



Benemérita Universidad Autónoma de Puebla

FACULTAD DE LENGUAS

FACTORS OF DESERTION IN LEI STUDENTS

(2014 GENERATION) (*action research*)

FOR THE DEGREE OF:

LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

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CHAPTER I

INTRODUCTION

Education has been the basis of the intellectual and cultural development of our society. Culture being an influential factor in social behavior, which in turn also influences the development of each person, as mentioned by the OCDE, in the national educational plan: *Education is one of the factors that most influences the advancement and progress of people and societies. In addition to providing knowledge, education enriches culture, spirit, values and everything that characterizes us as human beings.* (Narro Robles & Martuscelli Quintana, 2012)

School dropout has recurrently appeared in the history of education in Latin America. Although alternatives have been developed to stop it, it has not been achieved. As highlighted in article of *ABANDONO Y DESERCIÓN ESCOLAR: almost 20 years after the educational reform processes began in Latin America, shows how dropouts and dropouts remain, mainly affecting students poorest and most vulnerable in different societies.* (Román, 2009)

In our country, education is one of the most important social sectors, from which the results are not obtained, because of failures in all areas but as we know education is not the responsibility of a single group of people, education is formed by the effort of each and every one, it depends on everyone to help improve education from our function in society.

The different phenomena that exist do not influence in the same way the educational development of people, it will depend on the current general context, together with the close environment of each individual.

In Mexico it seems that education is a luxury rather than a right as established by the constitution, since it is possible to observe in any context where there are socioeconomic problems, from an early age some students do not continue with their

schooling, in these days it is common to know someone who abandons their studies due to different situations.

This phenomenon covers all educational levels from the initial to the higher; therefore, upon reaching the university the student becomes a challenge to graduate.

The importance of education in a social structure is overriding, as university desertion becomes a factor capable of causing several problems that directly affect the culture and quality life of the population in general.

University desertion is common in our educational context in the two educational modalities that exist in our country, whether in public or private universities; including the languages faculty at BUAP, this phenomenon can be observed.

In one of the most important universities in the country, such as the Benemérita Universidad Autónoma de Puebla, it is common to find that students are disallowed from the major they originally wanted to study, not because of their low score in the admission process; however, there is overcrowding and there is no place for them, which leads them to start their studies in another major right to stay in the university and later move to the major that they originally wanted, through a process of mobilization.

1.1 RATIONALE FOR TOPIC SELECTION

From the basic levels of education in Mexico, school desertion begins, since the higher level is also affected by the low percentages of students who successfully conclude their studies.

The proposal came from my personal observation the phenomenon of university desertion very closely, not only with my schoolmates, but also in the context in which we live, which is alarming, because the lack of interest and opportunities to complete university studies affects directly society and in general it triggers other social problems. Therefore, in this research, the aim is to find which are the most common factors for desertion in order to draw possible solutions to reduce the desertion rate in “Licenciatura en la Enseñza del Ingles” at BUAP.

1.2 SIGNIFICANCE OF THE TOPIC

The significance of this study is to know the possible factors that influence the completion of tertiary education, so it should be explored in search of the particular causes of the environment that influence students not achieving their goal: to graduate from college and find better life opportunities. In this way, not only are students helped, but teachers can also obtain better results in their students' performance.

In this case, in the English Language Teaching career, which will later be cited by its acronym in Spanish (LEI), this phenomenon is observed from the first levels, however it also occurs in a lower percentage in intermediate and final levels.

Even when teachers and tutors identify students at risk of desertion, they could affect the desertion rate. Finally, the disinterested student refuses to receive help from any authority, be it their teachers or parents and only chooses the short solution to that problem, school dropout.

The same disinterest occurs for students in the advanced levels of the degree, when they have reached certain economic independence and that makes them deviate from their objective, graduate.

The responsibility to study a university major is of the student, but an important part of the student achieving the culmination of this depends on the support provided within the family and academic context. *“School dropout is not an individual decision; it is conditioned by factors contextual”*. (Valdez, 2008)

1.3 THEORETICAL CONTEXT

“Aspects such as curricular flexibility, administrative organization, infrastructure and the academic and social environment seem to influence permanence. Adequate attention to the student, which considers academic, family, social and economic aspects, would be important for young people over time. decide on their permanence or abandonment.” This article belongs to a research group formed by heads of teaching at our university (Benemérita Universidad Autónoma de Puebla) called: Deserters or disappointed? Different causes to abandon university studies in 2011, (Arenas, 2011)

1.4 RESEARCH SETTING

This research will be focused on students of 2014 generation at LEI in the BUAP Language Faculty. It will be held first with students who have deserted of degree, continuing with students who are behind in the basic and intermediate courses that are at risk of desertion, and finally with students who are in the last LEI courses.

1.5 AIMS / PURPOSES

The purpose of the present research is to show the possible factors that cause the desertion in LEI faculty, taking into account the factors that affect in a general and particular way this phenomenon, with the specific context, the tools used and previous studies, to decrease desertion rates, and / or attend currently applied programs that are operating satisfactorily. This proposal tries to explore the following questions to find alternatives to improve. Carry out a qualitative data collection process that will serve to know what are the specific factors and needs that will give us possible alternatives.

Nowadays the society that we live in is going through serious problems, ramifications that emerge from a root, the education, of which we have the right to receive, as well as the obligation to contribute. One advantage of decreasing tertiary student desertion rates is to grow culturally as a society, the most important benefit could be the prevention of backwardness. *The objective is to advance the academic debate on the effects generated by the school culture about educational opportunities for students. For this, the article defends the importance of institutional habitus as a theoretical and methodological tool to advance the study of school culture in society.* (Aina Tarabini, 2015)

1.6 RESEARCH QUESTIONS

Through the following question, information will be obtained that helps reach the purpose of this research.

