

Academic achievement product of socioeconomic and demographic conditions: LAM CU Texcoco case

Aprovechamiento académico producto de las condiciones socioeconómicas y demográficas: Caso LAM CU Texcoco

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DOI: 10.35429/JLDE.2021.8.5.25.36

Received January, 2021; Accepted June 17, 2021

Abstract

This research was carried out to know the socioeconomic and demographic conditions of the students from the LAM (Management BA) UAEM Texcoco, as well as to recognize their influence in their academic progress. A stratified sample was used and 146 students were selected among them 110 women and 36 men. A survey, to determine their economic and demographic situation was carried out, as well as their academic progress, according to their grade average for each student was evaluated, and finally the relation among such variables was determined. We found that there was no direct relation among the socioeconomic and demographic conditions and the academic progress of the students. Women outstood with a 64.39%. It was also stated that 64.37% of the students family earns between 1 and 3 wages as total month income. The survey also mentions that 34% of surveyed students live in other municipalities of the Mexican State different from Texcoco and from these the 21.23% are from indigenous communities, and another 45.19% receive 300 or 500 pesos per week for their school expenses, and that 62.31% spend about 40 pesos daily in transportation. Distance and time to get to school are not relevant for the student academic progress.

Socioeconomic Conditions, Demographic Conditions, Academic Progress, Income, School Expenses

Resumen

Esta investigación se realizó para conocer las condiciones socioeconómicas y demográficas de los estudiantes de la LAM (Licenciatura en Administración) UAEM Texcoco, así como reconocer su influencia en su progreso académico. Se utilizó un muestreo estratificado y se seleccionaron 146 estudiantes entre ellos 110 mujeres y 36 hombres. Se realizó una encuesta, para determinar su situación económica y demográfica, así como se evaluó su avance académico, de acuerdo a su promedio de calificaciones de cada alumno, y finalmente se determinó la relación entre dichas variables. Se encontró que no existe una relación directa entre las condiciones socioeconómicas y demográficas y el avance académico de los alumnos. Las mujeres destacaron con un 64,39%. También se constató que el 64,37% de las familias de los estudiantes ganan entre 1 y 3 sueldos como ingreso total del mes. La encuesta también menciona que el 34% de los estudiantes encuestados viven en otros municipios del Estado de México diferentes a Texcoco y de estos el 21.23% son de comunidades indígenas, y otro 45.19% recibe 300 o 500 pesos semanales para sus gastos escolares, y que el 62.31% gasta alrededor de 40 pesos diarios en transporte. La distancia y el tiempo para llegar a la escuela no son relevantes para el progreso académico de los estudiantes.

Condiciones socioeconómicas, Condiciones demográficas, Progreso académico, Ingresos, Gastos escolares

Citation: MORENO-VELÁZQUEZ, Iliana & ESPINOSA-TORRES, Luis Enrique. Academic achievement product of socioeconomic and demographic conditions: LAM CU Texcoco case. Journal- Labor and Demographic economic. 2021. 5-8: 25-36

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Introduction

The acquisition of knowledge by individuals is directly related to the conditions or situations that the individual goes through, access to education is also involved. At present, the study of the socioeconomic and demographic conditions that intervene in academic achievement is of vital importance.

Access to education due to the socioeconomic conditions in the country still represents a challenge, the National Survey of Occupation and Employment (ENOE, 2007) indicates that there is still a significant number of children and adolescents between 5 and 17 years of age who do not attend school (about 1.7 million boys and 1.4 million girls). The United Nations International Children's Emergency Fund (UNICEF) estimated for 2013, that of the population aged 6 to 11, national level, still not attending school between 1 and 2% for reasons of agricultural work or due to physical handicaps.

UNICEF in 2013, mentioned that the reality of strong disparities and social exclusion social exclusion in the country is reflected in unequal levels of primary education of coverage in primary education, with significant significant gaps at the preschool level, and fundamentally in and, fundamentally, in secondary and high school education, where a significant proportion of the poor or most vulnerable and many of those who manage to enter the system are unable to those who manage to enter are unable to complete their studies. In addition, there is inequality in the supply of services of the service provided in the different states in rural and in rural and urban areas, as well as in private schools urban areas, as well as in private schools, public schools and within the latter: general, indigenous, community schools, indigenous schools, community education and education for migrants.

