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Artículos científicos

Autoconcepto, autoestima, motivación y su influencia en el desempeño académico. Caso: alumnos de la carrera de Contador Público

Self-concept, self-esteem, motivation and its influence on academic performance. Case: students of the public accounting program

Autoconceito, autoestima, motivação e sua influência no desempenho escolar. Caso: alunos contadores públicos

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Resumen

El propósito de este estudio fue analizar la influencia de los factores psicosociales en el desempeño académico, ya que existe un índice muy elevado de deserción y reprobación en el nivel de educación superior. La unidad de análisis estuvo constituida por los alumnos de la carrera de Contador Público, a quienes se les aplicó una encuesta con tres escalas con un coeficiente de validez aceptable. Con la información obtenida se generó una matriz para observar si existían diferencias estadísticamente significativas entre hombres y mujeres. Se identificó como variable dependiente el desempeño académico tomando como criterio un nivel de significancia estadística $p < 0.05$, utilizando la prueba t de Student para dos muestras independientes. Los resultados muestran que en las mujeres hay una mayor influencia de los factores *motivación*, *autoestima* y *autoconcepto*; en cuanto a los hombres, el factor con mayor influencia es *autoestima*, y entre más bajas puntuaciones obtienen en estos rubros menor es su desempeño académico. También se obtuvo una ecuación por medio de un modelo de regresión para estimar la variable de respuesta *desempeño académico*, apoyado en la variable de predicción *autoconcepto*. En conclusión, se puede indicar que autoestima, autoconcepto y motivación son factores que se interrelacionan en el proceso de aprendizaje, y que los alumnos que poseen fortaleza psicológica tienen un mayor rendimiento académico.

Palabras clave: desempeño académico, identidad, motivación, personalidad, psicología.

Abstract

The purpose of this study is to analyze whether psychosocial factors influence academic performance, since there is a very high dropout and failure rate at the higher education level. The unit of analysis were the students of the Public Accountant Program to whom a three scales survey with an acceptable validity coefficient was applied. With the information obtained, a matrix was generated to observe if there are statistically significant differences between men and women. Academic performance was identified as a dependent variable, taking as a criterion a level of statistical significance $p < 0.05$, using the student's "t" test for two independent samples. The results show that in women there is a greater influence of the factors: motivation, self-esteem and self-concept; As for men, the factor with the greatest influence is self-esteem, the lower scores they obtain in these areas, the lower their academic performance. An equation was also obtained through a regression model to estimate the

response variable academic performance, supported by the self-concept predictor variable. Conclusion: with the measurement it is determined that self-esteem, self-concept and motivation are factors that are interrelated in the learning process, students who have psychological strength have a higher academic performance.

Keywords: academic performance, identity, motivation, personality, psychology.

Resumo

O objetivo deste estudo foi analisar a influência dos fatores psicossociais no desempenho escolar, visto que existe uma taxa de evasão e reprovação muito elevada no ensino superior. A unidade de análise foi constituída pelos alunos da carreira de Contador Público, aos quais foi aplicada uma enquete com três escalas com coeficiente de validade aceitável. Com as informações obtidas, foi gerada uma matriz para observar se havia diferenças estatisticamente significativas entre homens e mulheres. O desempenho acadêmico foi identificado como variável dependente, tomando-se como critério um nível de significância estatística $p < 0,05$, utilizando o teste t de Student para duas amostras independentes. Os resultados mostram que nas mulheres há maior influência dos fatores motivação, autoestima e autoconceito; Já para os homens, o fator de maior influência é a autoestima, e quanto mais baixos escores nessas áreas, menor é o seu rendimento escolar. Também foi obtida uma equação por meio de um modelo de regressão para estimar o desempenho acadêmico da variável resposta, apoiado na variável preditora de autoconceito. Em conclusão, pode-se indicar que a autoestima, o autoconceito e a motivação são fatores que se inter-relacionam no processo de aprendizagem, e que alunos com força psicológica apresentam melhor desempenho acadêmico.

Palavras-chave: desempenho acadêmico, identidade, motivação, personalidade, psicologia.

