

# **Analysis Of The Influence Of The Gender Of The Students, The Socioeconomic Level And The Educational Level Of The Parents, In The Access To Higher Education Of The Population Of Coveñas, Sucre**

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**Abstract:** The present work contains the results of a study of the influence of the gender of the students, their socioeconomic level and the educational level of their parents, in the access to Higher Education in Coveñas, Sucre. It is verified that there is a low supply of Higher Education Institutions in the municipality and that the aspects that most determine whether a sector of the population has access or not are the economic and social factors, followed by the academic level of the parents, which Indirectly, it also influences the economy and quality of life, being factors that are related and that set trends in the population. In terms of gender, no trends were found that favor one sector or another. Through this research, it is possible to determine that the factors that have a positive impact on the probability of access to higher education in the inhabitants of Coveñas, are closely related to the fact of having a father or mother with at least an academic bachelor's degree. , be from stratum two or higher, live in the urban area of the municipality and be a graduate of a private school.

**Keywords:** higher education, educational inequality, social gap.

## **1. INTRODUCTION**

Currently, the educational level of the population of a place largely defines the inhabitant's progress and life quality [1] [2]. Additionally, it can be said that education not only provides knowledge and knowledge, but also enhances the population in aspects of culture, spirit, values and everything that characterizes human beings who belong to a community [3] [4]. Education has shown how important it is for the construction of a society in constant development [5] [6] [7];

Over time, its importance has become much stronger, this is because we live in a world that is characterized by being in constant evolution, as a consequence of the great advances that certain sectors have had, such as technology, science and its different applications [8]. Despite this, in countries like Colombia, guaranteeing the right to education continues to be an enormous challenge for the country [9]. According to an official report from the Ministry of National Education and the National Information System for Higher Education carried out in 2021, only 53.94% of young Colombians accessed higher education in 2021[10]. Since the above is a figure at the national level, the outlook in small regions, such as the municipality of Coveñas, could become worse, as it can be affected by various economic and social factors [11].

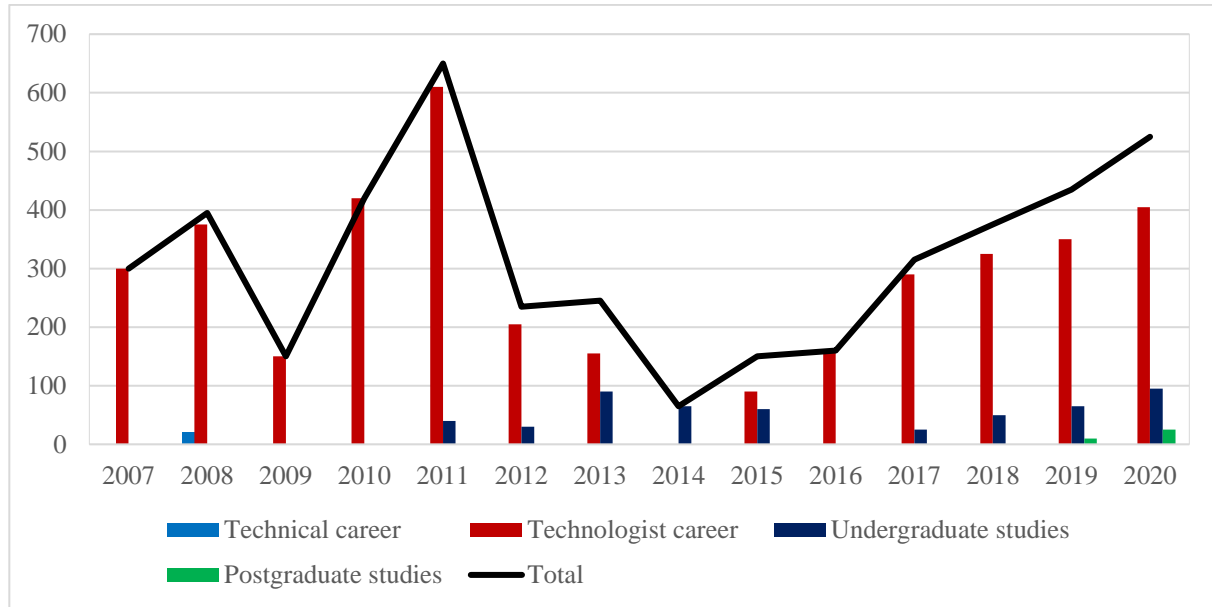
## **2. EXPERIMENTAL DESIGN, MATERIALS AND METHODS**

### **2.1. Review of the context of the population of Coveñas, Sucre, in terms of higher education in recent years.**

In the present work, a search was carried out for the figures related to the number of students enrolled annually in the municipality of Coveñas, as well as the number of Higher Education Institutions that offered their services over the years. For this purpose, the main database was the Ministry of National Education and the Higher Education Information System (SNIES), which is the entity in charge in Colombia of compiling and organizing relevant information on higher education, which allows planning, monitoring, evaluation, advice, inspection and surveillance of the sector.