1. What are the causes that students have to desert of Licenciatura en la Enseñanza del Inglés in generation 2014? Why do students drop out University?

CHAPTER II

2.1 INTRODUCTION

This chapter allows people know the references that support the validity of this study, giving credibility, the researches that are mentioned below, have been taken from different studies in which the desertion is mentioned, in these studies the desertion is analyzed by different causes including, educational causes. Taking the information of articles and books written in different years, using the historical data to the most recent data, it should be mentioned that these studies were carried out in different European countries, Latin American countries including Mexico, also some estates of Mexico and one by the Benemérita Universidad Autónoma de Puebla.

Desertion is a global problem that affects the adductive development of our society in general. The phenomenon of desertion is frequent both in rural areas and in urban areas for different causes. In Mexico desertion directly affects the education of its population. *“Academic dropout at the university level It is an issue that is observed not only in Colombia but also in different countries of Latin America and their most important cities, and involves to all university majors.”* (Olave-Arias, 2013)

Puebla City is also recognized for having some of the most prestigious universities in the country such as BUAP, which is also affected by desertion in urban areas, which affects the standard living of citizens. In addition, Language School is also affected with a desertion rate of 20% per year.

2.2 LITERATURE REVIEW

Desertion is a global issue that affects first world countries and third world countries in different ways with different factors. There are studies carried out in Europe, America and Mexico that reaffirm the importance of providing evidence and ways of reducing the desertion rate. As mentioned in the article of: *“education is research and the pupil must be monitored by a tutor to obtain academic achievements”* (EVANS, 2017).

Desertion is caused by the environment as mentioned *“In high schools located in environments more conducive to school desertion, the large number of factors contained in each program was related to the desertion rate to a greater extent than in schools located in a more favorable environment”* (Tommaso Agasisti, 2008).

There are methods developed to decrease desertion as mentioned in *“It is shown that desertion often reduces considerably with the efficiency of longitudinal experiments”* (Scales, 1969).

Here it is mentioned that *“The Italian government has been changing its system of higher education giving more autonomy to universities. These changes pose a series of challenges for management and accounting systems in Italian universities. In this article we present the results of the study of strategic management accounting (SMA) in four Italian universities, which are immersed in a similar context of change. The focus is specifically on two aspects of desertion decisions”* (Geert Verbeke, 1999).

It is also necessary to take into account the importance of education in our development as mentioned here. *“Education is the process of facilitating learning, or acquisition of knowledge, skills, values, beliefs and habits. Education is often carried out under the guidance of educators, education can take place in formal or informal settings and any experience that has a formative effect on the way they are thought, felt or can be considered educational acts”* (Campbell, 1966).

Here it is mentioned that *“During the last twenty years, the rich conversation about how colleges and universities can better utilize their vast knowledge resources to support public progress has developed within American higher education. Beyond the production of graduates”* (Fitzgerald, 2010).

In the article of a research group, formed by heads of teaching, of our university (Benemérita Universidad Autónoma de Puebla) called: *¿Desertores o decepcionados? Distintas causas para abandonar los estudios universitarios* in 2011, (Arenas, 2011)

“Aspects such as curriculum flexibility, administrative organization, infrastructure and the academic and social environment, seem to influence permanence., Appropriate attention to the student, which considers academic, family, social and economic aspects, would be important for young people in the Time to decide on their permanence or abandonment.

For Mexico, Zúñiga (2006) observes that an aspect such as compromise or "coupling" is not as relevant as in North American studies. According to his study, factors such as the economic situation are more important”. The article by Ysis Pino (coordinadora) called *Desercion Universitaria* Mentions other important factors such as:

- *“The socio-economic situation of the student.*
- *The lack of orientation that exists in the home and in schools to choose the university career that best suits the student, according to their needs and abilities. This could be validated with a placement test.*
- *The pressure of parents who want their children to study careers that meet their interests and not those of their children.*
- *The deficiencies that students bring to the secondary level, this discourages them and makes them feel incapable.*
- *The little or almost null interest that the students demonstrate to the superior study”.*

The main causes of desertion in Mexico are: *These are young people who consider their performance in school as regular, without a commitment or future plans, because despite the fact that most of them are manifested disagreeing with the level of studies achieved, they do not have concrete plans of continue with his studies, and only remains in intentions.*

The problem of Dropout is multifactorial and data from the state of Sonora confirm this. However, unlike other studies where women drop out school, mainly due to pregnancy, in the present case this situation was not one of the main reasons.

In general, the reasons for dropping out of school in this study were the economic, which included both the lack of household resources to face the expenses required to attend school, such as dropout that occurs to work or to seek employment. (Valdez, 2008)

In the national education plan, carried out by Unam, the importance of education is mentioned: *Education is one of the factors that most influences the advancement and progress of people and societies. In addition to providing knowledge, education enriches culture, spirit, values and everything that characterizes us as human beings. (Narro Robles & Martuscelli Quintana, 2012)*

Delving into the issue of the importance of education in society, the following article mentions a way in which educational dropout affects social sectors: *Almost 20 years after the educational reform processes began in Latin America, shows how dropouts and dropouts remain, mainly affecting students poorest and most vulnerable in different societies. (Román, 2009).*

Comparisons of the same phenomenon are inclined showing indices of high dropout rates: *According to data from the Colombian Ministry of National Education, through the System for the Prevention of Dropout in Higher Education (SPADIES, 2013), 45.3% of students drop out of universities, which means that approximately one of each Two students who enter higher education do not finish their studies, the critical period in which the phenomenon occurs with greater intensity is located, in the first four semesters of the career, in which 75% of students drop out. (Olave-Arias, 2013)*

