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Artículos científicos

Deserción escolar en estudiantes universitarios: estudio de caso del área económico-administrativa

School drop-off in university students: case study of the economic-administrative area

Abandono escolar de estudiantes universitários: estudo de caso da área econômico-administrativa

Alma D. Otero Escobar

Universidad Veracruzana, Facultad de Contaduría y Administración, México

aotero@uv.mx

<https://orcid.org/0000-0001-9266-6587>

Resumen

La deserción escolar se reconoce como uno de los principales problemas que enfrentan las instituciones de educación superior en México. Por eso, el objetivo principal de esta investigación fue identificar las causas que generan el abandono y la deserción de estudiantes universitarios del área económico-administrativa con el propósito de proponer estrategias que permitan atender este problema. Para ello, se entrevistó a 532 estudiantes de una universidad mexicana que cursaban las carreras de Administración, Contaduría, Sistemas Computacionales Administrativos y Gestión de Negocios. La metodología consideró un enfoque mixto, transversal y descriptivo. Se aplicó como instrumento la Encuesta para Medir la Deserción Escolar en Instituciones de Educación Superior, que considera ocho categorías: a) datos generales del estudiante, b) datos académicos, c) salud y bienestar, d) datos sociofamiliares, e) aspectos económicos y laborales, f) datos de infraestructura, equipamiento, normatividad escolar y trato al usuario, g) influencia del entorno y h) otros



motivos no especificados. Con base en los resultados recabados, se puede afirmar que los factores que aumentan el riesgo de abandono son la dependencia económica de los estudiantes, el difícil acceso a las tecnologías y a una conexión más estable de internet, así como la escasa capacidad didáctica de los docentes para enseñar los contenidos. En cambio, no representan una amenaza latente ciertas variables como la infraestructura escolar, el mobiliario y los equipos disponibles. Por eso, se recomienda diseñar y aplicar estrategias de atención en los siguientes ámbitos: en cuanto al *ámbito académico*, se deben promover actividades que optimicen los procesos derivados de la planeación docente, la impartición de clases, el respeto por los estudiantes y la evaluación acorde de los cursos. En los ámbitos *económico y laboral*, se debe promover la vinculación de los estudiantes con empresas que puedan aportar un incentivo económico. Por último, en el *ámbito socioemocional*, se recomienda la inclusión de apoyo socioafectivo para los estudiantes, ya que muchos señalaron que sus asuntos familiares podían influir en su permanencia o en su abandono escolar.

Palabras clave: deserción, económico-administrativa, estudiantes, México.

Abstract

The factors that influence a student to decide to abandon their university studies are presented as research results, the main objective was to identify the causes that generate the abandonment and desertion of university students from the economic-administrative area in order to reduce said situation. 532 students from a Mexican university where Administration, Accounting, Administrative Computer Systems and Business Management are taught were considered. The methodology considered a mixed, transversal and descriptive approach, the Survey to Measure School Dropout in Higher Education Institutions was applied as an instrument, which considers eight categories: a) General student data, b) Academic data, c) Health and well-being, d) Socio-family data, e) Economic and labor aspects, f) Data on infrastructure, equipment, school regulations and user treatment, g) Influence of the environment and h) Other unspecified reasons. The results obtained indicate that the main dropout problem in Higher Education Institutions corresponds to three premises, the financial issue that refers to payments generated during their academic training, access to communication services, such as the internet service and questions both individual and family health. Once the causes of dropout have been identified, the implementation of strategies is

recommended: a) the identification of attributes prior to the admission of the students such as: family, social, cultural and work context, b) Consider the expectations of the students: the goals family, individual and work, c) Establish the experience of students in terms of: their learning styles, technological skills, interaction in virtual environments and institutional support needs and d) Take into account the interaction with the non-academic environment of the student that has to do with: the student's expenses, access to the technology they have and health aspects.

Keywords: desertion, economic-administrative, students, México.

