Artículos Científicos

Asociación entre confianza e influencia negativa con el rendimiento académico como desencadenante de la deserción escolar en la educación media superior

Association Between Confidence and Negative Influence with Academic Performance as a Trigger for School Dropout in High School

Associação entre confiança e influência negativa com o desempenho acadêmico como gatilho para o abandono escolar no ensino médio

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Resumen

La deserción en la educación media superior es uno de los retos más grandes en materia escolar que tienen las autoridades mexicanas. Analizar los factores que la causan es de sumo interés tanto para comprender el fenómeno como para proponer estrategias y líneas de acción para abatirla.

El objetivo de la presente investigación fue señalar la asociación que existe entre los constructos de confianza e influencia negativa con el rendimiento académico que lleva a la deserción escolar en la educación media superior. El estudio fue no experimental, descriptivo y correlacional, con una muestra de 2881 desertores en los 32 estados de México, los cuales

se agruparon por regiones. Se corrió una regresión lineal múltiple con los factores independientes Confianza e Influencia negativa, y Rendimiento académico como factor dependiente. Se propuso un modelo teórico que refleja las variables comprendidas en los factores. Los resultados mostraron que no existe asociación entre aquellos dos con este último, el rendimiento académico que lleva a la deserción escolar en el nivel medio superior, por lo que no se planteó un modelo empírico.

Lo cierto es que la confianza que un alumno tenga en sus autoridades escolares, profesores, padres de familia y amigos, así como la influencia que estos ejerzan en los primeros, tiende a beneficiar sus asistencias, promedios y aprobaciones, pero son otros factores los que sólidamente se asocian con el rendimiento académico que lleva a la permanencia o deserción escolar en el nivel educativo ya mencionado.

Palabras clave: confianza, deserción escolar, educación media superior, influencia negativa, rendimiento académico.

Abstract

Desertion in high school is one of the biggest challenges in school matters that Mexican authorities have. Analyzing the factors that causes it is of great interest both to understand the phenomenon and to propose strategies and lines of action to reduce it.

The purpose of this investigation was to point out the association between the constructs of confidence and negative influence on academic performance that leads to high school dropout. The study was non-experimental, descriptive and correlational, with a sample of 2881 deserters representing the 32 Mexican states. A multiple linear regression was run with the independent factors Confidence and Negative influence, and Academic performance as a dependent factor. A theoretical model that reflects the variables included in the factors was proposed. The results showed that there is no association of confidence and negative influence with academic performance that leads to high school dropout, so an empirical model wasn´t proposed.

The truth is that the confidence that a student has in their school authorities, teachers, parents and friends, as well as the influence they exercise in the former, tends to benefit their

attendance, averages and approvals, but other factors are those that solidly are associated with the academic performance that leads to the permanence or drop-out in high school.

Keywords: confidence, school dropout, high school education, negative influence, academic performance.

Resumo

O atrito no ensino médio é um dos maiores desafios em matéria escolar que as autoridades mexicanas enfrentam. Analisando os fatores que causam, é de grande interesse entender o fenômeno e propor estratégias e linhas de ação para derrubá-lo.

O objetivo da presente investigação foi apontar a associação existente entre os construtos de confiança e influência negativa com o desempenho acadêmico que leva ao abandono escolar no ensino médio. O estudo foi não experimental, descritivo e correlacional, com uma amostra de 2881 desertores nos 32 estados do México, agrupados por região. Uma regressão linear múltipla foi realizada com os fatores independentes Confiança e Influência Negativa e Desempenho Acadêmico como fator dependente. Foi proposto um modelo teórico que reflete as variáveis incluídas nos fatores. Os resultados mostraram que não há associação entre os dois com o último, o desempenho acadêmico que leva ao abandono escolar no ensino médio, portanto, não foi levantado um modelo empírico.

A verdade é que a confiança que um aluno tem nas autoridades escolares, professores, pais e amigos, bem como a influência que exercem no primeiro, tende a beneficiar sua frequência, médias e aprovações, mas outros fatores são aqueles que Eles estão solidamente associados ao desempenho acadêmico que leva à permanência ou abandono escolar no nível educacional acima mencionado.

Palavras-chave: confiança, evasão, ensino médio, influência negativa, desempenho acadêmico.

Introduction

To eradicate school dropout in upper secondary education (EMS) it is necessary to go beyond economic hardships or lack of scholarships; For their understanding, it is necessary to approach young

people, put themselves in their shoes, understand their contexts and situations, as well as their biological and psychological development (Juárez, 2018). It is a complicated challenge of not easy solution, since an answer does not necessarily positively impact on another factor generating school dropout (Ministry of Education of the Junta de Castilla y León [CE], 2013; Román, 2013). It is, therefore, one of the largest social and educational problems, since it determines the success of educational plans and programs, in addition to being associated with social injustice (Romero and Hernández, 2019); it causes inequity, social marginalization (Díaz and Osuna 2017; Venegas, Chilusia, Castro and Casillas, 2017) and labor vulnerability (Landeros, 2012). Without a doubt, its eradication is one of the main competences of the educational system (Roca, 2009); and the outcome of school failure (Venegas et al., 2017).

