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UNIVERSITY DROPOUT: AN EXPERIENCE FROM THE SCHOOL OF HIGHER STUDIES IN JOJUTLA

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Abstract: This article identifies the different factors that lead students to drop out of their university studies within the period that comprises this stage in the bachelors degrees offered by the School of Higher Studies of Jojutla (EESJ by its acronym in Spanish), which depends on the Autonomous University of the State of Morelos (UAEM by its acronym in Spanish)) from the implementation of the current study plans. The relevance of the research carried out lies not only in the continuous improvement of the institution, but also in providing tools to the competent bodies through research instruments and concrete data to prepare a proposal that contributes to reducing dropout within the campus. The Professional Institute of the South Region, today the School of Higher Studies of Jojutla, begins as a project that gives rise to an Institute, which was approved by the Honourable University Council, beginning on July 16, 1993. Throughout its history, it has been gaining prestige as it is a public institution in the region that offers a quality education with easy access to low-income people in public accounting, business manager and law bachelors degrees, currently with an enrollment of 730 students, which has also increased according to population needs. It was certified in 2017 by the Inter-Institutional Committees for the Evaluation of Higher Education (CIEES by its acronym in Spanish), an organization dedicated to ensuring the quality of higher education, culminating this process with a report that revealed areas of opportunity to improve the quality of education. Among its strategic lines of action is to promote studies and give permanent follow-up to the problem of retention of the student population and design programs to reduce dropout. The results presented here correspond to a sample of 177 students from the total number of dropouts from the different courses. Such

results will allow us to know the factors that influence the decision to drop out of their university studies and define the relationship that the study plan has with this decision.

Keywords: College dropout, curriculum, dropout factors, dropout, student retention.

INTRODUCTION

This article seeks to identify the factors that influence the dropout rate of students from the degrees in public accounting, business manager and law that the School of Higher Studies in Jojutla offers.

According to the Ministry of Public Education (SEP by its acronym in Spanish, 2005) “dropout is the total number of students who drop out of school activities before completing any grade or educational level, expressed as a percentage of the total number of students enrolled in the school year”. (Page 35)

According to the studies done so far, university dropout is an actor with factors that interact in young people, these sources of dropout reflect multiple extra university, social and academic elements that varies for each region and economic and political moment of each country.

Dropout is a reflection of both student and institutional actions and the way individuals, faculty, school authorities and students interact with each other on academic and social issues. Therefore, desertion is a problem of educational efficiency that affects the development of the country, for this reason we undertook the task of conducting an analysis of the factors that influence desertion within the School of Higher Studies in Jojutla, from which was gotten the following data:

Within the degree in Public Accounting, such analysis was carried out from the enrollment 2013 to the present, a total of 231 students have entered, of which 55 dropped out, representing 23.80% of the

total enrollment. It can be interpreted that 25.45% of the students of the degree in Public Accountant dropped out in the third semester, when there was more university dropout.

On the other hand, in the Bachelor's degree in Business administration, since the 2013 enrollment to date, a total of 183 students have entered, of which 48 dropped out, which is 26.22% of the total enrollment. During the first semester, a greater number of students withdrew from their studies, with a total of 18, representing 37.5% of the total dropouts.

Finally, in the Law bachelor degree the analysis includes a larger generation gap, since applying the formula to obtain desertion requires a graduate generation; this bachelor degree lasts 5 years, for which the generation 2012 to 2018 is taken into account, to have the necessary data to calculate the dropout rate. In this period, a total of 556 students have entered, of which 221 dropped out, which implies 39.74% of the total enrollment; 82 students dropped out from the first semester degree, constituting 37.10% of the total.

According to the deputy secretary of Higher Education of the Ministry of Public Education (SEP), Fernando Serrano Migallón, during the last 15 years, the university dropout rate has been between 7.5% and 8.5% nationwide (Hernandez, 2015). In contrast to this percentage, the results obtained show that the School of Higher Studies in Jojutla is above the national average by approximately

300%. It is evident that desertion is a worrying problem that must be attacked immediately, that is why this article is intended to provide the tools to combat it.

LITERATURE REVIEW

Dropout is the most representative indicator that is part of the triad of efficiency indicators (failure, dropout and terminal efficiency), in relation to school success or failure (Rosales Escobar & Díaz Rocha, 2010). It can be understood as "a state in which the student faces a situation in which he/she fails to complete his /her educational project." (Tinto, 1982, p. 51).

