

FOLLOW-UP TO GRADUATES OF THE BACHELOR'S DEGREE IN PSYCHOLOGY OF THE METROPOLITAN UNIVERSITY (Cohorts 2014 - 2021)

MONITORING GRADUATES OF BACHELOR'S DEGREE IN PSY- CHOLOGY FROM DE METROPOLITAN UNIVERSITY (Cohorts 2014-2021)

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SUMMARY

The Bachelor's Degree in Psychology at the Universidad Metropolitana began in 2004 with a 5-year semester program. In 2010, under a general academic reform of the entire undergraduate program, it became a 4-year quarterly program. The research consisted in describing the academic, work and professional trajectory of Psychology graduates with the new program, inquiring about their perception of the new training received and gathering the opinion of employers on their work competencies. This was a descriptive field study with 102 graduates who were administered a 44-question questionnaire and 5 employers who were given a semi-structured interview. Among the most important results, it is worth mentioning that 90% of the graduates entered the labor market within 6 months, with a preference for areas such as: education, health, education, and social security.

The majority of the students are currently working, 90% are working, 70% continue to study professional and postgraduate courses and 50% have emigrated to different countries abroad. They express satisfaction with the training received, have accepted the quarterly mode and virtualization, although they do not consider it suitable for all subjects. They recommend greater connection of the subjects to the labor world as well as extending the professional internships. Employers show high levels of satisfaction with these graduates, highlighting their openness to lifelong learning, innovation, ability to work in teams and technological skills; however, they recommend emphasizing other managerial, administrative and leadership competencies in the curriculum.

Key words: Graduates, Psychology, Professional follow-up



ABSTRACT

Universidad Metropolitana began offering the 5-year Bachelor's degree in Psychology in 2004, under a semester system. In 2010 the university underwent an organizational academic reform, shifting to a 4-year, trimester system. The research consisted of describing the academic and professional trajectory of graduates of the school of Psychology who studied under the 4-year, trimester system, exploring their perception about the quality of their education, and gathering employer's opinions of their professional competencies. This was a descriptive field study of 102 alumni who answered a questionnaire with 44 questions, as well as 5 employers who participated in a semi-structured interview. Relevant results to highlight: 70% of the alumni were hired within the first 6 months after graduation, mostly in the areas of Organizational and Clinical Psychology, 90% of the alumni are currently working, 70% are currently pursuing graduate studies or specialization courses, and 50% of the participants have emigrated. The participants expressed satisfaction with the quality of their education, they have accepted the trimester system and online classes, even though they consider that online instruction is not appropriate for some classes. They suggest that there be a stronger focus on post-graduate work skills, as well as extending clinical placements. Employers show high levels of satisfaction with the graduates, they point out that they are always willing to learn, innovative, team players, and tech-savvy, however, they recommend reinforcing other competencies, such as managerial, administrative, and leadership.

Key words: Psychology Graduates, Professional trajectory

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INTRODUCTION

Conducting follow-up studies of graduates during their first years as professionals allows the university to measure whether the objectives and goals it wishes to achieve being met. Palloroso & Rondón (2019), state that this type of research should be taken into account in institutional planning to determine areas for improvement, according to the results obtained in each study.

For studies with graduates to be productive and controllable, they must be part of institutional planning and not be centralized in a unit outside the admission, academic performance and graduation of students, nor be carried out only in response to market strategies or legal requirements (Lopera, 2005; cited in Palloroso & Rondón, 2019, para. 1).

Initially, the Bachelor's Degree Program in Psychology was designed with a semester mode of study and a duration of 5 years, like the rest of the degree programs offered at the Universidad Metropolitana. According to the authors cited above, in 2013 a first follow-up study was conducted on 106 graduates of the Bachelor's Degree in Psychology who completed their studies between 2004 and 2012. Among the most important conclusions we can cite:

... most of the graduates of the Bachelor's Degree in Psychology are women, young and single; 80% of the graduates are currently working and found employment quickly, in a period of 0-3 months, the field of organizational psychology absorbs with preference the graduates and those who continue postgraduate studies do so mostly in the clinical area. They are satisfied with the training provided at UNIMET, but demand more balance in the professional generalist training, since they consider themselves more prepared in the clinical area with respect to the other areas of application (educational, organizational and social), they also require more training in psychological assessment techniques and tests and more time to execute their professional practices (Di Girónimo & Martínez. 2013. p. xi). (Di Girónimo & Martínez. 2013. p. xi).