The dropout of a student is derived from features of passivity, disorganization, anxiety and low self-esteem that in turn will cause a tendency to devalue the individual who abandoned (Lara, González, González and Martínez, 2014). There is a shortage of opportunities and loss of government resources, since what is assigned to the student's education with a view to increasing their quality of life is lost. Educational planning and coordination should be aimed at promoting school permanence until the end of studies (Moreno, 2013). For Romero and Hernández (2019), the goals of academic success focused on increasing levels of compulsory education are ambitious: as the years of study increase, the danger of exclusion from the school system increases.

Infante and Parra (2010) ensure that school dropout is a barrier to development. If the population is not covered by the education system, they will hardly generate the necessary development to face inequality and eradicate poverty.

Certainly, in the vast majority of cases, school dropout occurs at will because the student does not get involved enough with the intellectual and social environment of the school (Miranda, 2018). Absenteeism and reprobation are aspects highly mentioned in scientific studies (Cuellar, 2017; Arroyo, Montes, Reyes, Zamudio and Tapia, 2017; Ruiz, García and Pérez, 2014; Martínez, Hernández, Carrillo, Romualdo and Hernández, 2013; Vidales, 2009; Ponce, 2004). This is because students who fail a subject are 2.47 times more likely to leave school than those who do not fail (Secretariat of Public Education [SEP], 2015). López, Velázquez and Ibarra (2011) affirm precisely that what triggers school dropout is reprobation.

Without a doubt, dropping out of school is the result of the accumulation and combination of various aspects that include the individual, his family, friends, the community, the productive sector

and the education system itself. The accumulation and unfortunate vigor with which the disengagement, disengagement, withdrawal, withdrawal and absenteeism occur in school dropout (Salvà, Oliver and Comas, 2014); which occur daily in the school from the basic education and are manifested in the EMS, whose factors, it seems, are strengthened among them and where all those who make up a society are guilty (Mena, Fernández and Riviere, 2010; Espínola and Claro, 2010; Martínez, 2009; Díaz and Osuna, 2017).

The main objective of education as a system is that students become certified by acquiring scientific, technological and social knowledge and skills, and promoting positive attitudes and values (Poy, 2010); It seeks to promote flexibility and innovation in teaching processes, that education enters into a dynamic of perpetuity and self-learning, that graduates contribute to the sustainable development of the country and that are able to enter national and international contexts (El Sahili, 2011) . A reality is that for many students who leave the EMS the above has no meaning, but this acquires meaning based on the next level (Poy, 2010), that is: higher education, working life and the exercise of citizenship.

Therefore, and since concluding the EMS causes benefits in economic, fiscal, labor, health and educational matters (Camacho, 2018), it is essential to ensure that a greater number of young people remain in school, conclude and have the opportunity to take sections superior.

Although there are many factors that are associated with school dropout, as mentioned above, in the present study we will focus on failing, grade point averages and absenteeism as trigger variables, which reflect a potential student dropout and that could be correlated with factors such as the confidence that students have in principals, teachers, vocational counselors, family members and friends, as well as the way in which they negatively influence the former.

Therefore, the research question is the following: In what way is students' confidence associated with principals, teachers, family members and friends, as well as their negative influence on academic performance as the main determinant of school dropout ? Therefore, the objective is to associate conceptualized constructs such as Confidence and Negative Influence with the Academic Performance factor as the main determinant of school dropout in EMS.

Factors associated with school dropout in the EMS

In general terms, school dropout is the interruption or abandonment of studies. However, the complexity involved as an object of investigation requires a deeper analysis in its conceptualization. Thus, it can be understood as the removal of the school environment and academic training by

students caused by the individual, his family, his community environment, the economy or distrust in the school itself (Ortega, Macías and Hernández, 2014; Gómez and Vázquez, 2014); is to desert the tasks and times dedicated to the teaching-learning processes in an institute (Moreno, 2013; April, Román, Cubillas and Moreno, 2008); it is the apathy of the students for the collegial instruction motivated by sensitive, cultural and social difficulties (El Sahili, 2011); it is the process in which students separate themselves from any element that makes up the educational system (Silvera, 2016); It manifests itself quickly and cumulatively by distancing itself from school (Salvà et al., 2014); they are all those people who are between the ages of 18 and 24 and who have not completed the EMS, or who at the end of high school did not continue their baccalaureate studies (CE, 2013).

There are two types of dropout: 1) intracurricular, which is revealed during the semester, and 2) intercurricular, which occurs between the end of the cycle and the beginning of the next (Council for the Evaluation of Education of the Upper Middle Type [Copeems], 2012). According to Landeros (2012), the first comprises 57.2%, while the majority of students who reach the end of the third semester or cycle, as the case may be, complete their upper secondary preparation. For April et al. (2008) at the end of basic studies and during the first two semesters of high school it is decided to drop out of EMS.

