

Influence of social representations in the labor market of the Alteño psychologist**Influencia de las representaciones sociales en el mercado laboral del psicólogo alteño**

GONZÁLEZ-ANAYA, Ana Gabriela*† & GONZÁLEZ-PÉREZ, Cándido

*Universidad de Guadalajara, Centro Universitario de los Altos, Road to Yahualica Km 7.5, Tepatitlán de Morelos, Jalisco, Mexico.*ID 1st Author: Ana Gabriela, González-AnayaID 1st Co-author: Cándido, González-Pérez

DOI: 10.35429/EJRS.2020.10.6.17.28

Received January 20, 2020; Accepted June 30, 2020

Abstract

The psychologist's work has been widely questioned, stigmatized and stereotyped. The company attributed to the work of graduates subjects whose profession's characteristics that may or may not be related to the work that makes a psychologist. Through prejudices such as "psychologists are crazy" and questions such as "Are you psychoanalyzing me?", The work of psychologists finds barriers and difficulties. The alteño society has its own characteristics arising from the formation of the region. Certain historical events and the long tradition of resistance to change (that we can not perceive as strongly today) have to question whether the attributes of this social group influence the feat of social representations and conceptualizations of the work of psychologist that could be influencing the performance of the same in these communities. This is a result of both college students majoring in Psychology, as graduates of the same, manifest difficulties in performing activities of the profession.

Psychologists, Graduates, Social representations**Resumen**

El trabajo del psicólogo ha sido largamente cuestionado, estigmatizado y estereotipado. La sociedad atribuye a las labores de sujetos egresados de dicha profesión características que pueden estar o no relacionadas con la labor que un psicólogo hace. A través de prejuicios como el de "los psicólogos están locos" y de preguntas tales como "¿me estás psicoanalizando?", la labor de los psicólogos encuentra barreras y dificultades. La sociedad alteña tiene características propias que surgen de la conformación de la región. Determinados sucesos históricos y la larga tradición de resistencia al cambio (que no podemos percibir con tanta fuerza en la actualidad) llevan a cuestionarse si los atributos propios de este grupo social influyen en la gesta de representaciones sociales y conceptualizaciones de la labor del psicólogo que podrían estar influyendo en el desempeño del mismo en estas comunidades. Esto a raíz de que tanto estudiantes de la Licenciatura en Psicología, como egresados de la misma, manifiestan dificultades para llevar a cabo actividades propias de la profesión.

Psicólogos, Egresados, Representaciones sociales

Citation: GONZÁLEZ-ANAYA, Ana Gabriela & GONZÁLEZ-PÉREZ, Cándido. Influence of social representations in the labor market of the Alteño psychologist. ECORFAN Journal-Republic of El Salvador. 2020. 6-10:17-28.

* Correspondence to Author (Email: psc_anag@hotmail.com)

† Researcher contributing first author.

Introduction

The work of the psychologist has long been questioned, stigmatized and stereotyped. Society attributes to the work of subjects graduated from said profession characteristics that may or may not be related to the work that a psychologist does. Through prejudices such as "psychologists are crazy" and questions such as "are you psychoanalyzing me?", The work of psychologists encounters barriers and difficulties.

Alteña society has its own characteristics that arise from the conformation of the region. Certain historical events and the long tradition of resistance to change (which we cannot perceive with such force today) lead us to question whether the attributes of this social group influence the development of social representations and conceptualizations of the work of the psychologist that could be influencing its performance in these communities. This is due to the fact that both students of the Degree in Psychology, as well as graduates of it, manifest difficulties in carrying out activities typical of the profession.

For this study, the definition that we will use about social representations is the following: the set of knowledge, knowledge and values shared by a social group that serve as a behavioral guide for the individual in certain situations, as well as social practices that they carry out.

It is necessary to emphasize that both for Serge Moscovici (who conceived this theory) and for his disciples and supporters, the definition of social representations is changing, it adapts to the new demands of social groups, daily events, and their vicissitudes.

Thus, the conception of social relations is in permanent revision and transformation.

We take as study subjects, graduates of Psychology from the Los Altos University Center (CUALTOS) of the University of Guadalajara, as well as the people of El Alto who may or may not be related to the work of the psychologist.

Through the narratives product of interviews made to graduates of the Bachelor of Psychology, we will approach the analysis of the social representations that the people of El Alto have about the psychologist according to what the research subjects say, as well as explain if there is a relationship between them. and the performance of psychologists in the region also from the perspective of the interviewees.

In this way, we obtained information about the social representations that the people of El Alto have about the psychologist and we glimpsed how they can affect their work activities, such as the common example of the idea that the psychologist works only with mentally ill patients, which would lead to to limit the number of subjects who would go to make use of psychological services of any kind (educational, occupational, clinical, neuropsychological and more).