These socioeconomic and demographic conditions globally condition access to the educational process, a condition that is not new, but has gained strength over the years.

The problem of disparity in access to education affects all of Mexico and it is logical to interpret that education between each state of the Mexican Republic occurs under different conditions, generating uneven results.

This problem affects the municipality of Texcoco, which is located in the state of Mexico, which is why Table 1 shows that the figures for education in 2011 varied according to the level of study, reflecting that at the preschool, primary and Secondary school retention rates were mostly favored being between 75.00% and 100.00% permanence, while for the high school and undergraduate level they ranged between 86.00% and 99.00% retention.

Ubicación/Nivel	Deserción escolar* (Alumnos)	Índice de Retención (%)
Total	-766.00	100.00
Modalidad Escolarizada	2,031.00	97.52
Preescolar	-192.00	101.97
Preescolar CENDE	0.00	0.00
Preescolar General	-204.00	102.16
Preescolar Indígena	13.00	95.37
Preescolar CONAFE	-1.00	125.00
Primaria	1.00	100.00
Primaria General	-3.00	100.01
Primaria Indígena	2.00	98.98
Primaria CONAFE	2.00	75.00
Secundaria	359.00	97.65
Secundaria General	267.00	97.79
Secundaria Técnica	79.00	96.48
Telesecundaria	13.00	98.64
Media Superior	1,860.00	87.53
Profesional Técnico	80.00	92.09
Bachillerato General	1,413.00	86.72
Bachillerato Tecnológico	367.00	88.76
Educación Superior	3.00	99.97
Licenciatura en educación	3.00	96.30
Licenciatura técnica y universitaria	0.00	100.00
Posgrado universitario y técnico	0.00	100.00

Table 1 Dropout and retention rate in the municipality of Texcoco, State of Mexico, 2011

Within the State of Mexico, in the municipality of Texcoco, the UAEM Texcoco University Center is located, in which the Bachelor of Administration degree is taught; where the socioeconomic and demographic conditions of the student population are uneven and therefore decisive for a good academic development, that is why the relationship between the socioeconomic and demographic conditions with the academic achievement of the students was studied.

General Objective

Determine the socioeconomic and demographic conditions that intervene in the academic achievement of students in the 3rd, 5th and 7th years of the Administration degree at CU UAEM Texcoco.

Specific objectives

- Know family spending among the student population.
- Infer the amount of money given to the and Bachelor of Business Administration students.
- Review the academic records of the students and establish the existing correlation with their income and their academic achievement.
- Establish the correlation between the distance of the home-school journey and academic achievement; the time it takes for students to get to CU UAEM Texcoco, the cost of the trip and its influence on academic achievement.

Hypothesis

The socioeconomic and demographic conditions directly affect the academic achievement of the students of the Bachelor of Administration of the UAEM Texcoco University Center.

Methodology

The present investigation was carried out at the UAEM Texcoco University Center dependent on the Autonomous University of the State of Mexico, taking as study population students in the 3rd, 5th and 7th semesters of the Administration career 4 phases were carried out:

1. Documentary information: It consisted of searching for secondary information in books, magazines, the redalyc system, scielo, among other sources.
2. The method used was cross-sectional, according to Méndez (1993). The independent variables to be evaluated were: family income, daily spending, housing qualities, distance from home to school and vice versa, the time it takes the students to reach their destination and the cost of the trip that the students make daily.

3. The study methodology was based on the statistical information that was collected through a quantitative instrument. The source of statistical information for the study was the socioeconomic characterization survey of students in the 3rd, 5th and 7th semesters of Administration of the CU UAEM Texcoco of the Autonomous University of the State of Mexico.

The survey was conducted from a sample made up of selected students.

For the design of the statistical sample, random stratified sampling was used, which is applied when the population is divided into subpopulations with characteristics of interest, such as: gender, profession, and socioeconomic status, among others; For this, the equation was applied:

$$\bar{x}_{ab} = (W_a * \bar{X}_a) + (W_b * \bar{X}_b) \quad (1)$$

It is assumed that within each population there is homogeneity, although between subpopulations there is heterogeneity. It was determined under a reliability of 95.00% and a maximum permissible error of 10.00%.