Multiple are the constructs that cause abandonment. In the present study we will focus on those that relate to the factors studied here: family, pedagogical, cognitive, school and personal. In addition, adolescence plays an important role, as the student experiences physical transformations and psychological changes in the course: stop being a child to become an adult (Ortega et al., 2014). Next, the mentioned factors are detailed:

  a) Family members: Includes family commitment to studies, practiced values, family balance and early work ascription (Ortega et al., 2014); family union, contracting adult roles, permissive parents and poor supervision, low family goals (Salvà et al., 2014); the academic degrees of the parents (Alegre and Pérez, 2010); siblings who have abandoned basic or higher education levels, young mothers (Mora, 2010); copious family members, lack of father or mother, unemployed parents (Casquero and Navarro, 2010); indigenous parents, the position that is occupied between the brothers (Antelm, Gil and Cacheiro, 2015); come from ethnic groups (Landeros, 2012); overprotectionism or parental over-demand (El Sahili, 2011); dysfunctional families (Camacho, 2018); the involvement of

parents with the educational institution, their children's friends, the degree of trust and influence among family members (Copeems, 2012).

b) Pedagogical: The review and qualification processes, the way in which school activities are organized, teacher-student relationship, excessive discipline by teachers (Ortega et al., 2014); not to cover the requirements of the students, not to deepen the studies of baccalaureate with the plan of life that the student has (Moreno, 2013); inappropriate influences and attitudes of teachers, uncontrolled classrooms, under accompaniment, lack of teacher update (Salvà et al., 2014); little coordination and collegial work among teachers, poor tutoring, or that this is not given in a personalized way, weak school life, insecure environments, sexual harassment and asceticism (CE, 2013); not having social workers or psychologists, no talks about life projects, socio-emotional skills and values (Gómez and Vázquez, 2014); low hopes of teachers towards their students (Roca, 2009; Mirete, Soro and Maquilón, 2015); failing, low averages, not showing up to class, selfless students in their own classes, dividing students with acceptable averages from those with low averages (Mena et al., 2010); study practices (Poy, 2010); the results obtained in mathematics, the amount of extracurricular activities (Mora, 2010); students with extra-age (Casquero and Navarro, 2010); the degree of difficulty of the learning units (El Sahili, 2011); subjects accredited in an extraordinary way (Díaz and Osuna, 2017); little interest in research, low communication skills (Gómez and Vázquez, 2014); uniformed exams, as well as the influence and confidence that teachers generate in students (Copeems, 2012).

c) Cognitive: Poor academic performance (Mora, 2010); academic paths marked by poor learning, lack of knowledge of the language in which classes are taught (Roca, 2009); attention and concentration deficits on the part of the student (Ortega et al., 2014), and not receiving instructional support according to the personal needs of the student (Antelm et al., 2015).

d) Schoolchildren: Leading directors, the qualities of teaching and educational instruments (Antelm et al., 2015); the fame of the academic institution (El Sahili, 2011); deficiencies in the orchestration between basic levels and the upper middle, the relationship between the academy and the productive and social sector, including the family (Gómez and Vázquez, 2014); high school modality and trust towards the principal, teachers, counselor and prefect (Copeems, 2012).

e) Personal: Gender (Casquero and Navarro, 2010); teenage pregnancies, taking care of younger siblings, disinterest in attending school (Infante and Parra, 2010); poor diet, lack of adaptation to the new educational level and social environment; intellectual immaturity, insufficient skills and knowledge (Gómez and Vázquez, 2014); low academic goals, delinquency, addictions, negative influences, disconnection of relationships with peers, lack of positive references, friends with low academic degrees, think that the study is a waste of time, disgust with the study or school, demotivation before the poor results in the subjects (Salvà et al., 2014); low socio-emotional skills (CE, 2013); relate the study to boredom, think that leaving studies makes a person positively different, pretending to attract the attention of parents, teachers or friends (Mena et al., 2010); commitment to studies (Antelm et al., 2015); feeling frustrated by poor results, not relating the study to the improvement in the quality of life (El Sahili, 2011); individual incentives, affectivity (Martínez, 2009); smoking, the use of leisure time, class participation, influences of the couple and friends (Copeems, 2012).

Academic performance and dropout at EMS

According to the SEP (2014a), the three factors that most increase school dropout are related to the school environment: low attendance, failure and low grades, that is, academic performance.

Academic performance is the consequence of what is learned according to the assessment made by the teacher through exams, homework, group work and other additional activities such as class attendance (Saucedo, Herrera, Díaz, Bautista and Salinas, 2014). It refers to students who achieve the certification of educational competencies of the level studied, that is, who successfully complete their studies (Antelm et al., 2015).

Undoubtedly, the most important factor in school dropout is low academic performance (López et al., 2011). It is one of the most challenging challenges in Mexico, since those who fail desert without the knowledge or skills necessary to develop in life. It should be noted that poor performance is evidenced by reprobation, absenteeism and low averages (Vidales, 2009; Cuellar, 2017; Copeems, 2012).