Resumo

O abandono escolar é reconhecido como um dos principais problemas enfrentados pelas instituições de ensino superior no México. Portanto, o objetivo principal desta pesquisa foi identificar as causas que geram o abandono e a deserção de estudantes universitários da área econômico-administrativa a fim de propor estratégias que possibilitem o enfrentamento dessa problemática. Para isso, foram entrevistados 532 alunos de uma universidade mexicana que cursavam Administração, Contabilidade, Sistemas Informáticos Administrativos e Gestão de Negócios. A metodologia considerou uma abordagem mista, transversal e descritiva. A Pesquisa para Medir a Abandono em Instituições de Ensino Superior foi aplicada como um instrumento, que considera oito categorias: a) dados gerais do aluno, b) dados acadêmicos, c) saúde e bem-estar, d) dados sócio-familiares, e) econômicos e trabalho, f) dados sobre infraestrutura, equipamentos, regulamentos escolares e tratamento do usuário, g) influência do meio ambiente e h) outros motivos não especificados. Com base nos resultados obtidos, pode-se afirmar que os fatores que aumentam o risco de evasão são a dependência econômica dos alunos, o difícil acesso às tecnologias e uma conexão mais estável à internet, bem como a baixa capacidade didática dos professores. Para ensinar o conteúdo. Por outro lado, certas variáveis como infraestrutura escolar, móveis e equipamentos disponíveis não representam uma ameaça latente. Por este motivo, recomenda-se desenhar e aplicar estratégias de cuidado nas seguintes áreas: no âmbito acadêmico, devem-se promover atividades que otimizem os processos derivados do planejamento pedagógico, da ministração das aulas, do respeito aos alunos e da adequada avaliação dos cursos. Nas esferas econômica e trabalhista, deve-se promover a vinculação de estudantes a empresas que possam constituir um incentivo econômico. Por fim, na esfera socioemocional, recomenda-se a inclusão de apoio

socioafetivo aos alunos, uma vez que muitos indicaram que seus assuntos familiares podem influenciar sua permanência ou evasão escolar.

Palabras-clave: deserción, económico-administrativa, estudiantes, México.

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Introduction

School dropout is a topic that has gained interest in all institutions dedicated to providing educational services. According to the Information System of Educational Trends in Latin America - cited by Román (2013) -, school dropout in the region (regardless of the country analyzed) begins to appear after the student's 13 years of age, that is, when you enter the secondary level. In fact, according to Román (2013), about half of adolescents between 17 and 18 years old no longer attend school. At that age, only 32% complete the intermediate level, which means that by the age of 24, eight out of every ten Latin American youth are already disengaged from the formal educational system. The countries mentioned by Román (2013) with the greatest tendency in this problem are Argentina, Bolivia, Brazil, Costa Rica, Chile, Colombia, Cuba, Ecuador, Mexico, Panama, Paraguay, Peru, Uruguay and Venezuela.

In the case of Mexico, according to the National Institute of Statistics and Geography (Inegi) (2020), the average schooling of the population over 15 years of age continues to increase. "Only 29.5% of the population aged 25 to 64 have completed high school, 16.7% attended the upper secondary and only 21% have higher-order studies such as a bachelor's or master's degree" (para. 8). Regarding this situation, Arreola (July 5, 2018) points out the wastage of the demographic bonus, since it mentions that young people find any argument to prefer work activities instead of studying, which in the long term will affect their income and, consequently, their life conditions.

Data from the National Demographic Dynamics Survey (ENADID) (Inegi, 2018) estimate that out of every 100 young men 34 attend school (5.3 million), while of young women, 33 out of 100 (5 millions). Likewise, the aforementioned survey indicates that as the age of the people increases, the greater the proportion of those who do not attend school. That is, among people aged 15 to 19, 60.8% (6.9 million) attend school; 27.3% (2.7 million) of those between the ages of 20 and 24, and only 7.5% (705,000) of those in the 25 to 29 age group. According to the OECD, in Mexico only 38% of young people who attend university manage to graduate (Páramo y Correa, 2012).