The issue of education is important in this project, since it is the basis on what happens with the subjects of analysis: alteños, psychologists and graduates. The academic process is added to the personal process that the students take, where their conception of the world, their environment, those around them and themselves will change. The graduate will encounter differences between what his context demands and what he was prepared for, and we not only talk about problems related to the labor market, but also to the culture in which the subjects are immersed.

The limited job opportunities that our current economy offers to professionals could be even less in the case of the Psychology professional due to the representation and conceptualization of the profession. A case that serves as an example is that of the hiring of psychologists by the Ministry of Education, which is restricted to the teaching of certain subjects in secondary school or to work as a special education psychologist in a very small number of schools. Therefore, in the face of a restricted labor market, vocational training should be aimed at training professionals who can successfully cope with these limitations.

Regarding educational research, our proposal leads to an analysis of the influence that the historical and social characteristics of a region have on the exercise of a professional career, and that could be limiting its performance and therefore the development of the region as such. With which the economic and human resources destined to the preparation of professionals, could not be achieving the objectives that were intended with them, and other types of strategies should be sought for the effective use of them, for example, the diffusion of the work psychologist, as is the case in this research, especially in communities where there is more rejection or aversion to working with psychologists.

Social representations

Social representations are always worthy of being analyzed and studied. Social subjects elaborate concepts of everything that surrounds them, and the experience that they make and the consensus that they establish between them, leads them to the behaviors to follow.

When the social representations that are made of a profession can influence its performance and development, they become a point of greater interest for educational research.

Since the creation and application of Psychology as a discipline, there have been elements that have influenced the conception that society has about its development, for example: who goes to a psychologist, when will the support of this be required? professional and what are the results that can be expected from your professional intervention.

To carry out this research we are based on the theory of social representations proposed by Moscovici in his book "Psychoanalysis, its image and its public" of 1979, in which it is explained that social representations are present in our daily lives and are they manifest through gestures, words and so on.

For the case of this work, the definition of the social representations that we propose is the following:

Social representations are the set of knowledge, knowledge and values shared by a social group that prepare the individual for the attitudes, postures, behaviors, practices and behaviors that will be carried out in certain situations.

Conformed both by a symbolic part and also by practice, social representations acquire different meanings since their very nature is changing.

Social representations are dynamic because they change over time, as I sustain it later, it is possible to observe how the conflict or the arrival of phenomena that seem strange to the subject or society, lead to the establishment of new terms, the attribution of new characteristics and consequently to the change of the social representation of an object, fact, person, group and others. For the case of this study, we could think of social groups where the arrival of a psychologist may seem strange to them if they do not know what the exercise of Psychology consists of. Or also the case of families where, for example before the choice of one of the children of the Psychology career, they will have to begin to assimilate and make their own the new definitions of what a psychologist is, what he does, what he works for and what he does. what way it works in a society.

Social representations "produce behaviors and relationships with the environment" (Moscovici, 1979: 33), since their very nature leads to the delimitation of the behavioral guidelines to be followed. For example, in our case, social representations could be reflected in the way individuals can act in front of a psychologist: nervous? Openness? Doubt? Will they see him as another professional?

The representations, as proposed by Moscovici (1979), would also be contained in an action that modifies the environment and the relationships with it and that is not a mere reproduction of behaviors. For this project, the action could be found in the way in which El Alto society acts in a situation where a psychologist could intervene.

There are numerous cases that I have been able to know in which the help of a priest is preferred to treat a case of bulimia, marital problems, the anxiety caused in a teenager by having started her active sexual life and others.

GONZÁLEZ-ANAYA, Ana Gabriela & GONZÁLEZ-PÉREZ, Cándido. Influence of social representations in the labor market of the Alteño psychologist. ECORFAN Journal-Republic of El Salvador. 2020

Furthermore, we can see how the intervention of a psychologist could make changes in the way this profession is perceived in El Alto society. For example, starting to go to psychotherapy once the support that the psychologist and not another professional could provide is recognized; the importance of hiring a psychologist to work in the human resources area of a company, or how they could intervene to make improvements in a community. Thus, behaviors would begin to obey the changes that the figure of the psychologist could undergo within Alteña society.

Social representations can also be interpreted as forms of specific knowledge, which become part of common sense within a society. For Torres (2004) they are also modalities of practical thought that allow better communication, understanding and mastery of the environment, in addition to the fact that he points out that they are constructions on an object, but not its reproductions. With this, social representations acquire a social function with which social processes can be generated and / or transformed, groups configured and identities affected at some point.

