

**Universidad de El Salvador
School of Arts and Social Sciences
Department of Foreign Languages**



Student Dropouts from the Year 2011 to 2015 of the Bachelor of Arts in English, Emphasis in Teaching at Universidad de El Salvador.

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San Salvador, November 30, 2017

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Acknowledgments

“Commit your works to the Lord and your plans will be established ”.

Proverbs 16:3

First of all, our immense thankfulness to God for being our strength all this time and for the courage, wisdom, intelligence, patience, care and support that He has given us in all areas of our entire lives. Likewise, for helping us to overcome difficulties and stay focused on our goals.

We also want to express our very profound gratitude to our families, who played an important role since the beginning of this dream, when we decided to make the difference between young students in our country, for none of this would have been possible without their support, love, concern and patience throughout our years of study and through the development of this thesis.

Finally, we would like to express our sincere gratefulness to our advisor José Ricardo Gamero Ortíz for the continuous support, for his motivation, patience, immense knowledge, comments and constructive criticisms at different stages of this study, which was not easy for him because his work at the Foreign Language Department as the Head presents a lot of responsibilities, but his guidance helped us on the research and writing of this thesis.

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Abstract

The purpose of this study was to find out the year that presents the highest level of students that dropped out from the Bachelor of Arts in English, Emphasis in Teaching at Universidad de El Salvador. The population of this study involved all the students who have not finished the major between the years 2011-2015, at the Foreign Language Department, at Universidad de El Salvador. Nineteen students were taken from call center, sought in social Medias, friends from the university, etc. as the sample of the study. The type of study used in this research was descriptive. The data was collected through an online questionnaire. The results indicated that there are many factors that caused students to drop the major when they were students at the university, including economic, familiar, security, and educational system problems.

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Introduction

"Many of life's failures are people who did not realize how close they were to success when they gave up," Thomas Alva Edison. This work was made in purpose of finding out why students dropout their university studies in the Bachelor of Arts in English, Emphasis in Teaching from the years 2011-2015; the Foreign Languages Department's enrolments have decreased in the last 5 years up to 50% from the students that enrolled at the beginning of the studies. The purpose of this research was to find out in what year the dropouts went up the most and the specific months in which this occurred to be able to identify or have a picture of what the problem could be.

The Victoria University in Australia in 2013, has conducted a similar type of research to find out the general and specific causes of dropouts in the University for their *Student Attrition Report*, based on this study and other studies conducted by universities around the world like The Princeton University in New Jersey we were able to identify the major concepts that helped us narrow the problems involved in dropouts in college students. This research contains a heuristic study that helped us understand the problem and the different variants related to dropouts.

In order to collect the information, a survey was created that was delivered to students in a platform where they could go and fill it out. As they are no longer in the university, we were not able to have direct contact as with students that still attend the university. This information can be collected over the phone as did the University of Chicago in their

National Research Center Section 406 Act (20-USC-1221e-1). It was decided to do it in a internet platform, that allows to have statistical information in Excel and then analyze it according to the answers received, we had closed and multiple options questions where students were able to select the year, month and reason of their dropout.

The information collected will help the Foreign Language Department to understand the behaviour of the dropouts and to be able to understand how students feel and see the studies from their perspective. After all, the ultimate goal of all research is not objectivity, but truth (Helen Deutsch, psychologist)

I. Statement of the Problem

According to Liam Burns, president of the National Union of Students in the United Kingdom, the purpose of a university in society is to help people to get a better job and to have a successful career, to achieve this goal, students need to learn a variety of skills and techniques that would allow them to be competent in their jobs, these skills are learned throughout the studies in the Bachelor of Arts in English, Emphasis in Teaching, many students begin their studies but in the last years, 50 % of those students have not re-enrolled to continue with their studies at the Foreign Languages Department of Universidad de El Salvador.

There are some students that have moved from one department to another and therefore cannot continue to come to the University, but that is just 2% of the amount of dropouts, to better understand the massive amount of withdrawals the Foreign Languages Department needs to address what the issue is and seek for possible changes that could lower the amount of dropouts in the future. According to D. Mark Anderson of The University of Washington, Department of Economics, February 2011, the most prominent theory is that dropping out results in lower human capital. Lower human capital decreases expected future income with means that students are not able to get better job opportunities in society.

It is essential to carry out a study that could tell when, and why students withdraw from the Foreign Languages Department.

1.1 Research Topic

Dropout Rates from the Year 2011-2015 of the Bachelor of Arts in English, Emphasis in Teaching at Universidad de El Salvador

1.2 Objectives

General Objective:

To analyze the dropout rates in the Bachelor of Arts in English, Emphasis in Teaching through a survey to find possible solutions.

Specific Objectives:

- To find out which is the percentage of dropouts throughout the major of Bachelor of Arts in English, Emphasis in Teaching.

-To identify the causes that could have led students to dropout from their studies.

-To reflect on the possible recommendations that could stop dropouts in the Bachelor of Arts in English, Emphasis in Teaching.

1.3 Justification

The idea to develop a research about the levels of drop outs from the Bachelor of Arts in English, emphasis in teaching, came from the necessity of finding out why at the beginning of the Bachelor of Arts in English, students registered to start their studies in the first years, but then the pattern changes in the registration process at the end of the studies; in the fourth and fifth years 50 % of the students have dropped out the University. This study pretends to identify when and to what extent cause a major level of drop out in students during the studies in their specialty in English emphasis in teaching

In addition, the objective of this study is to identify why students leave the major, especially at the University of El Salvador the most crowded university in the country. But also, to know the problems that students might have that cause the drop out in their studies.

Finally, the development of this project in the Foreign Language Department of the Universidad de El Salvador will help the main authorities to have an idea about this problem, and to have a better understanding of the things that are currently happening to the students, and what they could do in order to modify what is necessary so that the pattern of drop outs decreases from the Foreign Languages Department. This will be a good experience that will help to us all to finish training professionals in the Foreign Languages epartment.

1.4 Definitions of Terms

In this section are presented the definitions of key words that have been used in the research. The main concepts of this study are dropping out, attrition, phenomenon, experience, transference, demography, motivation, and quality.

1- *Dropping out* means leaving a school, college, university or group for practical reasons, necessities, or disillusionment with the system in which the individual in question leaves.

1.1- *Drop out* means to do something that you were going to do, or stopping something before you have completely finished. If the students dropped out, stop going to classes before they have finished their course (Dictionary.cambridge.org).

1.2- The phrasal verb of *drop* means: cease to participate in a race or competition, abandon a course of study, and reject conventionally society to pursue an alternative lifestyle. A person who has abandoned a course of study or who has rejected conventionally to pursue an alternative lifestyle (The oxford dictionary).

2- *Attrition* means the people who leave an educational or training course before it has finished (Cambridge English Dictionary).

3- *Phenomenon* such as: an observable fact or event, a fact or event of scientific description and explanation (The Merriam-Webster.com).

- 3.1- The term *phenomenon* means something that happens or exist in society, science, or nature, especially something that is studied because it is difficult to understand (www.Idoceanline.com).
- 4- *Experience* means, the process of getting knowledge or skill from doing, seeing, or feeling things. Something that happens to you that affects how you feel (Cambridge English Dictionary).
- 5- *Transference* means an act, process, or instance of transferring (The Merriam-Webster).
- 5.1- *Transference* is the process of moving something or someone for one place to another (The Cambridge English Dictionary).
- 6- *Demography* means the science of vital and social statics, as the births, deaths, disease, marriages, etc., of populations (Dictionary.com).
- 6.1- The word *demography* comes from two ancient Greek words, *demos*, meaning "the people", and *graphy*, meaning "writing about or recoding something", so literally demography means "writing about the people" (The Vocabulary.com).
- 7- *Motivation* is a reason or reasons for acting or behaving in a particular way, desire or willingness to do something; enthusiasm (The Oxford Dictionary).
- 7.1- The term *motivation* as the reason why you are doing something, or the level of desire you have to do something(Your Dictionary.com)

1.5 Delimitations

The research is intended to a population of students that dropped out their studies at Universidad de El Salvador. The study took place through distance, which means that the survey was not administered directly in a time frame of 16 months from March 2016 till July 2017.

1.6 Organization of the Study

Research Topic.

Dropout Rates from the Year 2011 to 2015 of the Bachelor of Arts in English, Emphasis in Teaching at Universidad de El Salvador.

Methodology.

Descriptive research:

Descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation, using data which may be either collected first hand or taken from already existing data sources such as data from other studies, student's records, and so on. Descriptive research may provide measures of frequency.

Summary of the Project.

The project was intended to find out the year in which students in the Bachelor of Arts in English, Emphasis in Teaching dropped out from the Universidad de El Salvador, and the percentages of students that leave the Bachelor of Arts in English, Emphasis in Teaching from the Year 2011 to 2015.

Students in the Bachelor of Arts in English, Emphasis in Teaching present a high level of desertion of 50% in the last 5 years in the Foreign Language Department. There may be differences in those years in which students drop out the most, which is why the study focuses on that particular area: finding out percentages and measures that can show us when and why those students disappeared from the normal course of their studies in the Foreign Language Department.

II. Theoretical Framework

There is a major dropout phenomenon that has been affecting the Bachelor of Arts in English, Emphasis in Teaching in the last few years. There is a need of creating a rate about this phenomenon that allows us to better understand the reasons of this situation and could also help us seek for solutions or recommendations due to the fact that 50% of students in this major are dropping out their studies throughout a 5 year study at Universidad de El Salvador. It may seem easy to create this rate due to the multitude of dropouts the Department of Foreign Languages has been experiencing, but there are several reasons for which students may be dropping out; we develop reasons that are related to this matter and they could help us narrow the approach to this study. According to the staff of the Princeton University in New Jersey USA, from their research conducted by Leonard Ramist in 1981, there are problems in defining dropouts: transfers, how the calculation is conducted, rates vary from one university to another and reasons for dropping out may also vary from one period to another. On the other hand the Victoria University in Australia from their dropout report conducted in 2013 help us narrow the possible situations that could cause this phenomenon, which as something more related in time period would be analyzed and conducted in our report. The main students' reasons for dropping out are demographical, personal, institutional and motivational factors; we will review these aspects and analyze them to help us find more substantial findings in this phenomenon, though there isn't a program in the university that concerns about these kind of issues nor counseling, the task

is to identify which factors affect the majority of this 50% to help us find in frequency how they influence dropouts.