### **2.2. Higher education in the municipality of Coveñas.**

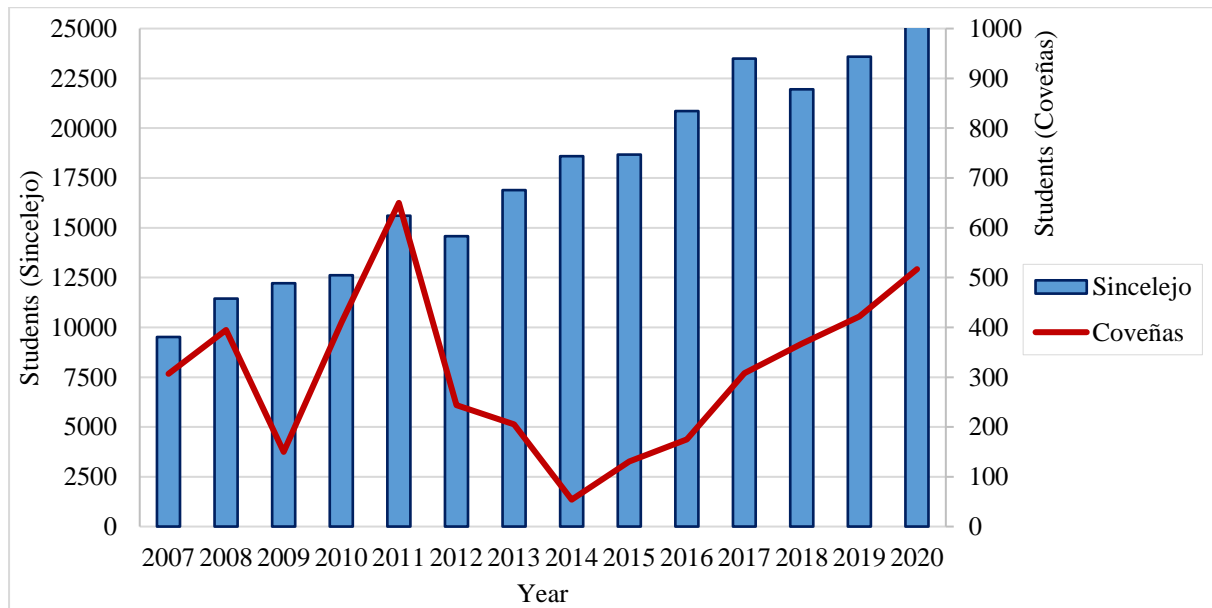
During the completion of this work, a documentary review of some primary sources and pertinent information on access to higher education of the inhabitants of the municipality of Coveñas was made. It was possible to show that, in terms of higher education, for the year 2011, according to the Ministry of National Education - Higher Education Information System (SNIES), in the municipality of Coveñas, 650 students were enrolled for levels of higher education, of which 609 did so in technological training and 41 in university training. Enrollment in other levels of higher education was not recorded (see Figure 1). On the other hand, three higher education institutions were offered in the municipality; this being the year in which more students have enrolled up to the current period. Although it should also be clarified that there are no records for the years 2021 onwards, so it is possible that this figure has been exceeded.



**Figure 1.** Number of students enrolled annually in the municipality of Coveñas according to type of training, between 2007 and 2020.

Source: Self-made, based on data taken from the Ministry of National Education - Higher Education Information System (SNIES)

It can also be observed that the number of students enrolled annually does not show a clear trend in its growth over time, but has certain decreases, for example, in 2014, there was only 54 students enrolled, and only one higher institution had an academic offer in the municipality.

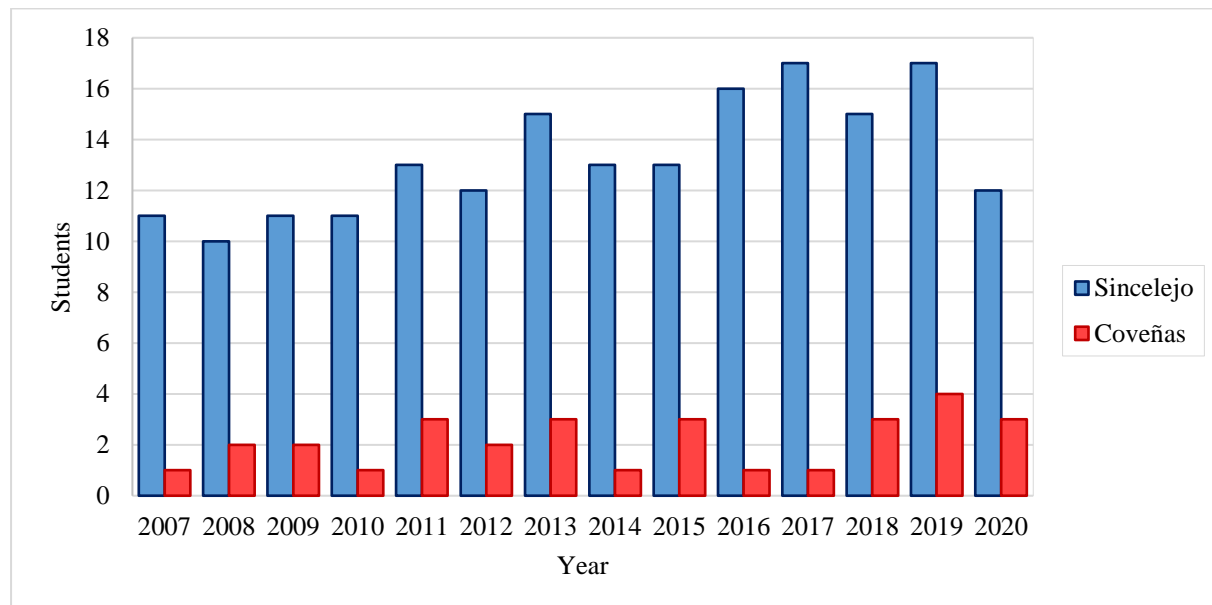


**Figure 2.** Students enrolled in HEIs in Coveñas and Sincelajo from 2005 to 2020

Source: Self-made, from data taken from the Ministry of National Education - Higher Education

## Information System (SNIES)

If a comparison is made between the capital of the department of Sucre, Sincelejo, and the municipality of Coveñas (see Figure 2 and Figure 3), a significant difference is noted between the number of students enrolled, also observing a well-defined growth trend for the case of Sincelejo, which evidently does not occur in the case of Coveñas.