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Introduction

Globalization and changes in the economic structure today require greater academic preparation to access better opportunities. For this reason, university education becomes a challenge for young people from the moment of choosing a career. According to the statistics of the national educational system (Ministry of Public Education [SEP], 2019), in "Mexico there is a higher level enrollment in school modality of 3 943 544 of which 1 980 888 are women and 1 962 656 men" (p. 36), although "the terminal efficiency rate in young people between 25 and 29 years of age is barely 67%; in addition, there is an abandonment rate higher than 20% "(Román, February 17, 2020, para. 1). The National Association of Universities and Institutions of Higher Education (ANUIES, s. F.) In its 2018-2019 yearbook shows an income of 132,960 students in the state of Chihuahua, of which 20,612 graduate and 16,166 graduated in total. These figures reflect a high percentage of desertion, failure and a low terminal efficiency, hence it is "essential to find the causes of this problem, since in some cases you may have intellectual capacity and skills and yet not be obtaining a performance adequate "(Jiménez, 2000, cited by Edel Navarro, 2003, p. 3).

Studies carried out on academic performance show that there are multiple factors that influence this phenomenon. Most of the research carried out focused on the higher level analyzes cognitive and socioeconomic factors. A large part of these studies have left aside the psychological factors that refer to all the constructs related to the mental health of the student and his personality, such as self-perception, self-esteem, sense of self-efficacy, self-concept, ability to adapt to changes, skills interpersonal, motivation, among others; These are factors that can determine the failure and even the desertion of the university student.

Currently, most of the educational levels in Mexico focus on training based on the competency approach that integrates theory with practice. This educational model seeks the development of the entrepreneurial spirit as the basis for personal growth and socioeconomic development, and is based on the curricular organization based on projects and problems. However, according to Tobón (2005), "there are inconsistencies and lack of clarity in the conceptual structure of the term competences, it can be confused with other similar concepts such as intelligence, functions, capacities, qualifications, abilities, attitudes, skills, indicators of achievement and standards "(p. 15). Considering this conceptual structure, teachers usually teach academic programs taking into account the cognitive abilities of the student, assuming that in previous levels they have already developed the mental processes necessary

to achieve good performance. In short, they focus solely on the intellectual aspect, leaving aside internal factors that can affect the level of progress.

The competency model proposes to train integral individuals in the personal, social, professional and productive spheres from the institutional tutoring program (PIT) that encompasses three axes: "Academic, personal, and professional development, to stimulate the student's competences, improve their educational practice, take advantage of their potential, develop their critical and innovative capacity, their school performance and support their daily life" (SEP, 2013, p. 2).

Definitions

Self-concept is defined as the opinion that a person has about himself, which is associated with a value judgment and includes the perception of our capacities and our weaknesses. It is structured by several domains: academic, personal, social and physical (Gabinet Psicológica Mataró, s. F.). Self-concept is very important in the formation of personality, because "by developing a positive self-concept from adolescence, psychological and pedagogical problems are avoided" (Luna and Molero, 2013). These authors make a clear differentiation between self-concept and self-esteem: the former is associated with the cognitive / perceptual component (thoughts), while self-esteem is associated with the affective / evaluative component (feelings).

Young people with a high self-concept will have greater independence, it will be easier for them to assume responsibilities and they will have more resistance to frustration, so their relationships with others will be healthier and more balanced. On the other hand, people with a low self-concept will hardly trust their personal skills and abilities, so they will feel undervalued by others and their way of acting will be defensive (Iñiguez, 2016, p. 72).

Self-esteem, on the other hand, is defined as the perception that one has of oneself (Aragón, 2018, para. 7). This constitutes the platform from which individuals project the various areas of their life. It is created in the first stage of life and determines relationships with others, as well as work and family interaction. In fact, if you have low self-esteem, it can be modified (Montoya and Sol, 2001) because it is not a static or stable trait over time, but rather a dynamic index that is influenced by the experiences to which it occurs. people are exposed (Baldwin y Hoffman, 2002, citados por Parra, Oliva y Sánchez, 2004).