The universe of study is the students of the higher level and the study population includes students of both sexes, of 7th, 5th and 3rd semester of the Bachelor of Administration of the CU UAEM Texcoco. 4) For the investigation and collection of the data required for this study, a questionnaire was developed in order to know the socioeconomic and demographic stratum, and the records of the students selected for the study were requested saber and the grado from to academic achievement for each semester of higher level. With the information collected through the questionnaires applied to the students, the information was captured, processed and analyzed through and the ptoquete and statistical *Statistical Package for the Social Sciences* (SPSS) version 15.0, and to Yes from end up the correlations between the association variables.

General features

The Bachelor of Administration has been taught since 1995 at the UAEM Texcoco University Center, for the year 2013 it has a total of 369 students studying.

And Figure 1 shows the distribution of the student population, representing 20.00% the 71 students of the 7th semester, 22.00% the 78 students of the 5th semester, 31.00% the 116 students of the 3rd semester and 27.00% the 104 students of 1st semester. In addition to the above, Table 2 presents the general distribution of men and women in the study population (7th, 5th and 3rd semesters) of LAM, highlighting that the female sex represents 64.39% of the population, placing the male sex with 35.60% in 2013.

Datos	Frecuencia	Porcentaje
Femenino	170.00	64.39
Masculino	94.00	35.60
Total	264.00	100.00

Table 2 Distribution by gender within the degree program in Administration CU UAEM Texcoco, 2013

Based on the above, table 3 presents the total distribution by gender in each semester, showing that in the three semesters there is a constant majority of the female sex, it also shows that the total number of surveys applied to women were 110 and 36 applied to men.

Genero	Semestre	Alumnos	Encuestas
Femenino	7	48	32
Masculino	7	23	8
Femenino	5	50	31
Masculino	5	28	12
Femenino	3	72	47
Masculino	3	43	16
Total		264	146

Table 3 Distribution by gender within the semesters of LAM and surveys conducted, 2013

Table 4 shows the respective percentage of the place of origin of the population studied, it was indicated that 41.07% of the students come from municipalities far from Texcoco and the remaining 58.90% come from the municipalities of Texcoco, Tepetlaoxtoc, Papalotla, Chiconcuac, Chicoloapan, Chiautla and Atenco.

Lugar	Frecuencia	Porcentaje
Distrito Federal	8.00	5.47
Municipios: Texcoco, Tepetlaoxtoc, Papalotla, Chiconcuac, Chicoloapan, Chiautla, Atenco.	86.00	58.90
Otro Municipio del Edo Mex.	50.00	34.24
Otro Estado de la Republica	2.00	1.36
Total	146.00	100.00

Table 4 Place of origin of LAM students, 2013

Table 4 shows the respective percentage of the place of origin of the population studied, indicating that 41.07% of the students come from municipalities far from Texcoco and 58.90%.

The rest comes from the municipalities of Texcoco, Tepetlaoxtoc, Papalotla, Chiconcuac, Chicoloapan, Chiautla and Atenco.

Table 5 shows that the general average of the Bachelor of Administration is 8.60, the averages per semester are 8.50, 8.50 and 8.70 for the 7th, 5th and 3rd semesters respectively and the average of the individuals surveyed is: 8.50 the mode in 7th semester students, 8.60 the mode in 5th semester students and 8.80 the mode in 3rd semester students.

The 7th semester GPA result is due to the fact that 82.00% of the semester is due to the fact that 82.00% of the surveyed population surveyed had an average between 7.90 and 8.90 and 8.90 while 18.00% have an average between 9.00 and 9.30. between 9.00 and 9.30.

In the case of the 5th semester, 62.00% of the surveyed population has an average between 7.90 and 8.90. of the surveyed population has an average between 7.40 and 8.90, which reflects that 38.00% of the remaining 38.00% of the remaining population has an average between 9.00 and 9.60.

In the case of the 3rd semester, the result of the survey showed that 46.00% of the population has an average between 7.50 and 8.90, while 54.00% of the population has an average between 9.00 and 9.70.

Datos	Promedio general	Promedio por semestre	Promedio general de individuos encuestados
Total de la Población	8.60		
7mo semestre		8.50	8.50
5to semestre		8.50	8.60
3er semestre		8.70	8.80

Table 5 Overall average LAM, average by semester and average by individual semester and average by individual respondents, 2013

Social aspects of the students of the Bachelor of Administration

Among the most important social aspects of the students of the career in Administration include:

- Type of dwelling in which they live
- Essential housing services such as: drainage, water and electricity
- Possession of household appliances such as: refrigerator, stove, boiler, television, landline telephone and internet.

