Multivariate Characterization Of The Socioeconomic Aspects Of University Students

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Abstract

The multivariable characterization of the socioeconomic aspects of the students, shows us the relationship between different variables in order to deduce certain behaviors, this research is part of the comparative, quantitative exploratory, since the study variables were quantified and comparisons were strategically developed for this way. deduce certain aspects and discuss characteristics of the population studied, that for example, there are variables that behave according to what can possibly be deduced from intuition, but, having investigative support, these are no longer deduced if not affirmed, as by the example, the behavior of students at home according to their own source of financing, this showed that those who are dependent children of parents mostly receive family allowances, which on the other hand, receive financial aid, which if we go further was found that those who live under the bosom of a different relative e parents, most of them receive income from their work.

Keywords: Maslow's needs, Use of money, Classification

Introduction

The human being is a multifaceted being who seeks to adapt to changes in the environment and decision-making, also responds primarily to being a social individual, which is an inherent part of his nature to need and relate to others. , since no human need can be satisfied without the collaboration of other people, and this collaboration can have very different foundations (Mathieu, 1990, p. 17; Rebellon & Salcedo, 2014, p. 32).

The consumption habit of students shows that the main "hobby" of adolescents is going out with friends (40.0%) and doing sports activities (27.0%), which indicates that the main trends of adolescents, this is based on the fact that during adolescence, relationships with friends play an important role, in a particular way, since it seeks reinforcement of autonomy from the family environment among support groups (Valenzuela & Buxarri, 2015, p.16).

According to Osuna (2008), cited by Rebellon & Salcedo (2014), university students who develop their
economic being, which generates different types of social relationships, such as permanent, sporadic, convenience, necessity, as a response to their being political, economic and social through money as a generator of social relations, this presents a behavior that nourishes the permanence, transcendence and stability of social ties (p. 33).

On the other hand, in young people there has been a rapid increase in training groups or F-Groups, which are groups for personal growth and associations with specific purposes, this may be due to that unsatisfied desire for contact, intimacy and belonging, of where what is necessary to overcome the widespread feelings of alienation, strangeness and loneliness arises, which have been worsening due to the diffusion of traditional forms of social groups, the dispersion of families, the generational gap and permanent urbanization (Maslow, 1991, p.29)

Method

Depending on the type of research that is chosen, it defines the course in which an investigation begins as: exploratory and descriptive. The state of knowledge on the research topic revealed by the review of the literature and the focus that the researcher intends to give to his study (Hernández Sampieri et al., 1997).

Taking into account the objectives set by this paper, the research will be descriptive, since "descriptive studies seek to specify the important properties of people, groups, -communities or any other phenomenon that is subjected to analysis" (Hernández Sampieri et al., 1997)

Population and sample

The population is the group that includes all the elements whose characteristic or characteristics we want to study; In other words, it is the entire set that you want to describe or from which you need to draw conclusions (Salazar & Del Castillo, 2018), which will be the university students of the Francisco de Paula Santander University, taking the students as a sample. of the Faculty of Engineering of the Francisco de Paula Santander University, the number of students for each program of the faculty is shown below in detail.

Table 1. Students of the Faculty of Engineering to 2020-2.

<table>
<thead>
<tr>
<th>FACULTY OF ENGINEERING</th>
<th>Code</th>
<th>Students</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>109</td>
<td>534</td>
<td>ELECTROMECHANICAL ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>1,346</td>
<td>CIVIL ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>557</td>
<td>MECHANICAL ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>635</td>
<td>SYSTEMS ENGINEER</td>
</tr>
<tr>
<td></td>
<td>116</td>
<td>538</td>
<td>ELECTRONIC ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>118</td>
<td>486</td>
<td>MINING ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>119</td>
<td>920</td>
<td>INDUSTRIAL ENGINEERING</td>
</tr>
<tr>
<td></td>
<td>142</td>
<td>3.4</td>
<td>TECHNOLOGY IN CIVIL WORKS</td>
</tr>
<tr>
<td></td>
<td>192</td>
<td>521</td>
<td>TECHNOLOGY IN CIVIL WORKS</td>
</tr>
<tr>
<td></td>
<td>198</td>
<td>173</td>
<td>TECHNOLOGY IN INDUSTRIAL PROCESSES</td>
</tr>
<tr>
<td></td>
<td>242</td>
<td>295</td>
<td>TECHNOLOGY IN CIVIL CONSTRUCTIONS</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6,039</td>
<td></td>
</tr>
</tbody>
</table>

Source: UFPS Admissions.
For the calculation of the sample, the sampling equation will be taken
\[ n = \frac{z^2pqN}{e^2(N-1) + z^2pq} \]

Where
n= Sample size
N=Population or universe (6039)
Z= Confidence level (90% = 1.65)
P= probability in favor (0.8)
q= Probability against (0.2)
e= Sampling error (6%)

We apply the formula for the previous values and the total sample results in 184 students to be surveyed.