School dropout

The Ministry of Public Education (2008) conceives school dropout as an indicator that expresses the number or percentage of students who drop out of academic activities before completing a grade or educational level. In this sense, said institution has classified dropout into three aspects: intracurricular dropout, intercurricular dropout and total dropout.

Dropout that occurs during the school year is called intracurricular dropout; the one that takes place at the end of the school year, regardless of whether the student has passed or not, is called intercurricular dropout. Finally, total dropout is the combination of both dropouts.

School dropout - according to Torres (2012) - is linked to a behavior that has its conception in society and in the norms that it imposes as part of a system, where students can interpret their dropout as a positive step towards achievement of a goal.

Another definition of school dropout proposed by Torres (2012) has to do with perceiving the phenomenon from the individual position of the interested party, where he is the one who decides the path and the achievement of his own goals, which are not linked to formal education.

Now, within these two conceptions there is a third, which indicates that school dropout can be defined considering the institution from which it emanates. Defining dropout from an institutional perspective is less complex due to the fact that each student can be seen as a dropout, regardless of their condition, compared to the individual question addressed by the family and social paradigm and from the dropout's own criteria. Therefore, in the institutional definition there is a point that balances the indicator, since the phenomenon is seen as a problem that affects the financial stability of an institution, especially if it is private. Dropout is, without a doubt, an issue that should be a priority for all educational institutions, regardless of their modality (Chiavenato, 2013).

The Veracruzana University in the face of desertion

This research was carried out at the Veracruzana University (UV), which was founded in 1944 and acquired its autonomy in 1996. It is located in the state of Veracruz, located on the Gulf of Mexico. It has five regional headquarters: Xalapa, Veracruz, Orizaba-Córdoba, Poza Rica-Tuxpan and Coatzacoalcos-Minatitlán, with a presence in 27 municipalities. Due

to its enrollment, it is among the five largest state public universities of higher education in Mexico (UV, 2019a).

Its educational offer covers all areas of knowledge, organized into six groups: arts, biological-agricultural sciences, health sciences, economic-administrative, humanities and technique.

However, in this research the topic of dropout was chosen only in students from the economic-administrative area. Specifically, the Xalapa region and the Faculty of Accounting and Administration were selected, where four representative educational programs of the study area are concentrated, that is, the degrees in Administration, Accounting, Administrative Computer Systems, and Business Management and Direction (UV, 2019b).

The purpose is to promote the design of strategies that allow students to successfully complete their university studies, which can guarantee them better opportunities when entering work life.

Method

The need to design and apply strategies has been raised based on the identification of the factors that affect school dropout in higher-level study programs in the economic-administrative area. For this, the following research question was formulated: how to reduce school dropout in the higher level study programs of the economic-administrative area of the Universidad Veracruzana?

The objective was to identify the causes that generate the abandonment and desertion of university students from the economic-administrative area of the aforementioned house of studies.

Methodological design

The paradigm used was the interpretive one, since it fulfills the required purposes. That is to say, to construct with the theory a reflection from the praxis in a determined context (Ricoy, 2006). Thus, an attempt is made to understand reality considering that knowledge is not neutral, but relative according to the meanings given, which make full sense in the culture and in the peculiarities of the daily life of the phenomenon. In this sense, the qualitative methodology allows a rigorous contextual description of these situations that allow

intersubjectivity in the capture of reality, through a systematic collection of data that allows descriptive analysis.

This paradigm allowed addressing school dropout from a holistic approach, which served to identify the causes that motivate students to abandon their professional training in Mexico, especially after the emergence of covid-19.

Likewise, the approach applied was mixed (Hernández, Fernández & Baptista, 2014), and the type of research was cross-sectional (this research collected data in a specific period). The scope was descriptive (Hernández et al., 2014), since the characteristics or factors of the phenomenon were described.

The dependent variable (object of this research) was school dropout, which is defined by the SEP (2008) as an indicator that expresses the number or percentage of students who drop out of school activities before completing a grade or educational level. The independent variables, on the other hand, were the social and demographic profile, economic and labor aspects, health and well-being, the socio-family system, academic influence and the influence of the environment.