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This can occur in any of the degrees of studies that comprise the national educational system, in this sense Páramo & Correa (1999) express:

Student desertion must be understood as the definitive abandonment of classrooms for different reasons and the non-continuity in academic training, which society wants and desires for each person who begins their elementary studies, hoping that they will happily finish university studies.

	Admitted students	Dropout students	Dropout rate (%)
Business manager	183	48	26.22%
Public accounting	231	55	23.80%
Law	556	221	39.74%

Table 1. Dropout rate per bachelor's degree.

The evolution of desertion is a process that is sometimes slow, which grows and strengthens within the subject, who manifests it in the final decision, for better or for worse for himself /herself and his/her environment. (Page 67)

According to the previous definition, it must be said that the dropping out is the result of the sum of multiple factors, both internal and external to the dropout student, which leads to the decision to drop out of the course of study before its completion. Dropping out is a reflection of both student and institutional actions and the way individuals, faculty, school authorities and students interact with one another on academic and social issues.

According to Tinto (1982), the two attributes that stand out as primary causes of dropping out at the individual level are designated by the terms of intention and commitment. Likewise, the terms adjustment, difficulty, inconsistency and isolation designate the four types of personal experience that, at the institutional level, are linked to abandonment.

When education is left, mainly by dropping out of school, then a social conflict begins. The students decide to drop out possibly due to economic, psychological, pedagogical, institutional, social, family problems, among others.

Spady refers to the family environment as a determining factor in university retention, since it can be analyzed as the main source of personal and professional influences, expectations and demands. When the sources of influence are positive and consistent with the initial situation, academic and social development is achieved in accordance with the institutional and student expectations, which leads to greater university retention. (Candamil, Palomá, & Oswaldo, et al., 2009, page 34)

On the other hand, the economic aspect always plays a fundamental role in academic permanence or dropping out, since despite having different government subsidies, these are not enough to cover the total costs of university life.

The socioeconomic level of the students is by far the main and repeated external factor associated with withdrawal and dropping out of school. (...) Poverty or low family income is a clear determinant of this phenomenon. In some cases, closely linked to the student's need for work, in others, balancing the real opportunity costs of continuing to study based on future benefit. Thus, the probability of dropping out of school is significantly higher in students belonging to the first quintiles of income in all countries. (Román, 2013, page 43)

Regarding the teaching factor as a cause of desertion, Cabrera, Bethencourt, González, and Álvarez (2006), maintain that some deficiencies may be "little clarity in the presentation of the subject; not promote reflection or critical judgment; little command of the subject taught; lack of teaching vocation, lack of individualized attention to students and little dedication to their professional tasks "(page 110). When a teacher projects his interest towards the subject he/she teaches and the profession he/she exercises, he/she usually passes it on to the students, which generates a circle of knowledge making a class with greater dynamism and productivity.

The sociological approach marks the role that external forces such as social status, race and institutional prestige have for student persistence.

The causes of school failure are the consequence of a social, economic and political structure that hinders or limits regular attendance and good performance in school. These factors include the conditions of poverty and marginality, an early job assignment or degrees of social

vulnerability, among others. In this way, the responsibility for the production and reproduction of these factors falls on agents and extracurricular spaces, such as the State, the market, the community, peer groups and the Family. (Román, 2013, page 37)

In the same way, among the variables that establish criteria against the decision of permanence and academic withdrawal are the deficiency in the physical, technological and human resources, disagreement with the university, lack of academic planning by the professors, discomfort with the university environment, inadequate treatment received at the university by professors and administrators, the institutional proposal is limited according to their expectations, and limited financing opportunities offered by the university. (Ariza & Martín, 2009).

As for psychological factors, there are processes of analysis and information processing, as well as the experiences acquired throughout the life of each individual that make him/her unique; that is why the way of being, thinking and acting varies from one person to another, even when they are part of the same social group, so that although they are in the same situation, everyone makes decisions according to their personality. "Personality traits are what differentiate students who finish their regular studies from those who fail." (Diaz, 2008, p. 70).