However, since the academic reform implemented in 2010, the study regime became quarterly, with a duration of 4 years for all careers (Universidad Metropolitana, 2009). It is important to note that, since this adjustment of the curriculum in 2010, which required a reorganization of all subjects, eliminating some, dividing others and updating their contents, no other follow-up study of the graduates of this career has been carried out.

According to the Metropolitan University Deans Committee (2009), the 2010 Academic Reform Project was based on the need to strengthen the educational model and maintain the vanguard position that characterizes the Metropolitan University. The new curricular structure follows global guidelines, and seeks to take full advantage of the privileges of the modern world, combining face-to-face and virtual education. In addition, it seeks to strengthen the competency-based training model, starting with a basic leveling cycle so that students are at a similar level of basic training when they begin their university studies.

Regarding the new educational model, Bello (2020), cites document from the Academic Vice Rectorate (2016x), which expresses:

Our educational model is positioned under a psycho-educational perspective of the learning process, which is none other than constructivism, where students are conceived as active participants and teachers as mediators of the teaching and learning process, where it is meaningful for everyone. Therefore, the student is an active constructor who brings his experiences and knowledge that enable him to establish productive associations that allow him to transform reality. This conception makes it possible to visualize a holistic formative process, which attends to the promotion of the synergy between the cognitive, affective and procedural aspects, and naturally allows for the development and strengthening of values during the process (p.2 and 3).

This new model contemplates seven transversal axes or macro competencies that every UNIMET graduate must develop, which are: linguistic expression, mastery of the cultural context, development of thinking and instrumental skills, information management, cultivation of personal dimensions and management of relationships with others, entrepreneurship and social responsibility. It is important to highlight that the careers offered by UNIMET are designed under a model of development of generic and specific competencies that all graduates must possess. The 22 generic competencies are: Communication skills, Problem solving, Decision making, Critical thinking, Innovation, ICT management, Entrepreneurship, Self-esteem, Teamwork, Information management, Leadership, Proficiency in a second language, Achievement motivation, Learning autonomy, Negotiation, Civic commitment, Proactivity, Valuing physical activity for health, Effective social interaction, Aesthetic sensitivity, Location in time and space, Social sensitivity.

Likewise, the curricular design of the Bachelor's degree program in Psychology promotes the following specific core competencies: Design and apply learning experiments,

observe developmental changes, identify developmental alterations, identify the biological substrate of behavior, analyze models in the study of cognition and personality, design and validate psychometric tests, select psychological assessment techniques and instruments, apply psychological techniques and tests, correct, analyze and interpret psychological tests, identify and analyze psychological disorders, interpret and analyze the social environment of behavior, analyze and apply paradigmatic research, quantitative and qualitative models of work organization and their impact on the individual. Finally, graduates must have developed 7 professional competencies: apply and interpret psychodiagnostic methods, clinically understand psychological disorders, diagnose, intervene and evaluate group and community behaviors, diagnose, intervene and evaluate individual and group behaviors in organizational and business contexts, diagnose, intervene and evaluate individual and group behaviors in educational contexts, study and promote prevention campaigns in physical and psychological health, practice psychological accompaniment to the chronically ill and their families (Franklin de Martínez, 2005).

For all of the above reasons, it was relevant to implement a second follow-up and evaluation study of the graduates of the Bachelor's Degree in Psychology at UNIMET after the academic reform of 2010, under the new study regime and curricular redesign based on the development of basic, specific and professional competencies, as described above

OBJECTIVES

The research objectives were as follows:

- To describe the academic and work trajectory and continuity of professional training of graduates of the Bachelor's Degree in Psychology at UNIMET in quarterly study mode and duration of 4 years, between the years 2014 - 2021.
- To describe the perception of these graduates regarding the professional training received at UNIMET and in relation to their labor insertion and performance.
- Describe the opinion of employers of these graduates regarding their professional training and job skills.

METHOD

The central focus of the research was quantitative, since it was intended to characterize and quantify the student and professional trajectory and degree of satisfaction of the graduates of

the Bachelor's Degree in Psychology at UNIMET (cohorts 2014-2021) who studied the degree in quarterly mode with a curriculum distributed in 4 years.

According to the objectives, it had a descriptive scope, which, according to Hernández, et al. (2014), "Seeks to specify important properties and characteristics of any phenomenon being analyzed. It describes tendencies of a group or population." (p. 92). More specifically it was defined as a descriptive field study. This type of study is generally carried out in the first steps of an investigation, with the intention of obtaining patterns in the phenomenon being studied, to then describe the associations between variables and generate possible hypotheses, all this without establishing cause-effect relationships (Casas et al. 2003).