Students have different demographic reasons for dropping out their studies, ones could be beneficial to them, others are points in which students needed to dropout; important demographic reasons as parental education, sex and age, income or hometown, in which we could mention safety and locations, are most influential for student's reasons to dropout. Besides, students are most likely to value higher education when they come from educated families than those who do not (Ramist, 1981) , although parental education appears not to be a crucial factor, the preponderance is that even when students have reasons to leave, this reasons seem not to distract students from their educational goal. Another reason for dropping out is the sex factor, a research made by the staff member form the educational testing service from the Princeton University in New Jersey "demonstrates that women in long term are most likely to drop out than men" this still needs to be isolated to the voluntary or involuntary withdrawals. It appears also that men are prone to dropout in short terms variables, but then they return and are most likely to finish their studies (Ramist, 1981); on the other hand age does not appear to be an important factor for dropping out, but according to the staff of the the Princeton University "*older students are more likely to dropout (e.g, Brummer et Al., 1978, Astin 1976; Frent and Medsker, 1968; Newman, 1965).*" In addition, parental income is a main reason for student's dropouts, according to from the Princeton University's staff very low incomes show a tendency of more dropouts than those with a regular income that means that parental income is tight to the fact that students might need to look for ways of living which somehow makes them stop their studies. Another situation

is hometown, this is separated in two different parts, first safety: El Salvador is the most violent country in Latin America according to the local newspaper Diario La Pagina in their publication from Jan 21st 2015; the murder rates are 68.6 per 100,000 people, which makes it very dangerous for most students who need to travel from one municipality to another. This could be a major reason for dropping out in El Salvador but further details about this matter will show in the process of this research. The last important hometown factor is location, the Princeton University reports that students who live in states that are not continuous to the universities present the highest dropout rates than students that live in the same state where there is the university or continuous states. This argument could help us in the research, as El Salvador is also divided in 14 departments, and students need to travel from all over the country to the University. All these factors help us give a narrower view of the situation and how external factors might be student's reasons for dropping out.

Economies around the world cannot and must not remain on the sidelines of the technological, ideological and social changes that make possible its people to have equal opportunities to compete with their international peers nowadays, including personal factors that can affect the students when they dropout their studies, according to Universidad Autónoma De Puebla. México .(Contemporary Issues In Education Research ,July 2010 Volume 3, Number 7) these factors can be divided into: illness, personality traits, emotional issues, full-time jobs, that's why an analysis was made about academic performance and school desertion in the new global educational context.

A personal factor, according to Study.com (<http://study.com/academy/lesson/what-are-personality-traits-characteristics-definition-five-big-traits.html#transcriptHeader>) that affect student's dropouts are personality traits such as: openness refers to traits such as how inclined someone is to adapt to societal or cultural norms, how concretely or abstractly someone thinks about things and how open or resistant someone is to change. Conscientiousness has to do with a person's degree of organization, level of discipline, and how prone he or she is to taking risk. A student who never misses a class and has bad grades in an exam, he or she would probably prove to have a high degree of conscientiousness as measured on a personality assessment. Extraversion is a personality characteristic that describes thoughts like how social a person is or how loving they are, some people would typically prefer to go out to a party with friends, as opposed to stay at home and watch a movie. Neuroticism is a personality characteristic that describes how nervous or anxious a person can be, as well as the degree of self-confidence and self-contentment he or she possesses. Individuals who score high level of neuroticism have the possibility to lose their self-control and can be preoccupied for little things.

Talk about educational quality is to talk about how the educational system works in order to get better results from students, it can be related in how teachers do their work in class, if they are dynamic, professional , and how they make the environment agreeable for students to feel comfortable, quality can be reflected in the students skills or the abilities developed by them at the moment to be in a classroom, but sometimes these

characteristics are not taken in list, professors do the class without the feeling students learn, authorities from the institution are most interested in political programs, but not in the progress of institutions in the educational way . In addition, the outcomes can help identify students at risk of school failure. The results show that students with lower academic ability, no prior knowledge of accounting, a lack of confidence in their skills and abilities and no clear objectives of their career, perform poorly in the first year of their degree. (Byrne 2008)

Students present several problems when they change the institution of their study; these changes can be because of many reasons, but it's not just in the physical location, but also means new persons, new friends, new teachers, new environments, new rules, and of course new educational system. If students are close to end their major in the institution they were before the change, then they have to change of an institution located in another region or changes from the one private to a public one, the system will not be the same and students in many cases have to spend more time and money in order to finish their major because the system is different from the one they come from.

Authorities have to work in designing programs that can be accepted by students if they want to get a high-quality educational level, make programs that help students with no money, students that have to work, and students that live far away from the institution etc. These kinds of programs will help to develop the educational system. Even authorities have to think of the structural presentation of the institution, classrooms with desks,

computers and projectors for each teacher, wireless internet in all the areas, toilets in a good condition, and adequate environments.

Motivation can be fundamental for situational development in people that need to be interested by something. There is convincing evidence regarding the functional importance of the academic emotions of students. And their educational and social background. Negative emotions have been used to predict lower levels of recurring social competence. Furthermore, they can be connected to low levels of academic performance. (Rumora, 2002).

Experiences play an important role in the academic performance and can have a considerable impact on cognition, behavior, and ultimate success of students in the academic area. This is because they show the emotions that students have been having in all their life in the educational process. Specifically, students experience positive emotions in educational environments that foster positive affective experiences such as pleasure, hope and pride (Gotees 2008). In addition teachers that combine positive emotions with great expectations, have students with better academically goals, as well as better school performance.

Finally, emotions and motivations of the students are developed in social contexts. However it's difficult to identify the way that this process can be encouraged and how negative motivation can be changed in order not to affect the emotional system in the student's process. Therefore, while the links between emotions, motivations and processes of learning continues to be analyzed, future research of emotions in the educational context should be done, as well as providing vital information to parents, educators and administrators as to how schools, instruction in the classroom and social interaction with students can be modified in order to promote the emotional and academic development of students. (Perkun, 2005).

As we were able to read, there are several major reasons for students to drop out of the Bachelor of Arts in English, Emphasis in Teaching major. There are also other factors, but this time we will focus on the main ones, those considered by major universities like the Princeton University in New Jersey, the Victoria University in Australia, and other institutions like the National Alliance on Mental Illness. All these aspects will be developed through the research to narrow the perspective and better understand this phenomenon that's affecting 50% of the population of the major. The next step is to seek out for information and apply it according to the guidelines of these major problems to be able to find a path that may help us develop a more certain hint into this matter. This is to obtain students' data, to relate the characteristics of their cases which can be achieved by subgroups in terms of test, and then score it, to compare results within other subgroups from the previous categories.

III.Methodology

Type of Approach: Synthetic

A synthetic approach would view the research holistically, as a composite of factors which might not be easily or validly analyzable into separate parts. The synthetic/ holistic emphasizes the interdependence of the parts of the field. By holistic we mean an approach that allows us to view the separate parts as a coherent whole.

Type of Study: Heuristic

Heuristic objective: Enables to discover patterns in time and to form questions or actual hypotheses for further research.

Research Design:

Descriptive research:

Descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation, using data which may be either be collected first hand or taken from already existing data sources such as data from other studies, students records, and so on. Descriptive research may provide measures of frequency.

Population and Sample:

The research is intended to a population of students that dropped out their studies at Universidad de El Salvador from the years 2011-2015.

Research Instrument:

Surveys are useful for collecting data from large groups of subjects. The items on surveys may vary in degree of specificity in which items are formulated. Items may consist of questions or other stimuli that either limit responses to a very narrow range of possibilities or allow more latitude in response. They may be administered directly by the researcher to a subject if the subject is unable to complete the survey or if it is thought undesirable for the subject to do so.

Data Collection Procedures:

The data collection process began on March 14th and ended on May 16th, 2017. The subjects under study were not anymore at the university therefore we administered the questionnaire through distance in an Internet portal. We went to classrooms to give cards to students whose friends in the major dropped from 2011-2015, we also visited call centers where we found students that dropped the major in those years, and also used

social media like Facebook and Messenger to deliver the survey. The data collected was recorded in an internet cloud server that allowed us to use it later on. The researchers made them clear that all information relating to them was confidential and used exclusively for the purposes of the study.

Data Analysis:

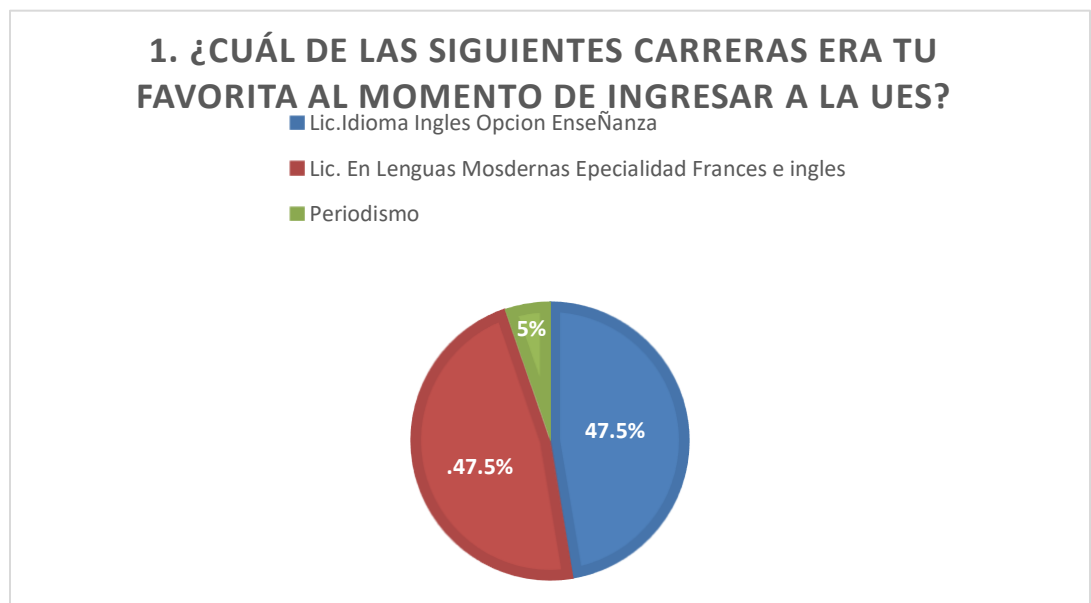
This research followed a quantitative method to study the research question. Consequently, for analyzing the data collected in the questionnaires, researchers used frequencies, means, crosstabs, percentages but also descriptive statistics. All data collected in this study was analyzed using the Excel software. The Excel software is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs. This program is capable of handling large amounts of data. Researchers decided to use it because it was most suitable to analyze the data gathered and to get more accurate results.

