

Causes Influencing School Failure**Causas que influyen en el Fracaso Escolar**

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Abstract

The article aims to analyze school failure, identifying the causes of poor academic performance and dropout students 6 "A" of "Cardenal Maurer" Educational Unit. In this regard it was decided to implement surveys teachers indicated instructional unit, thus identifying the shortcomings in the use of teaching methodology and pedagogical support from teachers, in order to conduct an objective analysis data that can be obtained from surveys, and learn more about the process of teaching and learning which students spend.

Academic failure, Academic performance, Teaching and learning process

Resumen

El artículo tiene como objetivo analizar el fracaso escolar, identificando las causas del bajo rendimiento académico y la deserción escolar de los alumnos 6 "A" de la Unidad Educativa "Cardenal Maurer". En este sentido se decidió aplicar encuestas a los docentes indicados de la unidad educativa, identificando así las deficiencias en el uso de la metodología de enseñanza y apoyo pedagógico por parte de los docentes, con la finalidad de realizar un análisis objetivo de los datos que se pueden obtener de las encuestas, y conocer más sobre el proceso de enseñanza y aprendizaje que pasan los estudiantes.

Fracaso escolar, Rendimiento académico, Proceso de enseñanza y aprendizaje

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Introduction

It is of great importance that the population knows what is the school failure in the educational units since it is a very serious problem because most of the students of the primary level have stumbles when passing to the secondary level.

For this reason, the following article is intended to know the main causes of school failure in the educational unit Cardenal Maurer.

The article is composed of 4 sections, the first section refers to the methodology applied for data collection, the second section comprises the theoretical foundations on teaching and learning process, academic redeeming and motivation, school failure, the third section shows the results of the data obtained through the survey, finally in the fourth section there is an analysis and discussion.

Methodology

The type of study carried out was descriptive, so the methodology used for this article was a quantitative methodological design, with the use of the survey technique and its instrument, the questionnaire.

For this study, the total population was 25 teachers, of which 10 teachers from the Cardenal Maurer educational unit were taken as a sample.

Theoretical foundations

In the Bolivian Plurinational Education System, we have a total of 1,811,152 primary school students, 115,153 of whom will repeat a grade, which represents 6.35% of the total number of students. Of the 576,919 secondary school students, 8.83%, i.e. 50,963 will repeat the year. www.minedu.gob.bo.

Based on the data at the Bolivian level with regard to education, it can be said that six primary school students and eight secondary school students out of every one hundred cannot pass the year with the consequent problems that this entails at the psychological, emotional and self-esteem levels.

Martinez (2012) there are endogenous causes. They are intrinsic to the child. Organic. Their affection is physical or sensory. These problems can hinder academic performance. Intellectual. The child presents a curricular gap with respect to his or her chronological age Affective. They are caused by affective deficiencies or overprotection. Exogenous causes. They are extrinsic to the child.

They are part of their environment: family, school, society. Misaligned schedules. Saturation of school tasks, difficulty of these tasks... Rigidity of the system. The starting point is egalitarianism.

Lack of motivation. Disconnection between the learning contents taught at school and the needs demanded by society, Lack of teacher-student interaction that fosters security and confidence. This aspect can be a determining factor in the possible success or failure at school. [Martínez-Martínez, a. M., Padilla-Góngora, D., López-Liria, R., Fernández, I. R., & Mora, 2012: 539].

a) Teaching and learning process

Learning is a process carried out by the learner when he/she interacts with the object and relates it to his/her previous experiences, taking advantage of his/her capacity to know in order to restructure his/her mental schemas, enriching them with the incorporation of new material that becomes part of the subject who knows.

Learning is the interaction of teacher-student in order to enrich affective knowledge and thus reach the desired goal.

The object is learned differently by each subject, because the experiences and capabilities of each individual present unique characteristics.

Meaningful learning is achieved through activities that the learner can do and that give him/her some satisfaction when he/she does them, but above all, that are related to what he/she learns and to his/her own experience, so that they integrate learning experiences. When what needs to be learned is related to the interests and needs of the subject, he/she will establish relationships between his/her previous experiences and the object, and the learning process will be properly completed.

b) Academic performance

According to Freire Ramos, I. A. (2013) academic performance is the level of knowledge of a student measured in an evaluation test. In addition to the intellectual level, extroversion, introversion, anxiety and motivational personality variables are involved, whose relationship is not always linear, but is modulated by factors such as level of schooling.

In other words, the result of the assessment reflects the effort made by the teacher in the teaching-learning process and the results shown by the student in the evolutions through the set of indicators that gather information on learning.

Academic performance is not only the result of the student's effort, but also of the joint effort of the family, society and the educational community.

c) School motivation

School motivation is a general process by which behaviour is initiated and directed towards the achievement of a goal. "This process involves both cognitive and affective variables: cognitive, in terms of thinking skills and instrumental behaviours to achieve the proposed goals; affective, insofar as it includes elements such as self-esteem, self-concept, etc. "[Alcalay and Antonijevic, 1987: 29-32].