Moscovici enunciates other attributes of social representations by designating them as a system of values and practices that give individuals the means to orient themselves in a social and material context, in addition to being able to integrate into a group thanks to this.

The representations would also allow us to interpret and give meaning to everyday life, making what was unknown or strange at the same time understandable and objective (Garrido and Álvaro, 2007). The experiences, beliefs, culture, affections, social and economic condition, value systems and the context of an individual, in addition to a number of factors that can also influence him, are what originate social representations, since these are determined by the particular practices of the groups to which the subjects belong (González, 2013). Social representations resort to the use of the image because it reproduces an external object and directs the perception and interpretation of the message. Thus, then, social representation is "preparation for action" since it guides behavior at the same time that it reconstitutes the elements of the environment in which said behavior should occur, thus achieving that it is given meaning (Moscovici, 1979).

Common sense plays an important role in that it is a form of knowledge to which social representation resorts, since it is created, shared and circulated in spaces where people interact and that go from the classroom to talks that are they have on the internet. However, this does not take away the scientificity of the concept since it is developed from the analysis of the environment where communication occurs, social interactions and knowledge of the group in which they take place and where it arises, through a complex process that social representation is also described. In addition, it gives rise to the representation of an object and the social subject that builds it simultaneously (González, 2013). The interactions of individuals with other members of the groups to which they belong, as well as with representatives of different groups, make it possible to create shared meanings and give meaning to their reality.

Individuals resort to the social representations that their group created and that allow individuals to perform adequately in the social environment in which they find themselves, according to what is established by their peers (González, 2013).

Los Altos de Jalisco

Los Altos de Jalisco are not alien to the processes of globalization, proof of this is the role that migration has had for the economic and social development of the different communities that make up this region. Although in many subjects we can still find a strong root in roots such as religion, pride of the land and work, new categories appear worthy of being analyzed (such as the immigration of people from regions outside the Alteña, the arrival of new religions, the possibility of pursuing university studies without emigrating from their municipality, among others) and that have led the people of El Alto to rethink very intimate issues that range from their own religion and identity, to the work of different professionals in their region and why of the same, as is the case of psychologists.

As of 1998, with the regionalization program of the state government, it is established that the following municipalities make up the Altos Sur region: Acatic, Arandas, Cañadas de Obregón, Jalostotitlán, Jesús María, Mexxicacán, San Ignacio Cerro Gordo, San Julián, San Miguel el Alto, Valle de Guadalupe, Yahualica de González Gallo and Tepatitlán de Morelos, headquarters of the region (A. González, 2002; Altos Sur Region, 2010). On the other hand, the Altos Norte Region is made up of the municipalities of Encarnación de Díaz, Lagos de Moreno (headquarters of this region), Ojuelos de Jalisco, San Diego de Alejandría, San Juan de los Lagos, Teocaltiche, Unión de San Antonio and Villa Hidalgo (Ministry of Education Jalisco, 2014).

These municipalities are of importance for this study, since the majority of CUALTOS students and graduates come from there, although there are also students and graduates from other regions in said university center.

For this work, when referring to the Los Altos region, both the Altos Sur and Altos Norte regions will be included, in the same way that when speaking of “alteños” we refer to those original inhabitants of municipalities of any of the two regions.

In this section we want to refer to different historical events that have influenced the formation of identity manifestations that tend to be frequent among the people of El Alto, as well as ideologies that are likely to be prevalent for many of them. This plays a fundamental role in shaping social representations.

In the past, the people of El Alto formed a community of subjects who were characterized by having conservative attitudes, that is, resistant to social change, being Catholics, assuming endogamous practices that favored marriages within the social group and even between relatives and being proud of their work, as well as for bearing witness to a strong attachment to the land; are characteristics that were decisive in its formation as a society (Taylor, 1991, Tomé and Fábregas, 1999). Regarding the forms of identity that prevailed among the inhabitants of the region, we take up what was said by Tomé and Fábregas (1999), when they express that the Alteño defines himself as a rancher.

This is due to the great value it places on land and livestock, especially horses and cows. In addition, he is aware of his individualistic and work-oriented entrepreneurial sense.

It is necessary to point out that globalization has influenced the development of this society, both in the companies and industries that develop in the region, as well as in the coexistence of the Alteños with people who are foreign to their space - although not necessarily from another country. or state-. Although the majority of the Alteños have not stopped being “ranchera”, we find that work activities, leisure and places of coexistence no longer necessarily converge on the ranch and the cattle.

The people of El Alto continue to tend to be proud of their work, but expressions of pride in coming from Los Altos or more specifically from one of the populations of that region continue to prevail.