Persistence in a university institution also requires the student to adjust, both socially and intellectually, to the university world. Difficulties in making the transition originate from two different sources. On the one hand, they may come from the inability of the subjects to detach themselves from the past forms of association, characteristics of the local high school and of the friends linked to that environment; On the other hand, difficulties can be generated in the students' need to adapt to new and often changing

intellectual and social requirements imposed by university life. (Huesca & Castaño, 2007).

METHODOLOGY

The approach used in this research is quantitative, descriptive in scope, where, based on a questionnaire designed and validated by the Universidad Autónoma Metropolitana, it was adapted to the needs of this research and used as a collection instrument, which after applying the formula corresponding produced a sample of 177 elements. The sample was obtained by means of a sampling method called: stratified sample, which allows the elements that make up a universe to be described in the sampling frame to have the same probability of being selected for the sample, in addition to being classified into strata proportional to obtain accurate results.

Nonetheless, in view of the complexity of contacting the number of drop-out students, derived from said sample, it was decided to apply a convenience sampling that "consists of choosing non-random methods for a sample whose characteristics are similar to those of the target population. In this type of sampling, representativeness is determined by the researcher in a subjective way" (Casal & Mateu, 2003, p. 5).

In this way, the number of individuals that we thought was convenient for this research was selected, for which a sample was obtained in which a total of 113 surveys were applied to know the factors that influence the decision to abandon university studies in the students from the School of Higher Studies in Jojutla.

RESULTS

According to the information collected through the instrument, we obtained the following results.

GENERAL DATA

In general, more than 50% of the dropout students are men in the three bachelor degrees, all the respondents are between 20 and 30 years old.

When starting the degree, most of the students were mainly single, which contrasted with the subsequent marital status, we found that although they could have remained single, some married, but some divorces were generated, ranging from 5 to 12%. This phenomenon is described in figure 1.

SOCIOECONOMIC FACTORS

Family income is mostly between \$ 4,001 and \$ 7,000 per month, followed by income above \$7,000; being provided mainly by parents in the case of business manager, 76%, in public accountant with 43% and in law with 65% as described in figure 2.

In contrast to the above, in cases where the greatest contribution was from the students themselves, we found that 33% of law students supported their expenses, in business manager 16% and in public accounting 36%.

SCHOOL TRAJECTORY

Student performance is often reflected in the general average at the end of a semester or school year, and if this is very low it could be an aspect that influences the decision to drop out of university studies, since the student with a low school performance, tend to show disinterest in completing university studies, dropouts had graduated from the upper middle level with an average of 8, this in the case of law and business manager students, representing 48% and 43% respectively, while in accounting, 58% graduated with an average of 6. Figure 3.

When students attend the medium superior level, vocational guidance influences when choosing their professional bachelor degree, however, the main actors in this type

of decision are adults who interact with young people, in this case parents, relatives and teachers.

The importance of the analysis of the educational background is due to the fact that, when making the decision to choose a degree, the students' judgment is vitiated by those around them, often trying to meet the expectations of others before their own, which leads them to choose a bachelor degree with which they do not feel comfortable when taking them, increasing the chances of dropping out.

In figure 4 we can see that in the case of a law bachelor's degree, the most influential factor for choosing a bachelor's degree is conversations with graduate students from that bachelor about the profession with 27.08%, followed by conversations with parents or tutors with 16.66%.

In the case of business manager, the main factor is vocational orientation in high school with 29.72%, but the decision is also influenced by conversations with parents and guardians, with other family members, and the influence of teachers, with 27.02%

On the other hand, in the degree in public accounting, the factor that influenced the most when choosing their degree was the analysis they carried out about job opportunities with 39.29%, followed by information from the university, conversations with graduates of the degree and the influence of high school teachers, with 32.14%.

PERSONAL ASPECTS

Since, in addition to the relationship between the factors that influence the bachelors degree choice with student desertion, we can also say that there are personal aspects on the part of students, where economic issues have prevailed with 43.75%, followed by the bad election of the bachelors degree made by the student , with

What is your current marital status?

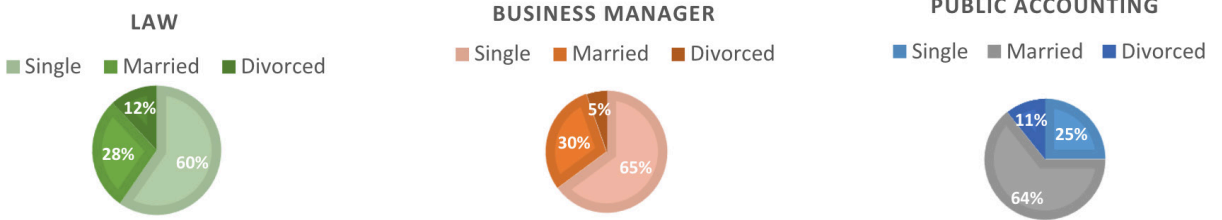


Figure 1. Current marital status. Source: own elaboration.