**Figure 3.** Higher Education Institutions offered in the municipalities of Coveñas and Sincelejo from 2007 to 2020.

Source: Self-made, from data taken from the Ministry of National Education - Higher Education Information System (SNIES)

### 2.3. Inquiry into the behavior of the population in Coveñas, regarding access to higher education.

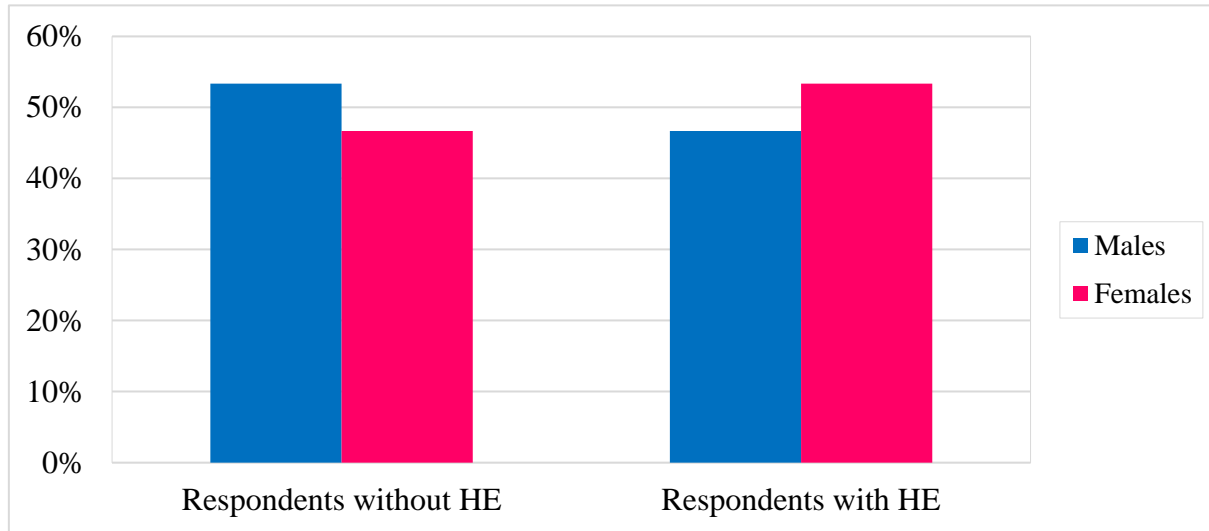
A survey was carried out with a sample of 30 inhabitants of Coveñas, who had previously completed secondary education (they have a bachelor's degree). Of the 30 inhabitants, 15 were chosen who did not have higher education and 15 who do have or had access to it. The foregoing, in order to be able to contrast the situation between both groups of people.

A compilation of the most relevant questions of the applied survey is shown.

## 3. RESULTS

According to the information provided by the surveys, regarding the question, Are you a man or a woman? (Figure 4), it is observed that of the people who do not have higher education, 53.33% are men and 46.67% are women, while for people who have higher education, men represent

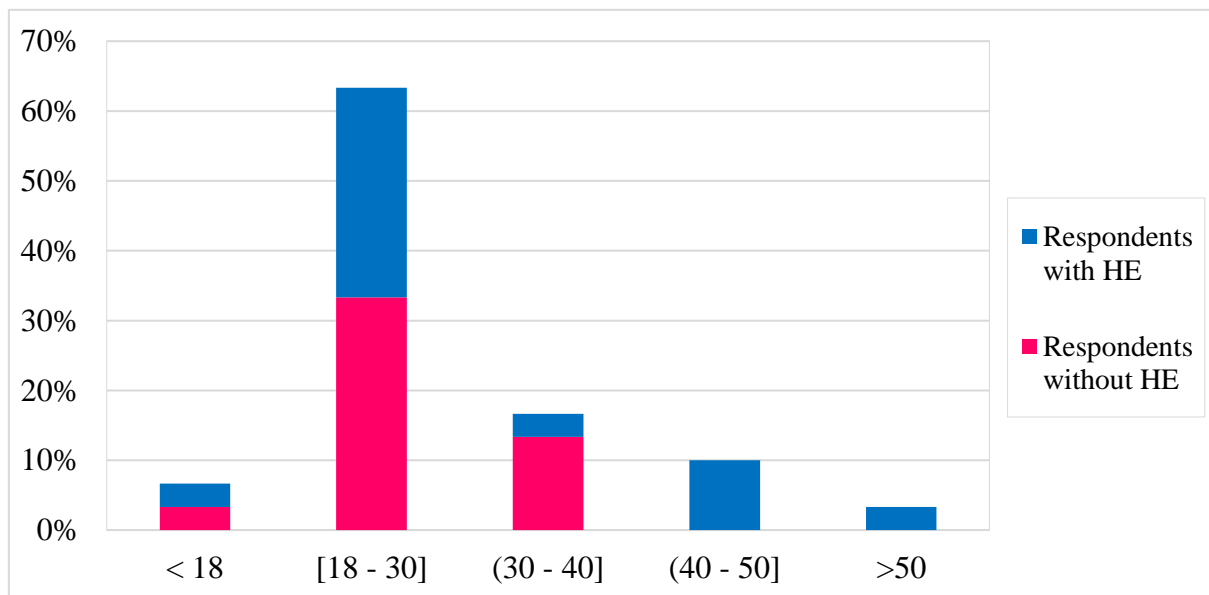
46.67% and women 53.33%. In total, 15 men and 15 women were surveyed.



**Figure 4.** Gender of respondents

Source: self made

Taking into account the question, How old are you? (Figure 5), it is observed that the average age of the people surveyed with access to higher education is approximately 29 years, while for the sample without access, the average is 25 years. In the case of those over 40 years of age, they have had access to higher education. Between 26 and 40 years of age, non-access to higher education predominates. The average age of the entire sample is 27 years.

