual Intercultural Initial Education: First and Second Childhood of the National University Micaela Bastidas located in the high Andean area of Apurímac.

Based on the results obtained, we can explain that according to the linear regression model between the vocational orientation and professional interest variables, the positive slope yields 0.8166, which allows us to infer that, if the vocational orientation variable grows, the professional interests variable it also grows, meaning that there is an influence of the first on the second variable.

An explanatory level research and non-experimental transectional design was developed. The non-probabilistic sample selection by trial, which covered 144 students from V to X semester who carry out pre-professional practices, to whom a (technical) survey with a Likert scale was applied for the two variables. Descriptive and inferential statistics were used for the analysis.

**Key words:** vocational guidance, professional interests, university students, intercultural education

### 1. Introduction

Vocational guidance (Ureña, 2015; Castañeda et al., 2005; Vidal Ledo et al., 2009), and the professional interests of young university students (Rodríguez et al., 2017; Rodríguez -Martínez et al., 2017; De León et al., 2008), and the necessary motivation for academic achievement (Arias, 2019), in the Professional Academic School of Bilingual Intercultural Initial Education: First and Second Childhood of the National University Micaela Bastidas located in the high Andean area of Apurímac, where there is a social problem and that is perceived as “an

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urgent and urgent need to achieve the development goals” of a country like Peru.

At present, we are in a society where regional and social inequalities still persist (Muelle L., 2019; Mitrovic M., 2015), and young people almost certainly care more about studying something that is very recognized social and economically, to study what you really like by vocation and motivation of life project.

The word vocation accompanies us throughout the investigation. In general, it refers to “the inclination that the individual manifests towards a profession or towards a specific career” (De la Cruz et al., 2011).

In all professional careers it is extremely important that students have a vocation regarding what they study. In the professional career of Initial education, it becomes even more important because they are the next trainers of the citizens of our country. Unfortunately, in many cases this does not happen, vocational problems are typical of contemporary students, since they do not share vocational opportunities. Vocational discernment is a process that creates contradictions in young people, visibly impacting their attitudes, who sometimes do not immediately access higher education, or decide to change careers due to lack of vocational guidance.

For this reason, we consider that professional choice is not as simple a matter as it seems, it is an activity that deserves our attention and reflection to make such an important decision for the person who makes it, as for those who may somehow be benefited or affected. With that determination.

The choice of this theme is due to several reasons, which we mention: First, we plan various topics related to the field of education and which is linked in some way to training and vocation. There were many ideas, but this particular issue attracted our attention because, personally, we consider that vocation is a very important element in the development of the teaching profession. We want to know the relationship between vocational guidance and its influence on the professional interests of students. Most of the research related to the subject, focus its objective on knowing what were the reasons that led the teaching students to the election of said career. However, this one looks for the influences and interests of the students of the Professional Academic School of Bilingual Intercultural Initial Education: First and Second Childhood of the National University Micaela Bastidas de Apurímac. Therefore, we highlight the originality of the research.

## **2. Theories Related to the Topic: Vocational Guidance**

Vocational guidance is a complex and essential process throughout life, with a greater impact on young people and adolescents, because it contributes to the development of their life project, developed according to the recognition of their skills and skills, as well as the resolving capacity of different situations, according to the social and labor situation.

It expresses the set of motives and interests that guide us towards what we want to be and do in our life, and must articulate with the opportunities and limitations of reality. This becomes a dynamic and multidirectional concept. It is not a predetermined or innate aspect of the person, nor is it something that is decided at a specific time, the vocation is formed and built throughout life, through a process of recognition of skills and abilities, as well as the resolutions of various situations of life itself.

It becomes essential, although it is difficult to make a definition, we treat it as a set of knowledge, methodologies and theoretical principles that support the planning, design, application and evaluation of preventive, com- pressive, systemic and continuous psychopedagogical intervention. which is aimed at people, institutions and community context, with the aim of facilitating and promoting the integral development of the subjects throughout the different stages of their life, with the involvement of the different educational agents,

which they collect from Faithfully what is understood today as Orientation.

Vocational guidance is all those activities carried out with the aim of assisting the student to choose a vocation, to progress in it, to the extent of their interests, abilities and opportunities offered by society (Mira & López, 1968).

We present below, within this last perspective, some definitions that different authors make of the concept of Vocational or Professional Guidance:

Systematic process of help, addressed to all people in formative period, professional performance and free time, with the purpose of developing those vocational behaviors (vocational tasks) that prepare them for adult life, through an intervention continued and technical, based on the principles of prevention, development and social intervention, with the involvement of educational agents and professional partners (Álvarez, 1995, p. 37).