Approximately, what was the monthly family income when you attended the EESJ?



Figure 2: Family monthly income. Source: own elaboration.

What grade average did you graduate from high school?

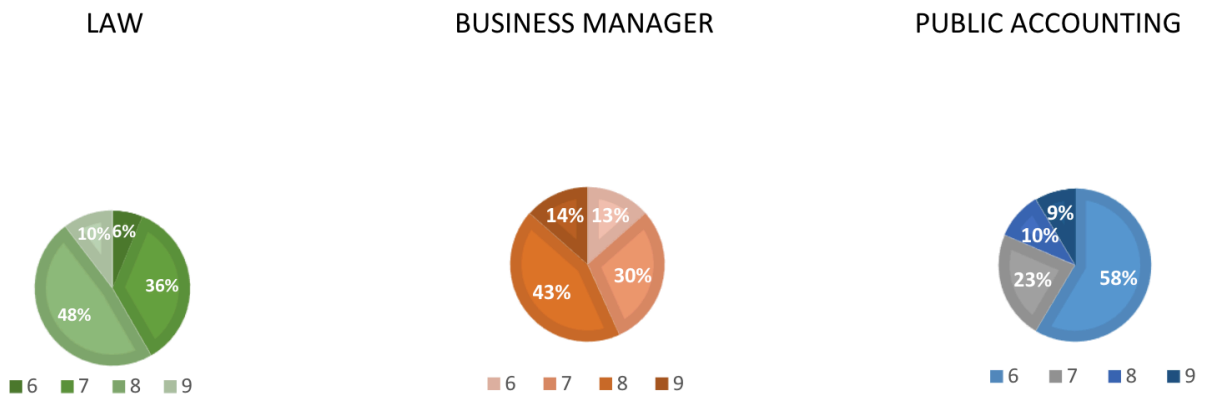


Figure 3. Graduation average from high school. Source: own elaboration.

21. How much did the following aspects influence the choosing of your bachelor degree?	Law				Business manager				Public accounting			
	Much	Some	A little	Nothing	Much	Some	A little	Nothing	Much	Some	A little	Nothing
Vocational guidance in high school	20.88	35.41	20.83	10.41	29.72	29.72	21.62	18.91	28.57	21.43	25	25
Influence of friends	0	29.16	37.5	33.33	16.21	35.13	24.32	24.32	21.43	42.86	14.28	21.43
Conversations with your parents or guardians	16.66	33.33	35.41	14.58	27.02	35.13	21.62	16.21	17.86	25	28.57	28.57
Conversations with other relatives	2.08	4.16	62.5	31.25	27.02	29.72	24.32	18.91	28.57	25	17.86	28.57
High school teachers influence	2.08	14.58	45.83	37.5	27.02	35.13	16.21	21.62	32.14	32.14	14.29	21.43
Conversations with graduates of the bachelor degree about the exercise of the profession	27.08	43.75	25	4.16	16.21	29.72	24.32	27.02	32.14	21.43	32.14	14.29
Information obtained from the EESJ	4.16	29.16	50	16.66	18.91	40.54	21.62	13.51	32.14	32.14	17.86	17.86
Opportunities in the field of work	4.16	25	50	20.83	24.32	40.54	21.62	13.51	39.29	25	10.71	25
Liking for the bachelor degree	2.08	31.25	39.58	27.08	16.21	37.83	24.32	21.62	28.57	28.57	14.29	28.57

Figure 4. Factors that influence the choosing of the bachelor degree. Source: own elaboration.

