Indicadores de reprobación: Facultad de Ciencias Educativas (UNACAR)

Failing rates: Faculty of Educational Sciences (UNACAR)

Mario Saucedo Fernández
UNIVERSIDAD AUTONOMA DEL CARMEN
msaucedo@pampano.unacar.mx

Santa del Carmen Herrera-Sánchez
UNIVERSIDAD AUTONOMA DEL CARMEN
herrerasanta1111@hotmail.com

Juan José Díaz Perera
UNIVERSIDAD AUTONOMA DEL CARMEN
jjdiaz@pampano.unacar.mx

Salvador Bautista Maldonado
UNIVERSIDAD AUTONOMA DEL CARMEN
sbautista@pampano.unacar.mx

Heidi Angélica Salinas Padilla
UNIVERSIDAD AUTONOMA DEL CARMEN
hpadilla@pampano.unacar.mx

Resumen

La problemática que representa la reprobación académica de los estudiantes ha aumentado en todo el país, generando la búsqueda de soluciones. En el presente trabajo se analizan los indicadores principales por los cuales los alumnos reprueban sus cursos y su disposición hacia el aprendizaje. El estudio se efectuó en el campus principal de la Universidad Autónoma del Carmen (UNACAR), en la Facultad de Ciencias Educativas con una muestra representativa de 135 alumnos.

Palabras clave: Reprobación, Deserción, tecnología.

Abstract

The problems representing the academic failure of students has increased throughout the country, generating the pursuit for solutions. This paper discusses the main indicators by which students fail their courses and their disposition toward learning. The study was carried out on the main campus of the Autonomous University of Del Carmen (UNACAR), in the Faculty of Educational Sciences with a representative sample of 135 students.

Keywords: Reproach, desertion, technology.

Introducción

School failure is a relatively modern term in all educational institutions, issue that worries and occupies all those involved in the teaching-learning system. This problem is transcending borders, concerned employers, since these students will be in a not too distant future part of their workforce.

According to figures from the Secretariat of Public Education (SEP) (2012), in ENLACE Standardardized Test from 2008 to 2013:

Year	Mathematical ability	Reading ability
2008	84.4	47.7
2009	81.2	50.1
2010	79.7	42.7
2011	75.3	45.7
2012	69.2	48.7
2013	63.7	50

Fuente: SEP/2012. Prueba ENLACE.

We can see the magnitude of the problem that teachers face every day in the classroom: students without basic knowledge to start the corresponding course, low academic performance, failed subjects and finally dropout. To be able to reduce these figures so

worrisome we should determine in a timely manner the indicators that are causing students to obtain failing notes.

Knowing what are the causes that are originating this low academic performance, we will be able to employ strategies to help the professors and thus reducing the rate of irregular students, as well as the percentage of desertion or dropouts.

Background There is no Higher Education Institutions (HEIs) which not confronts this problem of failing rates and low academic performance, so they have given to the task of investigating, from different perspectives, what the indicators that are leading to this problem are.

At the international level we are below the average in the areas of reading, mathematics and science, according to the (OECD/PISA), 2003. Only one in three students who enter high school gets to finish it and entering higher education, also in Mexico 50% of the 15 year olds were ranked at level zero and one, the lowest of the school performance in science, math skills and reading, which means that they are less qualified to move to higher education and solve basic problems (OECD/PISA 2006). Mexico is a member of the OECD with highest dropout rate: Badillo (2006). In degrees, attrition has become relevant: according to INEGI, quoted by Good (. 2004, pp 215-243), the first half of each degree begins with an average of 50 students (the majority of new entrants, plus some repeaters); and upon graduation, often in some of these races the percentage is reduced to 23.6% of the total.

Ocampo, et. al (2009) conducted a study to determine actions aimed at improving math skills of students at the Autonomous University of Baja California, and in turn the rate of failure and dropout counter, implementing actions such as preparatory courses, taught counseling teachers, tutorials given by students, counseling and discussions with school authorities.

The Universidad Autónoma del Carmen (UNACAR) as part of these emerging implementations is mentoring. As mentioned, the guardian must intervene before they present an academic problem or make adjustments for students to continue their education in a timely manner (UNACAR, 2013).

In this sense, post-screening examination in the period of July 2013, it was found that on average 80% of selected were deficient in general knowledge, 78% in the area of mathematics and 64% in the use of technology , so it was suggested to implement a preparatory course every Friday to aspects of logical reasoning and apply a diagnostic test.

Research Question

Social, family, educational and personal related to the poor performance include: After doing a literature review many questions, all in relevant aspects arise. This latter type of educational problem is posed by this research, which aims to identify some of the factors that influence academic performance and, therefore, in failure.

What are the most important factors that explain the high failure rate of students in the Faculty of Education and Humanities?

General Purpose

Identify the factors associated with high failure rate of university students UNACAR, specifically DES-DAEH (Education and Humanities).

specific objectives

• Determine the personal characteristics of students of Education and Humanities.