The type of housing of LAM students is presented in Table 6 where it was found that 78.08% of the students live in their own home, 9.58% rent the place where they live and 12.34% of the population is paying for their house, living at a borrowed house or in another situation.

Tipos	Frecuencia	Porcentaje
Propia	114.00	78.08
Rentada	14.00	9.58
Se está pagando	9.00	6.16
Está en otra situación	2.00	1.36
Prestada	7.00	4.79
Total	146.00	100.00

Table 6 Type of housing of LAM students, 2013

Basic household services are presented in Table 7, where 100.00% of the population is located as beneficiaries of electricity and water services and 98.64% as beneficiaries of drainage services. From the above, it should be noted that most of the the services available in the homes of LAM students are similar, since most are connected to the public network.

Servicio	Porcentaje de la población	Frecuencia
Con medidor	84.93	124.00
Sin medidor	15.06	22.00
Total luz	100.00	146.00
Red pública, entubada dentro de la casa	86.98	127.00
Red pública, fuera de la vivienda, dentro del terreno	8.90	13.00
Pipa	0.68	1.00
Pozo	3.42	5.00
Total agua	100.00	146.00
Conectado a la red publica	90.41	132.00
Conectado a fosa séptica	6.84	10.00
Conectado a barranca, rio, lago o equivalente	1.36	2.00
No poseen drenaje	1.36	2.00
Total drenaje	100.00	146.00

Table 7 Services: electricity, water and sewage in the homes of LAM students, 2013

For the development of daily activities at home, the presence of devices that facilitate and speed up activities is necessary, for this reason in table 8 the possession of electrical appliances by LAM students is represented, highlighting that 5.4%, 3.42%, 28.76%, 1.36%, 32.87%, 34.93% of the population do not have a refrigerator, stove, boiler, television, fixed telephone and computer, respectively.

Aparato	Porcentaje	Frecuencia
Refrigerador		
Si	94.52	138.00
No	5.47	8.00
Total refrigerador	100.00	146.00
Estufa		
Si	96.57	141.00
No	3.42	5.00
Total estufa	100.00	146.00
Boiler		
Si	71.23	104.00
No	28.76	42.00
Total boiler	100.00	146.00
Televisión		
Si	98.63	144.00
No	1.36	2.00
Total televisión	100.00	146.00
Teléfono fijo		
Si	67.12	98.00
No	32.87	48.00
Total tel. fijo	100.00	146.00
Computadora		
Si	65.06	95.00
No	34.93	51.00
Total computadora	100.00	146.00

Table 8 Ownership of household appliances students of LAM of LAM, 2013

Economic aspects of LAM students

Among the most outstanding economic aspects of the students of the Administration career, the following were investigated:

- Family income level
- Contribution and occupation of the partner of the head of the family to the family income
- Someone else's contribution to family income
- Monthly expense for rent or house payment (as the case may be)
- Spending monthly to the andn to food and/or pantry
- Monthly expense in fuel and/or transportation
- Monthly expense in tuition and supplies
- Monthly spending on recreation
- Oh financial aid from the government
- Weekly amount received by the student for school aspects
- Daily expenditure of the Home-School trajectory and viceversa
- Scholarships (number of scholarship students and type of scholarships)
- Employment situation of the student, contribution of this to the family expense or payment of tuition.

As a first point, the income range of the heads of families of the students surveyed was addressed, this can be seen in table 9, which indicated that 64.37% of the population receives between 1 and 3 minimum wages as total monthly family income. , followed by 17.11% of the population that receives between 4 and 5 minimum wages and showing that only 18.40% exceed 6 monthly minimum wages.

