School desertion in the Bachelor's Degree in Administration of TESVB

Deserción escolar en la Licenciatura en Administración del TESVB

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Abstract

The following research aims to identify the causes of school dropout among students of the Bachelor's Degree in Administration of the Tecnológico de Estudios Superiores de Valle de Bravo. This phenomenon has been affecting students for several years, however, the main characteristic observed is that most of the cases occur in the first semesters of the career. To analyze the problem, it was necessary to conduct a documentary research, to objectively know the reasons why this unfortunate decision is taken, making use of the students' withdrawal forms, safeguarded by the School Control Subdirection, however, there are students who do not perform this process and simply stop attending classes, therefore, a survey was also developed in Google Drive through WhatsApp and Messenger, to students who dropped out of the race. Now, as for the most frequent causes of school dropouts in the Bachelor's Degree in Administration, according to the point of view of the dropout students themselves, they are located around four predominant situations: Social problems, economic problems, family situations and they did not like the career.

Identify, Withdrawal, Phenomenon, Predominant

Resumen

La siguiente investigación tiene como objetivo identificar las causas de la deserción escolar entre los estudiantes de la Licenciatura en Administración del Tecnológico de Estudios Superiores de Valle de Bravo. Este fenómeno afecta a los estudiantes desde hace varios años, sin embargo, la principal característica que se observa es que la mayoría de los casos se presentan en los primeros semestres de la carrera. Para analizar la problemática, fue necesario realizar una investigación documental, para conocer objetivamente los motivos por los cuales se toma esta desafortunada decisión, haciendo uso de los formatos de baja de los alumnos, resguardados por la Subdirección de Control Escolar, sin embargo, existen alumnos que no realizan este proceso y simplemente dejan de asistir a clases, por ello, también se elaboró una encuesta en Google Drive a través de WhatsApp y Messenger, a los alumnos que abandonaron la carrera. Ahora bien, en cuanto a las causas más frecuentes de deserción escolar en la Licenciatura en Administración, de acuerdo al punto de vista de los propios alumnos desertores, se ubican en torno a cuatro situaciones predominantes: Problemas sociales, problemas económicos, situaciones familiares y no les gustó la carrera.

Identificar, Retiro, Fenómeno, Predominante

I. Introduction

This research focuses on a very important topic at all educational levels, School Dropout, is a very common phenomenon and can be caused by various aspects of individual, family, material and especially cultural, as well as economic, social, technological and political factors generated in the country and that indirectly affect. Chapter III contains the objectives of the research, developed the theoretical framework, which describes the background or historical framework, the conceptual and referential framework, to support and deepen on the subject and the methodology, which describes the methods and tools used to cover the objectives of this research. Chapter IV shows the results, which support the actions and activities carried out to fulfill the research, as well as tables and information obtained to support the data presented. Chapter V shows the specific conclusions of the project and Chapter VI the bibliographical references.

II. Background

The Universidad Autónoma Metropolitana Azcapotzalco Mexico, in the article entitled La deserción escolar universitaria. The experience of the UAM. Between the deficit of higher education supply and the difficulties of school retention, mentions the following: "According to some studies, there are explanatory factors derived from economic, social and cultural conditions and contexts that become relevant and that studies in this regard have delimited and located in the family field as the economic constraints of families combined with intrafamily situations or single-parent households, parents without work or very low income, reduced or minimal school preparation of parents, all phenomena that lead to a low appreciation for education or schooling of children." (Rodríguez Lagunas & Leyva Piña, 2007, pág. 6).

Several of the studies have been able to find a greater relationship with certain contexts depending on the social situation in which they are located; according to the type of society there could be a greater inclination or emphasis to certain contexts (family, social, social stratification, economic, race or race) through which it is possible to propose explanations of the phenomenon.

In the paper "Desertion: A Current Problem at the Níger Level and Its Relation to the Pit", at the XIX INTERNATIONAL CONGRESS OF RESEARCH IN ADMINISTRATIVE SCIENCES, the following was mentioned: Dropout and educational lag is something real that is being experienced, that is why it is important to consider as something essential to have tutors to help students guiding them to learning. "Establish educational guidance services, tutoring and attention to the needs of students, mainly those who are at risk of dropping out or failing school." (Lugo Lopez, 2014, pág. 9).

Fabiola Lydie Rochin Berumen, in her scientific article, published in La Revista Latinoamericana para la Investigación y Desarrollo Educativo, entitled: Deserción escolar en la educación superior en México: revisión de literatura, mentions the following: "From the literature review, it can be said that students drop out of school due to factors of various kinds, such as personal, linked to lack of motivation, interpersonal relationships, teenage pregnancy, etc., socioeconomic problems associated with the family income level, and pedagogical, related to strategies, activities, resources and academic evaluation, socioeconomic problems associated with the level of family income; and pedagogical, related to strategies, activities, resources and academic evaluation" (Rochin Berumen , 2021, pág. 4).