It is important to highlight the influence that the academic sector has on student dropouts: *Even more difficult is to recognize that there are school practices that end up being a violent invitation for students to leave school and for those who finish leaving are mostly the students with the greatest social and educational vulnerability; that is to say those who most require the highest possible education. One way or another, it appears as it is evident that our school systems, principals, administrators and teachers, have serious pedagogical and subjective difficulties in educating and accepting vulnerability.* (Román C., 2013)

Similar studies have been made of Latin American countries where desertion is mentioned in major cities of countries such as Mexico. *“Academic dropout at the university level It is an issue that is observed not only in Colombia but also in different countries of Latin America and their most important cities, and involves to all university majors.”* (Olave-Arias, 2013)

The following article mentions the importance of the actions of educational centers: *The objective is to advance the academic debate on the effects generated by the school culture about educational opportunities for students. For this, the article defends the importance of institutional habitus as a theoretical and methodological tool to advance the study of school culture in society.*

The educational centers, based on their practices, their professionals, its structures create different frameworks of opportunity for students; open or they close doors; they provide one or another type of orientation; offer or deny different types of support.

(Aina Tarabini, 2015)

CHAPTER III

3.1 METHODOLOGY

The methodology used is intended to guide the research process, initially to link the information previously collected with the information that will be obtained through the data collection instruments when the process was developed and subsequently evaluated and analyzed the data to obtain concrete results.

Some mixed methods were used in the development of the research project and resolution of the same, with the aim of obtaining a better understanding of the phenomenon. As mentioned in the following section:

Mixed methods represent a set of systematic, empirical and critical research and involve the collection and analysis of quantitative and qualitative data, as well as integration and joint discussion, to make inferences product of all information collected (metainferences) and achieve a better understanding of the phenomenon under study (Hernández Sampieri and Mendoza, 2008).

The methods of joint research are the systematic integration of quantitative and qualitative in a single study in order to obtain a more complete "photograph" of the phenomenon. These can be combined in such a way that the quantitative and qualitative approaches its original structures and procedures ("pure form of mixed methods"). Alternatively, these methods can be adapted, altered or synthesized to carry out the research and dealing with study costs ("modified form of mixed methods") (Chen, 2006; Johnson et al., 2006).

3.2 RESEARCH DESIGN

Action research mixes both methods of collecting quantitative and qualitative data at the same time and in different order, but focuses on solving problems in social phenomena. It can also be used locally to solve particular situations within the school with a small group of research practicing with its developmental characteristics and can also be used for large groups outside of school with situations to analyze more complex about education in society.

Some of its characteristics are that it is flexible to be practiced, and it is also possible to emphasize the collaboration of cooperators, to reinforce the project.

So this method, mixing qualitative and quantitative research, works very well to give validity and reliability to data collection, obtained through interviews and observation, reflecting data using graphs of percentages obtained in the study.

3.3 RESEARCH SETTING

The project was carried out at the Benemerita Universidad Autonoma de Puebla, which is one of the most important universities of México, developed specifically in the Language Faculty, the university is public and urban, it is aimed at middle class students, which is located in “Colonia Humboldt” near to the down town of Puebla City. The project was directed to the students of the 2014 generation of the English Teaching Degree.

3.4 PARTICIPANTS

The participants who formed part of this investigation are students at risk of desertion of the language faculty, each and every one of them admitted in 2014, who are currently studying in this faculty.

The age of the participating students is on average from 22 years old to 28 years of age, who are attending the last levels of degree and some in the intermediate courses. With percentages of 70% are women and 30% are men.

3.5 INSTRUMENTS

The applied research instruments were the following: observation and interviews, the problem was found in 2014 generation at LEI of BUAP.

3.6 PROCEDURE

This method will be started under the following process and the following characteristics; The interviews and class observation will be carried out firstly, with students ranging from the basics courses, who are behind, continuing with the students who are in the middle of the major, and finally concluding with students who are in the latest LEI courses, this project will be carried out under the necessary authorization by the institution.

The estimated time for this research was at least 7 months. Beginning two weeks to request permission from the institution and the participants, another two weeks to develop and agree the appropriate strategy with the Thesis Director.

A month to apply research tools such as observation and interviews, as it should be detailed.

Two months for the collection of data, analyzing and interpreting carefully each of the interviews. Finally, three months to write and edit the research with the conclusion and the answers obtained, with the help of readers who supported this thesis.

CHAPTER IV

4.1 INTRODUCTION

In this chapter, the information obtained from the instruments applied to teachers and students with the characteristics that this study requires is analyzed.

The answers will be presented in graphs with percentages, going from the most mentioned or of the highest co-occurrence or having similarity among the interviewees, in order to solve the research questions.

The research questions will be read again in the chapter to verify with the results obtained, which are also shown at the end.

4.2 DATA ANALYSIS

The data analysis will help to organize and collect the information obtained through the evaluation.

Once the instruments for collecting the information have been applied, proceeds to perform the corresponding analysis of them, as for the information that will be thrown, it will be the indicator of the conclusion of the investigation.

These evaluations provide results and data that were collected specifically for the study area and graphics were made to verify the information clearly.

