Educational marketing strategies based on study expectations of young high school graduates of the class 2023

Javier Guzmán-Obando
Corresponding Author: jguzmano@docentes.uat.edu.mx
Autonomous University of Tamaulipas /Faculty of Engineering Tampico

Nora Hilda González-Durán
Autonomous University of Tamaulipas /Faculty of Engineering Tampico

Juan Carlos Guzmán-García
Autonomous University of Tamaulipas /Faculty of Engineering Tampico

ABSTRACT: The objective of this article is to generate student recruitment strategies, according to their expectations of higher education studies, for educational institutions. The research work begins with an exploratory study identifying the institutions, work universe, types of high school and subsequently carrying out descriptive work, but establishing a cause and effect relationship, visualizing a phenomenon that is of interest in this study. The data is collected by applying a questionnaire structured in four sections: Professional study preferences, Study options, The University and the training process and job expectations; to two work groups to know the study expectations of high school graduates who graduated in 2023. Finally, the conclusions are related and the recommendations relevant to the study are presented.

KEY WORD: Strategies, educational marketing, high school, study expectations

---

I. INTRODUCTION AND LITERATURE REVIEW

The Educational System in Mexico considers that "higher secondary education is that which is taught after secondary education, it is made up of three subsystems: the general high school, which also includes the modalities of open high school and distance upper secondary education, the high school technological, a bivalent modality that offers the career of professional technician, while preparing people for the continuation of higher education and technical professional education, which trains qualified professionals in various specialties. Each of them is configured differently in terms of the objectives it pursues, the school organization, the curriculum and the general preparation of the students. To enter upper secondary education, it is essential to have a high school certificate; in addition, most schools – private and public – require the submission of an admission exam. Most schools follow a three-year plan, but others follow a two-year plan.

The main objective of the general baccalaureate is to prepare students to continue higher education. In this modality, a formative and comprehensive education is offered in which the student is provided with general basic preparation, which includes scientific, technical and humanistic knowledge, together with some research methodologies and language mastery. Furthermore, during this stage, the student is encouraged to assimilate and participate in the changes that occur in their environment, in their country and in the world. It also seeks to provide the high school graduate with the ability to use some appropriate tools for analysis and problem solving, as well as offer training that corresponds to the needs of his or her age. These aspects make up the general character of the baccalaureate."

When young people attend high school, they are between the ages of 15 and 18 when they study continuously, presenting very particular biological, psychological and social characteristics, changing and accentuated by controversies and rebellions. But in their attempt to get ahead and build a future, they define what they want to do, study or even if they want to dedicate themselves to work; especially students who graduate from high school with a technical career.

High school or high school allows you to cultivate your studies in a general way and, in particular, you acquire prior knowledge of the areas of knowledge where it will help the young person to locate themselves in the context of the profession they wish to study.

A significant point in the study of Baccalaureate or high school is professional orientation from a socio-educational perspective so that the young person is clear about what they are going to choose, what their tastes and interests are and how school, family, and friends influence said choice.

II. CONTEXT PROBLEM

Throughout their school career, the student is prepared to choose a professional career after high school. To do so, the student develops his or her skills, such as: knowledge, intelligence, and it is intended that he or she will study the profession according to his or her abilities, interests, and with job expectations, developing outstanding skills and attitudes. Young people must think about the profession they have today but what they will do in the future; for this there is a range of professions in different areas that are possibilities for study. It starts from the idea that there must be a connection between the vocation and the chosen career. Because in the end a professional occupation is being chosen and training is then required since an inappropriate choice of profession will lead to failure or dissatisfaction of the student.

In general, changes are observed in the expression of students' interests in what they want to study and what they choose over time; They also have doubts about what they see in their professional future without having a clear idea or even not having one. The political discourse of officials given by the Registration and registration statistics, not all those who graduate from Baccalaureate choose a Profession.

