

Propuesta metodológica para la identificación de los factores del rendimiento escolar en estudiantes de educación superior.

Methodology for the identification of the factors in school performance in higher education students

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Resumen

La consideración del rendimiento escolar como indicador de calidad al interior de las instituciones educativas conlleva la integración de elementos e indicadores que favorezcan y fortalezcan las condiciones del desarrollo académico de los estudiantes. A lo largo de la historia, se ha consolidado a la calificación o la nota como expresión institucional del rendimiento escolar, implicando una constante categorización de los alumnos. Sin embargo es posible que tras esta asignación categórica se estén dejando de lado elementos sustanciales que pudieran dar aún mayor cuenta del rendimiento escolar real y de las necesidades académicas en un alumno. Por otro lado, las políticas educativas ordenan planteamientos referentes a las formas cómo un estudiante inmerso en problemáticas y necesidades académicas puede ser reorientado para superar sus

condiciones de desventaja, concluir un programa de formación e insertarse en el campo laboral y a su vez, contribuir a los indicadores de calidad de la propia institución en términos del aumento de la eficiencia terminal. Dadas las anteriores inquietudes, el presente trabajo aborda la metodología propuesta para la identificación de dichos factores desde la mirada de los estudiantes, siendo el objetivo esencial presentar una de las diversas formas de investigar sobre este tema, así mismo, se presentan algunos detalles de instrumentación de dicha metodología.

Palabras clave: Rendimiento escolar, fracaso escolar, éxito escolar, desventaja académica, indicadores de calidad.

Abstract

The consideration of academic performance as an indicator of quality within educational institutions involves the integration of elements and indicators to facilitate and strengthen the conditions of student academic development. Throughout history, it has consolidated the score or the note as institutional expression school performance, implying a constant categorization of students. However it is possible that after this assignment are Categorical aside substantial elements that could give even greater account actual school performance and academic needs of a student. On the other hand, educational policies regarding ordering approaches the ways a student immersed in academic problems and needs can be redirected to overcome their disadvantaged conditions, complete a training program and inserted into the labor field and in turn, contribute to the quality indicators of the institution in terms of increased efficiency terminal. Given these concerns, this paper discusses the proposed methodology for the identification of these factors from the perspective of students, with the main objective to present one of the various forms of research on this issue, also, are some implementation details of this methodology.

Key words: School performance, school failure, school success, academic disadvantage, quality indicators.

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Introduction

A fundamental aspect of the teaching-learning process is student achievement, defined as the degree of knowledge possessed by an individual (ANUIES, 2007) and whose numerical expression are the marks obtained by the student; which are usually considered as an accurate indicator to assess the academic performance (Pea, 2007). Address the issue is complex because of the multiplicity of variables that influence student performance. Authors like Cascón (2000) attributed the achievement to single students who possess intelligence, while others like Piñero Rodríguez Nava and Zambrano, there are a variety of factors that affect school performance.

From the hand of the subject of school performance, are discussed notions of quality and employability, ie, the current conditions of education policies go further and ordered approaches regarding the ways immersed student problems and academic needs can be reoriented in two ways: firstly to overcome their disadvantage, concluding a training program and inserted into the field LABOR and in turn, contribute to the quality indicators of the institution in terms of increased efficiency terminal.

Certainly the importance of this issue as it impacts on psychosocial, economic areas, affecting not only educational, but society, the government and the students themselves can see consolidated its professional development project or otherwise see impeded.

The present paper describes one of several ways to investigate this issue, also, the methodology for the identification of factors that are associated with the academic performance of college students, this proposal is addressed from an illustrative view is presented that is intended to propose a flexible strategy of support for those who have the opportunity to work these issues. Some details of implementation of this methodology are presented, considering its scope and limitations. To this end, the issue of school performance is discussed considering the perspective of the students in relation to three dimensions: 1) institutional, 2) Personal and 3) Socioeconomic. Moreover, it seeks to understand the impact of these dimensions on the performance of students identifying

variables that benefit school success, as well as increasing the risk of failure. The possibility that the results can contribute to enhance and maximize the success observed variables and to design strategies for treatment and prevention in risk variables or failure.

Development

One end of the academic performance is reprobation which is part of a broader phenomenon known as school failure, conceived as showing the difficulty some students to acquire knowledge, skills and attitudes that are taught in school. Meanwhile the poor performance is related to failure rates, dropout and academic backwardness; latter three phenomena affect the quality. According to ANUIES (2007) in Mexico only 14% of college students nationwide graduating achieved; The reasons why students do not complete their university studies have been studied from different perspectives and methodologies. One is related to the aspects that influence the academic performance of students at the start of the race, and at the end during her university studies.

Moreover, together with the issue of school performance, are discussed notions of quality and employability, ie, the current conditions of education policies go further and ordered approaches regarding the ways immersed in problematic student needs academic resources can be shifted in two ways: firstly to overcome their disadvantage, complete a training program and inserted into the field LABOR and in turn, contribute to the quality indicators of the institution in terms of increased efficiency terminal .

There are several researches on academic performance, most of them are directed at the explanation of this addition is to recognize the existence of programs in both public and private institutions that seek to address the issue. In Mexico, in this administration, the Education Sector Programme 2007-2012 proposed by the Ministry of Education and developed taking as its starting point the National Development Plan 2007-2012, is a current example of the importance of the subject national level policies. In this program the objective set with the number one, textually "Raising the quality of education for students to improve their level of educational achievement, have the means to have access to more welfare and contribute to national development." Objectives, strategies and actions that define the actions of federal agencies in the education sector and of course the budget

allocated for it are also discussed. Hence, let us stress its importance and mention as one example, among many, showing recent attempts aimed at addressing the issue.