Limitations:

The limitations were the approachability to the subjects under the study. It was hard to get access to students for administering the questionnaires due to the fact that they do not come to the university anymore, and the only way of contacting them was through internet, social media and their friends. Due to the protective data policy of the Office of Academic Affairs of the School of Arts and Social Sciences, we could not have access to their names, e mail address, phone number or any information that could help us contacting those students.

IV. Data Analysis and Interpretation

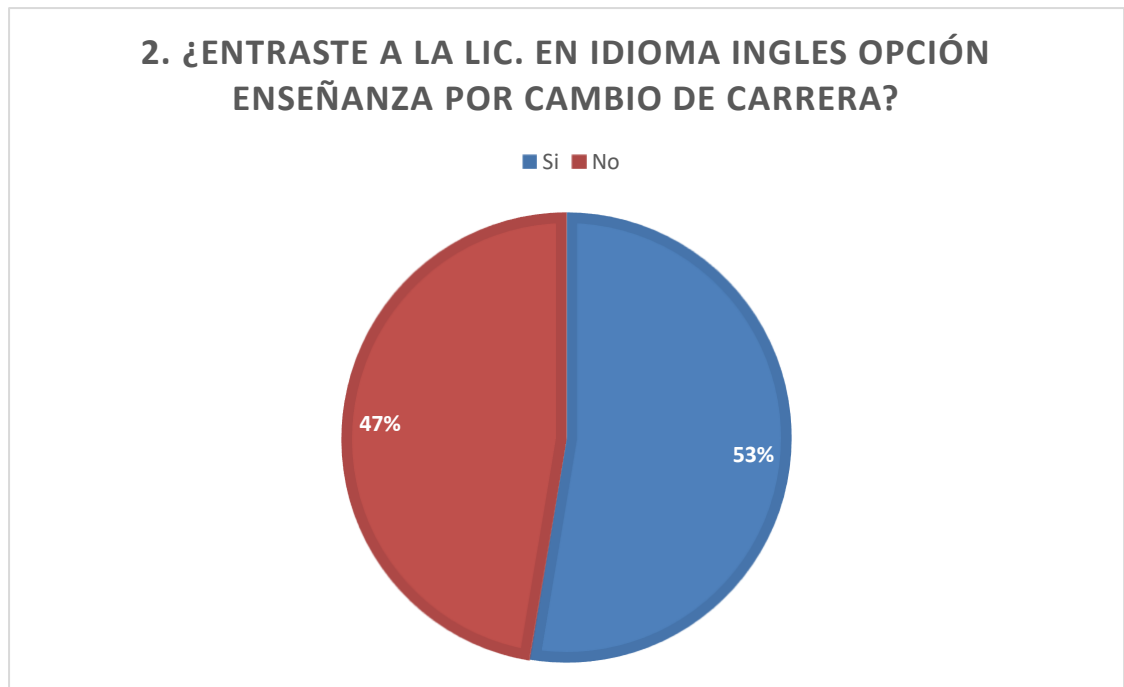
1. ¿Cuál de las siguientes carreras era tu favorita al momento de ingresar a la UES?	
Carrera	Frecuencia
Lic. Idioma Ingles Opción Enseñanza	9
Lic. En Lenguas Modernas Especialidad Francés e ingles	9
Periodismo	1
Total	19



The pie chart shows an equal result (47.5%) between Bachelor of Arts in English, Emphasis in Teaching and Bachelor of Arts in Modern Languages, specialty in French and English, and 5% Journalism.

It can be concluded that the students already had in mind which major was their favorite to study.

2. ¿Entraste a la Lic. En Idioma Ingles Opción Enseñanza por cambio de carrera?	
Opción	Frecuencia
Si	10
No	9
Total	19

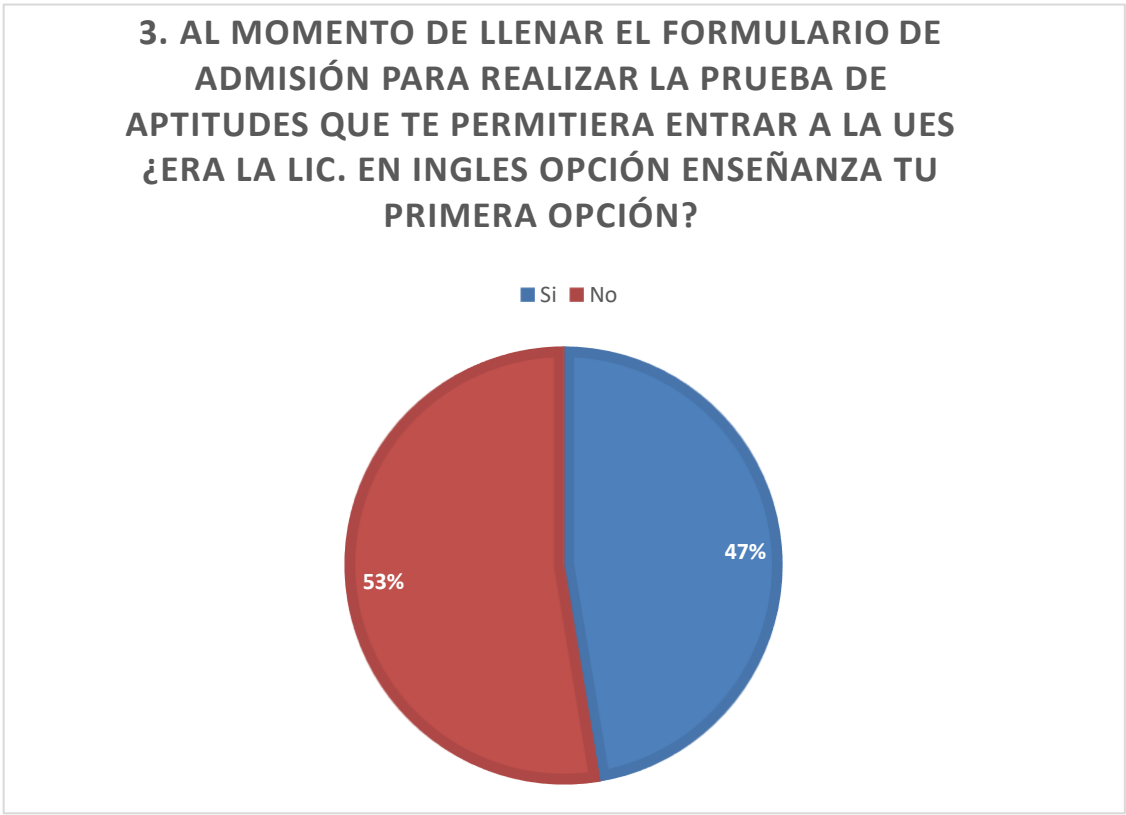


The pie chart shows that 47.4% of students said that it was not a change of major and 52.6% said that it was because a change of major.

In conclusion the majority of the students changed their first option major for Bachelor of Arts in English, Emphasis in Teaching.

3. Al momento de llenar el formulario de admisión para realizar la prueba de aptitudes que te permitiera entrar a la UES ¿Era la Lic. En Ingles Opción Enseñanza tu primera Opción?

Primera Opción	Frecuencia
Sí	9
No	10
Total	19



As shown by the pie chart 52, 6% said that Bachelor of Arts in English, Emphasis in Teaching was not their first option, and 47, 4% said Bachelor of Arts in English, Emphasis in Teaching was their first option. The results show that Bachelor of Arts in English, Emphasis in Teaching was not their first option at the moment of filling out the form.

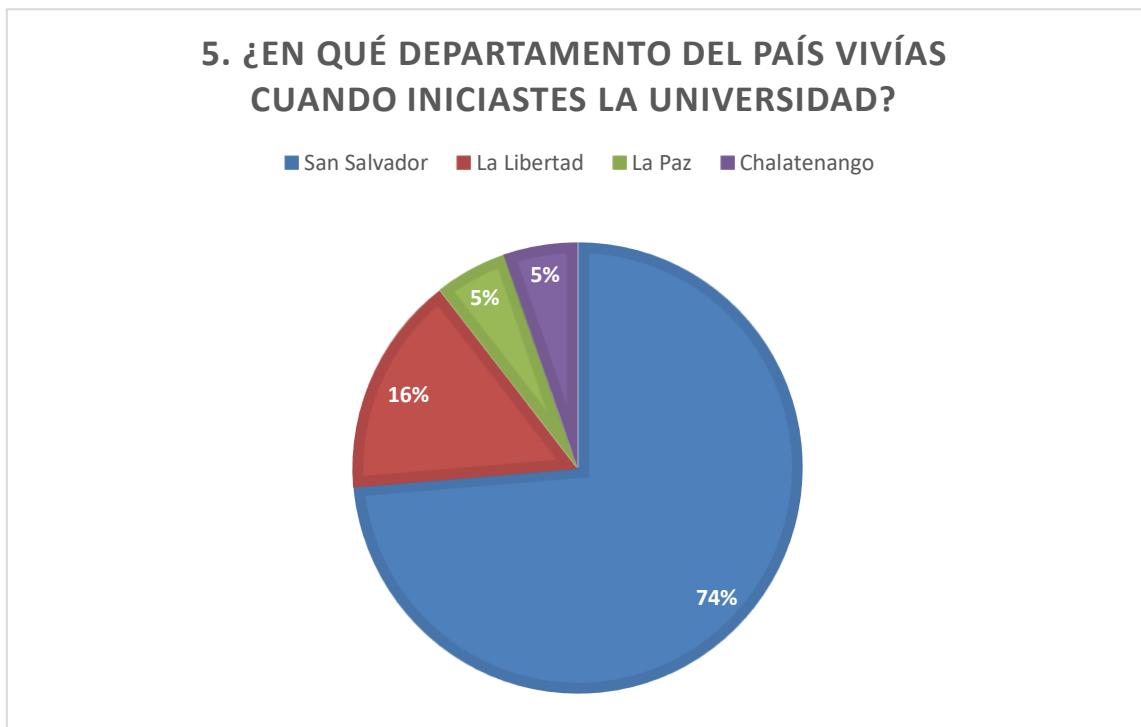
4. Durante el año 2011 ¿A qué te dedicabas?	
Ocupación	Frecuencia
Solo Estudiaba	13
Estudiaba y Trabajaba	3
Trabajaba	2
Solo Pasaba el Tiempo	1
Total	19



The pie chart shows that 68% of people interviewed said they only studied, 16% studied and worked, the other 11% worked, and the last 5% only killed time.