Study population and context

As mentioned above, this research was carried out at the Universidad Veracruzana, with students from the economic-administrative area of the Faculty of Accounting and Administration, Xalapa region, where the careers of Administration, Accounting, Administrative Computer Systems, and Management are taught. of business.

The sample size was calculated according to Gorgas, Cardiel and Zamorano (2011). That is, knowing the total population of 2,632 students from the four educational programs, a sample size of 532 was obtained, with a confidence level of 99% and a margin of error of 5%. The selection criteria that were considered were the following:



- Inclusion: All students enrolled as regular students in the Faculty of Accounting and Administration. Also, regular students who agree to participate in the study.
- Exclusion: Students who do not agree to participate in the study.
- Elimination: Students who incompletely answer the applied instrument

Expert judgment was applied to guarantee the validity and reliability of the instrument (Cabero and Llorente, 2013). Specifically, there were five experts, who were chosen for their academic training, experiences and recognition in the community.

The Fleiss Kappa coefficient (Torres and Pereda, 2009) was used, with which a sufficiency of .902m, coherence of .956, relevance of .891 and clarity of .945 were obtained. These results are above the .81 and 1.00 range, so their strength of agreement is very good.

In addition, a pilot test was carried out on 42 students in a controlled environment to guarantee the reliability of the results (Urrutia, Barrios, Gutiérrez and Mayorga, 2014). Finally, Cronbach's alpha was obtained to measure reliability and reliability, which yielded .867, a value considered good according to George and Mallery (2003). Therefore, it can be affirmed that the instrument has good consistency, is valid and reliable.

The instrument applied was the Survey to Measure School Dropout in Higher Education Institutions (Castillo, 2019), which consists of the following categories:

- Category I. General student data.
- Category II. Academic data.
- Category III. Health & Wellness.
- Category IV. Socio-family data.
- Category V. Economic and labor aspects.
- Category VI. Infrastructure data, equipment, school regulations and user treatment.
- Category VII. Influence of the environment.
- Category VIII. Other unspecified reasons.

The eight categories made up an instrument of 39 items of ordinal and nominal scales. The instrument was applied in a controlled environment to a total of 532 students from one of the careers described. The application was carried out through an online form (capture errors eliminated). For the final analysis, the SPSS program (version 22.0) was used and the MAXQDA program was used for the qualitative area.



Results

The results are presented based on the categories described above:

Category I. General student data

The average age of the participants was 20 years. Of the 532 students, 252 were male and 280 female.

The place of origin of 55% of the participants was Xalapa (capital of the state of Veracruz), while 45% were foreign students. Among the places of origin are other municipalities of the state of Veracruz, that is, Tlapacoyan, San Antonio Tlalnelhuayocan, Mesa Chica, Puerto de Veracruz, Cerro Gordo, Martínez de la Torre, Limones, Cosautlán, Xocotepec, Ayahualulco, Pinoltepec, Col. Úrsulo Galván, Xico, Teocelo, San Marcos de León, Estanzuela, Mpio. Emiliano Zapata, Angel R. Cabada, Las Vigas de Ramírez, Paso de la Milpa, Actopan, Altotonga, Tatatila, Alamo Temapache, Juan Rodríguez Clara, Zapotitlán Atzalan, Ixhuacan, El Chico municipio de Emiliano Zapata, Trapiche del Rosario, Ahuateno, Atzalan, Landero y Coss, Naranjos, Tigrillos, Apazapan, Tres Valles, Baxtla, Teocelo, Los Jacales Alto Lucero, Huatusco, Guadalupe Sarabia, El Aguaje, Mpio. Emiliano Zapata, Buena Vista municipio de Landero y Coss, Tlapacoyan, Gutiérrez Barrios, Vega de Alatorre, Chiconquiaco, Tepetlán, Tlaltetela, Villa Emiliano Zapata antes Carrizal, Ver., Hustusco, Suchilapan, Municipio de Jesús Carranza Ver., Pánuco, Poza Rica, Coacoatzintla, Cuautla, Morelos, Coacoatzintla, Malacatepec, Emilio Carranza, Vega de Alatorre, Las Vigas de Ramírez Ver., Irapuato, Vicente Guerrero Municipio Hidalgotitlan, Tenochtitlan, Minatitlán, Colipa, San Salvador, El Seco; Puebla, Costa Esmeralda, Jalacingo, Villa Emiliano Zapata, Tonalaci, Xico, Mahuixtlan, Córdoba, Cosautlán de Carvajal, Vicente Guerrero Tepetlan, Papantla de Olarte, El Terrero, Mpio. de Emiliano Zapata, Fortín de las Flores, Cerro Azul, San Juan Xiutetelco, Puebla, Pacho Viejo, Tlaxcala, Zempoala, Nanchital, Tantoyuca, Rancho Viejo, Misantla, El Cafetal.