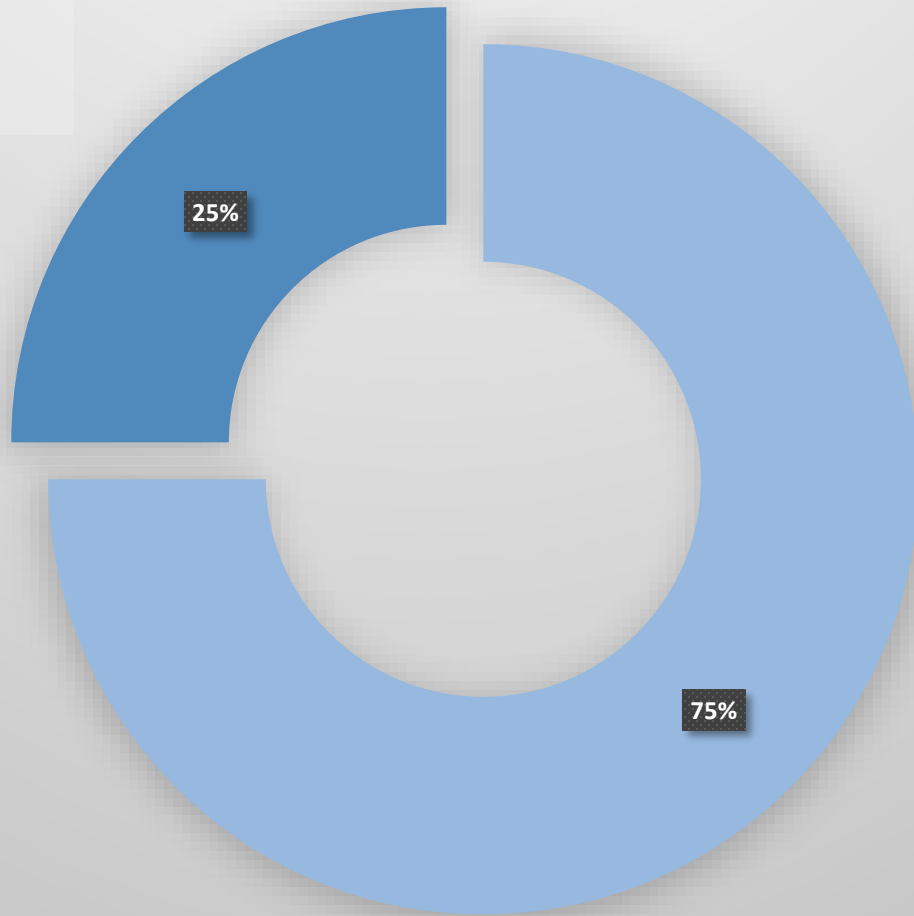
To obtain the data corresponding to the research, it was necessary to carry out different types of evaluations to the participants, a total of 20 people participated, with a percentage of 25% male gender and a percentage of 75% female gender.

The following chart shows that 75% of our research subjects belong to the female gender and the remaining 25% to the male gender, with ages ranging from 22 to 28 years of age.

people surveyed

■ female

■ male



4.3 RESEARCH QUESTIONS

In this section the research question is shown again, which were analyzed in chapter one, in order to remember what aspects this research was based on, then answer each of the questions in the results section.

Once the first data was known, we kept collecting the information about:

- 1. What are the causes that students have to desert of Licenciatura en la Enseñanza del Ingles in generation 2014?***

4.4 RESULTS

✓ Based on recent researches, made by the administrative area of this institution, it was obtained as a result that the desertion rate of the generation 2014, was as follows; **of 100% of the students registered that year to the English Teaching degree, they deserted 31%**. which is an alarming figure.

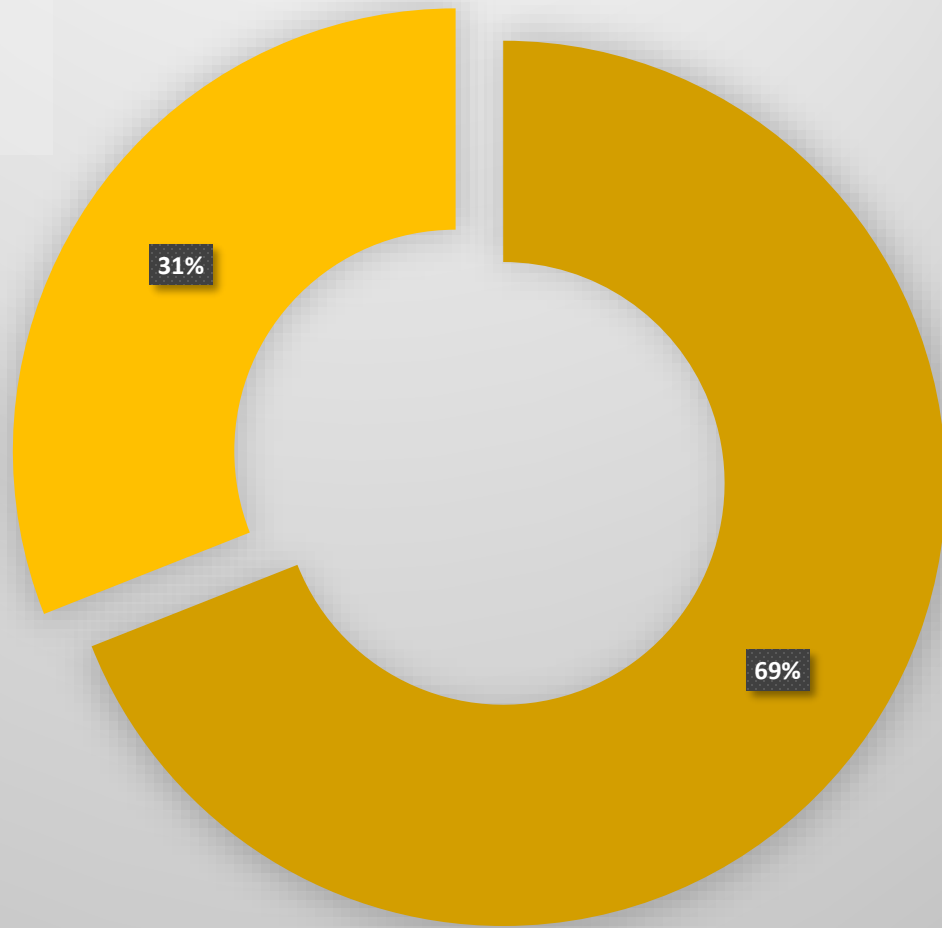
In other studies, on university dropout it is observed that, as in our faculty, dropout appears in the first semesters with greater force.