III. Development of the topic

Objectives

General

To determine the causes of school desertion in the Bachelor's Degree in Administration at TESVB. Specific

–   To identify the factors of the extra-university dimension (family and personal work situation, economic resources and means of transportation) in school dropout in the degree program.

–   To determine how the factors of the university dimension (responsibility for homework, level of participation and attendance, hours and place of study, and evaluation processes) participate in the students' decision to drop out of the degree program.

–   To determine the percentage of participation of both dimensions in undergraduate dropout.

Theoretical framework

School dropouts

The concepts of efficiency and effectiveness are widely used in administration, one emphasizing the achievement of objectives and the other the optimization of resources. If we focus on the application of these terms to educational institutions, we can observe that an educational system is effective when it achieves its teaching objectives in an adequate time and without wasting resources; however, there are problems that prevent this from being achieved, such as failure and desertion.

Failure consists of not accrediting one or more subjects of the semester. Desertion can be described as the abandonment of an activity, program or specific place.

Throughout his or her life, the individual develops attitudes, expectations, actions and behaviors that do not always favor school success, generating mobility or displacement.

School dropout is a common phenomenon at all educational levels and can be caused by various aspects of individual, family, material and especially cultural nature, as well as economic, social, technological and political factors generated in the country that indirectly affect.

Based on INEGI data, in Mexico only eight out of every 100 students complete a university degree, the main reason being lack of economic resources (García Hernández, 2015).

School dropout, student lag and terminal efficiency is not a problem faced only by Mexican institutions of higher education, but is being reflected worldwide, the concept of dropout indicates the abandonment of a student of his career, leaving classes and not fulfilling his obligations, this can be temporary or permanent, voluntary or involuntary.

"It is necessary to point out that, according to the study developed in 2007, there are many causes that affect it, suche as economic, cultural, social and personal situations; Santiago and Vázquez (2008) also agree with this research that it is necessary to reduce the problem, since it influences the economic, social, cultural and political processes of the nation". (López Villafaña & Beltrán Solache, 2017, pág. 11)

There are five forms of school dropout, which are:

−   Early dropout. When the student has been accepted into a school program and never attends school or completes his or her classes.

−   Early dropout. When the student abandons the study program during the first four semesters.

−   Late dropout. When the student abandons the study program from the fifth semester onwards.

−   Total dropout. When the student completely abandons an educational plan and never returns to it.

−   Partial desertion. When the student leaves temporarily for a determined duration and then resumes his or her studies.

Psychological Theory.

This theory considers several elements that can contribute to school dropout: on the one hand there is the adjustment in personal goals, each person establishes a series of goals to achieve and adjusts to them; life histories, each student has a series of problems that they face every day, just as there is a student who does not live with his parents, feels alone and has to work to support his studies, there may also be another who lives in a hostile family environment; As well as their reactions to adapt socially and intellectually to the institution, they originate hostility in the individual to continue with their studies, that is to say that it depends on the human capacity developed by the student to face changes, forms and different demands of study that can lead them to abandonment.

Environmental Theory

This theory emphasizes the role of external forces (social status, race, institutional prestige) in student persistence.

This refers to all the exogenous factors that can influence displacement, for example, insecurity within the population where the institution is located and the recognition and acceptance of the institution itself by sources of employment.

Economic Theory

They emphasize individual finances and financial aid with respect to student retention.

Within this theory, emphasis is placed on two dimensions, one of the individual, that is, the student's economic capacity to meet the demands of study, such as transportation expenses, rent, food, tuition and school requirements; and the other refers to the economic situation of the country, since the degree of support for education and the conditions in which the school system will be presented depend on this.

Organizational Theory

They consider student desertion as a reflection of the impact that the organization has on the socialization and satisfaction of the student, that is, it has to do with the elements provided within the institution, such as the educational level, the physical conditions, the academic instances, the norms and rules established within the institution, the evaluation systems provided and the contact with external instances as sources of development and employment.

Interactional Theory

Dropout depends on the way in which each student interprets the experiences lived at the university, as well as the degree of interaction between the institution and the individuals, that is to say, what was the student's experience and his or her connection with everything related to the institution.

Considering the information of these theories, the factors that influence school dropout can be classified into two dimensions: university and extra-university.

The university dimension includes those that have to do with the organization as such, for example, the prestige of the institution, the quality of the educational level, the physical conditions of the institution, the evaluation system and the relationship with the labor field.

The extra-university dimension would include those that are totally related to the student, such as: personal goals, economy and social status in which he/she develops, health situation and family stability.

"School dropout must be stopped, as this is a slow process in which individual solutions are important. It should propose certain actions so that the system can prolong the years of education:

–   Make schools more accessible to families

–   Focus action on students learning by recognizing their basic needs

–   Follow-up for failing students

–   Individualizing practices for high-risk students and intervening in three contexts: family, school and community

–   Mobilize resources to link the worlds of school and work". (Moreno L. & Moreno González, 2005, pág. 2)

IV. Methodology

A quantitative analysis was performed on the dropout rate of the career of the years 2018, 2019 and 2020 with the data provided by the Subdirectorate of Professional Studies.