Continuous and systematic support process, aimed at all people, in all its aspects, placing a special emphasis on prevention and development (personal, social and career) throughout life, through educational intervention programs -va based on scientific and philosophical principles, put into practice by different educational and social agents (Bisquerra, 1996, p. 152).

Within the internal and external aspects that influence vocational orientation, Erikson (cited by Horna, 2005), identifies the identity of how it develops from when one is born until reaching a degree of greater conscious integration, in adolescence. The individual goes through several stages in which he must face and overcome psychic conflicts. Each person experiences their identity in a different way according to the changing context and social influences. In the adolescent it is constituted from self-concept and self-esteem.

Self-esteem is a positive or negative attitude towards oneself that is being built. "It becomes the level of acceptance or rejection that a subject has of his own being and his performance. It is based on self-knowledge, thoughts, feelings, sensations and lived experiences" (Horna, 2005).

He states (Rubinstein, 1967), that the state of an individual who is emotionally expressed is always conditioned by its correlation with the family environment, this is explained because the awareness of one's own feeling does not simply mean experiencing it, but also link it to the object or to the person who has originated it and to those who are oriented.

Vocational choice is always the result of the interaction of a series of personal factors of the student, extrinsic from the social and family environment in general (Cortada, 1984, p. 2 75). This means that when choosing a career, the personal attributes that are possessed for the activity implied by that profession must be taken into account.

### **3. Professional Interests**

Development, understood as the power to increase the possibilities of acting as a human being (Horna, 2005), expresses the way in which individuals grow in the relationship they establish with others and with the environment in which they operate. It is in this process that people with their internal resources, skills, abilities and interests acquire initial confidence in themselves and others. From the beginning of their lives, girls and boys develop their skills and abilities when they have educational conditions that favor this development. This is how your interests are configured. An environment that helps identify the interests of students can offer greater opportunities to develop skills and find new sources of motivation in what they do.

The free choice of a career remains for the individual, rather than something accomplished a goal to achieve.

Perhaps when it is decided to study a career, not only is one type of study being chosen, but also somehow, we determine a way of life, as well as the satisfaction of some of our needs, be they physical, psychological and/or social. “For each individual there is only one occupation in which he can find the best satisfaction” (Cueli, 1973, p. 52); This means that a job can give satisfaction and happiness to an individual and other dissatisfaction and other unhappiness, possibly due to the factors or reasons that have influenced the subject to make their occupational decision.

Among the main ones, according to the nature of our research, we have:

- 1) Family reasons.
- 2) Economic reasons.

The process of vocational training involves making decisions, where the information on external reality is influenced. In the case of the students who complete their secondary education, the information they receive about the reality of the country and the region where they live, the labor market and the educational offer will mark their orientation and decision-making.

#### **4. Methods**

It is considered a non-experimental design of a transectional or transversal nature, that is, the data were obtained in a single moment with the purpose of describing the variables and analyzing their incidence and interrelation at the time.

The typology was:

$$Y = F(x)$$

Where:

X: Independent variable (vocational orientation)

F: Influence between variables

Y: Dependent variable (professional interests)

In the investigation, the population consisted of a total of 317 students and the sample of 144 students from V to X semester of the pre-professional practice of the Professional Academic School of Intercultural Bilingual Initial Education: First and Second Childhood of the National University Micaela Bastidas de Apurímac.

The data collection technique that was used is the survey with its respective instrument the questionnaire for each variable 30 items, using the Likert measurement scale, to know the relationship that exists between the variable's vocational orientation and professional interests.

The validation of the instrument was carried out through the review and approval of three experts in the field of research.

The reliability of an instrument refers to the degree to which its repeated application of the instrument to the same subject or object produces the same results. It is determined by several techniques with which the reliability of a measuring instrument is calculated using formulas that produce reliability coefficients (Bautista, 2009, p. 46).

And with regard to the determination of the reliability of the instruments, we resort to the Cronbach Alpha reliability scale proposed by Bautista, finding as a result for the first instrument: vocational guidance, (30-item questionnaire) a Cronbach Alpha coefficient of 0. 827; while for the second instrument: professional interests (30

item questionnaire) a Cronbach Alpha coefficient of 0.884. In both cases the results indicate that its reliability is very high.

## 5. Results

From Table 1, which shows the results obtained in the field with respect to the vocational orientation variable, it is observed that of all the individuals that make up the sample, 70.8% state that the vocational orientation received is good and 16, 7% express that it is excellent while only 0.7% indicate that the vocational orientation received is bad. These results show that on average the vocational orientation received by the students of the initial level of the National University Micaela Bastidas is good.