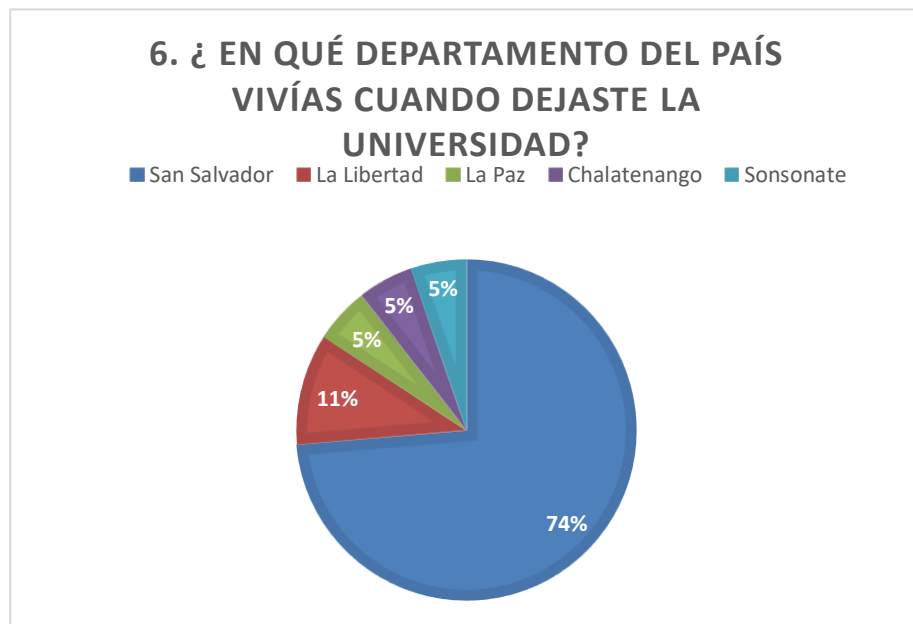
In conclusion, in 2011, according the results most people only studied

5. ¿En qué departamento del país vivías cuando iniciaste la Universidad?	
Departamento	Frecuencia
San Salvador	14
La Libertad	3
La Paz	1
Chalatenango	1
Total	19



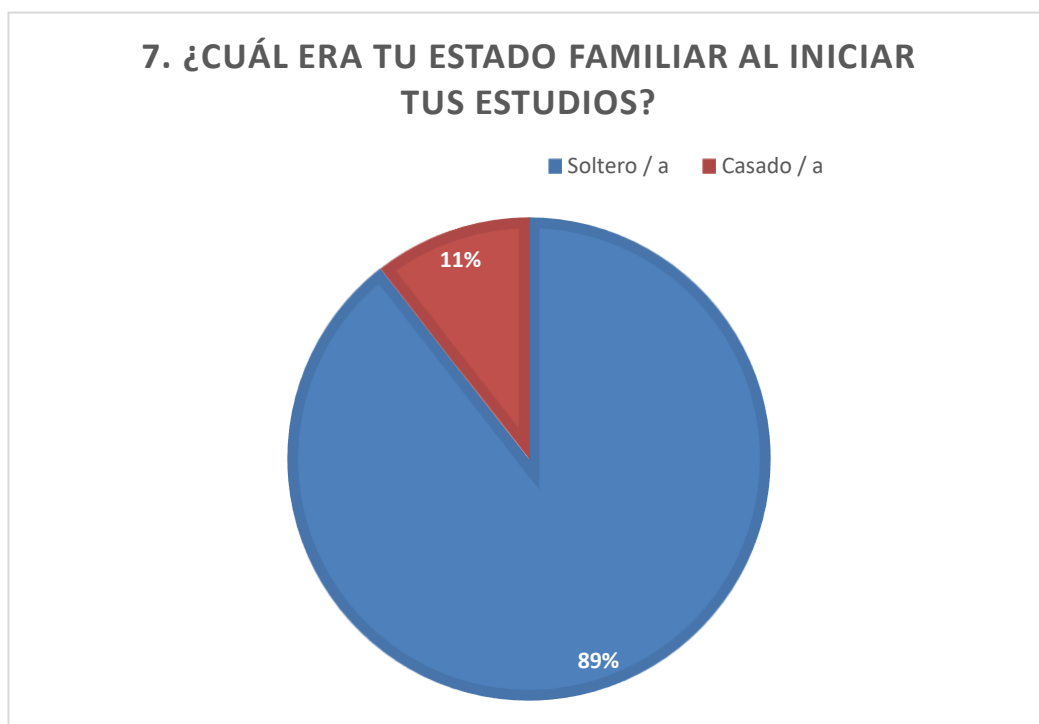
As shown by the pie chart, 74% of students lived in San Salvador, 16% lived in La Libertad, 5% Chalatenango, 5% La Paz. It can be concluded that the majority of students lived in central areas of the country when they started the university principally the department of San Salvador there is a little percentage from people that came from another departments.

6. ¿En qué departamento del país vivías cuando DEJASTE la Universidad?	
Departamento	Frecuencia
San Salvador	14
La Libertad	2
La Paz	1
Chalatenango	1
Sonsonate	1
Total	19



The pie chart above shows that 74% of students lived in San Salvador, 11% lived in La Libertad, 5% Chalatenango, 5% La Paz, and the last 5% lived in Sonsonate when they left the University. It can be concluded that the majority of students interviewed lived in San Salvador when they left their studies.

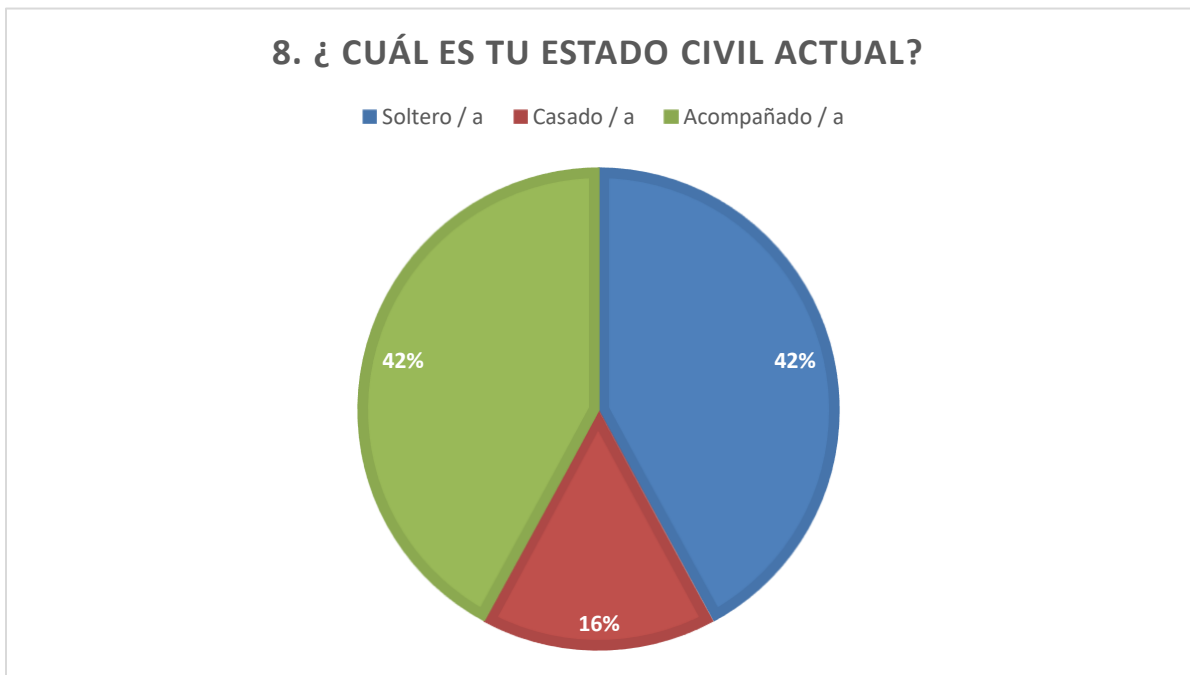
7. ¿Cuál era tu estado familiar al iniciar tus estudios?	
Estado Civil	Frecuencia
Soltero / a	17
Casado / a	2
Total	19



This pie chart has the next result: 89% of students said they were single, and 11% said they were married.

In conclusion, students were single at the moment to start their studies at UES.

8. ¿Cuál es tu estado civil actual?	
Estado Civil	Frecuencia
Soltero / a	8
Casado / a	3
Acompañado / a	8
Total	19



The results in the pie chart shows an equal percentage between single and in common-law, which is 42% for each one, and the final 16% are married. As shown by the data there is a significant change in the students' life's when they were at the university. Today more of them that were single are living with someone else as a couple.

9. ¿Tienes actualmente hijos?	
Hijos	Frecuencia
Si	7
No	12
Total	19



The pie chart shows that 63% of the interviewees have not yet children, the other 37% already have children. In addition there is a high level of students that not have children.

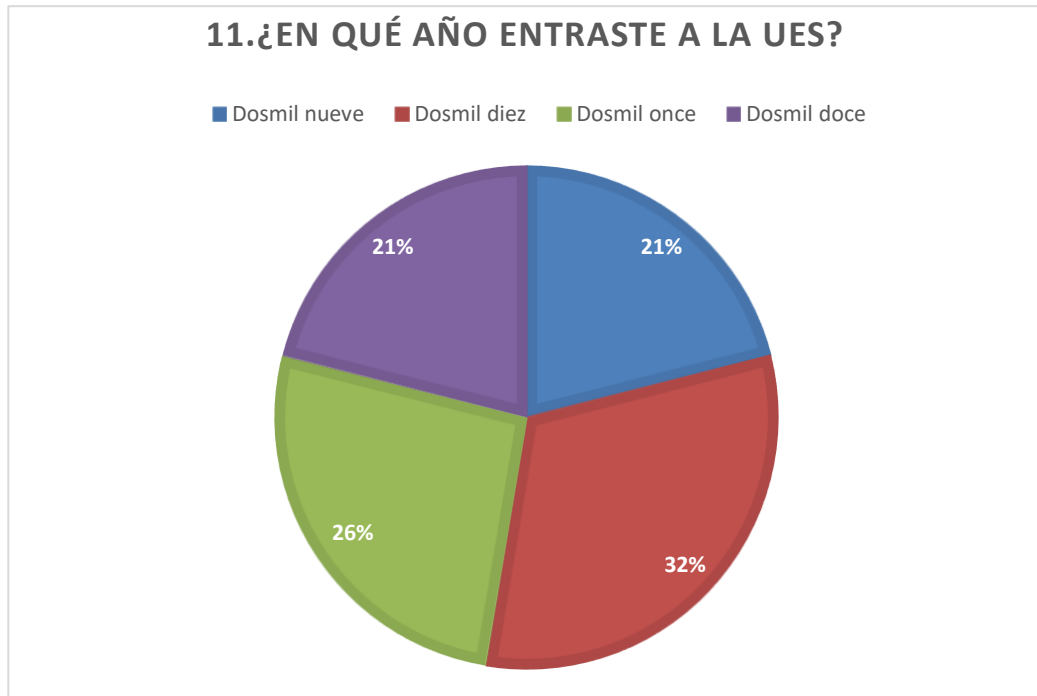
10. ¿Quién cargaba con los gastos del hogar cuando iniciaste la UES?	
Responsable de Gastos	Frecuencia
Mamá	6
Papá	3
Mamá y Papá	5
Todos Aportábamos	2
Otros	3
Total	19



As shown by the pie chart 32% of the consumption home were doing by mothers, 26% mothers and fathers, 16% by fathers, and the 16% by others.