Ingreso	Porcentaje	Frecuencia
Hasta \$ 1,942.00	5.47	8.00
De \$ 1,943.00 a \$ 3,885.00	32.19	47.00
De \$ 3,886.00 a \$ 5,828.00	26.71	39.00
De \$ 5,829.00 a \$ 7,770.00	12.32	18.00
De \$ 7,771.00 a \$ 9,713.00	4.79	7.00
De \$ 9,714.00 a \$ 11,656.00	9.58	14.00
De \$ 11,657.00 a \$ 13,598.00	3.42	5.00
De \$13,599.00 a \$ 15,541.00	4.10	6.00
Más de \$ 15,542.00	1.36	2.00
Total	100.00	146.00

Table 9 Total monthly family income of LAM students, 2013

Regarding the partner of the head of the family in table 10, it was observed that 56.84% do not contribute to the monthly family income and the main occupation is "dedication to the home", it was also highlighted that 14.38% of the partners of the heads of family contribute with 1 minimum wage to the monthly family income, having in second place the occupation of trader.

Lastly, 11.64% contribute 1 or 2 minimum wages to the monthly family income, with the occupation of teacher occupying third place.

Concepto	Porcentaje	Frecuencia
Ingreso mensual de la pareja jefe de familia		
No tiene ingresos	56.84	83.00
Hasta \$ 1,942.00	14.38	21.00
De \$ 1,943.00 a \$ 3,885.00	11.64	17.00
De \$ 3,886.00 a \$ 5,828.00	6.84	10.00
De \$ 5,829.00 a \$ 7,770.00	2.05	3.00
De \$ 7,771.00 a \$ 9,713.00	2.73	4.00
De \$ 9,714.00 a \$ 11,656.00	2.73	4.00
De \$ 11,657.00 a \$ 13,598.00	2.05	3.00
De \$13,599.00 a \$ 15,541.00	0.68	1.00
Más de \$ 15,542.00	0.00	0.00
Total	100.00	146.00
Ocupación de la pareja del jefe de familia		
Profesor	6.16	9.00
Comerciante, vendedor	17.80	26.00
Oficinista	5.01	6.00
Artesano u obrero	4.13	7.00
Trabajador (a) domestica	5.47	8.00
Trabajador agropecuario	0.68	1.00
Pensionado, jubilado	4.11	6.00
No trabaja, se dedica a hogar	56.84	83.00
Total	100.00	146.00

Table 10 Contribution to family income and occupation of the head of household's partner partner of the head of household of LAM students, 2013

Within the family context in the box 11 it was highlighted that 9.58% of the population answered affirmatively to the existence of an extra income to the monthly family expense and it is pointed out that the highest percentage that is perceived as extra is that of 1 minimum wage. It also shows that 90.41% of the population indicated that no one else contributes to the family's monthly income.

Contribución	Porcentaje	Frecuencia
Si	9.58	14.00
No	90.41	132.00
Total	100.00	146.00
Monto		
Nadie más contribuye	89.72	131.00
Hasta \$ 1,942.00	5.47	8.00
De \$ 1,943.00 a \$ 3,885.00	2.73	4.00
De \$ 3,886.00 a \$ 5,828.00	1.36	2.00
De \$ 5,829.00 a \$ 7,770.00	0.68	1.00
Total	100.00	146.00

Table 11 Extra contribution to total monthly family income family income of LAM students, 2013

Its Monthly family expenses for rent or house payment, food, school fees, transportation and recreation are represented in Table 12, combining the most relevant data, for example, 17.10% of the population spends between 1 and 3 minimum wages on rent or payment of house, now the expenditure on food monthly is from 1 to 2 minimum wages according to 64.37% of the population, in the same way 86.29% of the families of the respondents spend from 1 to 2 minimum wages on school fees and supplies , now in the case of fuel and transportation, 91.77% of the population spends 1 to 2 minimum wages on it and finally the survey showed that 41.78% of the families of the students spend 1 minimum wage on recreation monthly.