1. reprobation is also addressed due to impact on educational systems, we cite some studies where this issue is addressed. The University of Sonora (UNISON) in the study entitled "Factors associated with failure in students" produced by Díaz and Corral, shows that there are variables such as the average high school career average, gender, and marital status; that are related to student disapproval. Likewise, there are expressions that attribute to failure, lag or dropouts, a lack of career guidance at the high school level.

In contrast to the poor performance is the high school performance, that is, those students who manage to successfully advance their university education; Perna and Thomas (2008) studied both the identification, conceptualization and analysis of the factors involved with student success. These authors propose a conceptual understanding this successful model consisting of four aspects: political and social The school context, and economic context.

In the context of the Autonomous University of Baja California (UABC) Tirado, Backoff, Larranzolo and Roses (1997) point out that the knowledge and skills that students have to go to college have a very important role in school success in studies higher education, so test results such as the selection of basic skills and knowledge, EXHCOBA, which currently applies to enter the UABC are a good predictor of academic success of college.

Talavera, Chavez and Noren (2006) inquired about the factors that affect student failure in accounting faculty at the Tijuana campus UABC and report that some of the features found in students reprobates are: not working, lack study habits and do not spend enough time studying. On the Islands, Ponce and Roa party (Montaño et al., 2011) state that when students feature such as low self-esteem, lack of goals, financial problems, family breakdown, poor communication, negative relationships with peers and teachers meet, may be educationally disadvantaged or at risk.

Artunduaga (2008) proposes a classification of contextual and personal factors associated with academic performance. Within the context are the sociocultural, institutional and educational variables; In personal factors are listed demographic, cognitive and attitudinal.

This proposal was taken up for this study the institutional, pedagogical variables and cognitive and attitudinal.

This paper describes one of several ways to investigate this issue, presenting the form of implementing this methodology which aims to investigate the aspects that allow the identification, monitoring and evaluation indicators to facilitate and strengthen conditions academic development of students. It is considered that the sole qualification as institutional expression school performance ignores substantial evidence on which to even greater account of the actual school performance and academic needs students. We propose to take into account the perspective of the students in relation to three dimensions: 1) institutional, 2) Personal and 3) Socioeconomic. It seeks to understand the impact of these dimensions on the performance of students identifying variables that benefit school success, as well as increasing the risk of failure. Aspects such as strategies for studying, concentration, attitude towards study, time management, interest in understanding, responsibility for learning, must be taken into account, as well as the possibility of health is observed that results can contribute to enhance and maximize the success variables and to design strategies for treatment and prevention in risk variables or failure. This will also enable us to know the profile of the students, provides more elements for support the implementation of strategies to address the phenomena of underachievement, failure and dropout.

Methodological proposal

The following section describes the overview of the proposed methodology has been defined for the identification of the factors of school performance from the perspective of the students themselves, it should be noted that the study is in progress and that the methodology could undergo changes in phase development, but at the time it was considered that this protocol is the one that can account for what is sought to the study.

The essential idea of the study is to identify factors in school performance of students enrolled in the Faculty of Social and Political Sciences at the Autonomous University of Baja California in the Bachelor of Public Administration and Political Science, BA in International Relations and a BA in Economics, for which it is necessary to have opinions

both educationally disadvantaged students (repeaters) and outstanding (which has not repeated any course during their school career and have a grade point average of ninety or higher).

Phase 1: Initial identification

Overview: To have general data to make comparisons and define some casusas related to school performance and the situation with the students entering higher level, the results of an instrument that applies to new students of the degrees will be used defined in the present study.

Instruments: questionnaire for students who investigates school, socio-economic, psychological and health aspects. It has 22 simple question.

Subjects: students who entered common stock at the Faculty of Social Science and Policy UABC. 2011-1 and 2011-2 in cycles.

Phase 2: Survey of opinions

Overview: This phase of the study focused on a survey of two types of students, on the one hand to those who are repeating a class or over existing curriculum in the Bachelor of Public Administration and Political Science, BA in International Relations and BA in Economics. Also this same plan and educational programs to those who have not repeated any subject and also have a grade point average of ninety or greater.

Instruments: The instruments used for this phase are scale to assess cognitive learning strategies questionnaire factors and school performance. Scale to assess cognitive learning strategies assesses nine dimensions; concentration, attitude towards study, time management, understanding interest, social participation, responsibility for learning, study strategies, study habits and self-evaluation. Meanwhile the performance questionnaire investigates three dimensions; institutional, personal and socioeconomic, that instrument was developed for this study, consisting of 20 items of which twelve are closed answer seven hierarchy scale and one open.

Subject: the instruments are applied at end of semester 2012-1 and from students who encounter the conditions covered by this stage the sample or census was defined.

Phase 3: Identification of opinions (factors)

This phase is to define the factors associated with school performance from the various opinions expressed by the students, the importance of having opinions of both groups of students (academic and outstanding disadvantage) desataca, which allows to define more precisely the factors and their relationships with the actors studied and their background or profile that they entered college.

Conclusion

This paper addresses the methodology that has been defined for the identification of factors affecting the academic performance of students in some degrees from the Autonomous University of Baja California. An important aspect is to take into account the views of students, no doubt, this issue makes us reflect on the quality of education and how it nourishes not only successful students, but also the way how institutions respond to these challenges work, care and follow-up with student populations characterized by problems related to academic performance, such that demonstrate real commitment to higher education have increased achievement and the quality of its educational offerings. Similarly descriptive approach allows students to profile their academic training to begin.

This type of research aimed at understanding the factors involved in the academic performance of students, which in turn contributes to the implementation of actions to reduce failure, dropout and lag.

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