According to data from the Colombian Ministry of National Education, through the System for the Prevention of Dropout in Higher Education (SPADIES, 2013), 45.3% of students drop out of universities, which means that approximately one of each Two students who enter higher education do not finish their studies, the critical period in which the phenomenon occurs with greater intensity is located, in the first four semesters of the career, in which 75% of students drop out. (Olave-Arias, 2013)

desertion rate 2014

■ they continue studying

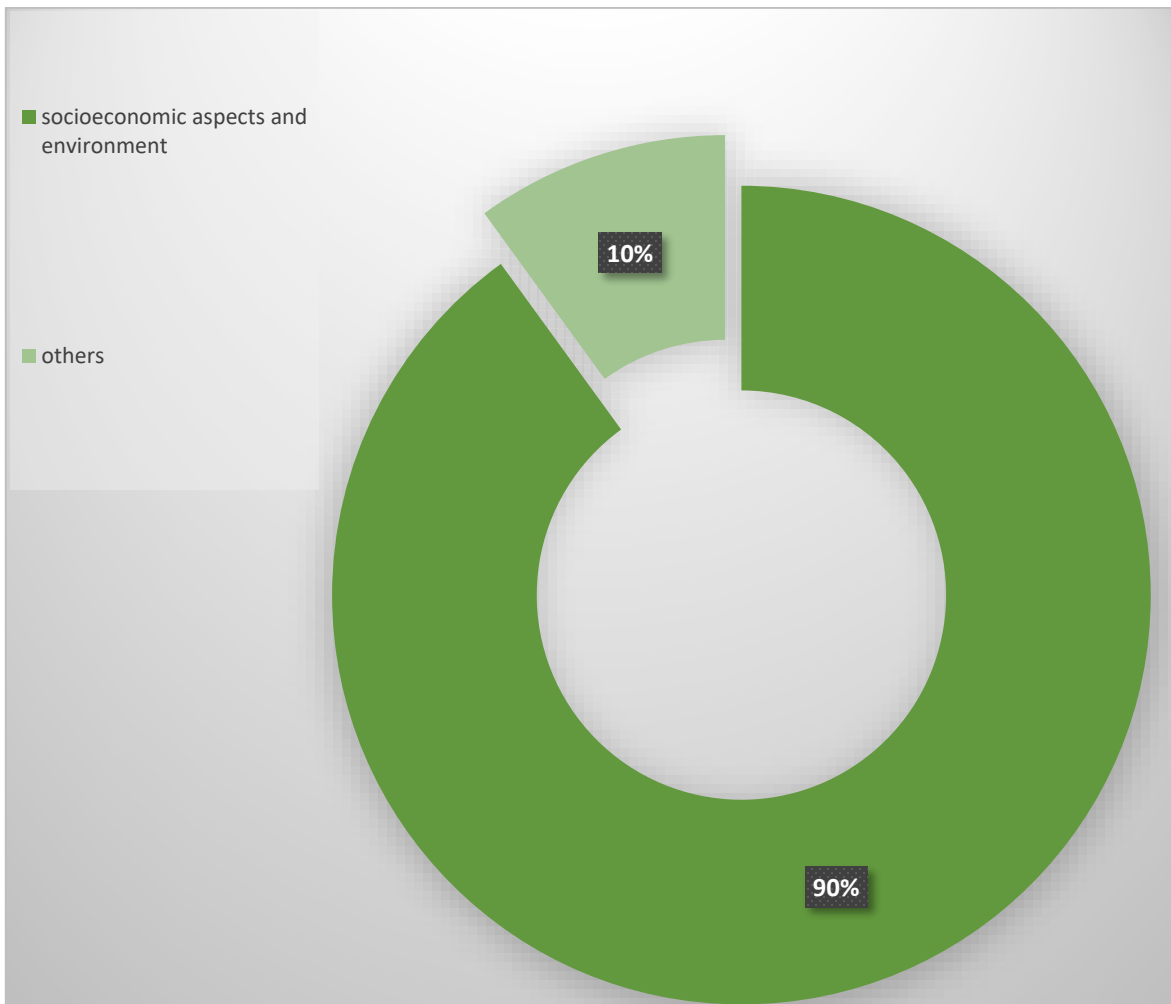
■ deserted



INSTRUMENT FOR TEACHERS

- In the instrument applied to the teachers in the first question mentioned:
Causes for which the students deserted? was obtained that the majority thought:
“The students do not want to be a teacher.”
- In the second question, the majority thought that:

✓ Students are affected in their academic education by aspects?
“Socioeconomic and environment which includes the (family aspect)”.