The design was non-experimental, since the researcher did not control or manipulate the variables of the study, and was limited to knowing and describing variables that characterize the study subjects (Kerlinger & Lee, 2002). Likewise, the study design was cross-sectional because it involved the collection of the data to be analyzed at a single point in time (Hernández et al., 2014).

The population on which this research focused consisted of 594 graduates in Psychology from the Universidad Metropolitana who graduated between 2014 and 2021, whose data and contact information were requested from the General Secretariat and the Undergraduate Office of UNIMET. Initially, a communication was sent to these graduates via e-mail and social networks, announcing the purpose of the study and asking them to sign an informed consent to participate in it. Once their response and commitment was obtained, the final data collection instrument for the study was sent to them. The sample consisted of 102 graduates who agreed to participate in the research by completing a survey. This sample is considered non-probabilistic, intentional and voluntary; according to the criteria of Hernández, et al. (2010), "In non-probabilistic samples, the choice of the elements does not depend on probability, but on causes related to the characteristics of the research or of the person making the sample" (p. 176).

The survey was used as a data collection technique, defined by Arias (2006) "as the technique that aims to obtain information provided by a group or sample of subjects about themselves or in relation to a particular topic (p.67). For the graduates, a questionnaire-type instrument developed in previous follow-up studies by Di Girónimo & Martínez (2013) was applied, which was revised, expanded and adapted to Google Forms format, to be sent via e-mail and answered individually and self-administered. It included 44 questions, most of which were closed-ended and multiple choice for ease of coding. A few other questions were completion questions, where the graduate could write what was requested, and finally two open-ended questions where the graduate expressed his or her opinion. Prior to its application, the questionnaire was submitted for validation by three experts from the methodological area of the Department of Behavioral Sciences of UNIMET. Once the questionnaires were obtained, the answers were codified in Excel format and their content was analyzed with descriptive

statistics, except for the open questions where a quantitative content analysis was performed. Information was obtained about the current employment of most of the graduates, which facilitated contacting five employers from different fields of application of Psychology who were interviewed using a semi-structured interview script, designed by Di Girónimo & Martínez (2013) which was updated in order to know their opinion about the psychologists graduated from unimetanos since 2014, in terms of their professional performance and the training received, compared to psychologists graduated from other universities. The interview script consisted of 10 open-ended questions and a 9-item estimation scale added in this new version on graduate competencies. Once selected, employers were contacted via e-mail or telephone to arrange an interview session via Google Meet or WhatsApp, which were recorded with their consent. Responses to open-ended questions were subsequently coded for descriptive quantitative content analysis. The privacy of all participants was protected at all times.

RESULTS AND DISCUSSION

The sample of 102 graduates was comprised of 86 women (85%) and 16 men (15%), a proportion quite similar to that studied by Cuevas (2007) with graduates of psychology programs in Mexico, where 83% were female, 11% male and 5% preferred not to answer the question. The average age of the unimetanos graduates studied was 30 years old, 70% were single, 50% resided in Venezuela and 50% abroad (distributed in 17 countries, preferably Argentina, Spain, Mexico and Chile). The latter may be related to what was stated by Domínguez (2020), who says that many Venezuelans currently graduating from university choose to emigrate, due to the crisis that the country has been going through for several years, which generates uncertainty and a feeling of instability. In addition, it is likely that countries such as Argentina and Spain, due to the ease of the language as well as being more open and flexible countries to homologate this professional degree, have given them greater opportunities to work or continue their professional studies.

In terms of academic trajectory, about 70% of the sample entered UNIMET through the placement test (PDU), and obtained an average academic performance between 14 and 15 points. However, only 27% managed to complete their degree in 4 years and 50% required between 5 and 6 years. This seems to indicate that the majority of UNIMET psychology students require 5 years or more to graduate, as with the initial 5-year curriculum (School of Psychology, 2009) and that the third part of the graduates surveyed who managed to finish in 4 years probably had the economic possibility of taking all the subjects scheduled in each term and good performance with the new curricula implemented after the academic reform. The few who have managed to finish in 3 years are due to the fact that they were admitted by transfer with recognition of subjects.