Professional choice involves significant guidance from teachers, family, friends and professionals who recognize the various factors involved in the decision-making of those who seek help and training (González, 2009). Professional and vocational guidance is understood as an integral process during the life cycle of the person.

According to Super (1997), cited by Giraldo and Jaimes (2007), a study of Professional Guidance from the evolutionary paradigm conceives the vocation as an expression of the development of the person and is the result of personal maturity expressed in the process. of choice and is manifested in the subject's knowledge of the content of the preferred professions, foundation of their preferences, self-assessment of their possibilities to practice it.

An essential part of this research work is to study the framing of the professions that the student has as options, according to the areas and focus, distinguishing the classification of classic or innovative careers that they will choose. In addition, this study considers the educational institution that you will choose, its characteristics and the vision it has, as well as which is the most in demand to continue your higher education.

Due to the above, the aim of this research work is to generate the strategies that higher education institutions must carry out to recruit high school students about to graduate.

To this end, once the background of the study and the contextual problems have been visualized and defined, this research work aims to respond to the following question: What are the recruitment strategies that higher education institutions should consider, according to the study expectations of young high school graduates about to graduate?

III. RESEARCH OBJECTIVES

3.1 General Objective
- Generate student recruitment strategies, according to their expectations of higher education studies, for educational institutions.

3.2 Specific Objective
- Investigate the Professional Career that young High School graduates wish to study.
- Delimit the areas of study.
- Define what possibilities young people have to continue studying a professional career.
- Determine the characteristics (skills, interests, attitudes and aptitudes) that the Bachelors view in the Concept of University.
- Correlate job expectations with career choice and professional vocation.
- Design the strategies.

IV.   THEORETICAL AND CONCEPTUAL FRAMEWORK

Professional guidance from a socio-educational perspective should help people chart a path in life that is satisfactory at work, through a correct decision that gives rise to an adequate professional insertion, and that at the same time contributes to each one achieves, to the extent possible, his or her fulfillment as a person (Silas, 2012).

There are basically three processes for this, depending on the stage in which the person is in their primary career choice: vocational orientation, vocational reorientation and job repositioning.

The present study is based on the framework of evolutionism and knowledge of the sociology of professions, Max Weber. Considering the ideas of the phenomenological approach: casuals, law of supply and demand and cultural theory.

Four contexts support the theoretical development that explain what it means for young people and high school and their professional future:
- Higher education in Mexico,
- study expectations and career guidance,
- the labor market of the future professional, and,
- market strategies for attracting students.

Market strategies for attracting students in Educational Institutions must consider their positioning, strategies and promotion. The scope of communication to reach high school students (Montero, 2000).

V.   METHODOLOGY

This is a quantitative study, non-experimental research design, cross-sectional model. Data collection was done at only one moment in time, the purpose of which was to describe the variables to analyze their incidence and interrelation at a given moment.

It begins with an exploratory study identifying the institutions, universe of work, types of high school and subsequently carrying out descriptive work, but establishing a cause and effect relationship, visualizing a phenomenon that is of interest in this study.

In this research, data is collected using observation and informal interviews to locate data and knowledge about the analysis group; and to obtain specific data and achieve the established purposes and objectives, a questionnaire is designed with statements that allow the student to choose the option of interest. This questionnaire is structured in four sections: Professional study preferences, Study options, The University and the training process and job expectations.

VI.   DATA ANALYSIS AND RESULTS

To carry out the field work, 2 work groups were considered to know the study expectations of Bachelors who graduated in 2022, which are shown in tables 1 and 2.