Some students declared that their place of origin was outside the state of Veracruz, such as Teziutlán and Hueytamalco-Puebla, Matías Romero Avendaño-Oaxaca CDMX, San Cristóbal de las Casas-Chiapas, Villahermosa-Tabasco, Guadalajara-Jalisco, Azcapotzalco-Ciudad de México, Ciudad del Carmen-Campeche y Cancún-Q. Roo. Because these students were foreigners, their expenses were higher, which increases the risk of dropping out.



On the other hand, all the participants were studying in the school system, so they had little time to work and seek support for their expenses. For this reason, one of their main requests was that the different subjects should be offered on a continuous schedule to avoid dead hours between classes.

Category II. Academic data

Participants were in the 1st to 8th semester. Specifically, 46.2% from the second semester, 21.6% from the fourth semester, 14.5% from the sixth semester and 13.8% from the eighth semester. Likewise, 40.1% indicated that their learning style was visual, that is, they preferred to read, imagine, look for differences and compare images; 35.6% identified themselves as kinesthetic, as they preferred to interact with the content (touch and do); 12.3% stated that they did not know what their learning style was, and 12% identified themselves as auditory (they prefer to listen to music, videos, etc.).

Among the main reasons that have caused temporary withdrawal in students were family matters (43.7%), economic reasons (16.7%), as well as because the teacher did not turn out to be to their liking (13.5%) for various reasons (the form of teaching stands out), and for health reasons (8.7%) or overwork (8.7%).

Category III. Health & Wellness

Of the total of respondents, only 21.1% indicated that they have presented a health problem that has prevented their attendance at classes.

Category IV. Socio-family data

90.2% indicated that they lived with their parents. In fact, 85.6% were financially dependent on them. In the distribution of family expenses, food and drinks, education, household expenses, transportation, personal care, communication, rent and credit payments, cleaning and caring for the home were observed as priorities. house and, finally, the item of house repair.

Likewise, 28.6% indicated that they studied and worked, although they stated that this did not harm their academic performance.



Category V. Data on infrastructure, equipment, school regulations and user treatment

For the most part, the respondents considered that the school infrastructure (facilities, furniture and equipment) did not influence school dropout, and neither did the status of the students. On the other hand, the treatment of teachers towards students was indicated with 50.7%.

On the other hand, 83.5% believed that the degree they completed met their expectations, so it is not a reason for dropping out. Nor did they estimate that the geographic location of the university increased dropout rates, since the student was aware of this variable before pursuing his or her degree.

Category VI. Influence of the environment

85% indicated that the conflict between classmates or teachers can influence the abandonment of their studies. Likewise, the economic situation and family or work problems were considered by more than 50% of the students, unlike the costs of registration, books and others, which were not considered significant for leaving the race.

Regarding some areas of improvement of the careers, they made reference to the computers of the faculty, the library, specialized teachers in the subjects and speed of the internet connection.

On the other hand, and following the qualitative approach of this research, this question was formulated: would you like to share any other aspect not covered during this survey that could influence your decision as a student regarding the issue of school dropout?