Self-esteem directly influences the behavior of individuals and affects the promotion of psychological well-being, since the way in which the individual evaluates himself has an impact on all areas of social, emotional, intellectual, behavioral and school development. This concept becomes relevant because it is up to the university to favor academic permanence and development, as well as to prepare professionals capable of successfully solving social problems, with responsibility for directing their lives to progress in their university career.

Motivation, on the other hand, “is an internal state that activates, directs and maintains the behavior of the person towards specific goals or ends” (Gómez, October 18, 2013, para. 2) Santrock (2002, cited by Naranjo Pereira, 2009) explains that, etymologically, the term motivation comes from the Latin motus, which is related to what mobilizes the person to carry out an activity. The three main approaches are: the behavioral one emphasizes that people act motivated by benefits or rewards; the humanist is linked to the human being's ability to develop and his freedom of choice, and the cognitive states that what is thought to happen determines what happens.

Dwek, Henderson, Leggett (2002, cited by Naranjo Pereira, 2009) identify three types of achievement orientation: skill, disability, and performance. These authors have found - in the specific case of the student population - that students show two different responses to difficult situations: one of skill or one of disability. The former focus on the task, and not on their ability, so they enjoy the challenge and develop solution strategies, which improves their execution. The latter focus on their personal inadequacies, attribute their difficulties to a lack of ability, and may feel bored or anxious, which impairs their performance. These people may work without enthusiasm and take failure as evidence of poor ability.

Regarding academic performance, Cajiao (May 23, 2018) defines it as the evaluation that schools make of their students, and incorporates many aspects of a formal and informal nature, such as academic results, behaviors and attitudes. For this reason, the evaluation of school performance is usually a very complex issue, since teachers rate many factors that intersect and transcend in the development of students. It is important to have a broad horizon of the evaluation that involves general behavior, as well as emotional, intellectual and social aspects. "The academic success obtained affects the development of self-esteem and the life project of young people and the social function that they will fulfill, in addition, it contributes

to the strengthening or weakening of the school as a social institution to train new citizens" (Quintero and Orozco Vallejo, 2013, p. 3).

This study seeks to identify the psychological factors with the greatest influence on the school performance of students who are in the first and second years of the Public Accountant career, at the Higher Technological Institute of Nuevo Casas Grandes, in order to develop strategies intervention to strengthen and raise terminal efficiency. Based on this, the following hypothesis was formulated:

Ho. There is no significant difference in the level of self-esteem, self-concept and motivation between students with high and low academic performance.

H1. There is a significant difference in the level of self-esteem, self-concept and motivation between students with high and low academic performance.

Materials and methods

To measure self-concept, the Tennessee Self Concept Scale (TSCS) instrument by Fitts (1972) was used. It consists of 100 statements that can be valued from completely false (1) to completely true (5). The validation of the scale for its acceptance and subsequent studies, as well as the authorization to carry out the standardization of the scale in Mexico, its translation and adaptation were made by Rosado in 1992. This instrument measures three internal scales (self-concept, self-esteem and self-behavior) , as well as five dimensions that constitute the individual (physical self, moral-ethical self, personal self, family self and social self) (Alfaro-García and Santiago-Negrón, 2002).

The González-Arratía IGA 2001 self-esteem questionnaire was also used as an instrument. This measures self-esteem at different ages, as it is validated in both children and adults to demonstrate its variations throughout life. It consists of 25 items with three answer options (always, sometimes, never). Cronbach's alpha validity test is .8090 and the scale is made up of six factors: self, family, failure, work-intellectual, success, and affect-emotional (Camacho Fernández, Contreras Garduño y Cortés López, 2011).

Motivation was measured using the Academic Motivation Scale (EMA) originally constructed by Manassero and Vázquez, validated by Núñez Fontana and Pascal with a Cronbach's alpha of 0.878. A score is obtained on five subscales that assess the following: internalized extrinsic motivation, pure intrinsic motivation, extrinsic motivation, demotivation and intrinsic vocational motivation. The scale is made up of 28 items; The

response options are presented by means of a seven-point Likert-type scale, where 1 represents no agreement at all and 7 totally agrees (Vanessa, 2012). To measure school performance, a question was included in the survey that allowed the student to write the average of it in the last semester taken. As an ethical aspect, the identity of the respondents was protected.