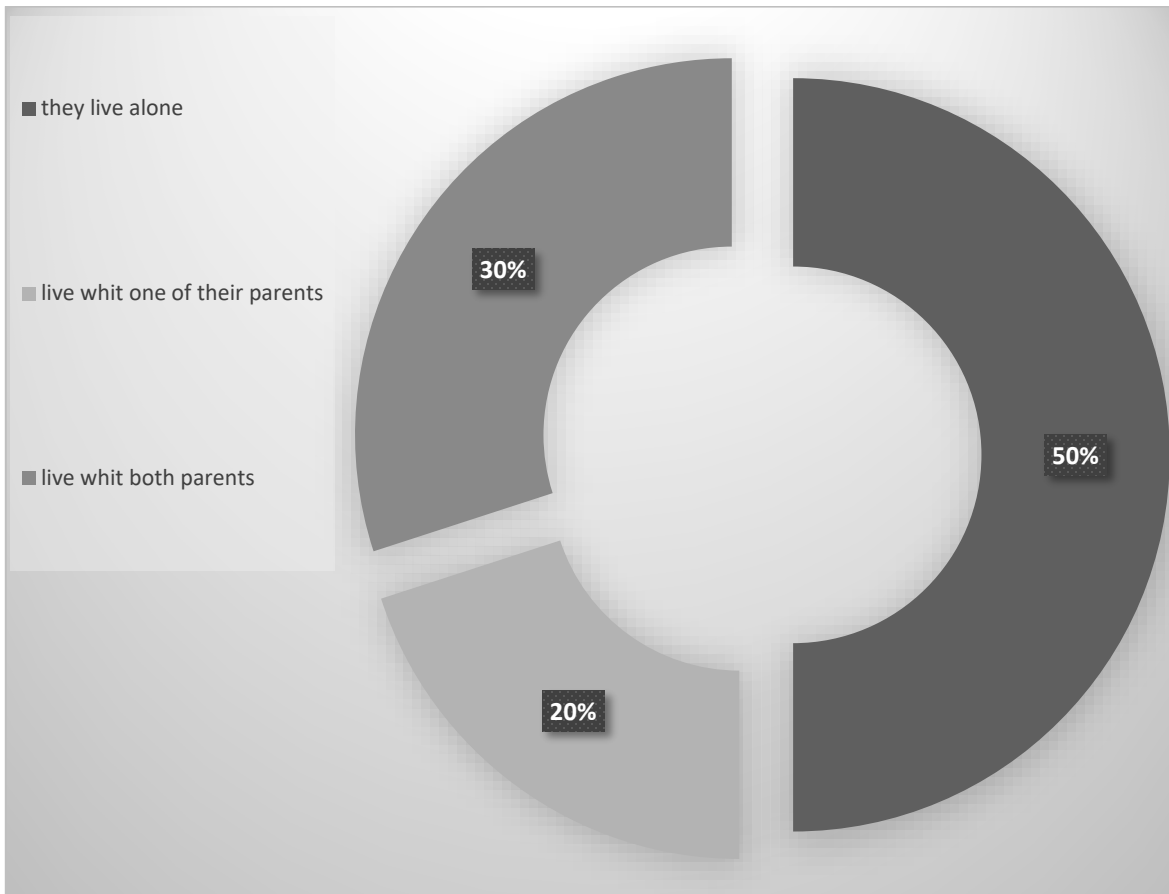


- In the third question which mentions:

If the program satisfies the students? **“50% said yes and 50% said no”**.