In addition, it is very important to point out the role that the Catholic religion plays for the inhabitants of the region: “For them, Alteño and Catholic are interchangeable categories” (Tomé, 1999, pp. 37). Religion has not only been an integrator of the cultural sphere, but also unified the region, and differentiated it from the center of the country, by continuing with a conservative and ultra-religious way of life that led to the unleashing of an intense struggle against the government during the Cristero movement (Gilabert, 2004). This way of life has also been a form of resistance against modernity (Bravo, 1995).

Three characteristic aspects of the region known as Los Altos de Jalisco can be found. According to Fabregas (1986), they are the following: 1) Historical absence of the indigenous community; 2) Non-existence of the ejido, and 3) Presence of the Catholic Church in politics. It should be noted that there is an indigenous presence, of Nahua origin, in this region; although, historically, the predominance has been Creole. The characteristics of this region, and above all, of its population, go back to its historical origins and especially to the influence of the Spanish and Creoles in it. Gutiérrez (1991) refers that the patterns and social forms of the alteños had their origin in the conquest and the colony; and they are social structures with mechanisms that have supported them despite the passage of time.

But we can also talk about the fact that in recent decades, both due to globalization and migration, the arrival of new companies or the transformation of ranchers into businessmen, the people of El Alto have changed. Alteña society is not the same, although it promotes tradition, for example, the departure of the Saint or the Virgin, protectors of the population and their corresponding patron saint festivals, such traditions are far from the way they were done previously. The alteño is thus faced with the ambivalence of embracing and continuing to feel proud of the traditional, the old, the typical, and of integrating new aspects into their society, which may well mean the arrival of a new religious community to its population or the integration into your family of someone with a different surname and above all, social origin.

Psychology as a profession

The psychologist will find himself outside his social circles based on what he learns and studies in his profession, and much of this may be due to the social representation that those around him have about psychologists; but he will also seek to be welcomed and accepted by them. As Ruiz (2014) points out, we act ambivalently because we pretend to be welcomed but at the same time autonomous with respect to others. Here a conflict may appear between what we want and what others ask for so that we continue to be part of their group, then social representations come in to solve the problem.

For example, the psychologist who must explain to family and friends what he can do professionally, is faced with the need to talk about how he can not only give psychotherapeutic support and explain in which cases it is advisable to seek the help of a psychologist before from another professional.

In the fifth edition of his book: "Psicología. The science of mind and behavior", Richard D. Gross (2012) begins, on the first page of the first chapter, explaining that when someone meets a psychologist, and finds out what his profession or what he does, Phrases or questions arise such as the following: "Oh, I better watch out for what you say to me from now on", "I bet you know people misplaced at work", "Exactly what is psychology?" (Gross, 2012: 1).

The fact that it is necessary to start a book on Psychology explaining this type of situation indicates that the general public not only does not know about such a profession, but also that certain characteristics are attributed to it that can make it difficult to perform it (for example, when talking about "taking care" when speaking because psychologists may be doing an analysis of the statement, or the multiple cases that any psychologist or psychology student can list, where he is accused of being "psychoanalyzing" the interlocutor).

On the one hand, the typical reaction of believing that psychologists read minds appears, on the other, the idea that the psychologist works exclusively with people who suffer from mental problems. In addition, the ignorance of a large sector of the population is evident when they do not have knowledge that allows them to make a clear delineation between Psychology and other disciplines (Gross, 2012).

We have the classic example of believing that all psychologists psychoanalyze, when in reality psychoanalysis is a psychotherapeutic approach, among many that exist. There is also the belief that the psychologist deals exclusively with those with a mental disorder, which is closely related to the development of the profession, which at first was very close to psychiatry and medicine (Romo, 2000). Therefore, the importance of presenting how this discipline was developed, to identify elements that may have an important role in the social representations that we analyze.

The Greek etymology of the word "Psychology" is derived from psyche (mind, soul or spirit) and logos (knowledge, study of), for which we could define it as the study of the mind (Gross, 2012). One of the pioneers in the development of this discipline was Wilhelm Wundt. In 1879, he opened the first Psychology laboratory at the University of Leipzig, in Germany, where he made observation and analysis of conscious mental processes, that is, he sought to know what was happening inside the mind (a method he called "introspection").

Wundt tried to analyze thought and thus understand its basic elements, descriptions of affects, sensations, emotions, images, thoughts, and others were made (Díaz-Guerrero and Díaz-Loving, 2007).

Wundt and his collaborators measured and recorded the results of introspections carried out under controlled conditions, using basic methods of scientific investigation, but applied to the study of mental processes. This work was called "structuralism" (Gross, 2012). For Wundt, the psychologist's job was to reach sensations and affections through analysis, understanding that both were components of internal experience (Wundt called him immediate).