Table 1, Time to obtain the Bachelor's Degree in Psychology at Unimet

Years	Frequency	Percentage
3	3	3.0%
4	28	27.4%
5	32	31.3%
6	19	18.6%
7	10	9.8%
8	5	4.9%
9	3	3.0%
12	1	1.0%
14	1	1.0%

Source: Own elaboration

In reference to the labor and professional trajectory of the graduates of the sample, 90% managed to be employed in different professional fields of Psychology in a period of less than 6 months. They perceive that the personal characteristics of sympathy, attitude and appearance seem to be the most influential in obtaining employment; followed by the acceptance of the career in the labor market and the coincidence of the career with the needs of the company. Gender, age and marital status seem to be of little relevance. The area of greatest employability is Organizational Psychology, a result quite similar to that obtained by Di Girónimo and Martínez (2013) in the first follow-up study conducted with UNIMET Psychology graduates, where the organizational labor area also stands out, but to a lesser extent. This may be due in part to the fact that when students complete the organizational professional practice they are easily attracted by medium and large companies to continue their work as professionals, unlike the clinical area, which requires a higher level of specialization and postgraduate studies; and the educational area, where there seems to be less demand. At the time of this research, 90% of the sample was working. Although the average monthly salary for the majority is less than \$1000, and only 25% report earning more than \$1000 dollars per month. As a comparison, the average monthly salary of a psychologist in Spain is between \$1000 and\$ 1500, in Argentina between\$ 1600 and\$ 1900 and in developed countries such as the USA up to\$ 4500 (Castillero, 2022). Seventy percent of the sample reported the completion of professional improvement and postgraduate studies, which shows that continuing education, promoted as an important value at UNIMET, has borne fruit.

Figure 1. Areas of current employment psychology



Graph 2. Professional improvement and postgraduate studies



The graduates expressed that the most demanded requirements for their current job are soft or attitudinal skills: technological skills, teamwork to plan and make decisions, openness to lifelong learning, followed by general knowledge of psychology and specific knowledge in terms of diagnosis, assessment and intervention, administrative management skills, to lead and coordinate, and command of the English language.

Sixty percent of these graduates considered that the psychology curriculum prepared them well to work with other professionals, to continue directly to graduate studies, to develop independently and to be able to opt for jobs in different professional areas. In their opinion, the psychology subjects in the curriculum have a high emphasis on basic training in psychology, in different theoretical approaches to psychology, in different methodological paradigms research, in developing skills for psychological and neuropsychological assessment, skills to diagnose, evaluate and perform interventions in the clinical and health areas. However, they consider that the curriculum subjects have a medium or moderate emphasis on knowledge and skills to

diagnose, evaluate and intervene in other areas such as educational, organizational and social psychology. They suggest some recommendations to improve the training of psychologists at Unimet.

Table 2. Suggestions from graduates to improve psychologist training at UNIMET

Recommendations	F
To deepen other therapeutic approaches to clinical intervention and neurodevelopmental assessment.	15
Update the curriculum, include other areas of application of psychology (e.g. consumer psychology, marketing, management and finance).	15
Greater emphasis on professional internships, increasing the time of their realization.	8
Offering more psychology electives, a greater variety of diploma programs and graduate studies.	8
Provide equal training emphasis to all professional areas of psychology.	7
Adapt subjects more closely to training for the world of work.	7
Provide greater emphasis on statistics, psychometrics and research methods.	4
To deepen content in organizational, educational and research areas.	4

The graduates in the sample made important comments about the quarterly mode of study and the virtual nature of some subjects.

To complement the follow-up study, five employers from different areas of application of psychology (clinical, educational, organizational and social) were interviewed to explore their perception of the training and labor market insertion of UNIMET Psychology graduates (last 7 years). The following is a summary of each one's opinion.

Employer 1. Expresses that if all his expectations have been met, psychology graduates from UNIMET have a high level of training and considers that since approximately 2012 the clinical area has been significantly strengthened. However, he is of the opinion that they are less focused on a clinical medical model than graduates from other houses of study that train psychologists. The most outstanding skills of the Unimetano psychologist are: the growth and improvement they have had in psychodiagnosis and psychosocial because they have become more aware and are more active in social organizations and community support.