Methodology

The investigation was of an applied nature, since it tried to solve a problem. The approach was quantitative, since the variables self-concept, self-esteem, motivation and academic performance were measured. The design was non-experimental, transectional, since information was collected only once, and no variables were manipulated. A target population of 78 students who are in the first and second years of the Public Accountant career was identified. To determine the sample, the formula for a finite population was used, with a confidence value of 95%. A sample of 43 students was obtained who were administered the survey designed with three scales. The sampling was probabilistic with random selection. To form equal groups of men and women, a random sampling was done. The Student's t test was used for two independent samples to determine if there were statistically significant differences, according to the academic performance variable, taking as a criterion a level of statistical significance. $p < 0.05$.

Analysis

For the analysis, four blocks were formed: in the first, men were compared with women to determine the influence of the factors analyzed by gender. In the second block, men against women (both with low performance) to analyze the influence of factors according to gender and academic performance. In the third block, men with low performance against men with high performance to know which psychological factors had the greatest influence according to academic performance. Finally, in the fourth block, women with low performance against women with high performance to determine which factors influenced each of the groups regarding their academic performance.

Results

Tabla 1. Concentrado valor p, escala de motivación académica (EMA)

Factor	Hombres - mujeres	H-M ambos con bajo rendimiento	H bajo rendimiento - H con alto rendimiento	M con bajo rendimiento - M con alto rendimiento
Motivación extrínseca internalizada	0.126	0.021	0.336	0.049
Motivación intrínseca pura	0.237	0.047	0.438	0.053
Motivación extrínseca	0.207	0.077	0.177	0.103
Desmotivación	0.083	0.008	0.071	0.020
Motivación intrínseca vocacional	0.126	0.012	0.276	0.026

Fuente: Elaboración propia

The result obtained in Table 1 on academic motivation was as follows: in the first block (men versus women) it is seen that according to gender there is no significant difference; However, in the second block (men versus women, both with low performance) significant differences are observed in the following dimensions: internalized extrinsic motivation (0.021), pure intrinsic motivation (0.047), demotivation (0.008) and vocational intrinsic motivation (0.012); When academic performance is associated, there is a significant difference, so these factors do influence school performance. It is also appreciated that when measuring men with low performance against men with high performance, no significant difference is found (in men this factor does not influence). In block four (women with low performance versus women with high performance), there is a significant difference in internalized extrinsic motivation (0.049), demotivation (0.020) and vocational intrinsic motivation (0.026). When significant differences were achieved in the aforementioned factors, a review was made of the scores obtained in the application of the scale, and lower scores were observed in women with poor academic performance. Therefore, it is inferred that in women motivation influences their academic performance more.

Tabla 2. Concentrado valor p, instrumento González-Arriata 2001 (IGA) para medir autoestima

Factor	Hombres- Mujeres	H - M ambos con bajo rendimiento	H con bajo rendimiento - H alto rendimiento	M con bajo rendimiento - M alto rendimiento
Autoestima factor yo	0.020	0.023	0.530	0.058
Autoestima factor familia	0.186	----	----	----
Autoestima factor fracaso	0.028	0.003	0.505	0.002
Autoestima factor trabajo intelectual	0.047	0.034	0.194	0.002
Autoestima factor éxito	0.112	0.034	0.728	0.537
Autoestima factor emocional	0.025	----	----	0.001