Leaving studies and not attending classes are associated, since the latter is the beginning of the first (Camacho, 2018). Those students who fail subjects, have low averages and who frequently miss classes are the most likely to drop out of school (Silvera, 2016). The low results are the trigger

of an apostasy caused by various variables (Salvà et al., 2014), such as the rejection (Landeros, 2012; Juárez, 2018), which is preceded by actions such as absenteeism and low averages academics (Díaz y Osuna, 2017; Martínez, 2009).

Certainly, several studies have linked academic performance with school dropout. In an analysis made to the Movement Against Abandonment program in Mexico, it was found that failing subjects is the second cause for dropping out EMS, with 23%, as well as 74% of those who dropped out failed subjects in the previous semester (SEP, 2015). On the other hand, López et al. (2011) found that all students who dropped out of school once failed a subject, while 65.6% did not show up with their tutors. Similar was what Tapia, Tamez and Tovar (1994) reported: 62.6% of the dropout students had failed one or more subjects. While Ruiz et al. (2014) indicated that the main factor associated with school dropout was the failure of subjects: 31.4% of the students dropped out of school because they did not pass any, 22.9% did so because of lack of interest in the studies, which caused absenteeism, and 11.4% for not achieving passing averages. Arroyo et al. (2017) recorded that 32.7% of dropouts showed disapproval in the previous school year, while low academic performance was given, among other reasons, for not attending classes or not devoting enough time to study. For the most part, students who do not pass do so because of mediocre averages, miss their classes or spend little time studying (Vidales, 2009). In that same tonic, Díaz and Osuna (2017) reported that 89% of dropouts failed a subject in the last school year they attended. Finally, the SEP (2014) recorded that not attending classes for a whole day or five subjects in a week is a cause of dropout risk, as well as not accrediting more than one learning unit.

Thus, for the present study the academic performance will be the result obtained at the end of the course, mainly formed by the approval, or in the case of failure, the averages obtained and the attendance to classes.

Trust towards managers, teachers, family and friends in students dropping out of EMS and negative influences

Just as understanding and pleasure in school work are positive feelings that students go through, so is the trust towards principals, teachers, family and friends (Artavia, 2005; Vera and

Mazadiego, 2010). Their encouragement is given when they are invited to express suggestions, dialogue is encouraged, healthy school coexistence and the sense of belonging of both students and their families with the school are privileged. Trust is generated because the teacher knows how to motivate her with individual contact and the recommendations she gives to her students (Official Gazette of the Federation [DOF], 2008).

Undoubtedly, good relations between teachers and students that generate trust and communication in both directions affect academic performance (Ministry of Education, Culture and Sports [MECD], 2012). So it can be said that teachers who inspire confidence have socio-emotional skills (Campos, Brenes and Solano, 2010); They know how to understand others, promote good relationships and know how to be friends (Fernández, 2013); they take care of the student community (Piña, Escalante, Ibarra and Fonseca, 2017); They are open and empathetic, accessible, respect different ways of thinking, inspire confidence, know how to attract attention and are sensitive to the interests and requirements of students simply with the contact they have with them (Covarrubias and Piña, 2004; Moreno, Sandoval and Valdés, 2015).

Academic performance is also related to the attention provided by parents and the student's family environment (Sánchez, Téllez, Sánchez and Reyes, 2017). The commitment and participation of the family, as well as that of the teacher, are important. Deserters drop out of school without receiving some kind of support from parents, siblings, teachers or school leaders (Silvera, 2016); or, if they did, it was insufficient, since the relations between them are not significant (Salvà et al., 2014). In that sense, family and school coexistence favor academic performance and, therefore, the continuity of studies (SEPA, 2014). The first factor identified with the poor academic performance is the family's own disinterest (EC, 2012); the lack of communication and supervision is also added (Díaz and Osuna, 2017; Camacho, 2018); poor family interaction (Martínez, 2009); problems with the family and the level of rapprochement between teachers and students (Abril et al., 2008; Dzay and Narváez, 2012); the insufficient study practices between parents and children and the negative attitude of the family towards academic activities. In turn, the little involvement of the school principal is mentioned (Antelm et al., 2015); the negative practices of parents towards school issues of their children, the lack of trust between them and towards teachers (Copeems, 2012); the poor coexistence between teachers and students, as well as the distrust towards the administration of the school (Landeros, 2012; Román, 2013). In this regard, Reyes, Trejo and Topete (2017) located in

their study that being reliable is one of the fundamental characteristics that a school principal should have.

In addition, Ortega et al. (2014) reported that 66% of teachers believe that so that young people do not drop out, it is necessary to build trust between teachers and students and talk with parents to do the same. Since, following this time Mora (2010), the greater the deficiency in the relationship with parents, the greater the willingness to leave. In the work of Espínola and Claro (2010), for example, those students whose parents were involved in their schoolwork presented little absenteeism, better averages, greater approval and felt more motivated with their studies. Students prefer reliable teachers to study their learning units (Sánchez and Gaya, 2014; Rossado, 2016). According to data from the SEP (2014), 79.5% of dropouts are not sought by any teacher or manager, while the parents surveyed said that if they had generated trust with their children by providing support and executing activities together, school dropout would not have dice.