Table 1: Universe of Work, Group I

Schools	Number of students	Analysis unit	Information sources
13 High Schools (UVH, MH, Julián Terán, Madero, Benito Juárez Madero, Benito Juárez Tampico, Abraham Lincoln, Latino, among others)	360 216 men 144 women	Students who attend Private Education Institutions in Madero and Tampico Tam . Enrolled in 5th. Semester.	• Expo-orienta • Data collection outside of Schools. • Internet

Source: Own elaboration

Table 2: Universe of Work, Group II

Schools	Number of students	Analysis unit	Information sources
8 High Schools (CETIS 22, CBTIS 105, CETIS 78, ITACE, COBAT 13, CETIS 109, CBTIS 103, CBTIS 164.)	2067 1054 men 1013 women	Students who attend Public Education Institutions of Madero, Tampico and Altamira Tam . Enrolled in 5th. Semester.	• Educational Institution • Educational and health Expo-orienta • Data collection outside of Schools. • Internet

Source: Own elaboration

Tables 3, 4 and 5 show the preferences for professional studies of high school students.

Table 3: Professional study preference, Group I

1.	Gastronomy, Law, Public Accountant, Primary or Preschool Education, Environmental Engineering, Social Work Administration, Criminology, Geosciences , Nursing.
2.	Medicine, Computer Science, Law, Education, Systems Engineering, Social Work, Graphic Design, Communication, Nursing, Psychology.
3.	Law, Nursing, Fashion Design, Music, Architecture, Social Work, Political Science, Computer Science, Petroleum Engineering, Gerontology.

Source: Own elaboration

Table 4: Preference for professional study, Group II

1.	Industrial Chemistry Engineer, Gastronomy, Mechatronics, Law, Mechanical Engineer, Ig , Systems, Administration, Social Work, Psychology, Nursing, Administrative Informatics,
2.	Public Accountant, Primary Education, Medicine, Nursing, Administrative Informatics, Social Work, Law, Communication, Special Education, Gastronomy.
3.	Industrial Chemical Engineer , Mechanical Engineer, Systems Engineer, Gerontology, Economics, Public Accountant, Social Work, Law, Architecture, Fashion Design.

Source: Own elaboration

Table 5: Factors that influence the choice of the professional career that you are interested in studying.

Option	Group 1			Group 2		
	Men	Women	Total	Men	Women	Total
Because I am sure of my abilities	104	75	179	481	629	1,110
By wish or opinion of my parents	25	26	51	48	216	264
By referral from family or friends	22	26	48	30	13	43
Because it is a profession that earns well	27	14	41	117	90	207
Because it has a wide field of study	38	3	41	287	56	343
Total	216	144	360	963	1004	1967

Source: Own elaboration

The study options available to high school students are shown in tables 6.1 to 6.10.

Table 6.1: Possibility of continuing studying

Group 1						Group 2					
Immediate		In the medium term		Will not continue studying		Immediate		In the medium term		Will not continue studying	
h	M	h	M	h	M	h	M	h	M	h	M
216	144					903	862			110	142

Source: Own elaboration

Table 6.2: Study modality

Group 1						Group 2					
Schooled		System Open		Semi-schooled /mixed		Schooled		Open System		Semi-schooled /mixed	
h	M	h	M	h	M	h	M	h	M	h	M
216	144					903	863			110	142

Source: Own elaboration

Table 6.3: Study Shift according to your study needs that you would choose

Group 1						Group 2					
Morning		Evening		Night		Morning		Evening		Night	
h	M	h	M	h	M	h	M	h	M	h	M
151	86	65	58			709	632	304	422		

Source: Own elaboration

Table 6.4: Dedication of study time

Group 1						Group 2					
You are only dedicated to studying		You work time complete and study		You work for hours and study		You are only dedicated to studying		You work time complete and study		You work for hours and study	
h	M	h	M	h	M	h	M	h	M	M	h
172	129			44	15	963	862			110	142

Source: Own elaboration

Table 6.5: The study plan of your interest and/or preference

Group 1						Group 2					
Biannual		Quarterly		Another one, which one?		Biannual		Quarterly		Another one, which one?	
h	M	h	M	h	M	h	M	h	M	h	M

108	57	108	87			617	632	396	422		

Source: Own elaboration

Table 6.6: Do you consider having a professional career?