• Identify the main causes of disapproval of students of Education and Humanities and propose corrective measures.

Delimitation

Time limit. The study refers to the indicators that are causing a high rate of failure in students of higher level UNACAR, Faculty of Educational Sciences in the period July-December 2013.

Space limit. The study was conducted in UNACAR, located in Ciudad del Carmen, Campeche, Mexico, mainly students of the Faculty of Educational Sciences.

Scopes

It aims to achieve this research a characterization of students with low academic achievement who fail the subjects enrolled, to implement preventive measures, either via schools or through tutoring sessions.

Failure and academic performance

The academic performance has been studied by countless characters, mostly defined as the quantitative results obtained during the learning process according to assessments made by the teacher through objective tests and other complementary activities.

Bricklin and Bricklin (1988) refer to a factor that is not responsible student, ie prejudices that teachers can have towards their students and which should never let go.

The degree of cooperation of students affects how the teacher considers. If this think they are smarter or better students, affects school performance. Jimenez (2000), understood as school performance level of knowledge demonstrated in an area or subject compared to the standard age and academic level. Because it is measurable, that performance can be measured. Since it accepts measurable values between 0-10, or possibly from 0-100, can in a given time determine the success or failure of a student.

In this sense, much of the responsibility for student performance lies with the teacher and the teaching-learning methodology teacher, student self, family support, social status, and so on. It is understood that the performance is not only the student's grades, but their abilities, skills, abilities, ideals, interests and so on. (Figueroa, 2004)

But something is clear in this scenario: if any of the features mentioned fails, we undoubtedly a student failed. The academic phenomenon of reprobation is just the manifestation of poor school achievement, a sign that something is wrong, a clear sign of inequality in learning and undoubtedly leads to school failure. However, it is possible to decrease or even eliminate it completely.

Among teachers is the concern of the university called failure in its different facets. We can say that, on average, 40-50% of students fail any subject related to mathematics and that this percentage increases if use of technology in the activities during the course is done.

According to UNESCO (2006), among the different causes that influence reprobation include: external to the system of higher education, the characteristics of the institution, academic and personal student.

However, the characterization UNACAR mentioning Brown et al is presented, (2008). Early Dropout: student who was accepted into the course and not presented. Early dropouts: who abandons his studies or course in the first semester of the course or in the first weeks of the course. Late Dropout: who leaves school or course in recent semesters or weeks of the course.

Various causes giving rise to school failure, but now we will focus on those that adhere to the instrument made for the collection of data precisely those mentioned Espinoza (2005): causes of social and family background, causes of psychological origin, causes economic, reasons attributable to school performance, physical causes.

Research Design

First of all, we worked with collecting information regarding school failure in the different IES, and then the questionnaire type instrument was designed. Once built the instrument to which the sample is applied is chosen. The application was for authority, information was concentrated and processed with the program SPSS for further analysis and interpretation.

Population and sample

The population is determined by the UNACAR, however, it was decided to select a random sample corresponding to 135 students of the Faculty of Educational Sciences.

Instrumentation

The instrument consists of 10 sections and 35 questions. Within paragraphs to which we refer in this study is study methods and attitude toward learning.

Data Analysis
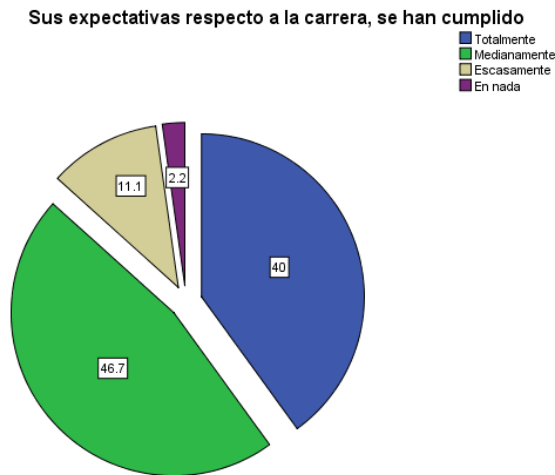
For data analysis we worked with the program SPSS.