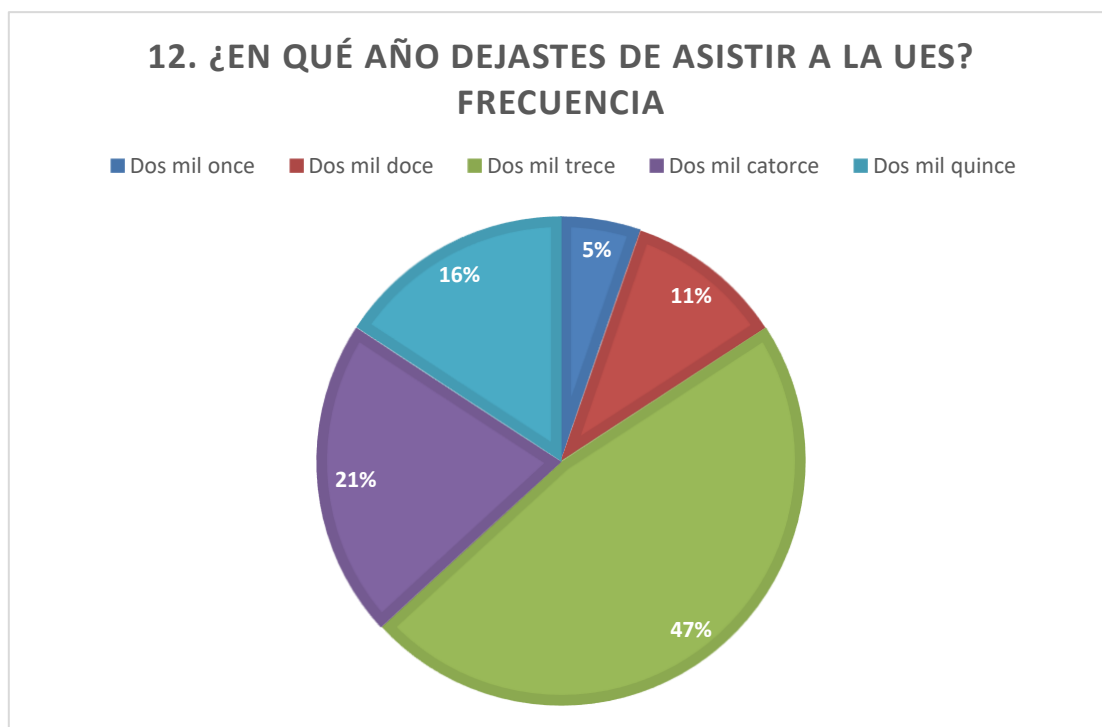
In conclusion mothers were the head of home with the big responsibility to bring all the necessities at home.

11. ¿En qué año entraste a la UES?	
Año	Frecuencia
Dos mil nueve	4
Dos mil diez	6
Dos mil once	5
Dos mil doce	4
Total	19



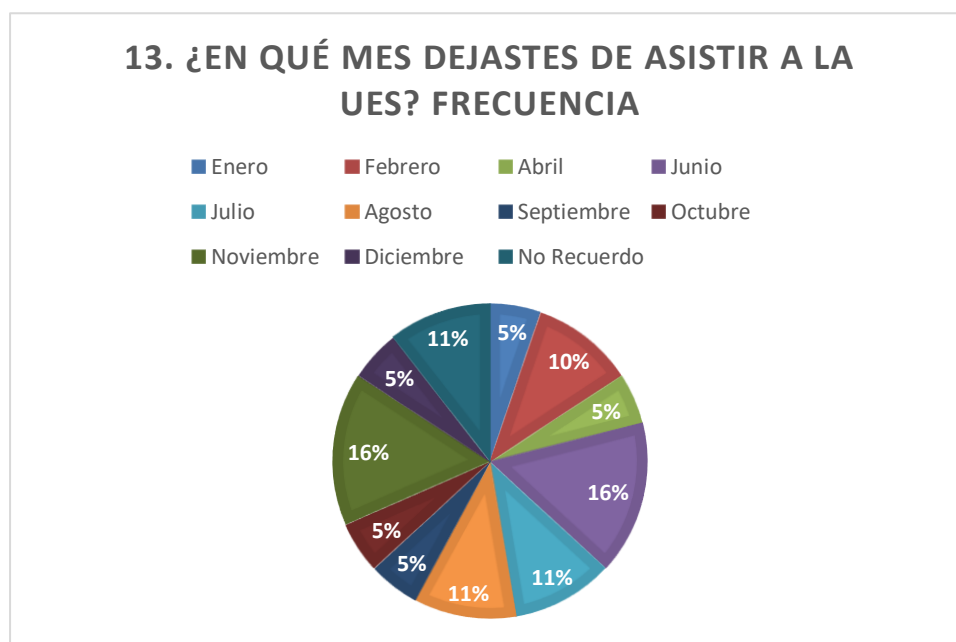
The pie chart shows that in 2010, 32% of students joined the university; in 2011, 26%; in 2009, 21%; and in 2012, 21%. It can be concluded that the majority of students enrolled the university in 2010.

12. ¿En qué año dejaste de asistir a la UES?	
Año	Frecuencia
Dos mil once	1
Dos mil doce	2
Dos mil trece	9
Dos mil catorce	4
Dos mil quince	3
Total	19



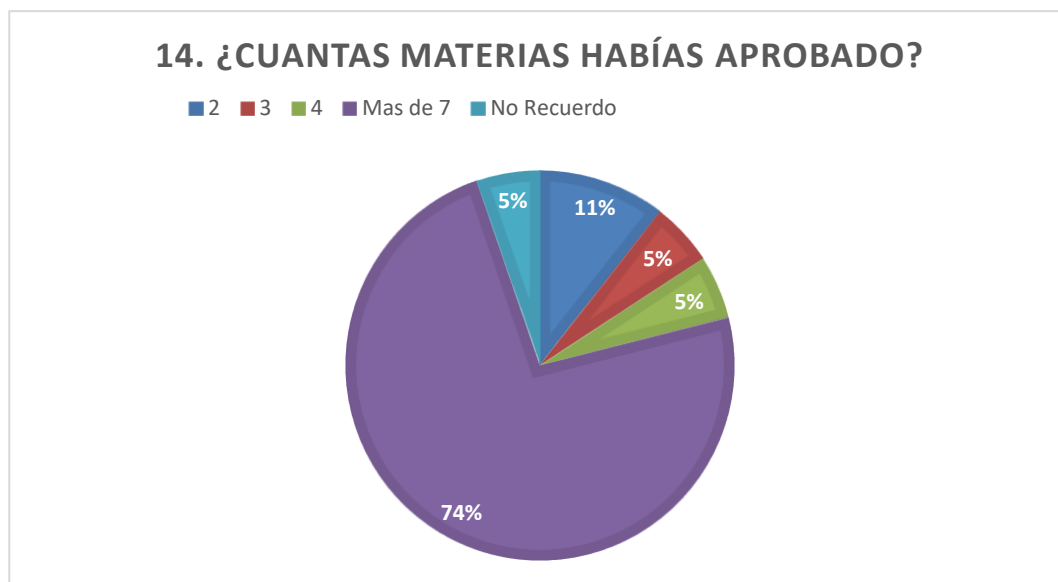
The pie chart shows that 2013 was the year with more numbers of students that had dropped out the university with 47 %, 21 % did in 2014, 16% in 2015 and finally 5% in 2011. As a conclusion the majority of students dropped out their studies during the year of 2013.

13. ¿En qué mes dejaste de asistir a la UES?	
Mes	Frecuencia
Enero	1
Febrero	2
Abril	1
Junio	3
Julio	2
Agosto	2
Septiembre	1
Octubre	1
Noviembre	3
Diciembre	1
No Recuerdo	2
Total	19



As shown by the pie chart 16 % of students stopped their studies on June having the same percentage 16% that November. July, August, and I don't remember option obtained 11% for each one , the 10% is from February and finally October ,January, September, April and December had 5% for each one . It can be concluded that students maybe stopped their studies in the middle (June), and at the end of the year (November).

