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Artículos científicos

Deserción escolar en la educación superior en México: revisión de literatura

School drop-off in top education: literature review

Abandono escolar no ensino superior no México: revisão da literatura

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Resumen

El objetivo de este trabajo fue realizar una revisión de literatura para conocer algunas definiciones, así como las causas que generan la deserción escolar en el nivel universitario. El enfoque metodológico empleado fue cualitativo, para lo cual se tomaron en cuenta los métodos bibliográfico, histórico-lógico, analítico, sintético y descriptivo; el proceso de revisión literaria permitió determinar y extraer la información más destacada contenida en diferentes fuentes, como la ofrecida en los portales Scielo, Redalyc, Dialnet, así como en los buscadores Google Scholar y Mendely. Algunas de las causas señaladas en el presente documento en torno a la deserción escolar tienen que ver con las fallas latentes en los planes y programas de estudio, las deficiencias en la preparación y actualización del personal docente, las dificultades familiares que debe enfrentar el estudiante o la carencia de un objetivo o proyecto de vida de su parte. En conclusión, se puede afirmar que las instituciones de educación superior deben involucrarse de forma más activa en dicho fenómeno, lo cual se puede lograr actualizando sus programas académicos e incluyendo estrategias didácticas, asesorías y seguimiento a los estudiantes mediante tutorías. Asimismo, se

debe trabajar en el aspecto emocional de los estudiantes, para lo cual se debe lograr establecer empatía para facilitar la adaptación, en especial en el primer año universitario.

Palabras claves: causas, deserción escolar, estudiantes, nivel superior.

Abstract

The objective of this work was to conduct a literature review to learn about some definitions, as well as the causes of dropout at the university level. The methodological approach used was qualitative, for which bibliographic, historical-logical, analytical, synthetic and descriptive methods were taken into account; the literary review process allowed to determine and extract the most outstanding information contained in different sources, such as that offered on the Scielo, Redalyc, Dialnet portals, as well as in the Google Scholar and Mendely search engines. Some of the causes identified in this document around dropout have to do with latent failures in processing plans and programs, deficiencies in teacher readiness and updating, family difficulties facing the student, or lack of a life goal or project on their part. In conclusion, it can be said that higher education institutions must become more actively involved in this phenomenon, which can be achieved by updating their academic programs and including teaching strategies, counseling and follow-up to students through tutoring. In addition, work must be done on the emotional aspect of students, for which empathy must be established to facilitate adaptation, especially in the first year of university.

Keywords: causes, dropout, students, higher level.

Resumo

O objetivo deste trabalho foi realizar uma revisão da literatura para conhecer algumas definições, bem como as causas que geram a evasão escolar no nível universitário. A abordagem metodológica utilizada foi qualitativa, para a qual foram considerados os métodos bibliográfico, histórico-lógico, analítico, sintético e descritivo; O processo de revisão literária permitiu determinar e extrair as informações mais relevantes contidas em diferentes fontes, como a oferecida nos portais Scielo, Redalyc, Dialnet, bem como nos buscadores Google Scholar e Mendely. Algumas das causas apontadas neste documento em torno do abandono escolar dizem respeito a falhas latentes nos planos e programas de estudos, deficiências na preparação e atualização do corpo docente,

dificuldades familiares que o aluno deve enfrentar ou a falta de um objetivo ou projeto de vida de sua parte. Em conclusão, pode-se afirmar que as instituições de ensino superior devem estar mais ativamente envolvidas neste fenômeno, o que pode ser alcançado atualizando seus programas acadêmicos e incluindo estratégias de ensino, orientando e acompanhando os alunos por meio de tutorias. Da mesma forma, é necessário trabalhar o aspecto emocional dos alunos, para o qual deve ser possível estabelecer empatia para facilitar a adaptação, principalmente no primeiro ano da universidade.

Palavras-chave: causas, evasão escolar, alunos, nível superior.

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Introduction

School dropout is a problem that affects students around the world, hence its consequences end up impacting the whole of society. Therefore, in this study we try to carry out a literary review on this phenomenon in higher education, which must be faced not only by students, but also by different educational institutions, which must try to know and address the difficulties that in many cases they force students to abandon their training process (Latiesa, 2011). Some of the causes indicated in this document have to do with latent failures in study plans and programs (Ortiz-Hernández, 2018), deficiencies in the preparation and updating of teaching staff, family difficulties that the student must face or the lack of an objective or life project (Vries, León Arenas, Romero Muñoz and Hernández Saldaña, 2011).