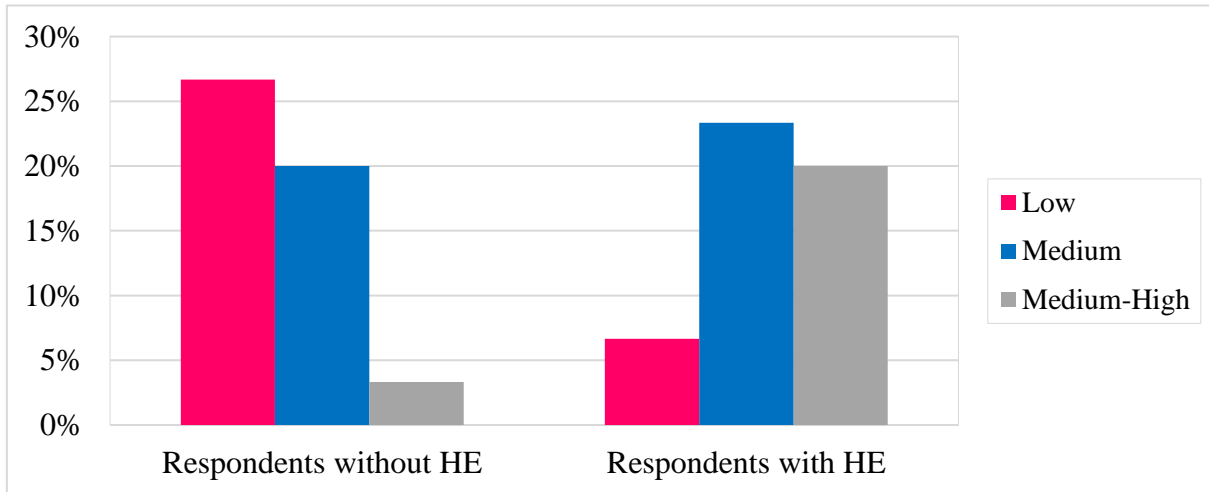


**Figure 5.** Age of the students

Source: self made

How much, to the question To what socioeconomic stratum do you belong? (Figure 6), it is observed that, of the respondents, in the population without access, 53.33% belong to stratum 1, 40% to stratum 2 and 6.67% to stratum 3. As for the population with access to education, 13.33% belong to stratum 1, 46.67% to stratum 2 and 40% to stratum 3. In the other strata no responses were recorded for either of the two cases.

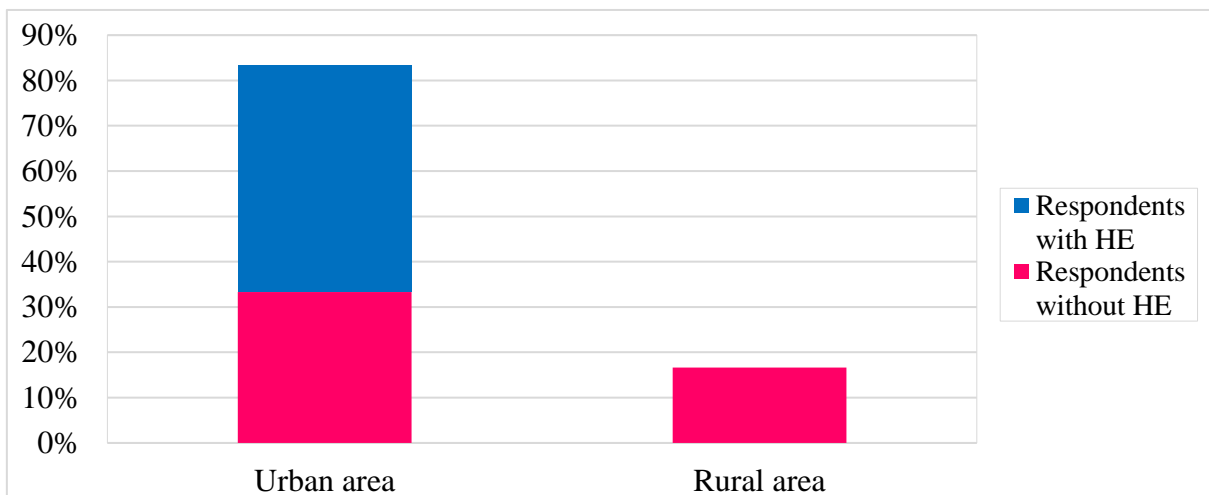
It is notorious that 80% of the respondents belonging to stratum 1 do not have access to higher education. Meanwhile, in strata 2 and 3, access to higher education predominates.



**Figure 6.** Socioeconomic stratum

Source: self made

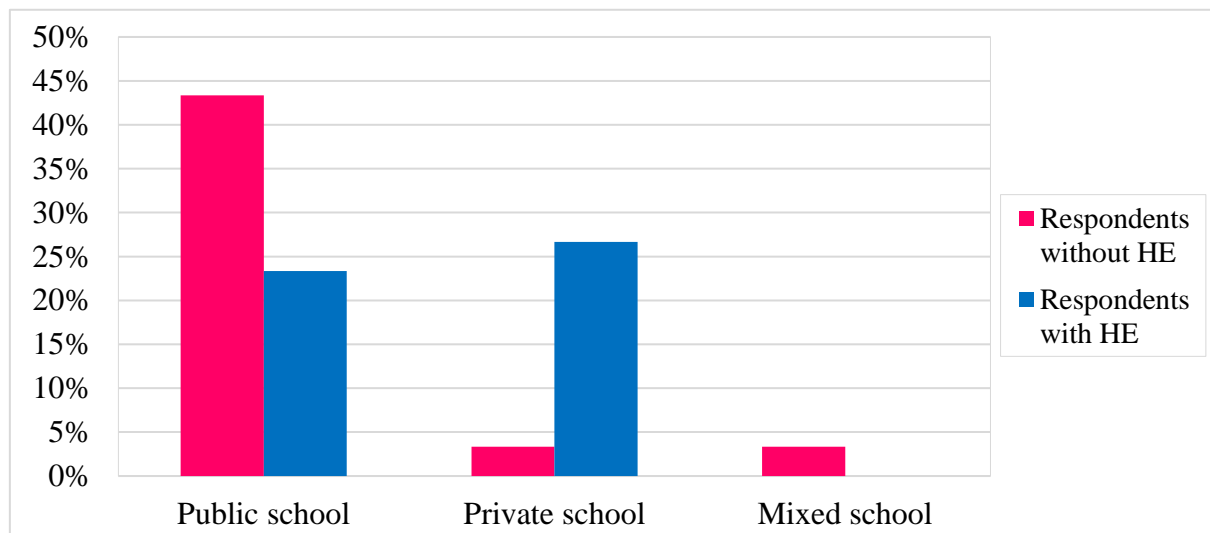
Regarding the question, In which area of Coveñas do you live? (Figure 7), it was obtained that, of the population without access, 33.33% live in rural areas, while 66.67% live in urban areas. For those surveyed with access to higher education, 100% live in the urban area. 100% of those surveyed who live in rural areas do not have access to higher education, while 40% of the inhabitants of urban areas do not have this benefit either.