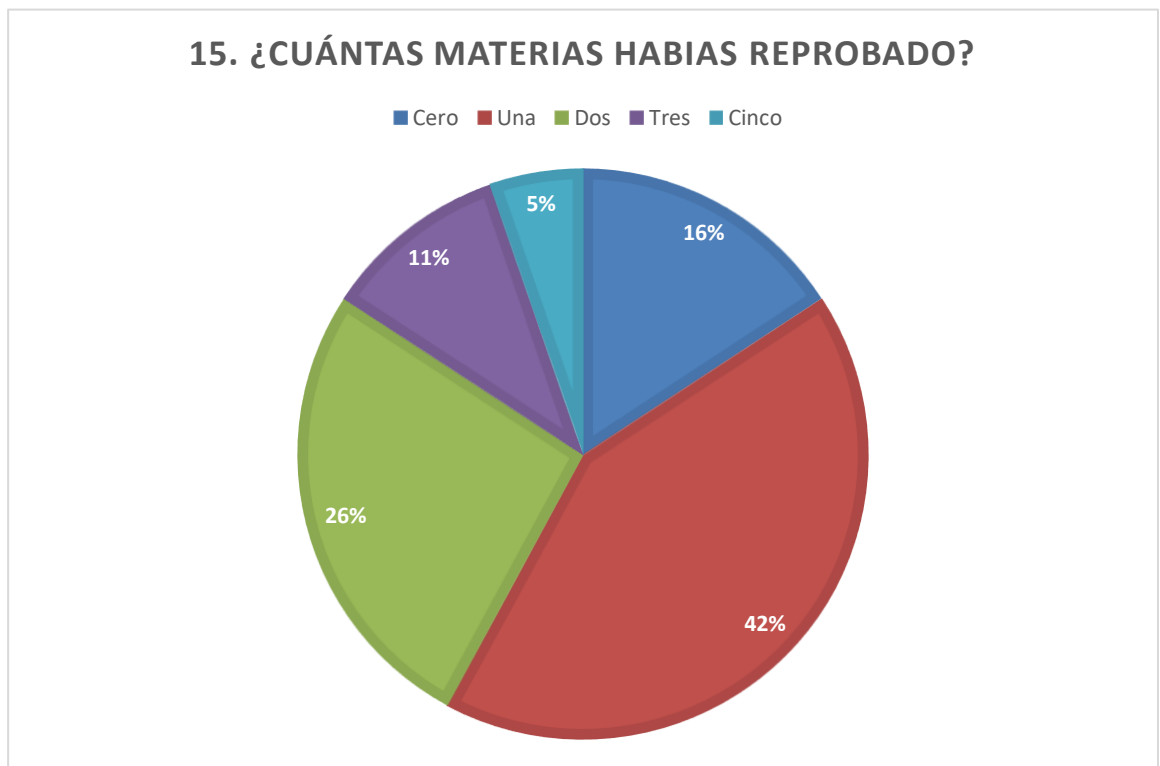
14. ¿Cuántas materias habías aprobado?	
Materias	Frecuencia
Dos	2
Tres	1
Cuatro	1
Mas de 7	14
No Recuerdo	1
Total	19



This pie chart shows that 74% of students had passed more than 7 subjects, 11% is from students that had failed 2 subjects, the rest 15% is divided into 3, 4, subjects and I don't remember option.

In conclusion students had advanced in a significant way their studies in the major that is represented by 74% in the pie chart result that means the majority had passed many subjects.

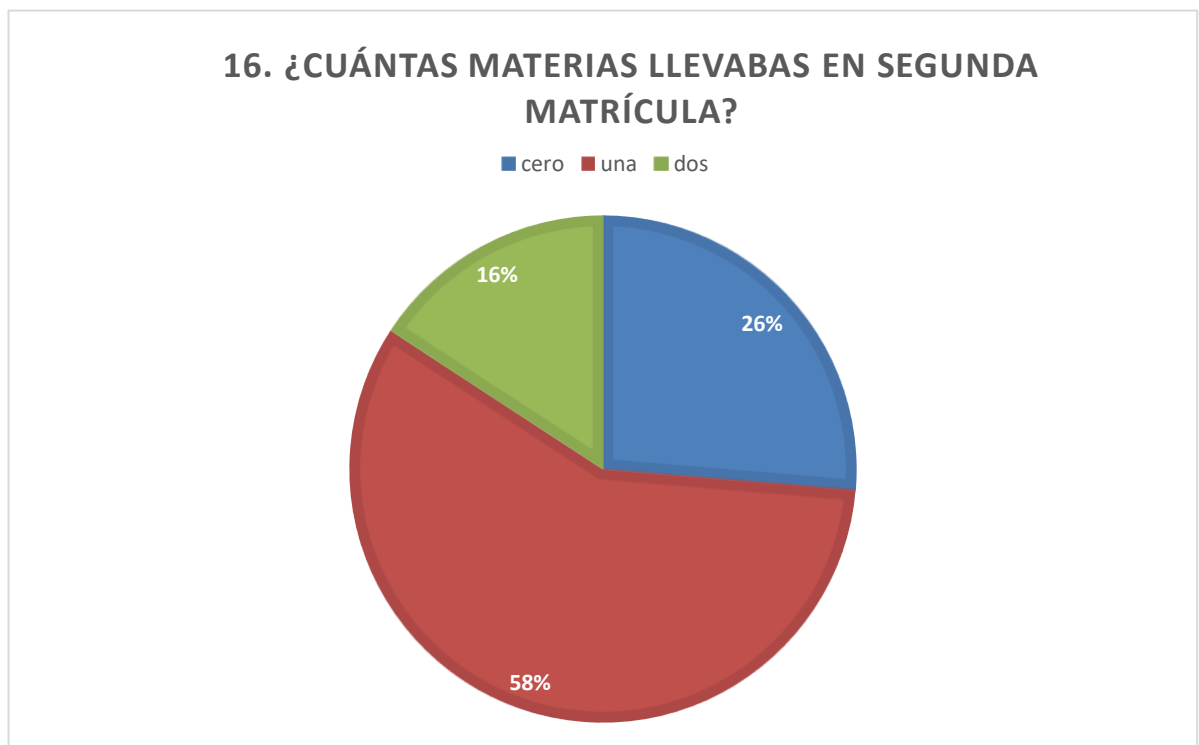
15. ¿Cuántas materias habías reprobado?	
Materias	Frecuencia
Cero	3
Una	8
Dos	5
Tres	2
Cinco	1
Total	19



The results obtained by the pie chart shows that 42% of students had failed 1 subject, 26% said that 2 subjects , 16 % said 0 subjects ,11% said 3 and the last 5% said 5 subjects.

In conclusion, according with the results all students had failed 1 subject when they studied at the UES.

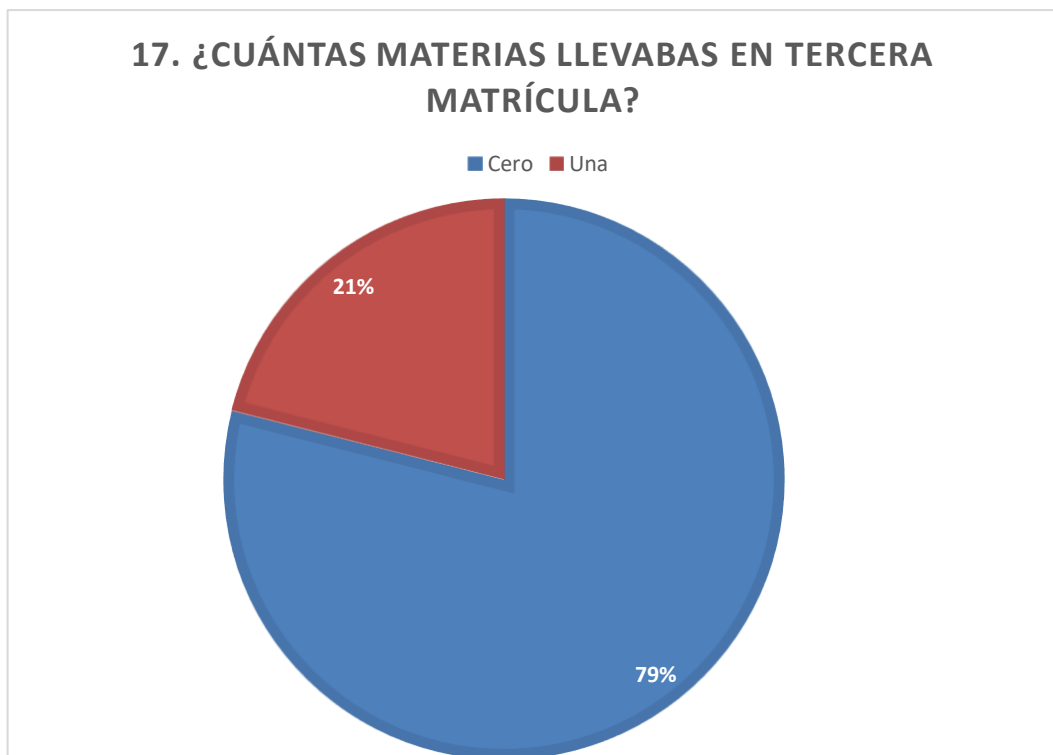
16. ¿Cuántas materias llevabas en segunda matrícula?	
Materias	Frecuencia
cero	5
una	11
dos	3
Total	19



The pie chart shows that 58% of students said that they had studied 1 subject for the second time, 26% said 0 subjects in second time and the last 16% said 2 subjects in second time.

As a result, many students had studied 1 subject for the second time.

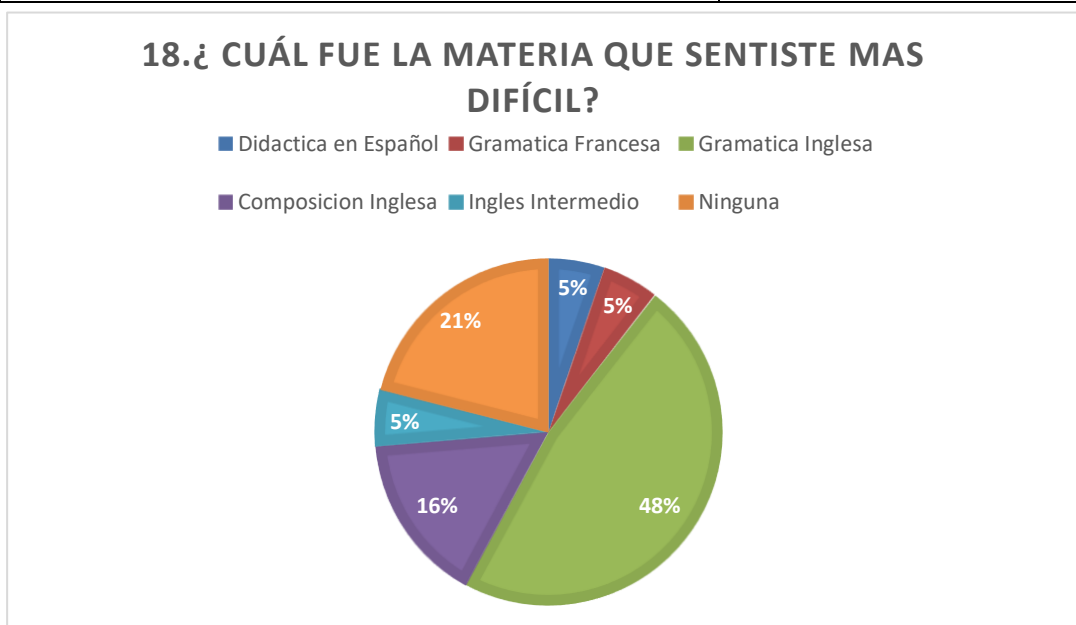
17. ¿Cuántas materias llevabas en tercera matrícula?	
Materias	Frecuencia
Cero	15
Una	4
Total	19



Having as a result in the pie chart, 79% of students interviewed had not registered subjects in third time, only 21 % of them had one.