By the above, trust is understood as the security experienced by an EMS student to go with managers, teachers, counselors, family and friends and express opinions and problems related to school performance.

On the other hand, Miranda (2018) highlighted that most of the defections manifested by the rejection, low averages and absenteeism are voluntary, and originate because the student did not manage to integrate into the study or social environment of the educational institution. The SEP (2008), meanwhile, found that poor academic performance occurs because students access EMS with insufficient knowledge, social inequality, the school environment and consider that they will get little benefit from continuing studying. Tapia et al. (1994) add the insufficient tools and knowledge that teachers use in their classes, in addition to identifying that 99% of the students considered that if they themselves proposed it, they would increase their academic performance. In these studies, trust was not mentioned; habits and study techniques, on the contrary, are given an important weight. In that line, Arroyo et al. (2017) and Vidales (2009) point out that low academic performance occurs because students do not take notes in class and spend little time studying.

Fonseca (2016), Barrales, Gómez and Guerrero (2015), Mirete *et al.* (2015), Saucedo *et al.* (2014), Martínez *et al.* (2013) y Abril *et al.* (2008) They list personal factors such as frustration, low self-esteem, depression, lack of interest, insufficient knowledge or skills, discouraging expectations, understanding of subjects and having laziness as the cause of low academic performance.

The influences that EMS students receive are a factor that is associated with school performance and therefore with dropout.

As has been seen, the family is able to influence anyone's life (Díaz and Osuna, 2017). Ortega et al. (2014) indicate that 100% of the dropping students intend to resume their studies if they have the support of their parents. Among the influences expressed by family members towards students and that diminish or benefit academic performance and lead to or drop out of desertion are problems with one of the members (Infante and Parra, 2010); meager family collusion at school, members who have dropped out of high school (Salvá et al., 2014; Mora, 2010); the profession of parents and family style to assess studies and attitudes towards school work and the educational institution itself (Romero and Hernández, 2019; Antelm et al., 2015); the future projections that parents make of their children (Roca, 2009); the parents' low academic level (Alegre and Pérez, 2010; Copeems, 2012); inappropriate educational patterns within the family and lack of parental control (Camacho, 2018); the participation between parents and children in the elaboration of school activities at home, study, time devoted to homework, discipline, attendance and accompaniment to school and classes, interest in grades, building positive ideas about education and the stimulus to the practice of art and sports. Parents who assertively influence their children have better averages, greater attendance at classes and increase the likelihood that they will finish their studies (SEP, 2014b).

However, Moreno (2013) found that, in the school environment, within the negative influences that a student received and that affected his academic performance, were demotivating didactic practices and pernicious attitudes of teachers. The apathetic behavior of the teacher, not attending questions or opinions of the students, being intolerant, teaching excessively technical classes, not allocating time to dynamics of questions and answers and not motivating their students are behaviors that move students away from academic interest (García , García and Reyes, 2014). Combined with relaxed managers and practices such as grouping the classrooms according to the grades obtained by the students (Romero y Hernández, 2019; Antelm *et al.,* 2015).

Among the positive influences we can mention the expectations that teachers have of their students, the full use of class time, the quality of teaching that teachers exercise (Roca, 2009); teachers who are good references for their students (Mirete et al., 2015); Teachers who celebrate dedication and delivery to the study, as well as the improvement in averages, subject approval and class attendance, give feedback and praise the effort made (MECD, 2012); they advise students

individually, motivate them and make their educational achievements public (Campos et al., 2010; Oviedo and Oviedo, 2017); provide accompaniment (Miranda, 2018); monitoring and support (DOF, 2008); the activation of teachers in conflict situations (Covarrubias and Piña, 2004); the intensity with which teachers get involved in academic orientation (Torres, Badillo, Valentín and Ramírez, 2014); they remain close to adolescents (Moreno et al., 2015); clarify doubts in class (Kopyto, 2017). Managers who are involved with the student and his family, especially those with poor academic performance, who exercise control in the classes, support student proposals, program and involve young people in extracurricular activities, supervise recesses and plan also influence and execute vocational guidance and tutoring programs (SEP, 2014b).

Regarding the influences of friendships, you can mention your own advice and negative actions, the destiny given to leisure time with friends (Díaz and Osuna, 2017); group or gang influences (Camacho, 2018); not being able to interact with classmates or their own social environment, poor coexistence with positive references, friends without studies or who have dropped out of high school, the little value that friends give to the academy (Salvá et al., 2014; Landeros, 2012; Alegre and Pérez, 2010); Vandal, alcoholic and little interest in culture (Romero and Hernández, 2019); that lead to vices and criminal acts (Ruiz et al., 2014); the projections that friendships have of their own future (Roca, 2009); few friendships of more advanced degrees that function as some kind of tutors, and the fact of having disrespectful friends (SEP, 2014a).