Gastos	Porcentaje	Frecuencia
Gasto en renta o pago de casa		
Hasta \$ 1,942.00	6.16	9.00
De \$ 1,943.00 a \$ 3,885.00	9.58	14.00
De \$ 3,886.00 a \$ 5,828.00	1.36	2.00
No pagan renta	82.87	121.00
Total	100.00	146.00
Gasto en alimentos		
Hasta \$ 1,942.00	38.35	56.00
De \$ 1,943.00 a \$ 3,885.00	26.02	38.00
De \$ 3,886.00 a \$ 5,828.00	21.91	32.00
De \$ 5,829.00 a \$ 7,770.00	4.79	7.00
De \$ 7,771.00 a \$ 9,713.00	6.16	9.00
De \$ 9,714.00 a \$ 11,656.00	1.36	2.00
De \$ 11,657.00 a \$ 13,598.00	1.36	2.00
Total	100.00	146.00
Gastos en útiles y colegiaturas		
Hasta \$ 1,942.00	65.75	96.00
De \$ 1,943.00 a \$ 3,885.00	20.54	30.00
De \$ 3,886.00 a \$ 5,828.00	4.10	6.00
De \$ 5,829.00 a \$ 7,770.00	4.10	6.00
De \$ 7,771.00 a \$ 9,713.00	2.73	4.00
De \$ 9,714.00 a \$ 11,656.00	1.36	2.00
De \$ 11,657.00 a \$ 13,598.00	1.36	2.00
Total	100.00	146.00
Gastos en combustible y transporte		
Hasta \$ 1,942.00	71.91	105.00
De \$ 1,943.00 a \$ 3,885.00	19.86	29.00
De \$ 3,886.00 a \$ 5,828.00	5.47	8.00
De \$ 5,829.00 a \$ 7,770.00	1.36	2.00
De \$ 7,771.00 a \$ 9,713.00	0.68	1.00
De \$ 9,714.00 a \$ 11,656.00	0.68	1.00
Total	100.00	146.00
Gastos en recreación (cine, comidas, museos, etc.)		
\$0	47.94	70.00
Hasta \$ 1,942.00	41.78	61.00
De \$ 1,943.00 a \$ 3,885.00	5.47	8.00
De \$ 3,886.00 a \$ 5,828.00	2.05	3.00
De \$ 5,829.00 a \$ 7,770.00	0.68	1.00
De \$ 7,771.00 a \$ 9,713.00	1.36	2.00
De \$ 9,714.00 a \$ 11,656.00	0.68	1.00
Total	100.00	146.00

Table 12 Monthly expenses made by LAM students in: rent or house payment, food, school fees, transportation and recreation, 2013

Regarding economic aid from the Government, table 13 shows that only 8.21% of the students surveyed answered stating that they receive government aid, while 91.78% of the remaining students denied being financially supported by the government.

Reciben ayuda por parte del gobierno	Porcentaje	Frecuencia
Si	8.21	12.00
No	91.78	134.00
Total	100.00	146.00

Table 13 Financial aid to LAM students from the government, 2013 by the government, 2013

Table 14 shows the level of income received by students per week for school activities school activities, showing that 40.40% of the of the population is given a weekly amount of between \$100 and \$200 for school between \$100 and \$200 per week for school expenses including transportation, following this range are the students who receive between \$300 and \$500, representing 45.19% of the population from \$300 to \$500, representing 45.19% of the population.

In addition, 62.31% of the students spend an average of \$1 to students spend an average of \$1 to \$40 on their home-school and vice-versa daily, placing 36.97% of the population in a range of daily population in a daily spending range of between \$41 and \$149, showing that between \$41 and \$149, showing that only 0.68% of the population spends more than \$150 of the population exceeds \$150 in daily spending.

Cantidad	Porcentaje	Frecuencia
Monto semanal		
\$100	8.90	13.00
\$200	31.50	46.00
\$300	28.76	42.00
\$500	16.43	24.00
Otra Cantidad	14.38	21.00
Total	100.00	146.00
Gasto diario		
Menos de \$20	10.95	16.00
\$21- \$40	51.36	75.00
\$41 - \$70	32.87	48.00
\$71 - \$100	3.42	5.00
\$101 - \$149	0.68	1.00
Más de \$150	0.68	1.00
Total	100.00	146.00

Table 14 Weekly amount and daily expenditure of LAM students of LAM, 2013

Within the UAEM there are scholarships that are granted to enrolled students according to their situation, average and needs, as well as talks that inform the student of the different scholarships that are granted by the government, in table 15 it is presented the index of possession of scholarships and the most outstanding type of them, showing that 26.02% of the surveyed population does not have any type of scholarship, leaving 73.97% of the remaining population as scholarship holders, of this percentage the type of The most significant scholarship that students have is the institutional scholarship granted by the UAEM in its different modalities (economic, schooling, transportation, single mothers, etc.) representing 43.83%, in second place is the PRONABES government scholarship representing The 26.02% and in last place the scholarships granted by the Federal government represented 4.10%.