The sensation would be the objective content of the experience, and the affection the subjective one (Díaz-Guerrero and Díaz-Loving, 2007).

John B. Watson questions the validity and usefulness of introspection, since he said that two people could give two different introspective versions and it would be impossible to define which one is correct, thus losing objectivity of this type of study. Watson proposed, in 1913, that psychologists focus only on the study of behavior, since it can be measurable and observable by more than one person. Thus arises "behaviorism", whose impact on the study of Psychology has been fundamental (Gross, 2012, Díaz-Guerrero and Díaz-Loving, 2007). This is an element of great interest since it is often part of the idea that the psychologist is exclusively dedicated to the analysis of human behavior or behavior (sometimes without making a distinction between the two). This approach considers man as a complex animal, and according to him Psychology becomes scientific as long as it imitates the natural sciences by also applying objective methods. Behaviorism was the dominant paradigm until the late 1950s, especially in the United States. Even though currently what is understood by "behavior" implies much broader characteristics than those proposed by Watson and later behaviorists, one of the fundamental objectives of Psychology continues to be the study of behavior (Díaz-Guerrero and Díaz-Loving, 2007).

It is also important to rescue the theoretical proposal of Sigmund Freud, the "psychoanalysis" that emerged in the early twentieth century, where the unconscious mind takes a leading role, while psychoanalysis is developed as a therapeutic alternative. Thus, this theoretical approach was positioned as a strong alternative to behaviorism.

Psychoanalysis takes a leading role and contributes concepts that become fundamental within everyday language: psychoanalyzing, unconscious, conscious and others (Moscovici, 1979). On the other hand, the Gestalt school of Psychology emerged in Austria and Germany in the twenties of the century

XX. This approach is interested in analyzing perception. Its theorists identified principles of its organization, for example "the whole is more than the sum of its parts" (Gross, 2012: 2). For gestalt psychologists, the contents of the experience should not and could not be analyzed, the observation should be about the totality, since human beings perceive, according to the Gestalt postulates, wholes and not elements (Díaz-Guerrero and Díaz-Loving, 2007).

In the fifties of the twentieth century, an interest arose to understand cognitive processes and psychological processes of perception, sensation, attention, memory, decision-making, language and thought in general. Therapeutic approaches begin to proliferate and Psychology becomes a scientific discipline as well as a professional practice better known within scientific work and among the general public. Experimental psychology and the use of psychometric resources acquire a strong importance (Díaz-Guerrero and Díaz-Loving, 2007 and Garrido and Álvaro, 2007) and are also one of the key elements that society in general identifies as part of the activities of the psychologist and therefore of the social representations about it. Thus, according to such a representation of psychologists, the application of tests and psychometric tests seems to be one of the indispensable actions that they would have to exercise.

Currently, we find applications of psychology in interdisciplinary areas, in which we seek to understand more fully the causes of behavior, as well as applications in areas such as clinical, orientation, forensic, labor, educational, health, sports and a long etcetera (Díaz-Guerrero and Díaz-Loving, 2007, Gross, 2012 and Harrsch, 2005). The problem is that, if for more than a hundred years Psychology has been developing and consolidating, and its professionals have worked in different areas, how is it that certain ideas, prejudices, stereotypes or concepts are perpetuated and, in turn, representations? about psychology and psychologists themselves?

GONZÁLEZ-ANAYA, Ana Gabriela & GONZÁLEZ-PÉREZ, Cándido. Influence of social representations in the labor market of the Alteño psychologist. ECORFAN Journal-Republic of El Salvador. 2020

It would seem ridiculous that the psychologist is still considered the professional who works exclusively with madmen. Or that going to the psychologist is a cause for shame and therefore something that should be hidden, at least in Mexican society, and for the purposes of this study, in the Alteña. That is why the importance of this work, to analyze how a profession is understood by those who practice it and by those who have not had such a deep approach to it.

Psychologist work areas

Psychology has scopes that allow solving and improving human problems, both theoretically and practically, at the individual and social level. The fields of application are interrelated and require each other for the correct exercise of the profession. Thus, we have clinical psychologists who will analyze the family and social environment of a patient; school psychologists who use clinical approaches to develop differential diagnoses, and industrial or occupational psychologists who can use experimental foundations to seek changes within a company.

When dealing with the ignorance that the Alteña population may have about the activities that a psychologist can perform or the work areas where they can develop, it is essential to list such areas of work for the psychologist, as well as what each of them is focused on, finding mainly the work of the clinical psychologist, rather a psychotherapeutic cohort, the labor, industrial or organizational psychologist, the social psychologist, the neuropsychologist and the educational psychologist.