The results show that students didn't have any problem taking a subject for the third time.

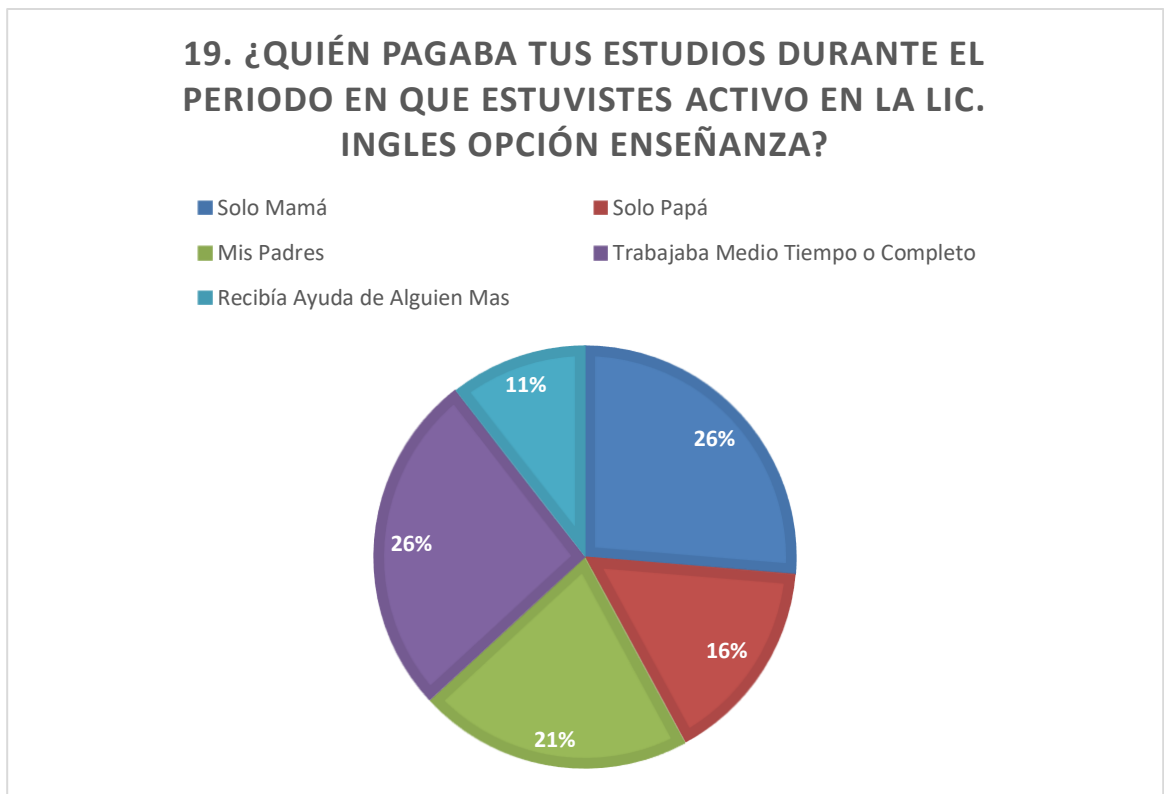
18. ¿Cuál fue la materia que sentiste mas difícil?	
Materia	Frecuencia
Didáctica en Español	1
Gramática Francesa	1
Gramática Inglesa	9
Composición Inglesa	3
Inglés Intermedio	1
Ninguna	4
Total	19



As shown by the pie chart 48% refers to English grammar, 21 % said not any, 16% said English composition, 5% said French grammar, and the other 5% said didactica Española, finally 5% said Intermediate English.

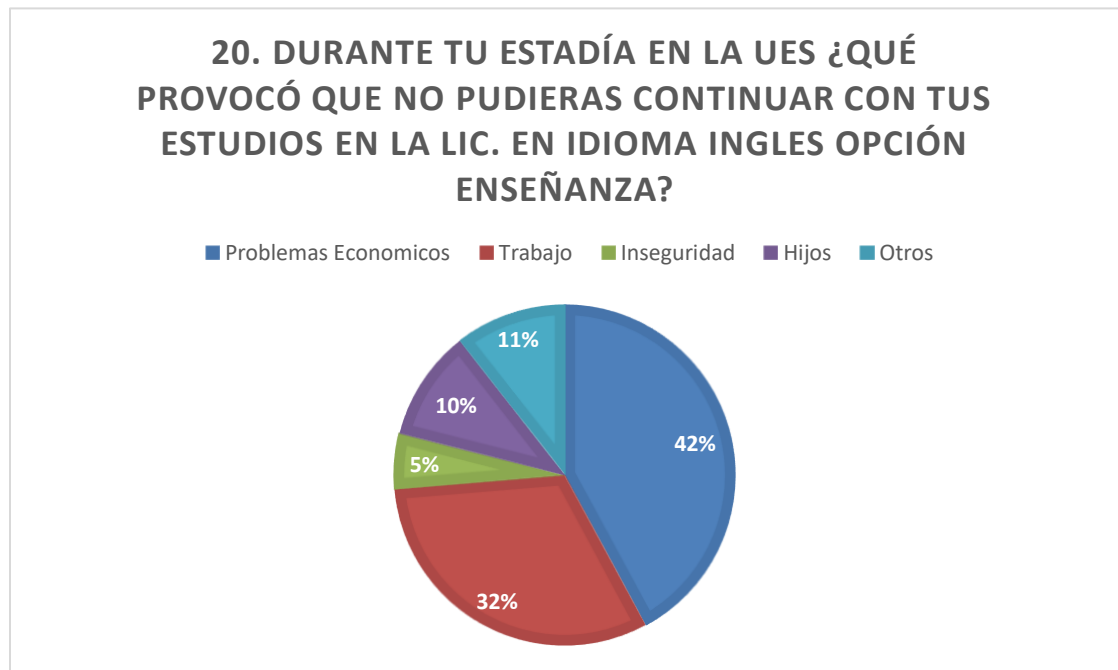
According to the results obtained, it can be concluded that English grammar was the most difficult for students.

19. ¿Quién pagaba tus estudios durante el periodo en que estuviste activo en la Lic. Ingles Opción Enseñanza?	
Responsable de pagos	Frecuencia
Solo Mamá	5
Solo Papá	3
Mis Padres	4
Trabajaba Medio Tiempo o Completo	5
Recibía Ayuda de Alguien Mas	2
Total	19



The pie chart shows that 26% of interviewees said that were mothers, the other 26% said they have to work, 21% said were parents, 16% said were fathers and the last 11% was by help for someone else. In conclusion it can be said that mothers played a big role in the payment for their son's studies.

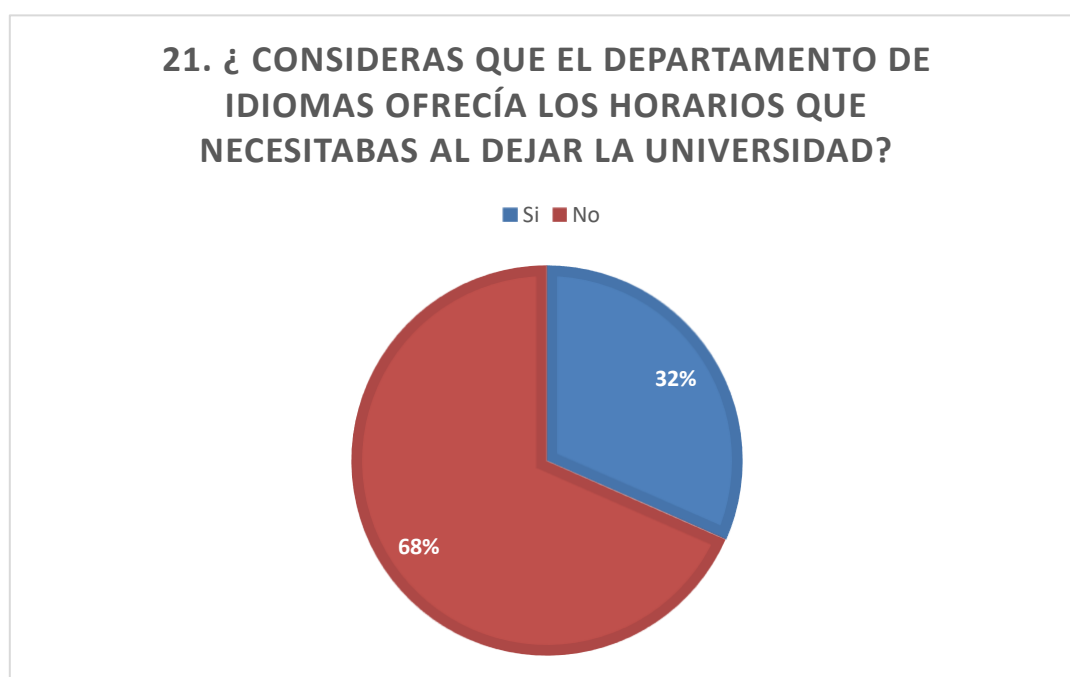
20. Durante tu estadía en la UES ¿qué provocó que no pudieras continuar con tus estudios en la Lic. En Idioma Ingles Opción Enseñanza?	
Factores	Frecuencia
Problemas Economicos	8
Trabajo	6
Inseguridad	1
Hijos	2
Otros	2
Total	19



The results in the pie chart shows that 42% considered that economics problems was the big problem, 32 % said because of work ,11% said others ,10% said because children and the rest 5% said because insecurity in the country.

In conclusion economics problems was found as the main problem in the drop out of students of the major , taking in account that many students have to work at the same time to study .

21. ¿Consideras que el Departamento de Idiomas ofrecía los horarios que necesitabas al dejar la Universidad?	
facilidad de Horarios	Frecuencia
Si	6
No	13
Total	19



This pie chart shows 68% of students consider that the languages department didn't have the schedules needed to continue with the major, 32% consider that the languages department had the necessary schedules. As conclusion the languages department of the University of El Salvador didn't offer good schedules to students to continue with their studies.