Becas	Porcentaje	Frecuencia
Alumnos becados	73.97	108.00
Alumnos no becados	26.02	38.00
Total	100.00	146.00
Tipo de becas		
Institucional	43.83	64.00
Gobierno (PRONABES)	26.02	38.00
Gobierno (Federal)	4.10	6.00
No tengo ninguna	26.02	38.00
Total	100.00	146.00

Table 15 Scholarships in LAM students (number and type), 2013

Table 16 shows the employment situation of the students, placing 25.34% within the employment and student profile, leaving 74.65% of the surveyed population as individuals who dedicate themselves to study and therefore do not obtain their own income to pay their tuition. , on the other hand, 14.38% of working students contribute to family spending, while the remaining 10.95% of working students pay tuition from their salary.

Trabaja	Porcentaje	Frecuencia
Si	25.34	37.00
No	74.65	109.00
Total	100.00	146.00
Contribución al gasto familiar		
Si, contribuye al gasto familiar	14.38	21.00
No, gasta el salario en sus necesidades	10.95	16.00
No percibe ingresos	74.65	109.00
Total	100.00	146.00
Pago de colegiatura		
Si paga su colegiatura	15.75	23.00
No paga su colegiatura	9.58	14.00
No paga porque no tiene ingresos	74.65	109.00
Total	100.00	146.00

Table 16 Employment status of LAM students, 2013

Demographics of LAM students

With respect to the demographics of the population of the Bachelor of Administration, the most relevant aspects to be discussed are:

- Origin
- Indigenous communities
- Travel time Home-School
- Kilometers traveled
- Car accidents on the home-school home-school commute
- Assaults and/or insecurity on the home-school route and viceversa home-school and vice versa
- Transportation used to go to school school

Regarding the origin of the surveyed population, Figure 2 shows that 59.00% of the students come from the municipalities near the Autonomous University of the State of Mexico, followed by 34.00% who come from another municipality in the State of Mexico, leaving 6.00% as coming from the Federal District and finally 1.00% representing students who come from other states of the republic. Regarding the origin of students from indigenous communities, table 17 indicates that 21.23% of them answered affirmatively, indicating that they are members of an indigenous community.

This places 78.76% of the remaining population that answered negatively outside the population that answered in the negative outside indigenous communities.

Alumno procedente de comunidad indígena	Porcentaje	Frecuencia
Si	21.23	31.00
No	78.76	115.00
Total	100.00	146.00

Table 17 LAM students from indigenous communities, 2013

Table 18 measured the journey that the students made in time and kilometers to go to school. The above indicated that 55.47% of the students take between 30 minutes and 1 hour to get to school and 21.91% take up to 2 hours to get there, in addition to the above, it was noted that 69.17% of the population travels from 5 to 19 kilometers from his home to CU UAEM Texcoco. It was also mentioned that 30.82% of the remaining population travels more than 20 kilometers, taking between 1:30 and 2:00 hours.

Tiempo (Horas)	Porcentaje	Frecuencia
Menos de 0.5	22.60	33.00
0.5 - 1	55.47	81.00
1.5 - 2	21.91	32.00
Total	100.00	146.00
Kilómetros		
5 o menos	26.71	39.00
De 10 a 19	42.46	62.00
Más de 20	30.82	45.00
Total	100.00	146.00

Table 18 Time and kilometers traveled in the commute LAM students' home-school, 2013

In addition to the daily commute of the students, situations such as accidents, assaults or insecurity occur within the students' journey, which is why Table 19 shows that 81.43% of the students have encountered or witnessed a car accident on their journey. from home to school and that 42.44% of the students surveyed have been victims of an assault and/or insecurity during the same journey.

Situación	Porcentaje	Frecuencia
Accidentes		
Todos los días	1.36	2.00
1 vez a la semana	26.02	38.00
3 veces al mes	28.08	41.00
2 veces al año	27.39	40.00
Nunca	17.12	25.00
Total	100.00	146.00
Asalto y/o inseguridad		
2 veces	33.56	49.00
4 veces	5.47	8.00
6 veces	2.73	4.00
Más de 10 veces	0.68	1.00
Nunca	57.53	84.00
Total	100.00	146.00

Table 19 Accidents, assaults and/or insecurity during the home-to-school Home-School commute of LAM students, 2013

As a last point, the type of transport by which the students go to the university center was investigated, considering public transport, their own car, motorcycle and on foot as possible options, indicating in table 20 that 94.52% of the population travels from their home to school by public transport, leaving in second place 3.42% of the students who travel by their own car, followed by 1.36% of the students who travel on foot to the CU UAEM Texcoco, placing 0.68% of the remaining population as motorcyclists.