27. How much have the following personal aspects influenced the suspension of your studies from the EESJ?	Law				Business manager				Public accounting			
	Much	Some	A little	Nothing	Much	Some	A little	Nothing	Much	Some	A little	Nothing
Lack of adaptation to the biannual system of the EESJ	14.48	27.08	18.75	39.58	29.72	21.62	24.32	24.32	39.29	32.14	14.28	14.28
Transfer time from home to university	0	12.5	35.41	52.08	2.70	27.02	16.21	37.83	25	21.43	32.14	21.43
Economic issues	43.75	41.67	6.25	8.33	29.72	29.72	21.62	18.91	28.57	28.57	14.29	28.57
Health issues	0	2.8	25	72.91	24.32	27.02	21.62	21.62	35.71	17.85	28.57	17.85
I got married	0	2.08	37.5	60.41	21.62	0	0	78.37	39.29	14.29	28.57	17.85
I got pregnant	16.67	0	0	83.33	8.10	0	0	91.89	3.57	0	0	96.43
Acceptance into another higher education institution	0	12.5	2.08	85.41	27.02	29.72	16.21	27.02	0	7.14	0	92.86
Work activity	25	33.33	25	16.67	29.72	0	0	70.27	7.14	42.86	42.86	7.14
Bad bachelor's degree choice	39.58	22.91	25	12.5	29.72	24.32	21.62	27.02	28.57	32.14	21.43	17.86
I did not want to continue studying	2.08	20.83	29.16	47.91	24.32	27.02	16.21	27.02	10.71	21.43	14.29	53.57
Change address	0	0	0	100	24.32	32.43	24.32	24.32	28.57	25	32.14	14.29
Poor academic performance	18.75	58.33	22.91	0	18.91	32.43	13.51	24.32	21.43	39.29	14.29	25
Lack of time to study	10.41	52.08	31.25	6.25	32.43	29.72	10.81	27.02	39.29	25	10.71	25

Figure 5. Personal aspects. Own elaboration.

39.58% in the case of a law bachelors degree.

On the other hand, we have a degree in business manager with 32.43% in the aspect of the lack of time to study, continuing with the 29.72 the lack of adaptation to the semester system, the economic situations, the labor activities and the bad choice of the bachelor degree. Certainly, the aspects mentioned above are presented again in the dropouts of the degree of public accounting with 30.29% in the lack of adaptation to the semester system, the lack of time to study and the fact of having changed their marital status when getting married, followed by the health issues they faced during their stay in the institution with 35.71%, as shown in figure 5.

It can be seen that more than 50% of the dropout students worked while studying, therefore it could be considered as a determining factor in the choice to leave university studies. *Figure 6.*

INSTITUTIONAL ASPECTS

With reference to the institutional aspects that influence the drop-out, we find that more than half of the respondents, being an equivalent of 61.66%, affirm that; the university did not meet its expectations, this in the case of law students, the above is presented again for the degree in administration with 32.43%, in addition to simultaneously presenting teaching methods, the lack of support on the part of of teachers to improve their academic performance, also presenting the excessive homework that students have with 35.13%, in relation to students of public accountant. It can be seen that the aforementioned aspects are presented once again, stating that these they were the ones that are mostly present in the three degrees. *Figure 7*

According to the exam regulations, it is necessary to cover 80% of attendance to have the right to take a departmental exam,

although we observed that only 25% of the dropouts within the degree in public accounting constantly attended classes, so we can determine that the other 75% probably did not reach this percentage of attendance. This could cause the students who were under this condition to fall behind in the subjects, which is why the system generated their final dropout. The same phenomenon is present in the law bachelor degree, with a percentage of 77.09% of students who regularly missed classes.

On the other hand, in the bachelor's degree in business manager, 78% of the dropouts were almost always present in classes. *Figure 8*

An important aspect is knowing the permanence requirements imposed by the general regulations. When asking the dropout students how much information they had in relation to this aspect, most of them answered that they had little to nothing. Due to the limited information they had, the probability that they fulfilled all the requirements were low and therefore their permanence within the institution could have been affected. *Figure 9*

PEDAGOGICAL ASPECTS

Studies in which the teacher is considered as a primary cause of student failure often allude to their difficulty in transferring knowledge and offering their students cognitive and socio-affective tools and strategies that allow them to learn and strengthen capacities and skills in this process.

In law and public accounting bachelor degrees, a similarity is observed in the results, since 29.16% and 28.57% respectively rated the teachers' knowledge on the topics included in the program with the lowest rank.

As for the teaching methods within the 3 majors, the highest percentage is presented

Did you work while studying at the EESJ?