**Figure 7.** Place of residence

Source: self made

Regarding the question: In what type of school did you obtain your high school diploma? (Figure 8), it is observed that 65% of public school graduates do not manage to access higher education, while in private schools, more than 80% of students access this benefit. For co-educational schools, non-access also prevails. Although it is also observed that 46.67% of the respondents who have access to higher education come from public schools. In total, 20 graduates from public schools, 9 from private schools and 1 from mixed school were surveyed.



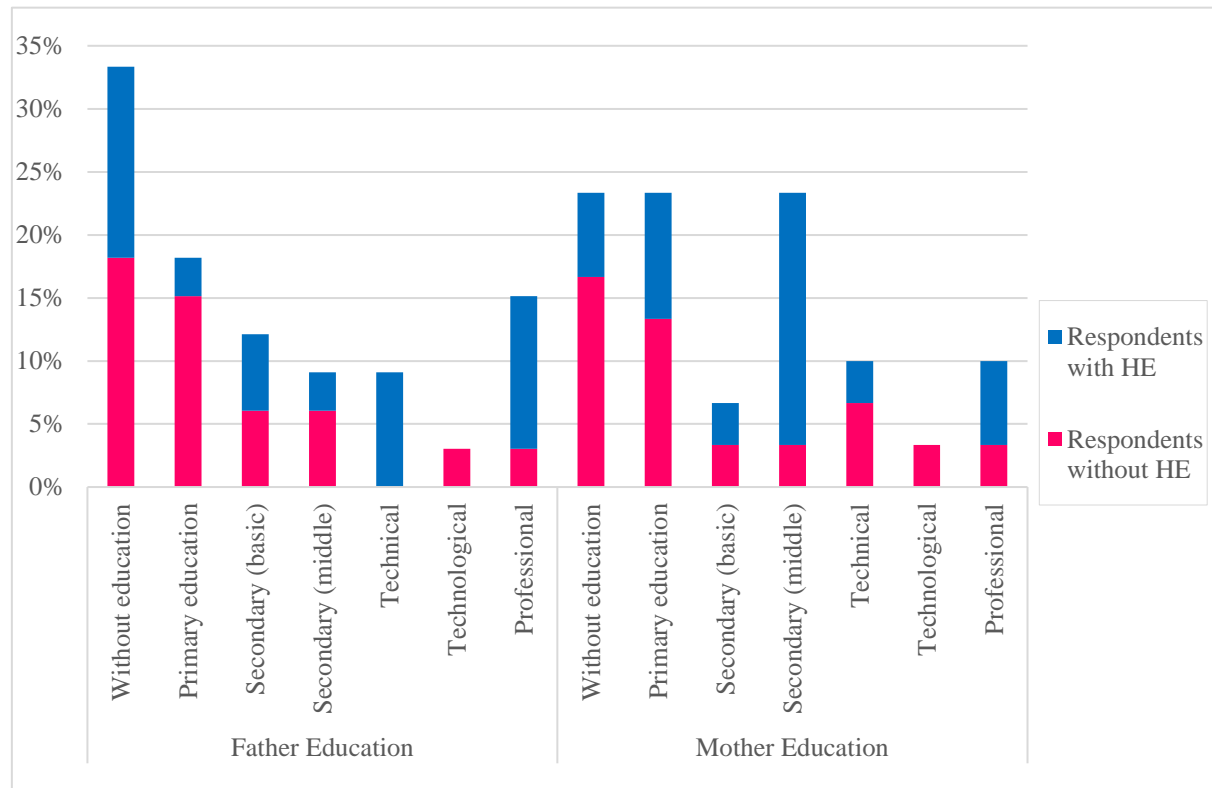
**Figure 8.** School of Origin

Source: self made

Regarding the question, Which option best defines your mother's academic situation? (Figure 9), it is notorious that, in the population without access, 33.33% of the mothers did not receive education, 26.67% completed primary education, 6.67% completed basic education, another 6.67% obtained a bachelor's degree, a 13.33% have technical education, 6.67% have technological education and 6.67% have an undergraduate degree. In the population with access to education, the panorama changes, only 7.14% of the mothers did not attend school, 21.43% reached primary education, 7.14% completed basic education, 42.86% finished secondary education, 7.14% have a technical degree and 14.29% have a university degree. For the postgraduate level, no responses were recorded. In total, only 10% of the mothers of all those surveyed have a university degree, but 23.33% of the mothers of the total sample had access to higher education. It is also noteworthy that 57.14% of mothers who have higher education have children who were unable to access it.