Therefore, negative influence is understood as those actions, lifestyles, attentions or advice of managers, teachers, family members and friends that guide the decision making of EMS students.

However, despite the fact that Sánchez et al. (2017) and Oviedo and Oviedo (2017) related the attention of family members and teachers to academic performance, gave more weight to motivational factors, to student learning strategies, as well as to teaching styles of teachers , the generation of environments that facilitate integral development, collaborative self-learning and the development of teaching itself. In addition, the positive academic performance is given by the dedication of the study, the reflection of what has been learned and the praxis of the contents (Chimborazo and Zoller, 2018); clarity in teacher evaluation (Lemus et al., 2015); the design of the activities (Alcántara, 2009); the organization and succession of the contents, the way in which the questions are explained and motivated in the students themselves (Barragán et al. 2010); the ability to attract students' attention and retain it (Cuéllar, 2017), and update the topics that are seen in class (Organist, 2010).

Finally, Reyes et al. (2017) stated that rather than influencing students, managers must ensure the perpetuity of learning.

Method

The present study is non-experimental, descriptive and correlational. The database of the National Survey of Attrition in Higher Secondary Education (Endems) applied by Copeems (2012) was used. Data collection was through personal interviews in housing with a structured questionnaire. The sample consisted of 2881 EMS defectors in the 32 states grouped by regions.

The construction of the theoretical model was based on two independent factors, namely Confidence and Negative Influence, and one dependent, Academic Performance. The measurable variables and the questions applied are shown in table 1.

The first independent explanatory construct, Confidence, was shaped by the safety experienced by an EMS student to turn to the following people when facing problems at school: a) principal or assistant principal, b) a teacher, c) a counselor or prefect , d) his father, e) his mother, f) a friend and g) his brothers. A level of reliability was obtained through Cronbach's alpha ($\square$) of 0.732, which is considered acceptable (George and Mallery, 2003), so the variables measure the same construct and are related (Welch and Comer , 1988).

For the second, Negative influence, the variables were the influences that the students received to stop studying by the following people: a) the mother, b) the father, c) other relatives, d) the couple, e) Friends and f) someone else. The reliability expressed was good, with 0.899.

Regarding the dependent construct, Academic performance, the variables considered were: a) class attendance, b) failing and c) the average. The reliability obtained was 0.689, somewhat weak but close to acceptable.

Tabla 1. Modelo teórico

Constructo	Variable	Pregunta en la Endems
Confianza	C1	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir al director o subdirector?
	C2	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a algún maestro?

	C3	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a un orientador o prefecto?
	C4	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a tu papá?
	C5	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a tu mamá?
	C6	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a algún amigo?
	C7	Cuando tenías problemas en la escuela, ¿qué tanta confianza tenías para recurrir a tus hermanos?
Influencia negativa	IN1	¿Tu mamá influyó en la decisión de que dejaras de estudiar?
	IN2	¿Tu papá influyó en la decisión de que dejaras de estudiar?
	IN3	¿Otros familiares influyeron en la decisión de que dejaras de estudiar?
	IN4	¿Tu pareja influyó en la decisión de que dejaras de estudiar?
	IN5	¿Tus amigos influyeron en la decisión de que dejaras de estudiar?
	IN6	¿Alguien más influyó en la decisión de que dejaras de estudiar?
Rendimiento académico	RA1	Asistencia a clases durante el último año de estudio
	RA2	Materias reprobadas durante los estudios de bachillerato
	RA3	Promedio del último año de estudios del bachillerato

Fuente: Elaboración propia con base en el Copeems (2012)

Results

Once the averages of the variables to form the constructs were obtained, the descriptive statistics were carried out.

Tabla 2. Estadísticos descriptivos

	Media	Desv.	N
Confianza	2.4774	0.71575	2549
Influencia negativa	3.7379	0.40230	2549

Rendimiento académico	2.3010	0.64340	2549

Fuente: Elaboración propia con base en el Copeems (2012)

As can be seen in Table 2, the average of the dependent construct is 2.3010, that is to say, the dropping students had on average a higher performance than "something" or "regular", because sometimes they missed classes, once they failed a subject or the average was fair, but it wasn't one of the best. The trust towards directors, teachers, counselors, parents, friends or brothers was 2,4774, that is, between "something" and "little". For negative influence, an average of 3,7379 was obtained, that is, parents, relatives, couples or friends influenced between "little" and "nothing" in the decision that students drop out of their EMS studies. With reference to this last variable, in order to make comparisons between variables that measure with a scale of four, the scale used was adjusted, multiplying it by four and subtracting two (Muñiz et al., 2011).

Next, the correlations between variables were obtained, as shown in table 3. Highlight the significant correlation at the 0.01 level between Confidence and Academic Performance with 0.136.