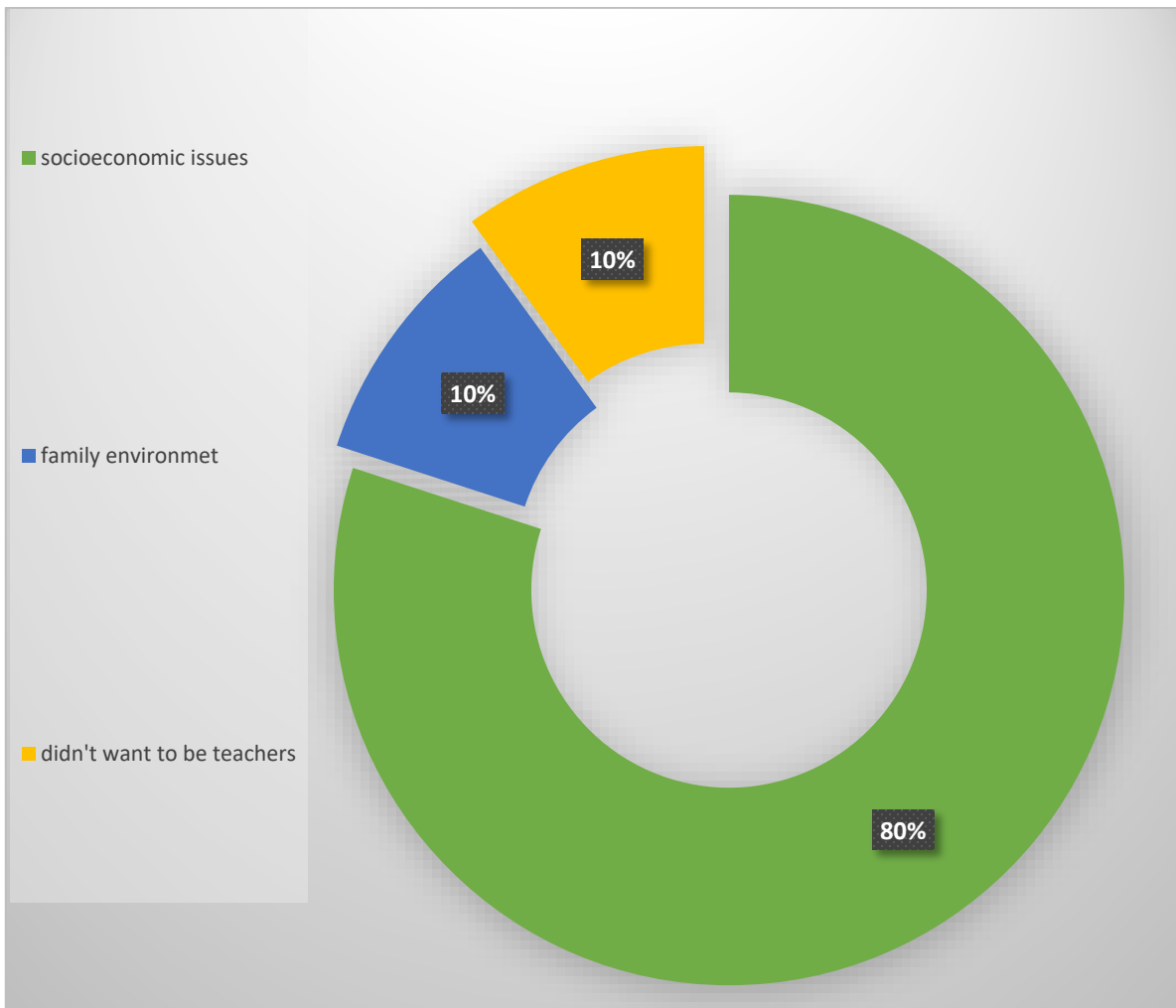
INSTRUMENTS FOR STUDENTS

- In the area of personal information, the results obtained were that: **“all the students surveyed finished their elementary, secondary and high school studies in a correct time”**.
- ✓ It should be noted that most of the students answered that: **“they live alone or with one of their parents, few answered that they live with both parents”**.



Some of the parents of the students surveyed have university studies (both father and mother), **“the majority only completed secondary school, it is also notable that the mothers are the ones who reach a higher academic level than the parents”**. As mentioned in a study developed in Sonora Mexico. *“as an important fact, it was noted that most of these students have parents with less schooling than theirs”*. (Valdez, 2008).

- The results of the questions in the general information area reveal that:
 - ✓ Students deserted of degree mainly? **“because of socioeconomic issues and sometimes, due to family environment such as: lack of time to devote to their studies, because they have to work”**.



Students at risk of desertion indicated that? **“they like teaching and career but are not guided by their tutors, on the other hand the students who already deserted indicated that they do not like teaching”**.

Even more difficult is to recognize that there are school practices that end up being a violent invitation for students to leave school and for those who finish leaving are mostly the students with the greatest social and educational vulnerability; that is to say those who most require the highest possible education. One way or another, it appears as it is evident that our school systems, principals, administrators and teachers, have serious pedagogical and subjective difficulties in educating and accepting vulnerability. (Román C., 2013)

The students who have economic problems and family environment said that: **“if they were supported to solve their situations, they would continue with their studies in the faculty”**.

Which answers the research question:

1. What are the causes that students have to desert of Licenciatura en la Enseñanza del Inglés in generation 2014?

- ✓ **The faculty has a department of the BUAP scholarship system for students, such as academic, food, sports and work grants.** Some students even have scholarships provided by other government systems, **however the students of this faculty consider that the scholarships do not have the dissemination that they should since there are students who do not know about it.**

The students know that it is their right to have a scholarship if they meet the requirements for this, since it is money destined for their studies.

This crossed information allows answering.

The benefit that would be obtained if this situation were to improve, considering that this faculty is part of one of the most important universities in the country, which has quality academic programs and scholarship systems that support to the type of students it is aimed at, with competent academics. It would be that the students enrolled today, once they have finished their studies, will be certified to compete in the labor field, wearing the name of the institution, which would guarantee the credibility of the education that is taught here.

CHAPTER V

5.1 INTRODUCTION

Being the last chapter, the objectives obtained through this study are mentioned, making an evaluation based on previous works and real observations of the phenomenon during the research using volunteer participants, keeping the data collected in absolute discretion and in order to answer the research questions and in this way obtain favorable results.

The objectives of this research will also be taken up again in order to close the cycle of this work and make sense of this study, conferring the purpose.

It will be informed what were the limitations of this research work, some recommendations will be included in case the project is resumed at another time, and finally a page will be shown with the references used as a source of previous data collection, about the same subject or topics related to it, to give foundation to the investigation.

(At the end of the thesis, there is the APPENDIXES section which contains the instruments that were used.)

5.2 FINDINGS

Retaking the aims section in the first chapter which mentions that, “the purpose of the present research is to show the possible problems that cause the desertion in LEI faculty, taking into account the factors that affect in a general and particular way this phenomenon, with the specific context, the tools used and previous studies, for decreasing desertion rates, and / or attend currently applied programs that are operating satisfactorily”. As soon as the research has been properly interpreted and evaluated, the following result was reached.

It is concluded that the students of Language Faculty 2014 generation have deserted for the following possible causes found in this study as: **socioeconomic aspects, family environment, lack of attention of their tutors mostly and very few for lack of interest to the career.** An important percentage was also found in the desertion rate of that generation, which undoubtedly affects the total number of graduates of this faculty compared to the number of admitted.

In a similar study carried out recently in another state of the Mexican Republic, it was concluded that: *in general, the reasons for dropping out of school in this study were the economic, which included both the lack of household resources to face the expenses required to attend school, such as dropout that occurs to work or to seek employment. There are also the problems family members, those associated with lack of interest.* (Valdez, 2008).

Finally, despite the fact that there are scholarship programs with the purpose of helping the students, they annexed that they do not have much information about this and when they have tried it even if they fulfill the requirements, they cannot obtain anything.

A study developed specifically in university dropouts mentioned as an important internal factor, the relationship that exists between the institution and the student: *In the analysis of desertion in the university environment, either partial or total, the need arises involving both internal factors as external to the student, moving in psychological, economic, sociological dimensions, as well as organizational and interactional between students and institution.* (Olave-Arias, 2013)

5.3 LIMITATIONS

In this section it is reported that desertion is a social problem that exists in the educational system of some countries, mainly in underdeveloped countries, which cannot be eradicated but can be controlled or resisted, through specific programs aimed at said sector previously investigated, knowing the disadvantages of this phenomenon.