In addition, there are new activities that psychologists have been adopting in recent decades, with which different types of "psychologies" arise: sports, forensic and criminal, legal, cognitive, experimental health, mental health, positive, legal, environmental, community, medical, political, development, economic and consumer, cross-cultural and others.

Each of these orientations or areas is strongly related to the labor market. In addition to the fact that in each one the interaction is made with professionals who are related to said labor markets, be they psychiatrists, neurologists, administrators, pedagogues, systems engineers, sociologists, social workers, athletes and a long etcetera (Harsch, 2005).

On the other hand, when working with psychologists trained at the University of Guadalajara, I find it necessary to explain in more detail the areas in which psychologists are trained at said institution. There are six areas of training or guidance: Guidance in special education, guidance in clinical psychology, guidance in work psychology, guidance in educational psychology, guidance in social psychology, and guidance in neuropsychology (CUALTOS, 2015).

About training at the University of Guadalajara in each of these areas, I will discuss in the following sections.

Labor market and educational training

Psychologists are not alien to the labor market and the economy of our country. But, unlike other professions, ignorance about the activities we can carry out or the areas in which we can intervene, can further limit the entry of psychologists to a job market, as in this case would be Los High.

The theory of human capital proposes that education is an investment where the accumulated knowledge is the asset that a person possesses. The greater the years of schooling or accumulated knowledge that the individual has, the better the positions, salaries and income to which they can aspire since their productivity will be higher (Burgos and López, 2010). However, this theory is based on the idea that markets are efficient and employees will always occupy positions according to their educational level, which is not the case. If we add to this that the labor market is limited for certain professions, as I propose that it is the case of psychologists in Los Altos de Jalisco, we understand that then the human capital of an individual may not become a determining factor so that he can carry out his duties adequately.

Problems such as economic crises, subcontracting, job insecurity, low wages and benefits add to the complexity that results for graduates in finding their first job. Although the university degree has weight when obtaining a job, current conditions limit the number of jobs for the number of young people who are graduating.

In addition, there is the fact that graduates of more recent generations compete for jobs with professionals who have more experience - and we might think, advantage - in the labor market (Martínez, 2014).

Both global and national economic growth rates are low relative to the number of people who want to enter the labor market, especially higher education graduates. We find that in Mexico, according to UNESCO data from 2009 (cited by Burgos and López, 2010), enrollment at the undergraduate level increased 38.94% between 2000 and 2008. However, the unemployment problem is joined by others that Professionals have to face: the occupation of positions that do not require university studies (also called over-education), the little coincidence between knowledge and skills acquired in academic training and those that they exercise at work (knowledge gap) and the low salary levels and lack of benefits, among others (Burgos and López, 2010).

The ANUIES, in 2003, presented the results of a study on the labor market of professionals in the decade between 1990 and 2000. It found that two thirds of Mexican professional's work in activities where they can apply knowledge and skills that they acquired to throughout their academic training, while the rest are working in positions that do not require higher education (over-education). It should be noted that according to data from the Undersecretariat of Higher Education (cited by Burgos and López 2010), the average salary of professionals is \$ 7,500 pesos per month, and 55% of the graduate's work in areas other than the ones they studied.

We can think then that psychologists are also part of this dynamic, and that a proportion of graduates of the Bachelor of Psychology will be working in areas that are not those of a psychologist.

Higher Education Institutions (HEIs) face the challenge of producing more results using fewer resources. Globalization and the normal rhythm of labor markets lead them to make changes in the short and medium term, while education makes long-term changes, therefore graduates face occupational needs for which they are not prepared (Martínez, 2014 and Hernández, 2004).

Employment opportunities would allow education to fully achieve its objectives, ensuring that its graduates can be productive and paid for it. The educational potential will be fully achieved when graduates can apply the knowledge and skills, they acquired in their passage through higher education institutions (Hernández, 2004).

Methodology

We carried out a qualitative study based on a survey of our own elaboration that in turn is based on the ANUIES proposal for graduate follow-up studies. Although the survey had the exclusive purpose of reporting what has happened with psychologists who graduated in 2012, we were able to realize that social representations have played an essential part in the incorporation (or non-incorporation) of psychologists to the working market.

The target population was the graduates of the bachelor's degrees in Psychology from the Los Altos University Center in 2012.

This degree belongs to the area of health sciences, traditionally it is believed that careers in this area are better paid and more in demand by the population

We resort to the procedural approach proposed by Jodelet (Araya, 2002), to obtain a better understanding of the perspectives of the subjects on their life, experiences, and situations, raised by themselves, with their own words. In this case the emphasis is on the attributes that the subjects of a society have on a particular topic: Psychology and the work of the psychologist.