Fuente: Elaboración propia

The results of Table 2 on self-esteem with the IGA scale show a significant difference in the first block (men versus women) in the following subscales: self-esteem factor I (0.020), self-esteem factor failure (0.028), self-esteem factor intellectual work (0.047) and emotional factor self-esteem (0.025), so this factor has an influence according to gender. In the second block (men versus women, both with low performance), a significant difference was found in self-esteem factor I (0.023), self-esteem factor failure (0.003), self-esteem factor intellectual work (0.034) and self-esteem factor success (0.034). This reveals that when gender is compared against academic performance, self-esteem factors have a significant influence. In the fourth block (women with low performance versus women with high performance), the factors with a significant difference were self-esteem, failure factor (0.002), self-esteem, intellectual work factor (0.002), and self-esteem, emotional factor (0.001). In this analysis, it was found that there is influence of these factors according to gender and academic performance, so the scores obtained on the scales were reviewed and it was detected that women have lower scores in self-esteem, failure factor, and self-esteem, emotional factor. In men, low scores are observed in self-esteem factor I, self-esteem factor intellectual work and self-esteem factor success. Therefore, it is determined that there is a significant difference according to gender in the self-esteem variable.

In the comparison between men with low performance and men with high performance, there is no significant difference; On the other hand, when comparing women with high performance against women with low performance, there is a significant difference, since lower scores were recorded in women with lower performance, which shows that women with low self-esteem obtain low academic performance. A relevant data found was that women with high performance have lower scores in the intellectual work factor, which indicates that women with high performance feel insecure regarding the quality of the tasks they perform in their academic activities.

Tabla 3. Concentrado valor p, Tennessee Self Concept Scale (subescala *autoconcepto*)

Factor autoconcepto	Hombres- mujeres	H-M ambos con bajo rendimiento	H con bajo rendimiento - H con alto rendimiento	M con bajo rendimiento - M con alto rendimiento
Físico	0.048	0.184	0.468	0.044
Moral-ético	0.300	0.096	0.538	0.195
Personal	0.081	0.055	0.648	0.052
Familiar	0.774	0.124	0.236	0.147
Social	0.337	0.431	0.532	0.100

Fuente: Elaboración propia

Table 3 of the Tennessee scale measures self-concept. In the results, a significant difference is seen in the first block (men versus women), specifically in the physical factor (0.048), which shows that according to gender there is influence of this psychological factor. In the fourth block, women with low performance against women with high performance, the physical factor (0.044) indicates that apart from the significant difference in gender, it also influences academic performance. When comparing women with high performance against women with low performance, there is a significant difference in the same factor. In fact, when reviewing the scores obtained on the scale, it is women with lower performance who obtain the lowest score; With this result, it can be deduced that insecure and dissatisfied women with their physical appearance obtain lower academic performance.

Tabla 4. Concentrado valor p, Tennessee Self Concept Scale (subescala *autoestima*)

Factor autoestima	Hombres- mujeres	H - M ambos con bajo rendimiento	H con bajo rendimiento - H con alto rendimiento	M con bajo rendimiento- M con alto rendimiento
Físico	0.686	0.086	0.541	0.600
Moral-ético	0.008	1.00	0.369	0.022
Personal	0.038	0.467	0.519	0.060
Familiar	0.680	0.103	0.287	0.226
Social	0.063	0.466	0.795	0.101

Fuente: Elaboración propia

Table 4 shows the results of the Tennessee scale to measure self-esteem. Significant differences were found in the men versus women block in the ethical moral factor (0.008) and personal (0.038). This result indicates that this factor does influence gender. When analyzing the fourth block (women with low performance versus women with high performance) it is observed that there is a significant difference in the ethical moral factor (0.022). It is thus shown that this factor influences academic performance. In the review of the score of the scales, the women with the lowest performance are those who have less satisfaction with their moral scheme or their conviction about the good and the bad, as well as in the acceptance of themselves and their relationships with others. the rest.

Minitab equation (Tennessee scale)

By means of the multiple regression model in the Minitab program, an equation was obtained that allows estimating the response variable academic performance supported by the predictor variable self-concept.

$$Calific. Final = 37.7 + 0.162x_1 - 2.562x_2 + 2.934x_3 - 2.925x_4 + 4.17x_5 - 0.0612x_5^2 - 0.0449x_1x_3 + 0.0474x_1x_5 + 0.0444x_2x_4$$

As

x_1 =Físico

x_2 =Moral ético

x_3 =Personal



x_4 =Familiar

x_5 =Social.