“As mentioned in the section on significance of the topic at the beginning of this thesis. The responsibility to study a university major is to the student, but an important part of the student's achievement is the culmination of this, depends on the support provided within the family and academic context.” *“School dropout is not an individual decision; it is conditioned by factors contextual”.* (Valdez, 2008)

Therefore, it is not only the students that cause their academic results, more factors in their environment also influence.

5.4 RECOMMENDATIONS

It is recommended to be careful when researching this topic, with the tools, since most of the participants are not willing to answer them if they feel offended or attacked with questions, it should be clarified that the use of the information, whether personal or general, is private and for academic purposes.

For this project it is also necessary to take into account the previous studies as (historical data) on the same subject, issues derived from desertion or issues that are related to the purpose of enriching the information, as shown in chapter two, as they may be; educational and social issues, among others, of work done in other countries and in the same context in which it was developed.

5.5 FOR THE FURTHER RESEARCH

This type of research must be continued on a constant basis, to make a measurement on what is the real level that has an educational institution and thus have an updated data of the phenomenon, serving to make changes that improve.

Let remember that nowadays the society that we live in is going through serious problems, ramifications that emerge from a root, the education, of which we have the right to receive, as well as the obligation to contribute. One advantage of decreasing tertiary student desertion rates is to grow culturally as a society, the most important benefit could be the prevention of backwardness. *The educational centers, based on their practices, their professionals, its structures create different frameworks of opportunity for students; open or they close doors; they provide one or another type of orientation; offer or deny different types of support.*

(Aina Tarabini, 2015)

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APPENDIX



ENCUESTA PARA ESTUDIANTES ACERCA DE LA DESERCIÓN UNIVERSITARIA DE LA LICENCIATURA EN ENSEÑANZA DEL INGLÉS.

Compañero Estudiante, el objetivo de la siguiente encuesta es conocer las causas de la deserción en el programa de nuestra institución, con el fin de hacer una propuesta que beneficie a la institución, el programa y los estudiantes. Por tal razón solicito tu ayuda para responder la siguiente encuesta con la mayor sinceridad. (la información obtenida será totalmente confidencial y con fines académicos para esta investigación). *Info. personal.*

Generación: _____ Sexo: _____

Edad: _____ Año en el que abandonaste tus estudios _____

¿Concluiste tus estudios de Primaria en 6 años? SÍ ___ NO ___.

¿Concluiste tus estudios de Secundaria en 3 años? SÍ ___ NO ___.

¿Concluiste tus estudios de Bachillerato en 3 años? SÍ ___ NO ___.

¿Vives con tus padres? Papá ___ Mamá ___ Ambos ___ Ninguno ___.

¿Cuál es el nivel de estudios de tus padres?

¿Cuál fue la principal razón por la cual elegiste estudiar esta carrera?

¿El plan de curricular de la carrera te satisfizo? SI ____ NO ____ ¿Por qué?

¿Cuál fue el motivo de tu deserción?

¿Contaste con el apoyo económico para tus estudios? SI ____ NO ____ ¿Por qué?

¿Contaste con el acompañamiento de tus profesores? SI ____ NO ____.

¿Si hubieras tenido apoyo para solventar el motivo de tu deserción, continuarías e la facultad?



ENCUESTA PARA ESTUDIANTES ACERCA DE LA DESERCIÓN UNIVERSITARIA DE LA LICENCIATURA EN ENSEÑANZA DEL INGLÉS.

Compañero Estudiante, el objetivo de la siguiente encuesta es conocer las causas de la deserción en el programa de nuestra institución, con el fin de hacer una propuesta que beneficie a la institución, el programa y los estudiantes. Por tal razón solicito tu ayuda para responder la siguiente encuesta con la mayor sinceridad. (la información obtenida será totalmente confidencial y con fines académicos para esta investigación). *Info. personal*

Generación _____ Sexo _____ Edad _____

¿Concluiste tus estudios de Primaria en 6 años? SÍ ___ NO ___.

¿Concluiste tus estudios de Secundaria en 3 años? SÍ ___ NO ___.

¿Concluiste tus estudios de Bachillerato en 3 años? SÍ ___ NO ___.

¿Vives con tus padres? Papá ___ Mamá ___ Ambos ___ Ninguno ___.

¿Cuál es el nivel de estudios de tus padres?

¿Cuál fue la principal razón por la cual elegiste estudiar esta carrera?

¿El plan curricular de la carrera te satisfizo? SI ____ NO ____ ¿Por qué?

¿Cuál sería el motivo que te llevaría a desertar de la Licenciatura?

¿Cuentas con el apoyo familiar para tus estudios? SI ____ NO ____ ¿Por qué?

¿Cuentas con el acompañamiento de tus profesores? SI ____ NO ____.

¿Si tuvieras apoyo para solventar el motivo de tu deserción, continuarías en la facultad?



ENTREVISTA PARA DOCENTES ACERCA DE LA DESERCIÓN UNIVERSITARIA DE LA LICENCIATURA EN ENSEÑANZA DEL INGLÉS.

Este cuestionario tiene el objetivo de conocer las causas de la deserción en el programa de nuestra institución, con el fin de hacer una propuesta que beneficie a la institución, el programa y los estudiantes. Por dicha razón le solicito su ayuda para responder con la mayor sinceridad. (la información obtenida será totalmente confidencial y con fines académicos para esta investigación).

¿Cuáles cree usted que son las causas por las cuales sus estudiantes desertan?

¿Cuál de los siguientes aspectos cree usted que afectan más la formación de sus estudiantes?

- | | |
|-------------------------------|-----------------------------|
| a) Socioeconómico. | d) Estrategias de enseñanza |
| b) Problemas psicológicos | e) Entorno. |
| c) Estrategias de aprendizaje | f) Otros: |

¿Considera usted que el programa satisface las expectativas de los estudiantes?