According to the Royal Spanish Academy, motivation is a mental rehearsal preparatory to an action in order to encourage or encourage oneself to carry it out with interest and diligence.

d) School failure

Martínez, Padilla, López, Fernández & Mora (2012) point out that school failure is when a student does not manage to pass the course, is procrastinating in one or more subjects, with the consequent danger of not passing the course. In other words, the school and the parents set a goal for the student of a certain age and at the time that goal is not met, failure affects everyone and the most affected in any case is the student who does not succeed. As a member of society he needs help and society has to respond.

On the other hand, for Muñoz, González, & Domínguez (2009), school failure may be due to accumulated difficulties in learning after several years. The data or reports that can be used come to coincide in the child, who has; reading and comprehension problems: who is slow when it comes to grasping oral language lack of concentration: his level of attention is inconsistent and insufficient, who is not connected in real time to what is happening. Lack of maturity: he does not understand what is going on around him. Inadequate posture: he is untidy.

In this sense, it can be understood that the increase in school failure is nothing more than the increase in failure as a teacher.

Results

The following table shows the answers to the questionnaire applied to 10 teachers out of a total of 25 With the information obtained, a content study of the most relevant data collected was carried out. These are the answers to the 7 questions:

Questions		N°	%
there is such a thing as school failure	yes	7	70%
Causes for the school failure	Missing from capacity of fluency and concentration		
Influence of the methodology	yes	6	60%
Tact pedagogical	yes	9	90%
How to avoid The school failure		5	50%
Support support in the intervention with students	yes	5	50%
Support pedagogical support to improve the process teaching process and learning process	yes		60%

Table 1

Analysis and discussion of results

The results show that most of the teachers affirm that there is school failure in the Cardenal Maurer educational unit, indicating that the causes of school failure in 6th grade students are: physical causes, lack of fluency and concentration, and emotional and affective temperament.

Of all the indicators, the greatest cause of school failure was Lack of fluency and concentration, reaching 45%.

On the other hand, to the question "Do you think that the use of inadequate methodology influences the academic performance of students? To which the respondents answered yes, since 60% of the total respondents answered that the methodology used is inadequate for academic performance and 40% acknowledged that it is adequate.

This indicates that most of the teachers do not agree with the teaching-learning methodology used by the teachers in the class, i.e. the teacher is not making correct use of the contents.

In terms of the interest that the teacher takes in his students, this is reflected in what is known as the pedagogical touch. 90% of the teachers answered that they use the pedagogical touch and 10% answered that they do not. This means that the teacher is able to interpret the real situation of each student.

It is important that it is the teachers themselves who have initiatives to prevent school failure, so the question was asked: How could the teacher prevent school failure? 50% answered with Coordination and follow-up of parents and teachers, 20% with motivation, 10% with Feeding and motivation, 10% with Methods and Techniques and 10% with none.

This means that most of the teachers would avoid school failure with a good coordination and follow-up of parents and teachers.

Following this question, it was necessary to know the constant support of the students, as the teachers affirmed that there is constant support in the classroom, but others answered that there is not.

This indicates that there is little commitment to the education of the students, since 50% said that they do not constantly support their students in the classroom, this may be due to the fact that the number of students is greater.

As for pedagogical support within the educational unit, 60% said no and 40% said yes, which shows that there is no pedagogical support for the students in the classroom.

Conclusions

The statistical data with the highest percentages indicate that there is school failure, which is confirmed by the data obtained in the data. Among the variables that determine school failure is the support of the teacher who only fulfils the role of a teacher without taking into account the integral formation of the students for an optimal level of learning in the classroom.

It is very important that teachers take into account the attitudes of the students as this determines the role of learning in the classroom, taking into account the problems they present in order to help them grow as human beings and to be men of society capable of responding to the social task.

It is vitally important for parents to be involved in their children's education from an early age, as this is the most effective way to avoid future failures.

Knowing that any health problems, lack of motivation, insecurity, fears, etc., that they see in their children must be treated in time, could be the first step towards failure.

The collaboration of all the actors involved in the teaching and learning process, educators, parents, teachers, is extremely important.

All the actors involved in education must take into account the attitudes of groups and individuals, and if there is any deviation, the corresponding measures must be taken in order to avoid future school drop-outs, which must be faced with a flexible, dynamic attitude and above all with a lot of understanding and love.

Being patient and observant, orderly and systematic, but also being practical and above all having a lot of confidence, being aware of the help given to a student can make him/her more skilful, independent, confident, stimulating growth, creativity, curiosity, independence and the ingenuity of the students, favouring happiness in their childhood and adult life.

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