**Analysis of research information**

**Characteristics of students' roles at home versus the students' source of income.**

For the development of this item, an information crossover was made between the role of the student within the family and their source of income for their support within the university. When carrying out this crossing, it was evidenced that the majority of the students are dependent on their parents, in addition, based on this information, it is reflected that these students receive family allowance (the daily), in addition to this, many of them have financial aid and also work, this represented in approximately 44% of the responses of students who depend on parents. Now, it is possible to appreciate that there are students who are not dependent children of their parents, if not on the contrary, they support the household economy, this was corroborated that 100% of those who are children who are heads of household are workers, which additional for this they receive economic aid and in a minority, they receive support with academic scholarships for their study. Continuing with the interpretation, it was found that there is a minimum percentage that are fathers or mothers, they argued that it depends directly on work and in some cases, on financial aid from their sentimental partner. Only one student of all those surveyed affirms that he does not carry out any economic activity to support his professional career.

<table>
<thead>
<tr>
<th>Head of household son</th>
<th>Dependent child of his parents</th>
<th>mother of family</th>
<th>Family Guy</th>
<th>Financial support</th>
<th>Dependent person of another person other than a relative</th>
<th>(in white)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>family allowance</td>
<td>0</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>84</td>
</tr>
<tr>
<td>Personal work</td>
<td>13</td>
<td>53</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>81</td>
</tr>
<tr>
<td>financial aid</td>
<td>3</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>support scholarships</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>eleven</td>
</tr>
<tr>
<td>loans</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>eleven</td>
</tr>
<tr>
<td>youth in action</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Financial help from my partner</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>homework advisories</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Figure 1. Role vs. source of income.

**Characteristics of those who make contributions at home for physiological needs.** It was shown that the students of the Faculty of Engineering are mostly between the ages of 18 to 24 years of age, being these 78.4%, in addition these data organized from lowest to highest have a trend of asymmetric normal distribution towards the right. It is shown that students between the ages of 16 and 19 are almost entirely dependent children of their parents and that, from 20 to 23 years of age, some students claim to be the head of the household, a person dependent on relatives or another person, different from a relative, continuing, from 24 years, the students affirm, in addition to the above mentioned, they also affirm that they are mothers or fathers head of the household. This shows that students from the age of 23 already assume responsibilities at home.
Contributions to the market according to source of income. It is possible to show that the students who receive a family allowance, for the most part, do not have responsibilities with the home regarding food, it is also found that some students who work do not direct this income to food, this means that these students who they work, they are dependent children of their parents and they live with their family environment. However, although many students receive a family allowance (daily), a large proportion help their homes with food with less than $50,000, here the use of money as a source of subsidies or financial aid predominates with 24.2% of the total number of students who receive this type of incentive, in addition also to a large extent those who work with 17.3% of the total number of students who argued that they worked. However, those who make contributions between $50,000 to $100,000 are mostly students who work with approximately 28.4%, followed by family allowances with 25% of those who mentioned receiving an allowance, crossing information, it is evident that said students Those who support market purchases at home and receive a family allowance are mostly those who work, therefore, they have external income (work) and it is with this that they support the purchase of groceries.
Contributions to rent according to source of income. For the interpretation of the data, it is first necessary to clarify two fundamental aspects about the item "I do not make this expense", on the one hand, there are the students whose family has their own home, but, on the other hand, there are those students who do not They have their own house, but do not contribute money for rent. Taking into account the aforementioned, we find that the highest frequency is that students do not make this expense, with the students who receive allowance being the highest frequency in this item, in addition, there is also a large number of students who work on this item. with approximately 56%, this suggests that within the item "I do not make this expense" students can shelter a lot in the family, having other expenses as a priority (the student). However, those who mention contributing to this expense are minorities, who are mostly students who claim to work.

![Source of income vs rental expense](http://www.webology.org)

figure 1. Source of income vs rental expense.

Contributions to public services according to sources of income. The services dealt with in this item are those that are basic in a home, which are gas, water and electricity; It is evident, like the previous items, that the students do not assume these expenses, but, with a great difference in this item with a greater participation of the students in incurring these expenses. It is shown that students make more contributions between less than $50,000 to $150,000, it is evident that the students who mention making these expenses are students who declare they work and also receive a family allowance, this means that the money from their work is prioritized in the payment of services.
Characteristics of those who spend on leisure.

Expenditure on alcohol according to source of income. In the first instance, it should be noted that within the previous study of students who spend money on alcohol and cigarettes, it was found that those who make this expense are a minority. To carry out this item, the information was crossed between those who make this expense and the source of their income. It was found that expenses do not fluctuate beyond $50,000 pesos per week, and those who claim to spend more than that, all claim to work. Now, well, within the mentioned range we find that students who spend between $10,000 to $20,000 a week mostly say they work, in addition, those who spend between $20,000 to $30,000 are mostly students who receive a family allowance and in turn work.