Tabla 3. Correlaciones

	Confianza	**Influencia negativa**	**Rendimiento académico**
Confianza	1.000	0.018	0.136
Influencia negativa	0.018	1.000	-0.031
Rendimiento académico	0.136	-0.031	1.000

Fuente: Elaboración propia con base en el Instituto Nacional para la Evaluación de la Educación [INEE] (2017)

Subsequently, to check the relationships between the constructs exposed in the theoretical model, a multiple linear regression technique represented with the following equation was applied:

$$y = \beta 1 + \beta 1 x 1 + \beta 2 x 2 + e$$

As:

X1 = Trust;

X2 = Negative influence;

y = Academic performance.

Table 4 shows a coefficient of determination R2 of 0.020, that is, the degree to which the model explains the behavior of the dependent variable with respect to the independent ones, or the relationship between x and y. With the value thrown, it is determined that the relationship between Confidence and Negative Influence with Academic Performance is very small or practically non-existent, so the non-influence of the regressive constructs on the dependent factor is accepted. Therefore, in addition, an empirical model is not generated.

Tabla 4. Estadísticas de regresión para la ecuación 1.

Estadísticas de la regresión	
Coeficiente de correlación múltiple	0.140
Coeficiente de determinación R^2	0.020
Error típico	0.63727
Durbin-Watson	1.814

Fuente: Elaboración propia con base en el Copeems (2012)

So, whether EMS students trust or not directors, guidance teachers, parents or friends, or receive some negative influence from parents, family members, partners or friends, this will not affect the academic performance generated by attrition. school in EMS. This type of performance is given by other factors.

Discussion

Based on the information contained in Table 1, it can be seen that the level of trust towards principals, teachers, counselors, parents, friends or siblings and the negative influence that parents, family members, couples or friends may have exerted to abandon their studies It is related to the low academic performance that leads to dropout in EMS.

Although, part of the theory presented in the present investigation relates the Confidence and Negative Influence constructions with Academic Performance, these seem to generate only some tendency and not be decisive. Rather, there are other factors that influence academic performance that

ultimately lead to school dropout. This is what Sánchez et al. (2017) and Oviedo and Oviedo (2017), who, although they affirm that academic performance is related to the attention of parents towards their children's school activities and the harmony of the family environment, give more weight to motivational factors, study tactics used by the students themselves, as well as the teaching method used by teachers, who, in turn, more than inspire confidence or influence students generate environments that facilitate academic work, collaboration and self-learning, in addition that evaluate teaching and learning processes. To this, Chimborazo and Zoller (2018) add that learning that benefits academic performance is given over time, practice and reflection.

Now, of course, it is important that the teacher inspires confidence and positively influences the student because it must promote social and emotional development, but the main thing to avoid disapproval, absenteeism and increase averages is undoubtedly pave the construction of knowledge (Escobar, 2015); and in that line, the degree of responsibility with teaching stands out, as competent as it is in the learning units that it imparts, share experiences, clarify doubts, build spaces for group participation and clearly instruct (Covarrubias and Piña, 2004). Lemus et al. (2015) related academic performance to the degree to which teachers are able to clarify processes, exercise congruent assessments with learning, develop activities and exams and the degree to which they are able to motivate student autonomy. Torres et al. (2014) appreciated that rather than inspire confidence and influence the student, the teaching staff must involve students in their own learning. Alcántara (2009), in turn, affirms that the teachers' job is to plan their contents, develop class assignments and assignments and give feedback, in addition to identifying the areas of opportunity and stimulating the development of their strengths. Barragan et al. (2009) reported that academic performance is in direct function with the teaching task, such as organizing and serializing the study plans and programs, developing them with precision and launching questions to the group. Finally, Cuéllar (2017) added to the qualities mentioned here the ability to retain the attention of the students.

On the other hand, Campos et al. (2010) are oriented to the student's role is a shift towards a leading role where he is responsible for his own progress, so he must tone management skills and know how to work in a team, beyond depending on factors that are not under your control. Fonseca (2016) found that school dropout manifested by poor academic performance was due to motivated apathy problems, because it did not make sense to study or what was seen in class, as well as to the institutional vocation that gives EMS, that personal factors could be considered, regardless of the trust or negative influences of family members or teachers.

As for managers, the results of this study are aligned with Reyes et al. (2017), who stated that more than building trust and influencing students to have a good academic performance, principals must exercise leadership that ensures the continuity of learning and development and adaptation of changing environments.

However, Miranda (2018) found that academic performance depends on the qualities of the education provided by the baccalaureates, as well as the ease of access and relevance according to the economic and social environments. It also adds the quality of infrastructure, furniture and equipment, the classes taught by teachers and teaching materials, as well as the management capacity of the directors. And he also identified that most of the drop-outs occurred voluntarily, since they failed to adapt to the study environment or the new social dynamics, which, probably, began their manifestation with absenteeism, disapproval and low averages. Factors such as the negative influence and trust of managers, teachers, parents, siblings or friends were not identified.