By substituting the values of the equation with the latest data from the database, the following is obtained:

$$\begin{aligned} \text{Calific. Final} &= 37.7 + 0.162(67) - 2.562(55) - 2.934(70) - 2.925(72) \\ &+ 4.17(57) - 0.0622(57)^2 - 0.0449(67)(70) + 0.0474(67)857 \\ &+ 0.0444(55)(72) = 87.54 \end{aligned}$$

Final score = 87.54 (predicted), the actual score for this respondent was 85.

With this equation, academic performance can be predicted with a very low margin of error or variation. This equation can be used to predict the risk of dropping out, which would serve to channel students and avoid dropping out as much as possible, as well as failure rates.

Discussion

The results of this study indicate that psychological factors such as motivation, self-esteem and self-concept not only affect women and men differently in each of their dimensions, but also directly influence academic performance. In other words, unmotivated students, with a poor perception of their person and with insecurities are prone to fail and, later, to be part of the school dropout statistics. In accordance with these results, Rochin Berumen (2021) shows that students drop out of school due to personal factors and lack of motivation, interpersonal relationships, psychological problems, among others.

The findings obtained, therefore, allow us to propose as a strategy to reduce the failure and dropout rates that these scales be applied to new students and carry out an individual assessment to report what has been achieved to the tutoring areas. In this way, help could be provided to students who require it to work on strengthening their psychological factors. In this sense, León Cortés (2018) makes an analysis of the main causes of desertion in order to generate a comprehensive model of actions that allow reducing this indicator. Among the variables, he mentions economic, personal, orientation, self-concept, intellectual

development, satisfaction, among others, and concludes that academic knowledge must first be strengthened through workshops, then study habits and finally self-esteem.

In short, the scope of the present study allows evaluating the deficient psychological factors of the students and their effect on academic performance; However, as a limitation, it must be said that it does not measure academic knowledge or the environment within which the teaching and learning process takes place, determinant variables for school success. Even so, the proposal of this work represents an alternative that can be combined with other strategies to reduce the problem posed.

Conclusions

The results in this study provide evidence that supports hypothesis H1, that is, there is a significant difference in the level of self-esteem, self-concept and motivation between students with high and low academic performance. In fact, the evaluation of the applied scales shows that women with low performance are unmotivated and have low scores in internalized extrinsic motivation, pure intrinsic motivation, demotivation and vocational intrinsic motivation. Likewise, the lower the academic performance, the greater the disinterest, apathy in attending classes and even doubts about continuing to study; Consequently, they will have little disposition to learn, as well as the refusal to adapt their behavior to external demands, which will cause them to have greater problems to internalize or accept the norms established for their behavior.

Regarding self-esteem, it can be indicated that women with poor academic performance obtain lower scores in the affective-emotional, failure, moral, ethical and personal factors. This shows that the feeling of insecurity has a negative influence, since it makes them feel that they are not important to anyone.

Likewise, regarding the Tennessee scale, in the physical factor of the self-concept dimension, women with low marks obtained lower scores, that is, they do not like their appearance and have a negative point of view about their body or appearance.

On the other hand, men with poor academic performance obtained low scores on the self-esteem scale, specifically in the factors of intellectual work, I, and success. In fact, regarding the execution of intellectual work in the academic environment, they are personally not valued and it is difficult for them to achieve objectives. In contrast, the groups with high academic performance achieved higher scores in any of the factors analyzed. In summary,

the higher the score in each of the psychological variables, the higher the academic performance.

The Tennessee scale equation allows estimating academic performance based on the totals of the five factors; This information is very useful to make an initial assessment of new students and determine who needs support from both tutorials and the area of psychology. Identifying low scores, as appropriate, can help the student develop the psychological factors that allow him to persevere to achieve his goals.

Future lines of research

More studies are suggested to verify the results obtained in this work. Likewise, it is recommended to formulate strategies that reduce the psychological factors that negatively influence academic performance identified in this study.

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