Group 1						Group 2					
A social recognition		Preparation for the future		Life motivation and personal improvement		A social recognition		Preparation for the future		Life motivation and personal growth	
h	M	h	M	h	M	h	M	h	M	h	M
59	48	85	39	72	87	319	337	425	498	310	178

Source: Own elaboration

Table 6.7: The socio-educational orientation in Secondary and High School was

Group 1						Group 2					
Informative regarding career choice		Void for career choice		Of lack of vocation and interest		Informative regarding career choice		Void for career choice		Of lack of vocation and interest	
h	M	h	M	h	M	h	M	h	M	h	M
90	84	67	58	59	26	789	850	265	80	-	83

Source: Own elaboration

Table 6.8: You consider the choice of your Professional Career

Group 1						Group 2					
What is part of social evolution?		Competitive in terms of supply and demand		For its profitability of investment		What is part of social evolution?		Competitive in terms of supply and demand		For its profitability of investment	
h	M	h	M	h	M	h	M	h	M	h	M
90	40	85	61	41	43	377	399	420	385	257	229

Source: Own elaboration

Table 6.9: Motivation in choosing a Professional Career is related to

Group 1						Group 2					
Personal interest and improvement		Desire to please others		Follow family tradition		Personal interest and improvement		Desire to please others		Follow family tradition	
h	M	h	M	h	M	h	M	h	M	h	M
89	115	19	9	108	20	895	925	135	40	24	48

Source: Own elaboration

Table 6.10: I relate the professional practice of the selected career to

Group 1								Group 2							
Social status		Social recognition		Personal benefits		Meet job expectations		Social status		Social recognition		Personal benefits		Meet job expectations	
h	M	h	M	h	M	h	M	h	M	h	M	h	M	h	M
57	27	49	19	36	25	74	73	262	210	273	236	220	250	299	317

Source: Own elaboration

Table 7 shows the general considerations that high school students identify in their school training process.

Table 7: Considerations identified by high school students in their training process

Characteristics that you identify in a higher education institution:	Group 1		Group 2	
	h	M	h	M
a) You consider it important that the University encourages a critical attitude:	179	135	334	457
b) Develop your theoretical-practical skills	216	144	566	345
c) You consider that the University of the 21st century must be flexible	138	98	457	575
d) That you are part of a generation that seeks to change and generate knowledge	205	79	345	432
e) Dynamic pedagogical models of social innovation	216	144	234	478
f) Liberal, questioning and critical philosophy	172	121	323	256
g) An open university with innovative study options	216	144	478	345
h) Honesty and justice in your ethical and academic training	185	135	578	567
i) That promotes tolerance and diversity	97	125	345	298
j) Social leadership	216	144	589	578
k) Learning complex and divergent thinking	73	87	345	378
l) Investigate on initiative, exploring new knowledge	185	96	455	499
m) An Educational Institution that identifies with its educational model	164	138	345	367
n) A clear and precise language that knows how to express ideas verbally and in writing	210	117	569	408
ñ) Other, indicate which one?				

Source: Own elaboration

The student's vocational expectations are presented in table 8.

Table 8: Vocational expectations of high school students

Statements with which you identify according to the career you are interested in pursuing:	Group 1		Group 2	
	h	**M**	**h**	**M**
a) It's easy to express my feelings and emotions with words.				
b) I have a good memory and it is not difficult for me to study and retain formulas and technical words.	x		x	
c) I tend to question everything and easily convince other people of the validity of my arguments.	x		x	
d) I am sociable and easy-going. It is easy for me to get along with others, even if they are strangers.			x	
e) I understand what actions are necessary to achieve certain results			x	
f) I like to analyze processes and things to improve them and optimize their application			x	
g) I like to explore, discover and investigate to learn new things			x	
h) I am interested in the activities that I have to plan, organize			x	

Source: Own elaboration

Table 9 shows the job expectations, study preferences and vocational expectations of the high school graduate.