Medio	Porcentaje	Frecuencia
Transporte publico	94.52	138.00
Carro propio	3.42	5.00
Moto	0.68	1.00
Caminando	1.36	2.00
Total	100.00	146.00

Table 20 Means of transportation of LAM students, 2013

Mcorrelation matrix

For the present study, the following correlations were taken into account:

- Correlation between income and average of LAM students from CU Texcoco
- Correlation of the distance of the home-school journey and vice versa, the time it takes for students to get to school, and the cost of the daily home-school trip of the LAM students of the CU UAEM Texcoco.

Table 21 shows that there is a negative correlation of -0.16 between income and the average and that this correlation has a significance of 4.00%, which indicated that while income increases a range in salary, the average decreases 0.16 tenths.

Dato	Correlación	Ingreso	Promedio
Ingreso	Correlación de Pearson	1.00	-0.16
	Sig. (bilateral)		0.04
	N	146.00	146.00
Promedio	Correlación de Pearson	-0.16	1.00
	Sig. (bilateral)	0.04	
	N	146.00	146.00

Table 21 Correlation of the income and average of the LAM students, 2013

Table 22 shows that the correlation between the distance of the home-school route and the student's average is negative and they are not directly related since it has a significance of 6.90% and therefore it is not decisive for a good academic achievement.

Dato	Correlación	Promedio	Distancia (km)
Promedio	Correlación de Pearson	1.00	-0.03
	Sig. (bilateral)		0.69
	N	146.00	146.00
Distancia (km)	Correlación de Pearson	-0.03	1.00
	Sig. (bilateral)	0.69	
	N	146.00	146.00

Table 22 Correlation between the distance of the home-school and the average number of LAM students, 2013

Table 23 indicates that the correlation between the average and the cost of the home-school journey of the LAM students of the CU UAEM Texcoco is not decisive for good academic achievement since it represents 9.80% significance.

Dato	Correlación	Promedio	Costo del trayecto hogar-escuela
Promedio	Correlación de Pearson	1.00	0.00
	Sig. (bilateral)		0.98
	N	146.00	146.00
Costo del trayecto hogar-escuela	Correlación de Pearson	0.00	1.00
	Sig. (bilateral)	0.98	
	N	146.00	146.00

Table 23 Correlation between the average and the cost of the home-to-school home-school journey of LAM students, 2013

Table 24 shows that the correlation between the time it takes for students to get to school and the average is not decisive for good academic achievement, since it has a significance of 6.60%.

Dato	Correlación	Promedio	Tiempo que tarda el alumno en llegar a la escuela
Promedio	Correlación de Pearson	1.00	0.03
	Sig. (bilateral) N	146.00	146.00
Tiempo que tarda el alumno en llegar a la escuela	Correlación de Pearson	0.03	1.00
	Sig. (bilateral) N	0.66 146.00	146.00

Table 24 Correlation between the time it takes a student to get to school and his or her GPA, 2013.

Conclusions

The following is concluded from this investigation:

1. These socioeconomic and demographic conditions do not determine the academic achievement of the students of the degree in Administration of the CU UAEM Texcoco.
2. Among the surveyed population there is a similar family expenditure, represented by 64.37% of the population that receives between 1 and 3 monthly minimum wages.
3. That 45.19% of the students received a weekly amount for school expenses of \$300 to \$500, followed by 40.40% allocated between \$100 and \$200 and the remaining 14.38% allocated an amount greater than \$500, in addition to this it was discovered that 73.97% of the student population receives some type of scholarship to support educational expenses.
4. The correlation between the variables of higher income and academic achievement are negative and have a significance of 4.00%, therefore, the higher the income, the average decreases.
5. The correlation between the variables of distance, time, cost and academic achievement was not decisive for a good academic result since 6.90%, 6.60% and 9.80% of significance were obtained, respectively.

6. Therefore, the hypothesis that academic achievement is the product of socioeconomic and demographic conditions of LAM students from CU UAEM Texcoco is rejected.

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