V. Conclusions

Dropouts in the Bachelor of Arts in English, Emphasis in Teaching have increased dramatically in the years 2011-2015, in the enrollments at the Foreign Languages Department of the Universidad de El Salvador. The major reasons for dropping are personal, motivational, institutional and demographical. The Bachelor of Arts in English, Emphasis in Teaching drop rate is soaring based on the questionnaires that the students fulfilled for this research purpose. Economic problems, and creating a family as personal, changing major as motivational, and lack of available schedules for the subjects as institutional are the major factors for the increase of dropouts according to the responses given by the students who participated in the study . The majority of students express that the economical factor was the most determinant at the moment of the dropout according to the question number 20 of the questionnaire they fulfilled, showing a 42% in comparison with other factors as reasons for dropping out; in the beginning of their studies 16% of the students were studying and working, but through the major 26% of the students had a part time or a full time job while they were studying. 68% of students state that they do not have children, and 89% of the students began the major single, as marital status, and only 16% show to continue to be single which shows a change in the life style of the majority of students.

Most of the students, who were subject to the study, show that they entered the major due to a change in their studies choice according to question number 2 of this study, they had at first chosen another major and then they changed to Bachelor of Arts in English,

Emphasis in Teaching, 53% of the students didn't choose the Bachelor of Arts in English at the moment of fulfilling the Admission Test to enter the university, which we can determine as a motivational issue, as probably the students did not have counselling on what to study, because changing a major could be because they didn't really know what they wanted to study or because they were not admitted the first time when they did the university's admission test. Through the survey students expressed that the institution did not provide availability for the schedules of the courses, 68% of students state that they did not consider to have been provided with availability, which could mean that the subjects were not available in the 3 regular shifts morning, afternoon and evening, besides they found subjects as Grammar and Composition to be the hardest subjects throughout their studies, 58% of the students were retaking 1 subject, and 21% of the students had failed a subject for a second time. This issue we may classify it as an institutional, because it shows a pattern, not only in the schedules but also in the subjects and how hard they are perceived.

As demographical factor it was found that the same amount of people 74% still live in San Salvador, and 5% of the students have moved to Sonsonate which doesn't show that students had problems moving from one location to another for their studies. The year that showed the biggest dropout rate was 2013 as it showed on question number 12 of the questionnaire, with 73% of dropouts compared to the other years from 2011-2015, and the months with highest dropout rates were June and November which is normally the end of a regular semester, this also shows a pattern, due to the fact that students dropped out maybe as a result from a semester; we may conclude it was at the end of the respective

semesters on that year. Students who pay for school themselves are more likely to dropout due to financial issues than those who get help from their families, (according to a survey conducted by Public Agenda, reported by the New York Times)

VI. Recommendations

We recommend, based on this study, that Universidad de El Salvador, based on the economic reason that affects students to provide a transportation card to students who struggle with economic issues, this could help the students to get to the university and to go back to their houses, and would help reduce the expense that their families do on the university, and therefore motivate students to attend the University as the “*semester ticket*” for students public transportation system in Germany.

The Foreign Languages Department should provide life orientation counselling, to help students emotionally on the decisions they make; based on this study we found that 84% percent of students who dropped out their studies are living in a relationship, this could provide them emotional support about how to best organize studies and their private lives, about creating a family, and to provide orientation to those who request it and need it.

Universidad de El Salvador should provide a vocational orientation test before students enroll themselves in the admission test, as this study shows that 53% of the students who dropped out changed their major option, so this could show a disorientation to where to best go with their lives, this orientation test could help them best select what to study before they enter the university.

The Foreign Languages Department should provide more courses of the same subject available on the three universities regular schedules: morning, afternoon and evening, so students select them in the way that they could best organize their work and distances.

Further research is recommended for the perception of difficulty on the subjects: Grammar in English, and composition due to the fact that 48% of the students find grammar very difficult and 16% found composition also very difficult. This further research could help the Foreign Language Department to understand why students failed this subject, and what areas of opportunity could be addressed in this matter.

We also recommend motivational support to students, to help them have more motivation on studying and achieving their goals. Once a week the students can receive a 15 minutes speech or motivational videos that can mentally help them, this psychological help could also help with what students go through with the culture of violence and danger in El Salvador.

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APPENDICES

Appendix A

Dropout Phenomena at Universities

Aarhus University

Copenhagen 2013

The term university dropout: is commonly used to describe situations where a student leaves the university study in which (s)he has enrolled before having obtained a formal degree. The terms used to describe university dropout from a student perspective are many: dropout, departure, withdrawal, academic failure, non-continuance, non-completion.

Student's perspective. A student can drop out of his/her university study due to failure to meet the academic standards and demands within university in which case dropout should be viewed as involuntary. On the other hand, a student can decide to drop out of his/her university study for reasons more voluntary in character, for instance, in pursuit of another subject of study and/or another university, in which case the dropout is better described as a student transfer within the system of higher education (or alternatively, a student transfer to a lower educational level).

University dropout on the institutional level: It can also be characterised at which it occurs, that is from either a course/subject of study, a department, a faculty, a university or the entire system of higher education. Dropout is further dependent upon the perspective from which it is evaluated. In the case of, for example, a direct student transfer from one subject of study to another within the same faculty and university, the student might not actually view him-/herself as having dropped out, and formally speaking (s)he has not dropped out of that specific faculty or university, only from that specific subject of study.

Individual student level : (at least concerning an involuntary case of dropout) is likely to be associated with emotions of personal inadequacy/self-doubts/not belonging (cf. e.g. Edwards & Cangemi, 1990). A dropout, whether it concerns a formal dropout or a student transfer, is inevitably synonymous with a waste of personal resources, time and money.

Societal level: University dropout has socio-economic consequences because the supply of university graduates affects both the returns to education as well as overall economic growth (Bound & Turner, 2011: 574). As stated above, even dropout in the form of a student transfer represents additional/extraordinary time consumption within the educational system on the aggregate level.

Governmental level: This has been witnessed by an increase in the economic incentives put on universities to raise graduation rates. Funding allocation requirements, for instance, in the form of value added grants to universities, have increasingly made universities within many European countries partly economically dependent on the graduation rates and graduation time of its students (cf. e.g. Gaebel et al., 2012: 9-10, 23, 25; Troelsen, 2011: 37).

Making changes in universities: Many European countries have started to introduce data based information management instruments with the aim of ‘tracking’ students throughout the university lifecycle (Gaebel et al., 2012).i On the one hand the ‘tracking’ process is supposed to give the university authorities useful new insights which can be used to improve the university experience concerning, for example, teaching and learning of their future students.

Systematic review as evident from the above, dropout from university studies indeed comprises a number of complex phenomena with serious complex consequences and profound political attention.

Appendix B

Information Instrument-Survey

UNIVERSIDAD DE EL SALVADOR

Facultad de Ciencias y Humanidades

General objective:

To analyze the dropout rates in the Bachelor of Arts in English,
Emphasis in Teaching through a survey to find possible solutions.

Specific objectives:

- To find out which is the percentage of drop outs throughout the major of Bachelor of Arts in English, Emphasis in Teaching.
- To identify the causes that could have led students to dropout from their studies.
- To reflect on the possible recommendations that could stop drop outs in the Bachelor of Arts in English, Emphasis in Teaching.

Encuesta para conocer los niveles de deserción en la carrera Lic. En Idioma Ingles Opción Enseñanza.

1. ¿Cuál de las siguientes carreras era tu favorita al momento de ingresar a la UES?

- Lic. En Ingles Opción Enseñanza.
 - Lic. En Lenguas Modernas especialidad Francés e Inglés.
 - Periodismo.
 - Otro:
-



2. ¿Entraste a la Lic. En Idioma Ingles Opción Enseñanza por cambio de carrera?

Si No.

3. Al momento de llenar el formulario de admisión para realizar la prueba de aptitudes que te permitiera entrar a la UES ¿era la Lic. En Idioma Ingles Opción Enseñanza tu primera opción?

Si No Lo decidí en el momento.

4. Durante el año 2011 ¿A qué te dedicabas?

Solo estudiaba Trabajaba
 Estudiaba y trabajaba Solo pasaba el tiempo

5. ¿En qué departamento del país vivías cuando iniciaste la Universidad?

Respuesta:

6. ¿En qué departamento del país vivías cuando DEJASTE la Universidad?

Respuesta:

7. ¿Cuál era tu estado familiar al iniciar tus estudios?

Soltero / a Acompañado / a Viudo / a
 Casado / a Divorciado / a

8. ¿Cuál es tu estado civil actual?

- Soltero / a Acompañado / a Viudo / a
 Casado / a Divorciado / a

9. ¿Tienes actualmente Hijos?

- Sí No

10. ¿Quién cargaba con los gastos del hogar cuando iniciaste la UES?

- Papa Mamá Mamá y Papá Todos aportábamos
 Otros:
-

11. ¿En qué año entraste a la UES?

Respuesta:

12. ¿En qué año dejaste de asistir a la UES?

Respuesta:

13. ¿En qué mes dejaste de asistir a la UES?

Respuesta:

14. ¿Cuántas materias habías aprobado?

- 1 2 3 4 5 6 7

15. ¿Cuántas materias habías reprobado?

- 1 2 3 4 5 6 7

16. ¿Cuántas materias llevabas en segunda?

- 1 2 3 4 5 6 7

17. ¿Cuántas materias llevabas en tercera?

- 1 2 3 4 5 6 7

18. ¿Cuál fue la materia que sentiste más difícil?

Respuesta:

19. ¿Quién pagaba tus estudios durante el periodo en que estuviste activo en la Lic. Inglés opción Enseñanza?

- Mis padres Solo Papá Solo Mamá
 Recibía ayuda de alguien más Trabajaba medio tiempo o completo
 Tenía beca

20. Durante tu estudiabas en la UES ¿qué provocó que no pudieras continuar con tus estudios en la Lic. En Idiomas Ingles Opción Enseñanza?

- Problemas económicos Trabajo Inseguridad
 Problemas familiares Me casé Hijos
 No me gusto la carrera Los docentes
 Otro:
-

21. ¿Consideras que el departamento de idiomas ofrecía los horarios que necesitabas al dejar la universidad?

- Sí No

Appendix C

Time Table

Month/ 2016	March				April				May				June				July				August				September				October				November				December			
Activity/Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meetings with the advisor																																								
To check literature about the topic																																								
Research project profile: chapters 1, 2, and 3																																								
Research project profile defense																																								
Instrument design and application																																								
Chapter 4 Results or findings																																								
Chapter 5 Discussion																																								

Month/ 2017	January				February				March				April				May				June				July							
Activity/Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meetings with the advisor		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Instrument design and application			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█				
Chapter 4 Results or findings																									█	█	█					
Chapter 5 Discussion																													█	█		
Meetings with the advisor for making corrections																													█	█		
Research project report approval																																█