Method

The methodological approach used was qualitative, for which the bibliographic, historical-logical, analytical, synthetic and descriptive methods were taken into account; The literary review process made it possible to determine and extract the most outstanding information contained in different sources, such as that offered in the Scielo, Redalyc, Dialnet, Academia.edu portals, as well as in the Google Scholar and Mendely search engines. The search for information was carried out around school dropout and causes of school dropout at the higher level.

Results

Based on the literature review, it can be said that students drop out of school due to factors of various kinds, such as personal, related to lack of motivation, interpersonal relationships, teenage pregnancies, etc., socioeconomic problems associated with the family income level; and pedagogical, related to strategies, activities, resources and academic evaluation.

It is important to analyze the factors that influence dropout at the university level. To do this, all students who may have some kind of inconvenience must be catered for, especially newcomers, as they face an academic environment that demands challenges and responsibilities with which they are not familiar. In accordance with this idea, Silva-Laya (2011) shows that the first year of university constitutes a critical stage in the definition of successful student careers, since it is during this period that the decision to drop out or continue with studies is usually made. Students, therefore, must be accompanied to face external difficulties (eg, related to academic programs), as well as personal variables mainly related to self-esteem. For this, parents must also get involved, since they represent invaluable support for their children, which would positively impact motivation, behavior and, therefore, academic performance (Espinosa Hoffmann and Claro Stuardo 2010).

Another figure that must be reinforced is that of the academic tutor, a role that must be played in order to monitor and analyze the learning process of students to prevent school dropout. In this sense, schools must implement a tutorial action plan that includes psychological counseling, which will surely reduce dropout rates. (Muñoz y Martínez, 2017).

School dropout

Defining this concept in a specific way is complex because there are no clear theoretical parameters that define it, beyond the indicator with which it refers to the absenteeism or abandonment of a young person from the institution where he / she enrolled for the school year. As a consequence, it is difficult for researchers as well as for creators of public policies to take actions to reduce their impact (Fernández, 2010).

Even so, authors such as Spady (1970) start from the general idea of associating university dropout with anyone who withdraws from an educational institution before receiving their diploma. For Gómez (1998), this rupture constitutes “an early personal failure whose mark lasts a lifetime” (p. 54). For Frankiln and Kochan (2000) this concept is generated when a person, enrolled

in a career the previous year, decides not to continue with their studies without having been transferred to another school.

Vásquez Velásquez, Castaño Vélez, Gallón Gómez and Gómez Portilla (2003), taking as a basis the heterogeneity of the concept, analyze it from a temporal and spatial point of view. In the first case, they relate it to the time a student lasts in an academic program until he or she withdraws, which serves to identify three types of dropouts: early, early and late. On the other hand, the spatial linkage of the concept occurs when the student changes the program within the same institution, when he changes the educational institution and even when he leaves the educational system, but with the possibility of continuing in the future, whether in the same institution. institution or another.

In accordance with this idea, the National Department of Statistics (DANE) (2016) points out that dropout occurs when the student permanently or temporarily leaves the formal educational system. This idea is also supported by Lavaros and Gallegos (2005), although these authors consider that this phenomenon could not be considered as such when it has happened for reasons associated with illnesses, accidents or legal obligations (eg, compulsory military service). In addition to this, Del Castillo (2012) believes that school dropout is also related to the abandonment of dreams and prospects for a profitable and responsible future life.

Therefore, it is said that school dropout is a multicausal problem that involves not only intrinsic factors of the individual, but also family, economic, contextual and educational variables (De Witte y Rogge, 2013; Páramo y Correa, 2012; Vázquez, 2012).

Causes of school dropout

The models and theories that have examined the problem of school dropout have focused on evaluating the academic, socioeconomic, psychological and family characteristics of students when they enter higher education (Arango, 2007). Thus, authors such as Santamaría and Bustos (2013) point out that the main causes of dropout are related to deficiencies in the students' previous academic preparation, which hinders the process of social integration at the new educational level.

Rinne and Järvinen (2011), for their part, explain that the individual's academic confidence influences the decision to drop out, while Román (2013) states that the majority of students who drop out of the educational system do so for financial reasons , family and low academic performance. Among the social and economic variables studied are social and economic inequality

(Rosado-Ortiz, 2012), while authors such as Torres (2012) point out the responsibility that underlies academic programs and their lack of updating.