The SEP (2008) locates five causes that affect academic performance: 1) the lag of what they have learned from secondary school, 2) the exclusion of the poor, 3) students from rural and indigenous areas, 4) the offer educational and 5) the benefits that you see after the studies. Likewise, it establishes that in order to increase academic performance, study habits and techniques must be strengthened.

In their studies, Tapia et al. (1994) emphasized the economic and social environments in which, in the teaching-learning dynamics, the projections that students have of their own future, the value assigned to the baccalaureate, the averages obtained in education basic and teaching tools and techniques used by teachers as variables that affect academic performance. In this study, 99% of the students surveyed considered that if they proposed they would improve their academic performance by themselves. Arroyo et al. (2017) and Vidales (2009) identified the passivity of the students, the deficiency in study habits, not taking notes in class, devoting little time to academic instruction, not complying with school work and insufficient teaching illustrations as factors that They affect academic performance.

The results also agree with those obtained by Corona, Reyes, Martínez and Rivas (2016), who found that the problems of academic performance, specifically the failure, is due to the apathy of the students, insufficient knowledge of previous grades, teachers who do not They are updated in teaching techniques and lack of infrastructure.

While Martínez et al. (2013) and Barrales et al. (2015) consider that within the main causes that affect academic performance are family expectations, they also include personal factors, for example, frustration, low self-esteem, depression and educational factors such as the prolonged duration of study programs, practices poor pedagogical, incorrect study habits, disinterest, lack of previous knowledge or skills, and discouraging expectations for unemployment; In their studies, only 9.9% of the failure was due to family conflicts, while more than 90% were for reasons that included the understanding of subjects (63.9%) or absence (11.7%). Look et al. (2015) add that 23.8% did so out of interest. April et al. (2008) mention laziness, poor dedication to study and problems of understanding as causing low academic performance.

On the other hand, Saucedo et al. (2014) identified that 38% of the students obtained a low academic performance for not understanding the teacher's explanations, 29% for not having an interest in the subject, 9% for the inappropriate methodology of the teacher and only 2% for having a bad relationship with the teacher. Negative influence and confidence levels were not mentioned except, probably, the aforementioned poor relationship with the teacher.

Finally, Poy (2010) reported that the performance influences the satisfaction that students show towards their studies. Neither trust nor negative influence was noted.

Among the strengths that can be mentioned in this study are the breadth and resources used, both economic and human, as well as the time to collect data. The survey was applied throughout the country to students identified as dropouts, so it can be said that the participants were individuals who left the EMS, giving confidence and strength to the information. At the other extreme, a 2012 database was used: more updated information would have been more convenient. In addition, in the authors' opinion, the instrument used did not deal in depth with concepts such as repetition and repetition, which would have been of great interest to associate with school dropout in future studies.

Conclusions

The present study answers the research question and achieves the objective set. The results show that the factors of trust and negative influence are not associated with the academic performance that leads to school dropout in EMS.

The confidence a student has in the principal, teachers, counselor, dad, mom, a friend or his siblings to turn to them when they have problems at school is not associated with the academic performance that leads to school dropout.

As for the negative influence exerted by the mother, the father, family members, the couple or friends to leave the studies, it is not associated with the academic performance that leads to school dropout.

Some challenges in the analysis of the results were the multiple factors involved in both academic performance and school dropout according to the theory analyzed. An extra difficulty, and that will lead us to future research, is to associate the role played by the attitude of the students themselves towards the study and their academic performance, as well as the predisposition to defect, as it seems that internal factors have more weight in performance academic than external elements, such as negative influences and trust.

Finally, some recommendations to increase academic performance and reduce the chances of dropping out of school in EMS could be to motivate students to get involved in their own learning through specific actions such as taking notes of teacher exposures, scheduling time to study, strengthening habits, become aware of the importance of delivering homework. Likewise, promote study groups, group counseling, complementary learning centers, tutorials and psychological aids; train students to apply various study techniques, form reading circles; undertake high school induction courses; implement permanent classrooms where what is learned during class hours is consolidated, but with greater accompaniment and more application of activities, even reviewing contents of lower levels or alternative concepts but related to the subject.

It is also important to call on parents to participate in academic support networks for their children; and regardless of the outcome of this study, promote activities that generate greater trust between teachers and students and that both parents and teachers project high goals in areas of attendance, averages and subject approvals; schedule learning acceleration courses or that facilitate the transition from the basic level to the upper level, implement public policies that guarantee school permanence as a food supply and health campaigns; promote the management of socio-emotional skills; establish student commitments; give value to non-formal education, reduce academic load and increase compulsory educational levels; generate dialogue communities, with common spaces for reflection; promote the change of attitudes and values, that education is continuous and privileges self-learning; guide decision making for life, strengthen communicative, mathematical and logical skills, promote technology at home to develop tasks; recognize good averages, approved subjects and levels of assistance; strengthen the identity and pleasure of young people in the school and stimulate

the search for help whenever there are problems with learning units, implement peer support and help in the development of career plans and life plans.

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