Discotheque expense according to your source of income. Like the previous item, students do not
spend money on these sites, but most of those who spend say they work, those who spend more than $50,000 all work; Most of those who spend between $30,000 and $50,000 receive a family allowance, which shows that students who receive an allowance are not oblivious to spending on leisure, likewise, very few of them only receive a family allowance, since in most of them work and receive an allowance.

![Figure 7](http://www.webology.org)

Figure 7. Spending on nightclubs vs source of income.

**Spending on friends according to source of income.** Although students are usually very sociable, it is shown that this characteristic does not come with expenses, since most of the young students do not make this type of expense, in addition, most of these are those who receive a family allowance, and for a smaller percentage, those who work. However, those who spend with their friends declare that they do not exceed $50,000, and even, it is shown, all those who spend have a job.

![Figure 8](http://www.webology.org)

Figure 8. Going out with friends vs sources of income.
Expenses for going out with a partner according to source of income. This item refers to those expenses intended to be made with the student’s sentimental partner, which showed that most of them do not have a partner and/or do not spend with their partner, the latter being the least possible, but equally mention to clarify the item. Continuing with the characterization, it is observed that those who make expenses with their partner affirm that they work and that these expenses range from $10,000 to $50,000 per week.

Figure 9. Going out with a partner vs. source of income.

Characteristics of those who consume digital platforms. Digital platforms today have become a source of training, the students affirmed that they do not spend on this platform, and those who make these expenses are students who work mostly together with those who receive a family allowance, these expenses are shows that they do not range from less than $10,000 up to $30,000; it is possible to show an atypical behavior in a collected data and it is the fact that those who spend between $30,000 to $50,000 are students who receive financial aid and who receive a family allowance.

Figure 10. Digital platforms vs source of income.

Characteristics of those who spend on esteem needs.
Gym. Although in the previous study it was evidenced that students do not go to the gym frequently, therefore there are minorities who claim to go to the gym, although few of them claim to have expenses between $30,000 to $70,000 in this activity, in addition to all the Those who make this expense are people who work.

Figure 11. Gym vs source of income.

Expenses in academic trips according to source of income. Although academic trips are a source of experience that strengthens the capacities of students, it was shown that students do not make these expenses and those who carry out this type of activity are minorities. However, those who make these expenses are mostly students who receive a family allowance and who do not work, this characteristic is very different from the trend that had been developed in the previous items.

Figure 12. Academic trips vs sources of income.

Non-academic travel expenses according to source of income. These trips include trips for foreigners and vacation trips, since most of them do not make these expenses, it is understood that the majority of the sample are not foreigners and that they do not make vacation trips. However, those who make these expenses and claim to spend less than $500,000 are understood to be foreign students, they mostly say
they have a job, in addition to receiving financial aid and receiving a family allowance; On the other hand, those who claim to spend more than $500,000 can be inferred that they are students who take vacation trips, since the statistics show that those who take trips are working students.

![Figure 13. Non-academic trips vs source of income.](http://www.webology.org)

**Characteristics of those who spend on self-realization and self-improvement needs.** This item is aimed at those who spend on: diplomas, short courses, academic advisory services, among others. The dispersion of the information is high, with the most frequent being those who do not make this expense, having as those who receive family allowance and who receive financial aid as those who make these expenses the least. However, those who spend less than $50,000 on these activities are mostly those who receive a family allowance and that this data may represent the payment of consultancies during the semester, those who spend between $50,000 to $100,000, it is possible to show that it is the expense that assume those who claim to work, since this is the frequent value among this expense, according to the value it can be interpreted as the expense of academic advisory services and the expense may be linked to their employment relationship; Those who spend from $100,000 to $300,000 are mostly students who receive a family allowance, in this case, it can be inferred that they are expenses not only in academic counseling but also some payment in short-term courses. However, the high costs assumed by the students oscillate between $300,000 and more than $1,000,000 here it is shown according to the statistics that it is the students who work who assume these semester costs, these expenses are not only in academic counseling, but also, in short courses and in payment of graduates.
conclusions

It was found that in the students of the Faculty of Engineering UFPS from the age of 20 there are those students who already carry out some economic activity for their livelihood, in addition there are also those who already take an important role in the family as the head of the household, or as father or mother of a family, for which they find themselves in the situation of generating income for the sustenance of the people who depend on them.

It was possible to show that according to the expenses, the UFPS engineering students are not very fond of having socialization groups and of spending on digital platforms, since they responded not to make these expenses for the most part in questions referring to the social and leisure components of the people. Which implies that they prefer to use the money for situations linked to the academy as shown in the results.

The relationship between studying and working is given by socioeconomic factors of the students and at the same time of their families, that is why those who come from lower-income families do work to help maintain the home, this in turn can affect performance of the student since they do not have a stable economy to study comfortably, unlike those who do have enough resources to study more comfortably.

References


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