Employer 2. Expresses that the most outstanding skills that graduates have contributed to his institution are: adaptability and technological facility, the ability to see problems from another perspective and to propose solutions that are not easy for others to see, and considers that this is due to the generalist training in psychology, complemented with entrepreneurship and basic cycle

Table 3. Perception on quarterly modality

Opinion on the quarterly mode	F
Does not allow to go deeper into the content	31
Excellent	20
Good	17
Some subjects require more time	11
Adapts to the demands of today's world	9
Teaches organization and planning	5
Everything is fast and you learn better	4
It is not advisable to	3
It has both positive and negative aspects	2
Total	102

Table 4. Perception of Virtuality

Opinion on the virtualization of subjects	F
Excellent	26
Useful only in some subjects	21
Not functional due to country problems	19
Teaching and learning strategies and virtual classrooms should be improved.	12
Adapts to the modern world, demands more responsibility and better time management	9
Neutral - indifferent	7
Human contact is lost	6
Broadens access to more students	2
Total	102

subjects provided by UNIMET. On the other hand, he states that the main weakness he observes in psychology graduates from UNIMET is that many of them open social networks after graduating, call themselves specialists in some areas and open clinics without having the necessary studies to do so. The Ucabist psychologist has greater depth in paradigmatic knowledge, while the psychologists from UNIMET focus more on solving the things they face and on researching to solve and know the usefulness of what they are facing.

Employer 3. The most outstanding skills that these graduates have contributed to the institution are: adaptability, critical vision of social reality, leadership and discipline. He also expresses that he has noticed some resistance to other visions and theoretical constructs of psychology, however, he considers that Unimetano psychologists are among the first ranked in the country, and that their adaptive capacity allows them to be successful in the labor field.

Employer 4. Considers that the most outstanding skills of the Unimetano psychologist are: technological skills for the management of workshops, presentations and work with children. He does not consider that they have any weaknesses or areas for improvement. He also comments that Unimetano psychologists are positioned among the best, because they have a lot of knowledge of the evolutionary development of children, in addition to handling many strategies and tools to address issues of interest in educational institutions such as frustration, fear, divorce, among others.

Employer 5. It is of the opinion that the expectations of these graduates have been met. The most outstanding skills of the Unimetano psychologist are: ability to organize, analyze and characterize data, in addition to having a very complete vision of the impact of the family climate on

the students they serve. However, he considers that there is room for improvement in the study plan related to the management area, to focus the training a little more so that it is not so general, and to broaden the participation of students in areas of research and organizational psychology.

Below is a summary table of some of the general competencies observed by the five employers interviewed, with the level of development appreciated, where 1= Very little, 2= Little, 3= Somewhat, 4= Quite a lot and 5= Completely

**Level of development of some competencies perceived by the employer
of the Unimetano psychologist.**

Competencies	1	2	3	4	5
Skills to use technology in learning processes.					X
Planning and organizational skills in research					X
Communication and interaction skills, empathy and respect for the other's perspective, and strong ethical principles.				X	
Flexible attitude, openness to diversity and adaptation to changes and uncertainty scenarios.				X	
Handling of tools and techniques, and their appropriate use in different contexts.					X
Analytical and interpretative skills to generate knowledge from data					X
Initiative, entrepreneurship and commitment in social capital programs.				X	
Ability to lead, inspire and work effectively in institutional and business contexts.				X	
Ability to reflect on lifelong learning actions				X	

CONCLUSIONS

Through the present research, an approximation to the academic and labor profile of the UNIMET Psychology graduate was achieved by collecting data on the academic trajectory, continuation of studies, professional insertion and labor trajectory of 102 graduates of the Bachelor's Degree in Psychology between 2014 and 2021, that is, graduates who studied the Bachelor's Degree in Psychology after the academic reform of 2010, with a new curriculum in trimester mode and duration of four years.

Regarding the quarterly curriculum, the graduates in the sample are moderately satisfied, commenting that it adapts to today's globalized world and allows them to better plan and organize their time, although they recognize limitations to deepen their knowledge of the contents. Regarding the introduction of virtuality, more accentuated as a result of the COVID 19 pandemic, it has also been appreciated by these graduates, especially by those who work and share with their families, although they consider that it is a modality that is not suitable for all subjects and that it can be improved in terms of strategies and learning environments.

As for the duration of the four-year degree program, only 27% of the graduates studied completed the Bachelor's Degree in Psychology in this period, which indicates that the majority of students in this program require more time to complete it and achieve it between 5 and 6 years, as may occur in similar programs in other national universities.