The data was collected in the first three months of 2015. The data analysis was made thanks to the reflections of the subjects, their narrations, and the analysis of the discourse, arising from the answers they gave to the series of questions that were they were made individually.

GONZÁLEZ-ANAYA, Ana Gabriela & GONZÁLEZ-PÉREZ, Cándido. Influence of social representations in the labor market of the Alteño psychologist. ECORFAN Journal-Republic of El Salvador. 2020

Results

We rely on two aspects to find the influence of social representations in the psychologist's job market. The first of them has to do with the reasons why the subjects chose this degree, with which we can understand the social representation that they themselves had about psychologists and the practice of Psychology. The second aspect is related to the exercise of the profession, where we can elucidate the social representations that the people of El Alto have about the figure of the psychologist.

Most of the interviewees agree on their taste for choosing the career, either because they analyzed the study plan or because they had a previous approach to it.

However, they do not detail other elements that could have been involved in choosing it (for example, the perception of economic income, areas of performance, etc.). Although there is talk of improving income, this seems to be due more to the fact of having a degree than with the area of studies in which they were prepared. Thus, we can find that having a bachelor's degree has helped to establish themselves as professionals and to obtain some employment, although not the fact that it is specifically in Psychology. Some were able to establish themselves in private practice, although they confessed the need to emphasize performance in different institutions through the internships offered within their study program. Having a bachelor's degree has helped them establish themselves, but not all of them do it within psychology. There are cases of trainers in basic education for adults, in human resources, clinical and educational work.

The graduates agree, in a considerable majority, that obtaining their first job was thanks to the recommendation of a family member or friend. This may be related to the lack of knowledge about the work that a psychologist does, insofar as he can access the labor market based on his preparation and not only on the recommendation of someone else. There are cases in which the graduate continues to work in the same job he had since he was a student, and states that it has been difficult (if not impossible) to find a job in his area of study.

On this, psychologists agree on the need to have developed adequately within their professional practices, where they were sent to different institutions in which there were no indications about what the organization expected of them or about the tasks that they would have to develop themselves.

We can see that social representation about the work of the psychologist may be limited to the fact that said professional works only in certain areas and therefore, when arriving at an institution, it is not always known in what way he can collaborate. In addition to this, the psychologist himself seems to limit himself by not making proposals that go beyond the tasks that their teachers indicated at that particular moment. As an example of this, there are the psychologists who, in their occupational psychology practices, limited themselves to doing clinical or industrial / organizational work that the teacher indicated and not necessarily the one that the company demanded.

We found that most of the interviewees are working in some area of development of Psychology, especially in the clinical and / or educational. It highlights that in the case of the educational area they work as teachers and not as educational psychologists, and that in the case of the clinical area, their work responds to private practice (either a clinic or association) or within a government agency (city council or IMSS).

Although they are being developed within the work field of Psychology, their scope has been limited. Most of the interviewees keep the job they already had previously or obtained one thanks to being recommended by friends or family. We can determine that their own social representations limit them to certain areas of work, and that the social representations of the community to which they belong have also led them to establish themselves within the areas of work best known to psychologists: teaching and practice. clinic.

Conclusions

From the results of the interviews, we can determine that the social representations of the people of El Alto have influenced the psychologist's job market in the following aspects:

- 1) In the type of area in which these professionals develop, limiting them to clinical practice or teaching (which differs from educational psychology in certain aspects). The social representations that come into play are those of the psychologist as a therapist or teacher. The graduates may not only be limiting themselves to the social representations that the people of El Alto have, but they themselves reproduce these representations by establishing themselves only within these areas of work.
- 2) The job market for graduates in Psychology is very limited. Most of the graduates stated that they were recommended by a family member or friend to establish themselves as professionals. This would indicate that the job market is not offering opportunities that allow psychologists to compete with other colleagues or professionals for jobs in different areas. Social representations would again be limiting the work that the psychologist can do, by hiring graduates based on personal recommendations but not work.
- 3) The Bachelor's degree as a requirement to obtain a job. Graduates state that the degree allowed or facilitated them to obtain a job or promotion within the organization in which they already worked.

However, there were those who said they had difficulties performing as psychologists. This would indicate that we are facing a credential market where diplomas and degrees come into play, regardless of what area the professionals are trained in. Thus, we find that the title of "Bachelor" has a more preponderant weight than that of "Psychologist", since the first is obtained by all graduates of a university career, regardless of the area of study.

Social representations are manifested in the cases studied in a tacit way. They talk about the difficulty of finding work as a psychologist, or the ease of finding it but only in certain areas. We are talking about psychologists from El Alto established within Los Altos de Jalisco. The same graduates promote the existence of such representations by exercising their profession within areas that are traditionally believed to be exclusive to psychologists.