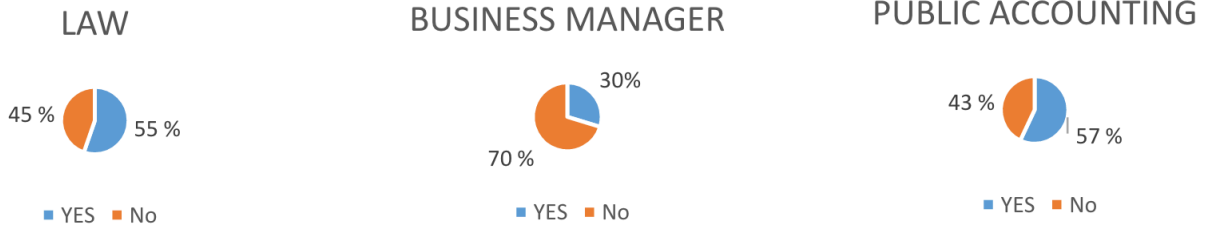


Figure 6. Personal aspects, work activity during their studies. Source: own elaboration.

28. How much have the following institutional aspects influenced the suspension of your studies	Law				Business manager				Public accounting			
	Much	Some	A little	Nothing	Much	Some	A little	Nothing	Much	Some	A little	Nothing
Biannual system in the EESJ	0	0	62.5	37.54	27.02	32.43	18.91	21.62	27.02	32.43	18.91	21.62
Curriculum	0	0	35.41	64.58	21.62	24.32	16.21	37.83	21.62	24.32	16.21	37.83
The teaching methods	25	45.83	29.16	0	32.43	35.13	16.21	16.21	32.43	35.13	16.21	16.21
Lack of teachers' support to improve my academic performance	4.16	43.75	37.5	14.58	32.43	27.02	16.21	24.32	32.43	37.83	16.21	24.32
The university did not meet my expectations	61.66	47.91	6.25	4.16	32.43	29.72	21.62	16.21	32.43	16.21	21.62	16.21
No integration to the university dynamic	2.08	35.41	33.33	29.16	21.62	21.62	16.21	40.54	21.62	40.54	16.21	40.54
Excessive homework	22.91	41.66	27.08	8.33	35.13	27.02	10.81	27.02	35.13	27.02	16.21	24

Figure 7. Institutional aspects. Source: own elaboration.

37. How often did you: 1=Always 2=Almost always 3=Almost never 4=Never	Law				Business manager				Public accounting			
	Always	Almost always	Almost never	Never	Always	Almost always	Almost never	Never	Always	Almost always	Almost never	Never
Attend classes	22.91	27.08	33.3	16.66	32.43	45.94	3.24	0	25	14.28	35.71	25
Show up to classes on time	20.83	43.75	25	10.41	27.02	54.05	18.91	0	17.85	25	39.28	17.85
Stay the whole time the class lasted	58.33	33.33	0	8.33	37.83	54.05	8.10	0	32.14	21.4	32.14	14.28
Take notes	8.33	58.33	33.33	0	32.43	54.05	8.10	0	32.14	14.28	28.57	25
Participate in class	14.58	43.75	29.16	12.5	29.72	51.35	18.91	0	17.85	21.42	28.57	32.14
Discuss the teacher's views	4.16	20.83	47.91	27.08	32.43	48.64	18.91	0	42.85	25	14.28	17.85
Do school work and homework	20.83	37.5	29.16	12.5	32.43	59.45	8.10	0	25	7.14	28.57	39.28
Request advice from the teachers	0	29.16	37.5	33.33	43.24	43.24	13.51	0	14.28	14.28	32.14	39.28
Express doubts	0	33.33	39.58	27.08	51.35	48.64	0	0	35.71	10.71	21.42	32.14

Figure 8. Institutional aspects, active participation. Own elaboration.