Taking into account the question, Which option best defines your father's academic situation? (Figure 9), 40% of the parents whose children do not have access, did not attend school, 33.33% finished primary education, 13.33% have a bachelor's degree, another 6.67% have a technological career and a 6.67% have an undergraduate degree. In the other case, 23.08% of the parents had no

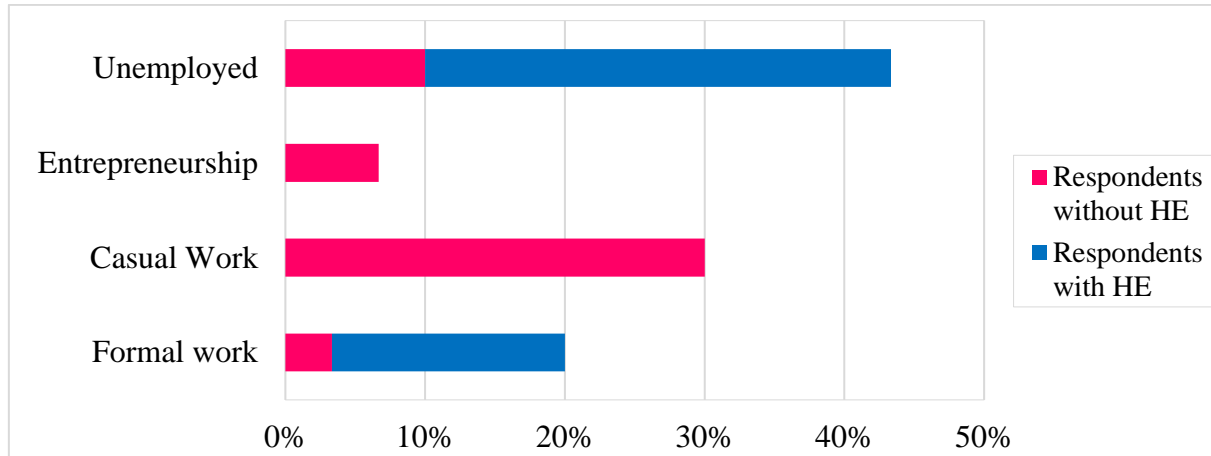
education, 7.69% only reached primary school, 7.69% have basic education, 7.69% reached high school, 23.08% achieved a technical degree, and 30.77% have a professional degree. Only 17.86% of parents of all respondents have a bachelor's degree. It is notable that only 13.33% of the parents of people without access to higher education continued studying after high school. For the postgraduate level, no responses were recorded for either of the two cases.



**Figure 9.** Parents' educational level  
 Source: self made

Taking into account the question , Which option best defines your employment situation? (Figure 10), it was obtained that only 6.67% of the respondents without access to education have a formal job, 60% are engaged in informal work, 13.33% are independent and the final 20% do not have a job. In the other case, 33.33% have a formal job and 66.67% do not have a job. It is also observed that 76.92% of those surveyed with a job have had access to higher education, while 100% of informal workers did not have access to higher education.

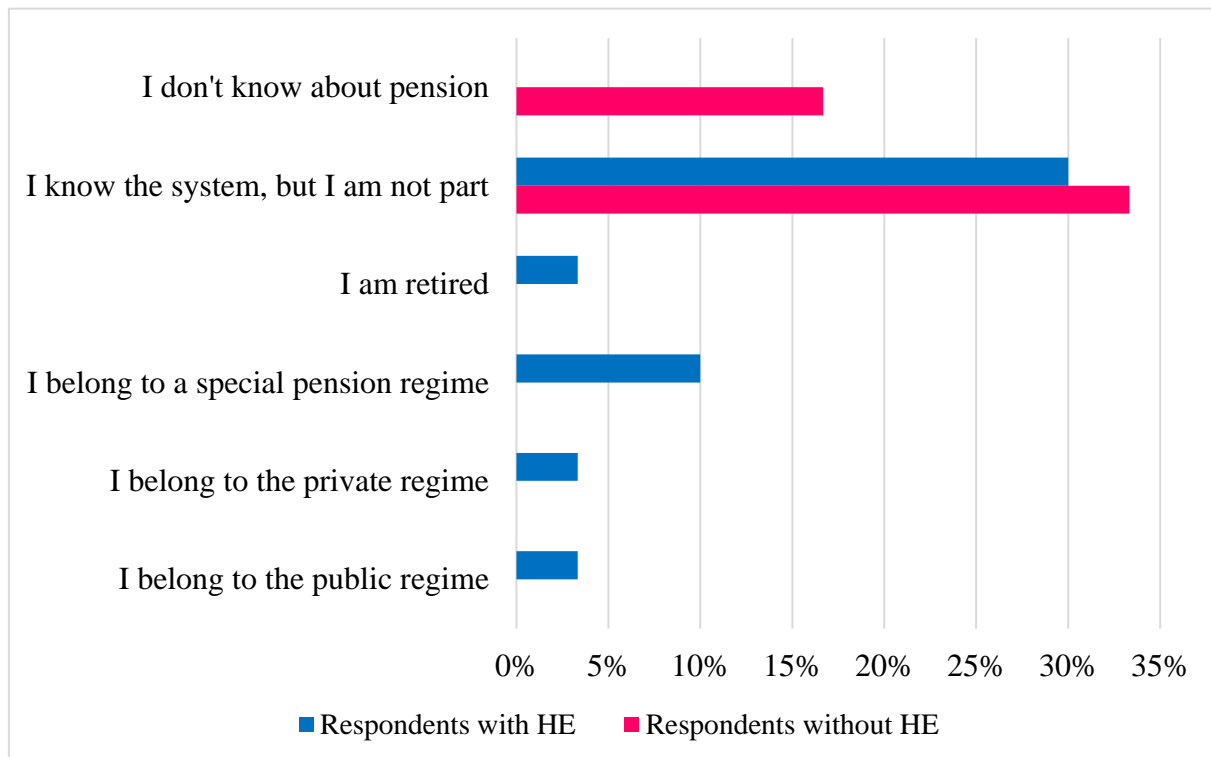




**Figure 10.** Labor Situation of those surveyed

Source: self made

According to the question, what is your outlook regarding the Pension System? (Figure 11), the results show that 66.67% of those surveyed without education do not contribute to any scheme and 33.33% do not know the system. In the sample with access to education, 60% know the concept of the pension system, however, they do not contribute to the pension system, only 6.67% are pensioners, another 6.67% contribute to the private regime, another 6.67% contribute in the public regime and 20% listed in a special regime.