**Table 1 Analysis of the Variable: Vocational Orientation (N = 144)**

		Vocational orientation			
		Frequency	Percentage	Percentage valid	Percentage accumulated
Valid	Bad	1	0.7	0.7	0.7
	Regular	17	11.8	11.8	12.5
	Good	102	70.8	70.8	83.3
	Excellent	24	16.7	16.7	100.0
	Total	144	100.0	100.0	

In the variable professional interests, the results shown in Table 2, it is observed that 66.3% of the students indicate that this variable is in the scale of good 24.3% indicate that it is excellent not there are students who express that professional interests are bad; These results are indicators that the students of the professional career of initial education of the National University Micaela Bastidas do find motivation to embrace this career, given that their professional interests are as desired.

**Table 2 Analysis of the Variable: Professional Interests (N = 144)**

		Professional interests			
		Frequency	Percentage	Percentage valid	Percentage accumulated
Valid	Regular	15	10.4	10.4	10.4
	Good	94	65.3	65.3	75.7
	Excellent	35	24.3	24.3	100.0
	Total	144	100.0	100.0	

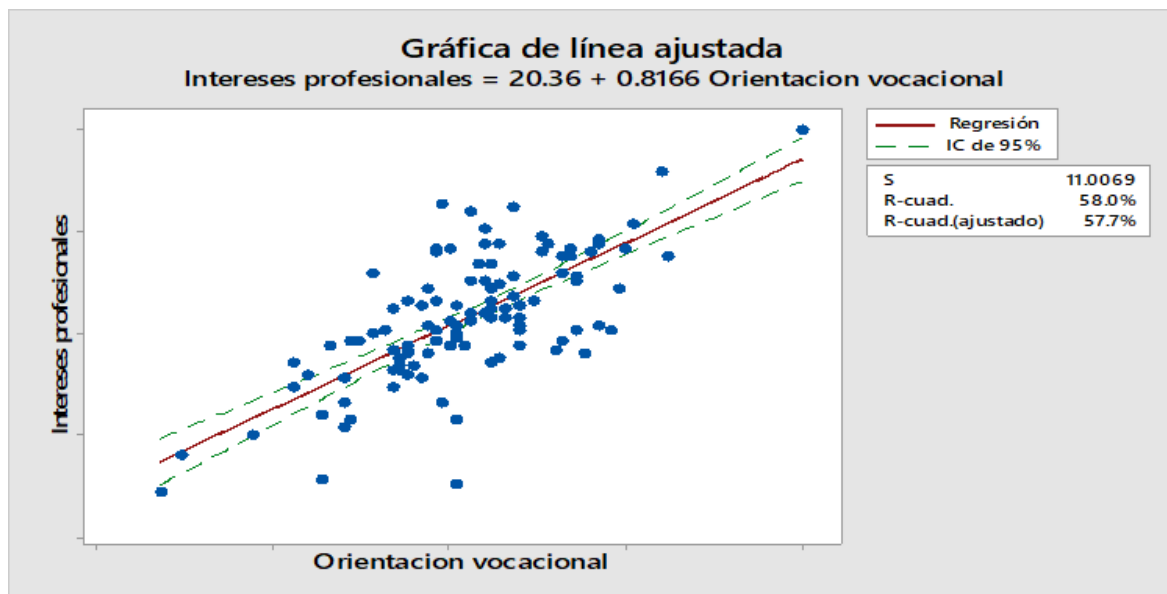
For the analysis of the hypotheses we use Pearson's correlation coefficient to establish the relationship between the variables or dimensions to be considered and to determine the dependence of one variable on another we use linear regression, since linear regression it is a statistical model to estimate the effect of one variable on another. It is associated with Pearson's coefficient.

Hi: Vocational guidance significantly influences professional interests in young university students in Andean areas of Peru. Case: Professional Academic School of Bilingual Intercultural Initial Education: first and second childhood of the National University Micaela Bastidas de Apurímac.

Ho: Vocational guidance does not significantly influence professional interests in young university students in Andean areas of Peru Case: Professional Academic School of Bilingual Intercultural Initial Education: early and second childhood of the National University Micaela Bastidas de Apurímac.

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In Figure 1 we observe the linear regression model between the vocational orientation and professional interest variables, the positive slope 0.8166 indicates that, if the variable vocational orientation grows, professional interest's variable also grows, meaning this that there is an influence of the variable first variable on the second variable.