A qualitative analysis was performed to identify the causes of dropout through the data obtained in the temporary or permanent withdrawal forms of the students, kept by the Subdirección de Estudios Profesionales and a survey applied in Google Drive, which was sent to the following link https://docs.google.com/forms/d/1twsDdmfODbZa18IRQKWiVERm916KoWXvbazZf8B2umA/edit through WhatsApp and Messenger to students who dropped out of the course.

The reasons why students drop out of school were classified, based on the information found in the documents provided by the Subdirectorate of School Control and responses obtained from the online surveys.

Finally, the percentages of participation of each of the factors of both dimensions were determined in order to subsequently determine the degree and impact of each factor within the school permanence.

V. Results

In the table 1 shows the information on the reasons for permanent or temporary withdrawal provided by the students of the course, obtained from the forms kept by the Subdirectorate of School Services, and it can be observed that very few students carry out the process.

Table 1 Reasons for leaving

Reasons for low	Frequency
Social problems (employment situation)	1
Financial problems	2
Family problems	1
Health problems	1
Did not like career	1
Changed schools	1

Source: Own Elaboration

In the table 2 shows the most salient results on the reasons for attrition obtained from the surveys.

Table 2 Results of the survey of dropout students

Question	Results
By choosing the Bachelor's Degree in Management as part of your professional training, it was your choice.	Last option 0% / Second option 27% / First option 64%

In general terms, how would you rate the Bachelor's Degree in Administration? Where 1 is poor and 5 is excellent.	**Students** (y-axis: 0, 2, 4, 6, 8) vs **Score** (x-axis: 1, 2, 3, 4, 5). Bar chart: score 3 = 1, score 4 = 3, score 5 = 7.
In what year did you withdraw from the Bachelor's Degree in Management?	**Number of students** (y-axis: 0–6) vs **Year of deregistration** (2018, 2019, 2020, 2021). Bar chart: 2019 = 2, 2020 = 4, 2021 = 5.
What semester were you in when you decided to drop out?	Pie chart: Sixth 9%, Seventh 0%, First 9%, Second 27%, Third 37%, Fourth 9%, Fifth 9%.
Which of the following causes originated the abandonment of the Bachelor's Degree in Administration?	Pie chart: Did not like the race 18%, Change of school 6%, Health problems 6%, Employment situation 12%, Family problems 35%, Economic problems 23%, Rigurous evaluation process 0%, Excess of responsabilities at the university 0%.
Did you receive any financial support from Tecnológico de Estudios Superiores de Valle de Bravo?	Pie chart: Yes, No.

Source: Own Elaboration

Most of the students who dropped out were in the second and fourth semesters; it can be observed that this is a situation that is constantly repeated in the first semesters; therefore, it is determined that the Bachelor's Degree in Administration has an early dropout rate.

Most of the students chose the career as their first option, which eliminates the first assumption that the students dropped out because they did not choose the career as their first option.

With the information found, the causes of desertion are classified as follows:

−   They did not like the career.

Within the extra-university dimension, the following are found:

−   Social problems.
−   Work situation.
−   Economic problems.
−   Family problems.
−   Health problems.
−   He/she changed schools.

The percentages of participation of each of the factors of both dimensions are shown in Table 3.

Table 3 Percentages

Extra-university dimension		83.33 %	Factors	University dimension	16.66 %
Tors	Family problems	33.33 %		Did not like the care	16.66 %
	Financial problems	22.22 %			
	Social problems (Employment situation)	16.66 %			
	Health problems	5.55%			
	Change of school	5.55 %			

Source: Own Elaboration

Therefore, it can be affirmed that the impact is minimal; the greatest impact is found in this extra-university dimension, since it corresponds to external factors submerged within a large context formed by social, economic and cultural factors, which will determine school permanence.

V. Conclusions

With this project, it was detected that school desertion within the Bachelor's Degree in Administration at TESVB is generated by social and economic factors and family problems that have the greatest impact, since there are those who leave their studies because they do not have sufficient economic resources to survive and pay for their studies, some are even parents or even worse, there are those who see the salary in a full-time job as more attractive than continuing their studies.

There are also students who bring with them a series of health problems that prevent them from continuing.

In addition to this, the world pandemic that occurred recently was an incentive for many students to drop out of school. Education became a challenge, due to the difficult access to a stable internet network that would allow them to manage the new hybrid model.

An important piece of information was found: 90% of the dropouts consider that there is no economic support from the university, which is probably because no information is provided about the scholarships provided by the Federal and State Governments, Institutional Support and those granted by economic entities, available for the students of the Tecnológico de Estudios Superiores de Valle de Bravo.

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