The following categories are presented based on student responses:

1. Understanding and motivation by teachers:
 - *The lack of understanding of the teachers towards the students in the matter that some do not have the appropriate technology to carry out the activities.*
 - *Lack of motivation and inspiration.*
2. Administrative matters of the university:
 - *Due to the pandemic that is being experienced, I understand that the school calendar had to be modified, making the school period longer and also postponing the evaluations. It doesn't seem like the best thing to me, since, if being in isolation*



creates stress, knowing that after finishing classes we have to wait until August to take exams creates more stress.

- *Bad management organization.*
- *Well, have much more willingness and listening by teachers and directors, take action on requests from students (classrooms, less saturated classes, greater capacity for relationship between teacher-student so that the issues seen are clear) .*
- *The lack of English in the faculty.*
- *School hours are not adequate. There is no opportunity to accommodate classes.*
- *Students' requests are not listened to and we end up adjusting to the little that is offered, demotivating ourselves and losing interest in participating in the few activities of the faculty.*
- *The schedules. It would be more practical to have the subjects in a row and to be able to have our time.*
- *The availability of schedules when making the prescription can strongly affect the decision to abandon a race if they are very badly distributed.*

3. Compliance with the study plan

- *Compliance with the topics in educational experiences by students is not complete.*
- *Teachers do not teach their classes and do not meet the expectations of the course.*
- *Curriculum with very backward subjects that do not adhere to the present time (as well as the way of teaching by the teachers).*
- *Include more hours of learning for job readiness.*

4. Knowledge of teachers

- *Lack of knowledge or advice towards students can lead to poor decision making by them, from the EE load to the failed subjects.*
- *Improve some teachers related to technologies.*
- *That teachers are better trained.*
- *Well, my recommendation would be to properly train teachers in the ways they treat students.*
- *That there are quality teachers; So far, very few teachers teach classes objectively and clearly.*



5. Treatment of teachers

- *Bullying exists in classrooms.*
- *Lack of motivation for the race.*
- *The attitude of some male teachers towards girls (Harassment).*
- *School bullying by both the student and the teacher.*

6. Economic aspects

- *Too many expenses for internet use now with the pandemic.*
- *I invite you to respect the "optional" part of the Pro-Mejoras payment, because in "my payment" they say "optional", the Luzio-UV page says optional, but then in the faculty they say obligatory; not all of us have 800 pesos to pay for a Pro-Mejoras, where there is no accountability regarding what is done with that budget.*
- *Many parents lost their jobs or had to close their businesses.*
- *There are no scholarships to prevent dropouts, especially for low-income students.*
- *Yes, I have been applying for scholarships and I am not compatible; I am a foreigner and I think there should be the possibility of scholarships without it being a demotivating process.*
- *Foreigners need to rent an apartment to shorten the way to school; economically it can be another factor in case of not being able to pay or transportation does not rent.*

7. Family aspects

- *Some family members have become ill, so it is not possible to continue with the virtual classes.*

8. Technological infrastructure

- *Right now with the contingency of having classes online, not all of us have fast, 24-hour internet access for classes and homework.*
- *Not having a computer to do all virtual tasks.*
- *Not having internet.*
- *In my town there is no internet and I have to travel to attend my virtual classes.*

9. Health aspects

- *Not having psychological help can lead to desertion.*
- *The geographical location is fine, but I feel that the number of students to be able to correctly carry a healthy distance, could not be; likewise, the bathrooms and*



cafeteria have little space and there is a crowd of students both outside and inside (...). The tardiness of some teachers or absences without warning from them also encourages students to walk outside the classroom or inside, but without taking the measures (...). Similarly, we have students as teachers who are more vulnerable; in my case, I am diabetic. How will we carry out the return if it is not possible to manage a good healthy distance (...), nor a good sanity after each class? It would be entered without having sanitized the rooms and it would be a source of contagion.