**Figure 1 Hypothesis Dispersion Points**

The correlation coefficient obtained is 0.652 and the contingency coefficient is 0.979, this means that the level of correlation is strong and the level of association and dependence between the variables is very strong, in addition the meanings obtained of 0.000 are less than assigned which allows us to reject the null hypothesis (Ho) and accept the initial hypothesis (Hi) with 95% confidence, concluding that vocational guidance significantly influences professional interests in university students in Andean areas of Peru Case: Academic School Bilingual Intercultural Initial Education Professional: first and second childhood of the National University Micaela Bastidas de Apurímac.

From Table 3, regarding the crossing of the variables between vocational orientation and professional interests, we observe that the highest numbers of both aspects are at the good level, which indicates a positive relationship between the variables.

**Table 3 Cross table Vocational Guidance and Professional Interests (N = 144)**

		Professional Interests			Total
		Regular	Good	Excellent	
Vocational orientation	Bad	1	0	0	1
	Regular	9	8	0	17
	Good	5	81	16	102
	Excellent	0	5	19	24
Total		15	94	35	144

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In Table 4, in relation to Pearson's chi-square, he observes that the value obtained is 91,807 with a significance of 0.000, this significance is less than that assigned '0.0; which means that there is a significant relationship between vocational orientation and professional interests, which allows us to reject the null hypothesis and accept the initial hypothesis.

**Table 4 Chi-square Test**

	Value	df	Asymptotic significance (bilateral)
Pearson's Chi-square	91.807 <sup>a</sup>	6	0.000
Likelihood ratio	72.203	6	0.000
Linear association by linear	58.017	1	0.000
N of valid cases	144		
to. 6 boxes (50.0%) have expected a count less than 5. The minimum expected count is 10.			

## 6. Discussion

Generally, when the secondary level is taken, the career that you wish to study is not well defined, perhaps because there is a lack of information that allows a determination of that type, or simply because they are stages of the subjects' vocational development, as several authors point out among them (Super, 1967) make a synthesis of the classification of the stages of the vocational life of the individual from birth to retirement, indicating in each of them the characteristics of that phase. However, for our study we only focused our attention on the stage called "university life", they would be in that phase in which it is mentioned that individuals also go through other sub-stages such as: The tentative stage (15-17 years), in which the subjects are still in tentative choices of what they want to study, later reaching the transition stage (18-21 years), where reality is more taken into account when entering the labor market or starting the professional education.

It is important then to complete a concept of himself. The test stage (22-24 years), which would correspond properly to the workplace. These data help us to try to interpret the fact that some students at one time want to pursue a career and subsequently change their minds. However, this question, we cannot fail to point out that, sometimes, when we are interested in a particular profession, situations beyond our control may arise that make us give up on them, as it may have happened to some of the students surveyed. Reason enough to understand that career guidance as one of the factors of vocational achievement in students (Tintaya C., 2016). And we agree with the proposal of other studies, in the sense that a new paradigmatic proposal must be developed in the area of vocational guidance, updated and more related to the Latin American field (Oliveros et al., 2012), and particularly in those geographical areas that are very difficult to reach, such as the rural areas of the Andes of Peru.

## 7. Conclusion

From the data obtained from the linear regression model between the vocational orientation variables and the professional interest, we can conclude that the positive slope 0.8166 indicates that, if the vocational orientation variable grows, professional interest's variable also grows, meaning that there is a influence of the first variable on the second variable.

Similarly, in Figure 1, the dispersion points are shown, a situation that allows us to infer that there is a high level of intersection of the points indicating that there is an influence between the vocational orientation variable

versus the professional interest's variable.

To statistically search for the level of influence, the correlation coefficient was used, which has been calculated at 0.652 and the contingency coefficient is 0.979, this means that the level of influence is strong and the level of association and dependence between the variables is very strong. When preparing the hypothesis test, the significance value has obtained 0.000 are lower than those assigned, which allows us to reject the null hypothesis (Ho) and accept the initial hypothesis (Hi) with 95% confidence.

In the same way, indicate that according to the cross table between vocational guidance and professional interests, we observe that the highest values of both aspects are at the good level, which indicates a positive relationship between the mentioned variable and dimension, also in Pearson's chi-square chart observes that the value obtained is 91, 807 with a significance of 0.000, this significance is less than that assigned '0.0; which means that there is a significant relationship between vocational guidance and professional interests, which allows us to reject the null hypothesis and accept the initial hypothesis, of the research carried out with the students of the Professional Academic School of Bilingual Intercultural Initial Education: First and Second Childhood of the National University Micaela Bastidas Apurímac.

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