Regarding economic factors, Donoso and Schiefelbein (2012) indicate that in many cases it affects the student's perception of their ability or inability to pay for the costs associated with university studies, which can be addressed through long-term credits, relatively low rates. soft, partial or total subsidies, as well as tuition and food scholarships, etc. Therefore, Moreno Bernal (2013) considers that dropout can also be promoted, paradoxically, by the same educational institution, which, due to high enrollment costs, prevents the low-income population from continuing with their studies.

In this sense, the INEE (2017) warns that the problems related to school dropout are caused by intersystemic and intrasystemic factors: the former refer to the educational offer, inequality in the quality of educational services and access mechanisms, associated with the assignment of campus, modality and shift; Intrasystemic factors are linked to inadequate pedagogical practices, limited teacher training and precarious working conditions, insufficient infrastructure and equipment, incompatibility between youth and school culture, irrelevant curriculum, poor school management, and limited participation of parents and students in school .

Another very common cause in Latin America has to do with teenage pregnancy, which forces future parents to have to assume family responsibilities that can affect the normal development of their academic activities (Mendoza and Subiría, 2013). In this context, it is worth noting what Moreno, Ortiz and González (2016) pointed out, who underline the fewer opportunities that women have to study.

Székely (2015), Weiss (2015) and Huerta, Velasco and Jiménez (2016) believe that school dropout should also consider the parents' schooling and even the fact that they live with their children or not, as well as certain problems related to demotivation, lack of interest in school, addictions or violence.

Another cause of school dropout is the student's attitude or lack of motivation. For this, the role that institutions must play with their educational programs and teachers with their pedagogical practices is vital. It is true that the attitude problems of students come from their development as people, but it is also true that it is in the school career where social development takes place. In other words, all the people who make up the educational institution must be interested in the problems that students face and attend to them through all kinds of activities that allow creating an environment of integration. (Donoso, Donoso y Arias, 2018).

In addition to this, vocational guidance and motivation programs can be created towards the career being studied, which would benefit individuals in a particular way and society in general. The objective is to improve the attitude that people have to meet their objectives, because in this way academic and personal success can be achieved (Ortega, 2012). If a positive change in the mentality of the students is achieved and the individual development of each one is taken into account, they themselves will have the tools to face not only academic challenges, but even personal ones. The challenge is to prevent school dropout, but for this, the different factors that can generate it must be analyzed in detail (Canales y De los Ríos, 2018).

Conclusions

The objective of this work was to conduct a literature review to find out some definitions around the concept of school dropout, as well as its causes at the higher level. In this regard, it can be said that these institutions should be more actively involved in this phenomenon, which can be achieved by updating their academic programs and including didactic strategies, counseling and monitoring of students through tutorials. Likewise, it is necessary to work on the emotional aspect of the students, for which it must be possible to establish empathy to facilitate adaptation, especially in the first year of university. Finally, the role that parents play in this adaptation process should not be forgotten, since they represent an invaluable financial and emotional support to successfully complete the training process at university.

It is important to analyze the factors that influence dropout at the university level. To do this, all students who may have some kind of inconvenience must be catered for, especially newcomers, as they face an academic environment that demands challenges and responsibilities with which they are not familiar. In accordance with this idea, Silva-Laya (2011) shows that the first year of university constitutes a critical stage in the definition of successful student careers, since it is during this period that the decision to drop out or continue with studies is usually made. Students, therefore, must be accompanied to face external difficulties (eg, related to academic programs), as well as personal variables mainly related to self-esteem. For this, parents must also get involved, since they represent an invaluable support for their children, which would positively impact motivation, behavior and, therefore, academic performance. (Espinosa Hoffmann y Claro Stuardo 2010).

Another figure that must be reinforced is that of the academic tutor, a role that must be played in order to monitor and analyze the learning process of students to prevent school dropout. In this sense, schools must implement a tutorial action plan that includes psychological counseling, which will surely reduce dropout rates. (Muñoz y Martínez, 2017).

Future Research Lines

Once the Research has been developed, and knowing in detail the literature review on school dropout in Mexico, lines of research have been discovered in greater depth with which this topic can be improved; Here are a few:

The topic of school dropout is very broad, it is essential that the teacher knows and identifies the causes of dropout of students of the different academic levels to prevent through their orientation with the students.

Adaptation and updating of curricular programs according to the needs of the students in order to achieve inclusion in the classroom and less school lag.

Training of the teaching career, so that teachers are more involved in their daily activities and know more about the problems of their students, in order to avoid school dropouts.

For future studies, it is important to specify programs to evaluate the performance of teachers and students to identify possible talent leaks and avoid school dropouts in Mexico.

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