It is important to highlight that 72% of these graduates have pursued postgraduate studies in a variety of postgraduate programs, both in Venezuela and abroad, which shows that the continuing education valued at UNIMET, and the need to deepen in different areas of the profession, has motivated them to be more competitive professionals. Unfortunately, the difficult reality that has been experienced in Venezuela in recent years, such as the deterioration in the quality of life, lack of better job opportunities and fair wages for university professionals, has caused 50% of the sample studied to emigrate to different countries, where in several of them such as Argentina, Spain, Chile, Mexico, have recognized their level of education and probably have provided them with greater facilities to homologate their degree and to work in the area as professionals.

In reference to their work experience, about half of the respondents had some job during their undergraduate studies, quite related to this career and through which they acquired experience while helping their family to cover expenses; but once they obtained their degree in psychology, most of them have been quickly inserted in the labor field, for example, 55% of the sample managed to get a job in a period of less than 3 months after graduating from the university. At the time of the study, 90% of the sample is working. This means that psychologists are still needed in Venezuela, but their work and salaries need to be more competitive in relation to what the same professional obtains abroad. The fields of application that absorb the greatest number of this professional are the organizational area, followed by the clinical area and the educational area respectively, which is important to reinforce and update the training of such areas in the university.

However, both the academic and work trajectories of some of the interviewees reflect the high competitive capacities of UNIMET graduates, since they have been integrated into higher education programs (Masters, Diplomas, Specializations and Doctorates) in highly recognized national and international universities. As well as in jobs in important and varied companies of national and international prestige. Additionally, 15% of these graduates have started their own business or opened their own private practice.

Upon inquiring about the level of satisfaction and adequacy with the labor field, as well as the training received during the Bachelor's Degree in Psychology at UNIMET, the graduates of the

sample mostly express feeling satisfied with the training they have received in the most relevant areas of psychology and other areas such as entrepreneurship. However, they suggest that there should be even greater connection of the subjects with the work context, and that the possibility of increasing hours of practice and training in diagnosis and intervention in the professional areas of psychology (organizational, clinical, educational and social-community) should be studied, in order to achieve a better balance and maintain constant updating of the curriculum to continue at the forefront as a school and as an educational institution of the level that characterizes it.

Employers comment that the main expectations prior to hiring psychology professionals are: diagnostic skills, psychotherapy intervention, technological skills, high ethical standards, ability to collect and analyze data, and that they should be responsible, empathetic, proactive and creative.

Based on these expectations and the performance of psychologists graduating from Universidad Metropolitana, employers say they are quite happy and satisfied. They consider the Unimetano psychologist to be one of the best positioned psychologists in the country today. In comparison with the Ucabist psychologist, the Unimetano psychologist focuses more on the “why” and “what for” of things and not so much on a paradigmatic stance, as well as on the resolution of problems that arise, which they achieve in a practical, fast and creative way. However, the interviewees suggest that they can improve in aspects of flexibility and openness to other psychological approaches, as well as in management skills and awareness of the importance of continuing graduate studies to be able to practice as specialists in some area of psychology.

Finally, employers consider that Unimetano psychologists seem to have developed to a large extent the competencies proposed by UNIMET's educational model. However, they suggest strengthening the competencies of analysis and interpretation to generate knowledge from data, entrepreneurship and commitment in social capital programs that the institution promotes, as well as skills to lead, inspire and work more effectively with people in business contexts.

It is very important to continue studies that provide pertinent information on how to improve the educational level of psychologists at the Metropolitan University. To this end, it is suggested to focus on the different professional areas of the career to observe needs, deficiencies or strengths in the areas of Clinical, Organizational, Educational and Social-Community Psychology, taking into account not only graduates but also teachers and students themselves.

In order to attract a greater number of students and to favor the continuing education of graduates inside and outside the country, it would be pertinent to offer postgraduate training opportunities in the virtual modality (Positive Psychology, Neuropsychology, Psychotherapeutic Techniques, Psychology of Consumption) as soon as possible.

The School of Psychology and the professors of the Department of Behavioral Sciences are recommended to further adapt the subjects of the career to the training for the labor context of the modern world, as well as to instill in students the importance of work experience, in addition to insisting on registration in the Federation of Psychologists of Venezuela and the State College near

their home address or place of work once they have obtained the degree in Psychology. Although the number of graduates registered for the legal practice of the profession increased in relation to the first follow-up study of psychology graduates in UNIMET, carried out in 2013, it still does not reach satisfactory figures since about 50% of the sample in the current study of the year 2021 has not yet registered.

Finally, the graduates of the study recommend formalizing more agreements with universities and educational institutions abroad in order to promote student and faculty exchanges, which favors enriching experiences and opens opportunities to have a broader vision of psychology in today's world.

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