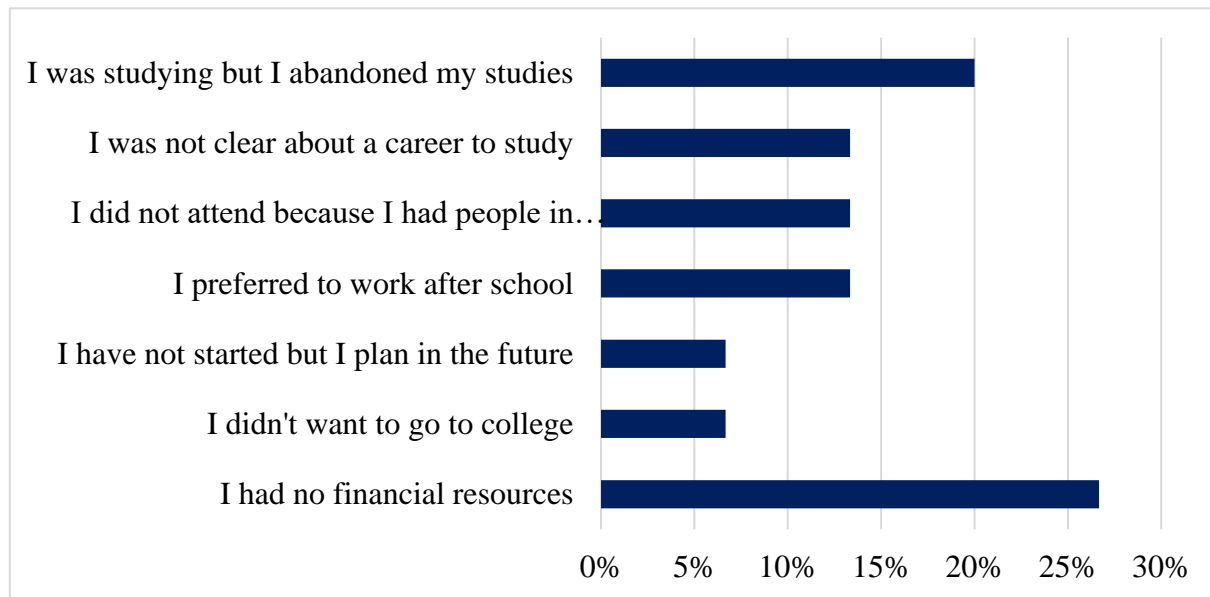


**Figure 11.** Knowledge of the subject of the pension system

Source: self made

Now an analysis is made of the following questions that were only applied in the surveys to people who did access higher education.

Taking into account the question, which phrase best describes the reason why you did not attend a Higher Education Institution (HEI)? (Figure 12), 26.67% indicate that they did not attend for economic reasons, 20% dropped out, 13.33% did not have a clear project to follow after school, another 13.33% did not attend because they had dependents in the home, a 13.33% because they started working immediately after school, 6.67% plan to do so in the future and another 6.67% did not want to attend an IES.

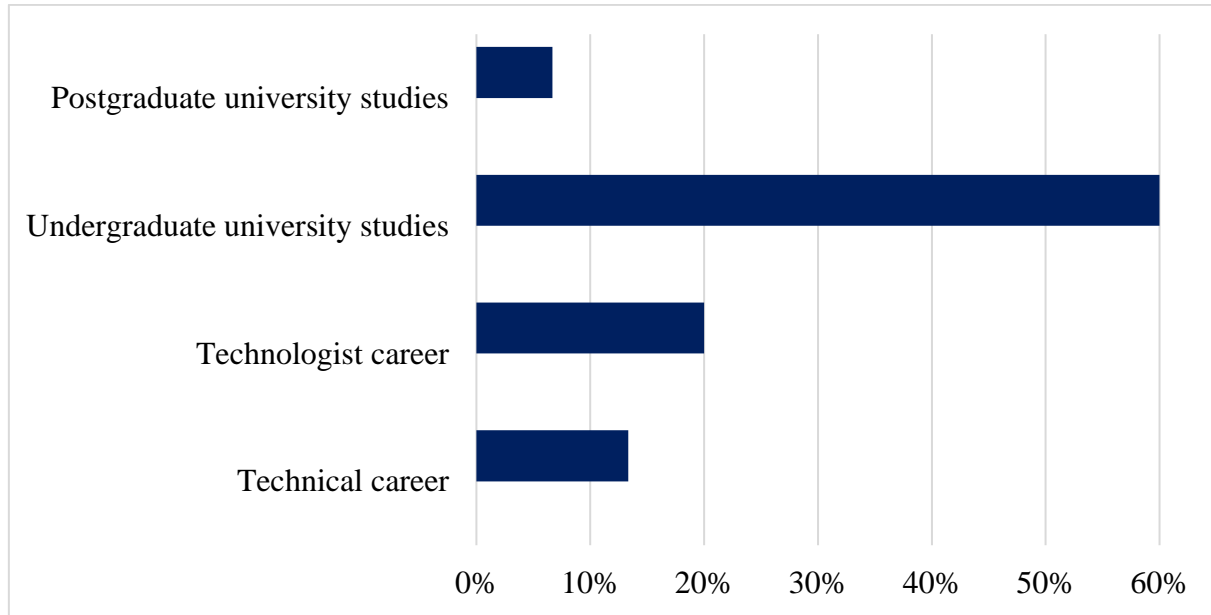


**Figure 12.** Reasons for not accessing Higher Education

Source: self made

Now, questions applied only to the sample with access to higher education are analyzed.