On the other hand, the decision to study this career obeys personal tastes but with some exceptions, it does not have a support that is related to the professional market in which they thought to work.

This work is a first approach that we make towards the social representations of the people of El Alto about the exercise of Psychology. It arose from a follow-up of graduates, from the coincidence in the responses of the subjects and the repetition of the dynamics in which they were established within the labor market. A labor market that does not seem ready to leave the traditions and to begin to incorporate professionals within the areas in which they can perform optimally and that could bring a better economic and social development within the community.

It is important to note that in this case we limit ourselves to Psychology, but the problem of job placement of our recent graduates is continually repeated in all areas, especially if we take into account that preference is given to the title as Bachelor to give the subject a job, and not the area in which it was prepared to develop.

References

- Araya, S. (2002). *Las representaciones sociales: Ejes teóricos para su discusión*. Costa Rica: FLACSO.
- ANUIES 2003, *Mercado laboral de profesionistas en México*, México, D.F., Asociación Nacional de Universidades e Instituciones de Educación Superior.
- Bravo, P. (1995). *Apuntes para una discusión acerca de la formación de la identidad alteña en Los Altos de Jalisco*. En: A. Fábregas, M. Nájera y C. González (Eds.). *La tierra Nómada. Seminario Permanente de Estudios de la Gran Chichimeca*. Guadalajara: Universidad de Guadalajara. Pp. 99-108.
- Burgos, B. y López, K. (2010). *La situación del mercado laboral de profesionistas*. *Revista de la Educación Superior*. Vol. XXXIX, año 156, Octubre-Diciembre de 2010, pp. 19-33.
- CUALTOS. (2015). *Centro Universitario de los ALTos*. Guadalajara: Universidad de Guadalajara.

- Díaz-Guerrero, R. y Díaz-Loving, R. (2007). *Introducción a la psicología. Un enfoque ecosistémico*. México: Trillas.
- Garrido, A. y Álvaro, J. (2007). *Psicología Social. Perspectivas psicológicas y sociológicas* (2da. edición). Madrid: Universidad Complutense de Madrid.
- Gilabert, C. y Camarena, M. (2004). *El alteño global trayectorias evolutivas en los Altos de Jalisco: evolución política y sociocultural en la era de la sociedad global*. Guadalajara: El Colegio de Jalisco.
- González, M. (2013). *Representaciones sociales*. En S. Arciga, J. Juárez y J. Mendoza (coord.), *Introducción a la psicología social* (pp. 137-162). México: Universidad Autónoma Metropolitana/Miguel Ángel Porrúa.
- Gross, R. (2012). *Psicología. La ciencia de la mente y la conducta* (5ta. edición). México: Editorial El Manual Moderno.
- Gutiérrez, J. (1991). *Los Altos de Jalisco: panorama histórico de una región y de su sociedad hasta 1821*. México: Consejo Nacional para la Cultura y las Artes.
- Harsch, C. (1983). *El psicólogo, ¿qué hace?*. México: Alhambra Mexicana.
- Hernández, E. (2004). *Panorama del mercado laboral de profesionistas en México*. En: *Economía UNAM*. Vol. 1, No. 002, pp. 98-109.
- Martínez, M. (2014). *La integración laboral del egresado de educación superior en México*. En: http://ciige.mty.itesm.mx/memorias/CIIGE_VII/common/memorias/folio_008.pdf. Recuperado el 18 de noviembre de 2014.
- Merani, A. (1976). *Diccionario de Psicología*. México: Grijalbo.
- Moscovici, S. (1979). *El psicoanálisis, su imagen y su público*. Buenos Aires: Huemul.
- OCDE. (2010). *Educación hoy. La perspectiva de la OCDE*. México: OCDE.
- Romo, R. (2000). *Una mirada a la construcción de identidades. Los psicólogos de la Universidad de Guadalajara*. Guadalajara: Universidad de Guadalajara.
- Ruiz, E. (2014). *Educación, diferencias subjetivas y culturales. ¿De la multiculturalidad a la interculturalidad?*. *Diálogos sobre Educación*. Año, 5, núm. 8, Enero-Junio. En: http://www.revistadiálogos.cucsh.udg.mx/sites/default/files/de806_educacion_diferencias_subjetivas_y_culturales.pdf.
- Tomé, P., y Fábregas, A. (1999). *Entre Mundos*. México: Ediciones de la Noche.
- Torres, T., Maheda, M., Aranda, C. (2004). *Representaciones sociales sobre el psicólogo: investigación cualitativa en el ámbito de la formación de profesionales de la salud*. *Revista de Educación y Desarrollo*, 2, Abril-junio, pp.29-42. Guadalajara: Universidad de Guadalajara.