Results

The study was performed at 26% of men and 74% women, where 14.8% of these students work to pay for their studies. The expectations of parents in relation to their studies is not very encouraging, since only 30.4% maintain high expectations for your child.
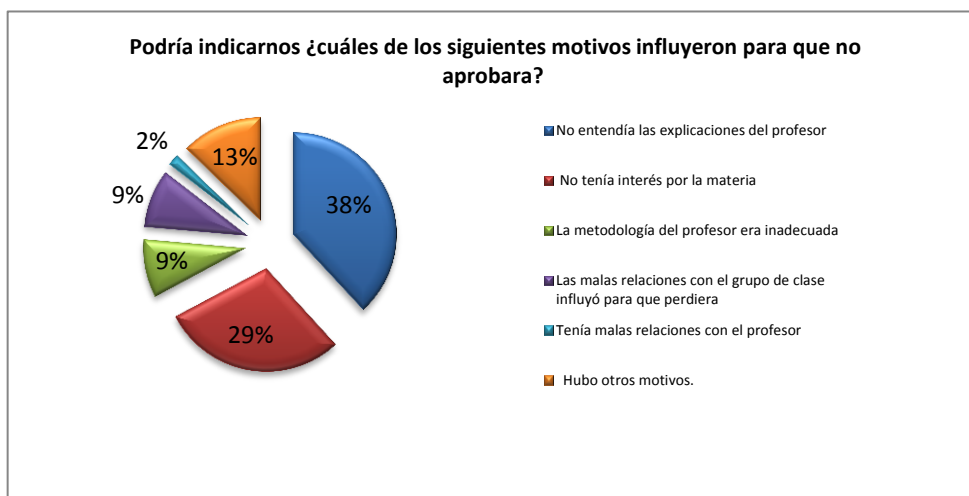

Usted estima que con relación a sus estudios, sus padres tienen expectativas:
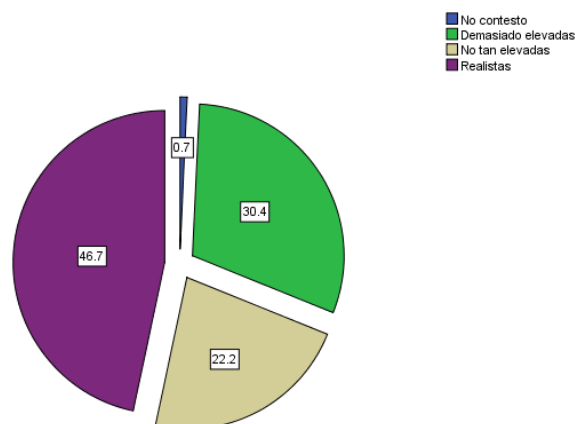
With regard to the expectations that students have towards the race, only 40% mentioned that these are fully met, 46.7% mentioned that have moderately satisfied and the rest can be seen in the graph.

Sus expectativas respecto a la carrera, se han cumplido

■ Totalmente
■ Medianamente
■ Escasamente
■ En nada

As for the students who have failed at least one subject, the relevant reasons were 38% who did not understand the teacher's explanations, followed by 29% disinterest in the matter, 13% other reasons, 9% the methodology of the teacher and the bad relationship with the group and 2% bad relationship with the teacher. Unfortunately, the teacher has had much to do with the performance of the learner.

Podría indicarnos ¿cuáles de los siguientes motivos influyeron para que no aprobara?

■ No entendía las explicaciones del profesor

■ No tenía interés por la materia

■ La metodología del profesor era inadecuada

■ Las malas relaciones con el grupo de clase influyó para que perdiera

■ Tenía malas relaciones con el profesor

■ Hubo otros motivos.

Then they were asked to mention the main causes they attribute to their disapproval. As can be seen, among the leading causes of reprobation is the lack of interest in the matter, with 60.7% and 22.2%, respectively. The rest behaved according to the following table.

PRINCIPAL CAUSE

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	No contestó	6	4.4	4.4	4.4
	Falta de estudio	82	60.7	60.7	65.2
	Poco interés por la materia	30	22.2	22.2	87.4
	Mala metodología del profesor	6	4.4	4.4	91.9
	Preguntas demasiado difíciles	3	2.2	2.2	94.1
	Falta de un método de estudio	5	3.7	3.7	97.8
	Otros	3	2.2	2.2	100.0
	Total	135	100.0	100.0	

With regard to the times and spaces must have a student to achieve maximum performance, 58.5% study outside normal school hours, which is important for optimal academic performance. Similarly, 64.4% have a proper and exclusive place to study. For its part, the UNACAR was concerned about providing enough cubicles in the library, as well as green areas that lend themselves to a meeting of study.

On the other hand, 63.7% have books or study materials, which may be updated in the subject that the teacher taught in the classroom.

And finally, the average number of hours devoted to the study week is very low, only two hours. Surely this is reflected in their academic performance. Regarding attendance, average faults for a month is 1.

Descriptive Statistics

	N	Mínimo	Máximo	Media	Desv. típ.
HORAS/ ESTUDIO/SEMANA	135	0	8	2.04	1.483
FALTAS / MES	135	0	8	1.30	1.593
N válido (según lista)	135				

Conclusion and suggestions

The dropout and failure rates of college students UNACAR has become a major concern, as in all educational institutions in Mexico. No IES is exempt from the high rates of failure and dropout rates are recorded in the early years in different races. During the common core math and technological bases, which are substances that more failure rate have, because it has been running a series of measures to reduce failure and dropout students are taught, among which : preparatory courses, advice given by teachers, mentoring and academies work to strengthen strategies. Similarly, it is necessary to implement activities using technology for education to reduce the failure rate.

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