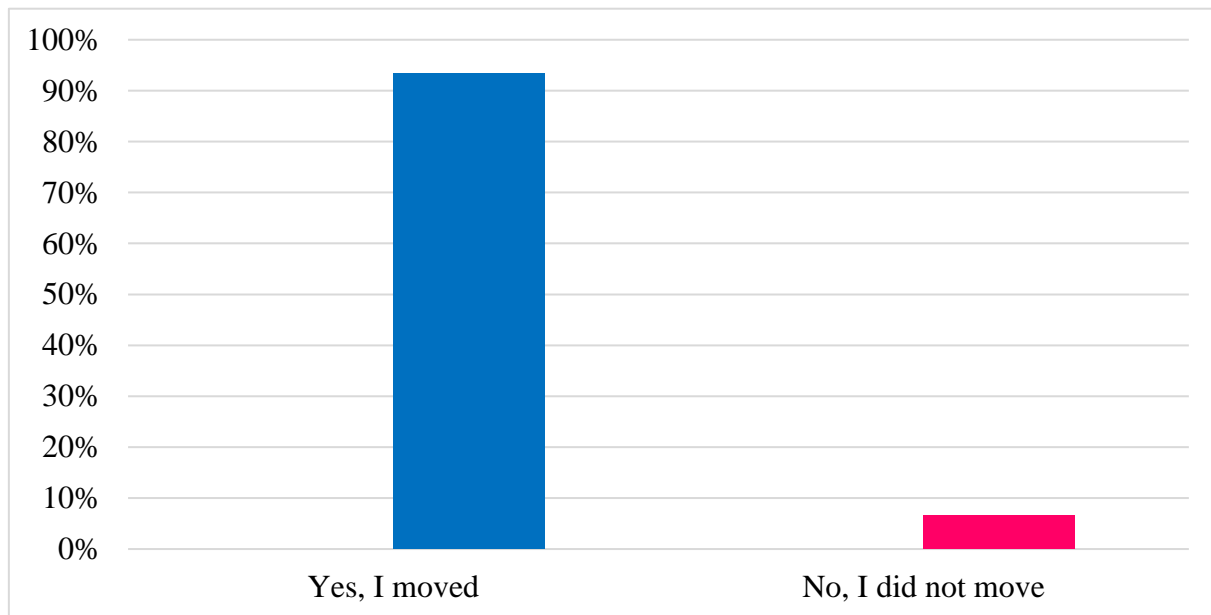
The question, which option best defines your academic situation? (Figure 13), showed as results, that 60% of the respondents with access to higher education, have or are studying a university career, 20% are studying or have already studied a technological career, 13.33% are studying or have studied a technique and only 6.67% are studying or have a postgraduate degree.



**Figure 13.** Current Level/Status of Education

Source: self made

Regarding the question, in order to continue studying after school, did you have to move from the municipality of Coveñas? (Figure 14), 93.33% stated that it was necessary to move from the municipality.



**Figure 14.** Current Level/Status of Education

Source: self made

## **4. ANALYSIS OF RESULTS**

### **4.1. Determination of the factors that influence access to higher education for the inhabitants of Coveñas, Sucre**

At a general level, it can be concluded that one of the factors that most influences access to higher education is the socioeconomic stratum, since it shows that there is a large trend that places people without access to higher education in the socioeconomic stratum. 1, while in stratum 2, there is no predisposition towards one sector or another, and as expected, in stratum 3, most people have access. The area of residence of the individual is also decisive, since the majority of people from rural areas do not have continuity in their studies after finishing high school. The economic factors have been definitive, as is the type of school, since more than half of the sample that graduated from public school did not have access, while in the private school, almost all were able to access. Regarding the academic level of the parents, it can be seen that it has a great influence, because the majority of parents who did not have an education or had it at levels below secondary education, have children who do not have access to higher education. On the other hand, the majority of parents with children with careers at any level of education have at least a bachelor's degree.

It is noteworthy that the gender in this sample did not reveal any behavior or tendency towards either of the two cases, and the age of the sample does not reveal much information either; only, that people over 40 years of age had higher education, while between 30 and 36 years of age there is a small tendency not to access it, and in younger ages, there is no propensity.

It is also notable that the majority of those surveyed without access to education base the lack of economic resources as the cause of this, which is directly related to the socioeconomic factors previously mentioned in this research [12]. Another important fact is that almost all of the respondents with access to education state that they had to move outside the municipality in order to continue their studies and this has to do with the small number of HEIs offered in the municipality. On the other hand, most of the respondents with access to education study or studied a university career, followed by technological careers and then techniques. Lastly, there are postgraduate courses, where there is low participation.

Regarding the labor plan, it is seen that formal jobs are inclined towards people who have access to education. However, more than half of this sector does not have any type of job. Informal work is saturated by people without higher education. And in terms of pensions, there is a strong tendency in both sectors not to contribute to any scheme, despite knowing how the system works. However, a large part of those who did not access education are unaware of the concept. There is a low participation in pensioners and in those who contribute to public and private schemes, but in special schemes a higher participation was obtained than in those mentioned above.

## **5. CONCLUSIONS**

The participation that the inhabitants of Coveñas have had in higher education over time has been low, which goes hand in hand with the low offer of Higher Education Institutions that have existed

in the municipality. This low supply makes it very difficult for an inhabitant of a low socioeconomic level to access this service, since it has been shown in this study that they are the most vulnerable sector, with the socioeconomic factor being the one that most determines whether a high school student manages to continue studying after graduating, and this has been expressed by the study subjects themselves, through the applied survey.

As for gender, this is not a determining factor in whether or not to access higher education. On the other hand, this study has also made it possible to demonstrate that the educational level of the parents is decisive in the possibility of their children accessing higher education. However, the results do not show that studying after school is an impediment, even if the parents had a low educational level.

Taking into account the results obtained, it is important to consider that the relevant government entities take charge of the situation, so that it can be guaranteed that the most vulnerable people in the municipality can access the same academic opportunities as the wealthiest people in the municipality. , this in order to reduce the social and labor gap. Also, it is very important that Higher Education Institutions are endorsed in the municipality, since there are currently very few, which forces people to have to move to another city, meaning a decrease in the possibilities of studying for the people with fewer economic resources.

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