28. How much information did you <u>have</u> regarding...	Law				Business manager				Public accounting			
	Much	A lot	A little	Nothing	Much	A lot	A little	Nothing	Much	A lot	A little	Nothing
Curriculum credits	0	25	47.91	27.08	27.02	29.72	27.02	16.21	14.28	17.85	28.57	39.28
Seriation of subjects	12.5	54.16	25	8.33	29.72	29.72	10.81	29.72	35.71	14.28	28.57	21.14
About extracurricular activities (topics)	35.41	33.33	27.08	4.16	32.43	27.02	18.91	21.62	14.28	21.42	35.71	28.57
About the teachers who taught the subject	10.41	60.41	29.16	0	27.02	27.01	24.32	21.62	7.14	39.28	32.14	21.42
About coordinators and department heads	37.5	29.16	33.33	0	29.72	37.83	21.62	10.81	21.42	21.42	32.14	25
About the preparatory course	16.66	52.08	22.91	8.33	29.72	32.43	18.91	18.91	35.71	25	21.42	17.85
About the individual advisory system	0	22.91	54.16	22.91	32.43	29.72	21.62	16.21	3.57	32.14	25	39.28
About permanence requirements	33.33	31.25	18.75	16.66	27.02	37.83	18.91	16.21	17.85	32.14	17.85	32.14
Services and professional practices	0	43.75	37.5	18.75	32.43	37.83	13.51	16.21	10.71	25	28.57	35.71

Figure 9. Institutional aspects, information about permanence requirements.

38. What is your opinion about the teachers regarding the following aspects?	Law					Business manager					Public accounting				
	Very good	good	Regular	Bad	Very bad	Very good	good	Regular	Bad	Very bad	Very good	good	Regular	Bad	Very bad
Attendance to courses	0	25	35.41	16.66	22.91	10.81	32.43	16.21	29.72	10.81	7.14	14.28	35.71	42.85	0
Punctuality	0	27.08	27.08	18.75	27.08	5.40	21.62	29.72	32.43	10.81	32.14	17.85	17.85	17.85	14.28
Knowledge of the teacher on the topics included in the program	0	20.83	22.91	27.08	29.16	29.72	27.01	18.91	18.91	5.40	10.71	21.42	17.85	21.42	28.57
Teaching methods	0	16.41	18.75	19.58	31.25	10.81	27.02	27.02	29.72	5.40	17.85	17.85	25	17.85	21.42
Evaluation methods	0	0	22.91	41.66	35.41	13.51	24.32	27.02	32.43	2.70	17.85	21.42	21.42	10.71	28.57
Way of addressing and treating students	0	25	35.41	20.83	18.75	16.21	18.91	27.02	32.43	5.40	17.85	28.57	7.14	39.75	7.14

Figure 10. Opinion about the teachers. Source: own elaboration.

How satisfied were you with the bachelor degree you were pursuing at EESJ?

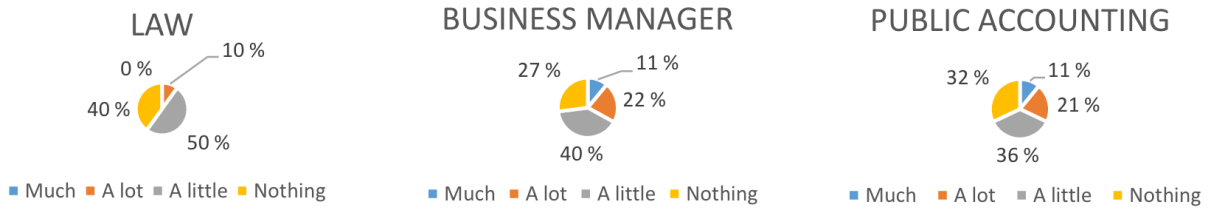


Figure 11. Degree of satisfaction in relation to the bachelor degree. Source: own elaboration.

in the bad and very bad options, with 70.83% in law, 35.12% in administration and 39.27% in public accounting, this being said, it can be analyzed that in the eyes of the students, the professors need to reinforce knowledge and / or their teaching methods. *Figure 10*

The following figure shows the degree of satisfaction by the students, it can be seen that most of the level is very low. This aspect is one of the most important, because if they are not satisfied with the bachelor degree they have chosen, there is a greater probability that they will give up on the road. *Figure 11*

surveyed students worked during their stay at the university, as some of them supported part of their expenses.

CONCLUSION

According to Tinto (1982), the two attributes that stand out as primary causes of dropping out at the individual level are designated with the terms of intention and commitment, we could see that regarding commitment, students showed little interest in being present in the classroom. It can be caused by the lack of interest that the teacher presents towards the student and his/her teaching methods and the way of evaluating they have. In addition to the scarce mastery of the subjects they teach to the students, another decisive factor for dropping out is the lack of adaptation to the semester system, the lack of time to study due to their work activities, since more than 50% of the

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