Table 9: Job expectations and study preferences of high school students

In the future I imagine working in places like:	Group 1		Group 2	
	h	**M**	**h**	**M**
a) I would like to work in an industry or company	29	5	190	90
b) I would like to have a job in which I had to share spaces and tasks with health professionals	38	37	187	225
c) I would feel comfortable working in a hospital environment	38	37	187	225
d) I would like to work for the Public Administration	29	11	47	102
e) You identify your future by working with people, guiding or listening to their problems	10	9	78	128
f) Self-employed establishing a business	39	16	149	116
g) Educational Institution as a teacher	14	16	64	42
h) Educational Institution as Administrative	9	12	11	36
i) Science Laboratories	3	1	113	37
j) Manual development workshops	7	0	28	12

k) Another, indicate which one?				

Source: Own elaboration

VII.   CONCLUSIONS AND RECOMMENDATIONS

In relation to the data obtained and presented in the previous section, it can be concluded that:

- The professions are focused mostly on traditional careers, according to the groups investigated in group 1 that the majority of students who attend these Institutions are general high school options and therefore do expect to continue studying. In the case of group 2, the option is public with a technical option and others with training for work and although they do consider continuing studying, the expectation of working and studying is mostly open.
- A social evolutionism is presented in the study follow-up, therefore, expectations focus on knowledge, perception, interest and liking for family and friends to choose the profession.
- There is limited recognition of the value of socio-educational guidance.
- Promotion and communication strategies must be directed and focused on the service user with an approach offering: knowledge, development of vocational skills, construction of their future through future life simulations and a comprehensive care program for young people that contributes to their comprehensive training. as well as the construction of socio-emotional and professional life projects; the positioning of the Institution, the attributes, the segment, leadership as well as its areas of influence; and, growth goals of the Institutions and operation structure.

According to the above and the changes that the educational sector is facing recently, educational institutions require good strategic planning that allows them to define their priorities and objectives in the short and medium term. Among these changes, it is worth highlighting the continued creation of new educational organizations, generating a high degree of competition. This fact, together with others no less decisive, such as changes in demand or the introduction of technologies in the educational field, makes it necessary that analytical techniques imported from the world of business management be introduced in the education sector to increase the competitiveness of institutions, such as strategic planning; widely recommended at the end of the study which will allow you to get involved with the changes produced in the market, in the client, and above all in the purchasing processes or in the professionalization of decisions; factors that make it necessary to actually launch activities related to marketing, such as:

- Strategic plans of the educational institution, considering timely decision-making to decide long-term evolution and positioning.
- Marketing plans, which guide where to go in a specific period of time.
- Student recruitment campaigns, especially students who want to have in the institution.
- Market studies:
  o Analysis and monitoring of the environment and competition.
  o Analysis of satisfaction and expectations, both from the point of view of parents and from the perspective of students and teachers.
- Work climate studies.
- Image campaigns of the educational institution that unify all activities.
- Information systems applied to marketing.
- Training in customer service, marketing, etc...

BIBLIOGRAPHY

[1]. Giraldo, L.K, and Jaimes, D.R. (2007). Programa de Orientación Profesional y Vocacional "Para una Buena Decisión un Proceso Adecuado". Universidad de la Sabana, Chía, Colombia.
[2]. González, V. (2009). Autodeterminación y Conducta Exploratoria: Elementos Esenciales en la Competencia para la Elección Profesional Responsable. Revista Iberoamericana de Educación.
[3]. Montero Méndez Ma. Teresa (2000), Elección de Carrera, visión, promesas y desafíos. Universidad Autónoma de Juárez., México.
[4]. Silas, J. C. (2012). Percepción de los estudiantes de nivel medio superior sobre la educación superior. Dos ciudades y cinco instituciones. Sinéctica. Recovered http://www.sinectica.iteso. mx/index.php?cur=38&art=38_07