- *Poor diet for those who come from afar when classes were face-to-face.*
- *There is a need for more dissemination of psychological support services for students; many have anxiety problems, but not always the means to receive help.*

10. Other aspects

- *Have daycare for single moms when face-to-face classes resume.*
- *Virtual classes.*
- *An extremely important factor in my dropping out of school would be not having easy access to the internet.*
- *Online classes are not as productive as face-to-face classes.*
- *Teachers have not changed the way they teach, they use chalkboards in the back of their computers in virtual classes and you can't see anything they write on the blackboard.*

Discussion

According to the results obtained, a greater willingness on the part of women to continue studying and updating is identified, which coincides with the gender analysis published by the OECD (2018). Likewise, the average age of those surveyed is between 20 years old, while 90.2% indicate that they still live with their parents (85.6% indicate that they depend on them economically).

On the other hand, it is inferred that the unemployment generated by covid-19 increases the chances of desertion due to the decrease in family income. This is particularly worrying in the case of students who come from other places (45%), who must spend on accommodation, food, transportation, etc.



In this sense, the modality of studies in all cases is the school system; Therefore, the fact that a student has to work implies a school dropout due to not being able to attend the established class schedules. In this regard, it is noted that many students (thanks to the fact that classes are now virtual due to the pandemic) have been able to take part-time jobs. However, some have had to cancel their educational experiences because work and class schedules collided, although it is worth noting that for 28.6% the work activity does not demand more time, so it does not prejudice their studies.

Castillo, Caballero, Zapata and González (2016) affirm that knowing the entry profile of the career to be taken allows locating the applicant in their sociocultural sphere, which serves to evaluate their values and personality characteristics. This broadens the vision of your long-term academic path. In this regard, it should be noted that more than 50% of those surveyed took an exam to determine their profile before entering their respective careers.

Another area that is evaluated to determine school dropout factors is the way in which students learn. For this, the intervention of the teacher during the classes is essential, as this generates a motivation to continue in the campus. Regarding this variable, López and Morales (2015) mention that knowing the learning styles of the students facilitates the association of factors such as the previous sociocultural and academic level.

In this sense, 40.1% of the respondents indicate that their learning style is visual, since they prefer to read, imagine, look for differences, compare images, etc. ; while 35.6% identify as kinesthetic (they like to interact with the content). Only 12.3% stated that they did not know their learning style, and 12% are auditory (they prefer to listen to music, videos, etc.).

Among the main reasons that have caused temporary leave, 43.7% indicated family issues, 16.7% economic reasons, 13.5% dissatisfaction with the teacher (especially with the way of teaching), and 8.7% health issues and overwork, respectively.

Based on the previous results, in general it can be affirmed that the factors that increase the risk of dropping out are economic dependence, difficult access to technologies and a more stable internet connection, as well as the low didactic capacity of teachers to teach the contents.

On the other hand, certain variables such as school infrastructure, furniture and available equipment do not represent such a latent threat, although some consider that it could be improved in terms of internet services, library, etc.



Conclusions

How to reduce the risks of school dropout in a higher education institution? To answer this question, the following strategies can be proposed: regarding the academic field, activities should be promoted that optimize the processes derived from teaching planning, teaching classes, respect for students and the appropriate evaluation of the courses. For this, the selection of the teacher and the monitoring of their classes is of great importance, since many students consider it as a determining factor to continue in their careers. In the economic and labor spheres, the linking of students with companies that can provide an economic incentive should be promoted. Finally, in the socio-emotional sphere, the inclusion of socio-affective support for students is recommended through continuous training courses and mechanisms for the dissemination of support, since many indicated that their family affairs could influence their permanence or their school dropout.

Future lines of research

Based on the findings of this research, the design and implementation of academic and school management strategies are identified as future lines of research that allow students to face the challenges posed by virtual education, which has had to be implemented, in many cases in an improvised way, due to the pandemic generated by covid-19.

In addition, the study of the characteristics of new students should be studied in depth to identify their competencies and needs, since in this way a tutoring program can be applied to reduce dropout rates.

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