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Graduation Work

"How factors influence on students´ academic success of the Profesorado en Idioma Inglés para tercer ciclo de Educación Básica y Educación Media and La licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador"

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TOPIC

"How factors influence on students´ academic success of the Profesorado en Idioma Inglés para tercer ciclo de Educación Básica y Educación Media and La licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador".

INTRODUCTION

The purpose of the following paper is to explain how the different factors influence students` performance during the teaching learning process, and the way they react to the stimulus of their environment, which at the end is the most important element to get academic success.

To carry out this paper it was necessary to follow the methodology suggested by the book "Literature Review – six steps to success" as consulting different authors and, different kind of resources like essays, books, magazines, Internet, etc., to get the appropriate information, as well as to consult students' opinion through a questionnaire to compare theory with the problems they face in their real life.

1. ***Objectives:*** General and Specific objectives that reflect the purpose of the research.

2. ***Justification:*** A brief bibliographical report to know the different factors that influence student's academic success at university. It also pretends to identify and analyze the most relevant factors based on the brief study developed by the students and supported by the literature review.

3. ***Essay´s Body:*** The core of the research presents bibliographical citations that enrich the content of the essay. It also presents the conclusions based on the analysis of the data gathered through a questionnaire of the factors that influence students` academic success in the Foreign Languages Department at the University of El Salvador.

4. ***Methodology:*** Describes the steps followed in order to carry out the research and to write the argumentative essay of the factors that influence students` academic success in the Foreign Languages Department at the University of El Salvador, based on the material "The Literature Review- six steps to success".

5. ***Bibliographic References:*** Contain the bibliography reference used to develop the research and write the argumentative essay. It also organizes the bibliographic data according to the APA standards.

6. ***Attachments:*** Presents all the material used to carry out the research to enrich the argumentative essay´s body. It presents documents such as: classification of factors by categories into positive and negative, a questionnaire on factors that influence

students` academic success in the Foreign Languages Department; statistical charts and data analysis, summary of the open questions of the questionnaire.

OBJECTIVES

General: To identify the social, economic, academic, health and psychological factors that influence students' academic success in order to provide a global view of them to the department, and through this it could implement better strategies for the students´ benefits in the development of the curricula.

Specifics:

1- To discover the most relevant disorders that affect in any way the physical, emotional, and mental health of the students in order to those findings can be took into consideration by the corresponding authorities to avoid schooling drop out.

2- To analyze the economic conditions in which students and their families are involved, and the important role those conditions play in the academic achievement in order to the main authorities of the University of El Salvador widen the financial aids to support this population.

3- To recognize the possible academic factors that make students to achieve their goals in order to they can be facilitated in their teaching learning process through a good school`s psychological environment.

4- To determine in what way the human or social behavior influence the students´ adjustment into the higher education in order to The University of El Salvador create better conditions and spaces to help the new students population to face the new stage.

5- To infer about the level of influence different illnesses have on academic performance in order to health entities at the university develop a health culture in students through constant programs, campaigns and newsletters to prevent illnesses.

JUSTIFICATION

This bibliographical report was carried out in order to know the different factors that influence student's academic success at university. It also pretends to identify and analyze the most relevant factors based on the brief study developed by the students and supported by the literature review. Emphasize the importance higher education has as a tool for facilitating the outcomes of better economic, social and moral conditions of life for the population .Although it is not enough to access education to get the triumph but to study hard to be successful in the professional field.

The above mentioned report is expected to be of great value to those who are actually taking into consideration the undertaking of a disciplinary field of study at university. Thus, it has taken a deep research of the factors which will prevent a person from attaining academic success and which will be studied later in thorough detail. Therefore, it will be highly recommendable to take these factors in a great deal of consideration. As stated above, the management and the appropriate attitude toward the mentioned factors will be the difference between failure and success.

The reason is that a person might find obstacles in their academic advancement without even realizing the causes which are deteriorating their scholastic performance in their discipline of study. Consequently, it would be greatly advisable to be aware of such negative facts. The students and

the university faculty members will find it very beneficial to take it into a count such factors in order to both improve the quality of education and the high quality of their performance in their every day routinary life.

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Education is the action or the process of educating or being educated so that, this process becomes a right for all peoples and all nations. The article 26 of   The Universal Declaration of Human Rights states: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit". In Fact, It has a variety of purposes that contribute to the social and human development of any society. One of them is the individual's integral development in order to perform capacities as a whole.

For countries in Latin America, the challenge is to provide learning research and job opportunities for talented individuals to ensure a sufficient supply of advanced skills to their national economics. Enrollments in higher education has more than doubled in the past decades and continues to expand educational opportunities have diversified, and university management has been decentralized to increase exponsiveness to students and industry. Nonetheless, the potential for higher education remains

unrealized in Latin America (Lauritz B Holm – Nielsen, Kristian Thorn, Jose Joaquin Brunner, and Jorge Balán).

The quality and relevance of human capital and knowledge generated by higher education institutions is critical to Latin America's social and economic development. while high-income countries are raising the stakes, Latin America is still dealing with longstanding problems, such as underdeveloped curricula, lack of teaching materials, underqualified faculty and labor market imbalances.

However, In Nubia Ruiz Ayala´s book "Development of Potentialities and Competitions"(2001) she states: "The effective educational system in most of Latin American countries during the last fifty years is not only a good system but also the product of a mestizo culture, of countries with valuable natural and human resources whose political and economic characteristics locate them to hardships in the adolescent of the development but not in the not existence of the progress, the growth or the scientific, technological , and social innovation[1]".

On the other hand, It is relevant to point out that in most of Latin American Countries education seems not to be according to this changing

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[1] "Desarrollo de potencialidades y competencias": "El sistema educativo vigente en la mayoría de los países latino americanos durante los últimos cincuenta años no solo es un buen sistema, sino también el producto de una cultura mestiza, de países con valiosos recursos naturales y humanos, cuyas características políticas y económicas los sitúan a penas en la adolescencia del desarrollo pero no en la inexistencia del progreso el crecimiento o la innovación científica, tecnológica y social".

world and the kind of education is being offered in many schools systems is not longer pertinent to the societies in which we live(Kennet N. Ross and Llona Jürgens. 2006). It is shown that developing countries have achieved impressive success in expanding access to higher education for formerly disadvantaged groups especially through expansion of teacher and technical training, open universities in other forms of distance education (Thomas owen/Jamil Salmi 1995).

However, the clear advantage of expansion, technology and quality of higher education that developed countries have over Latin American countries has not been enough to keep away dropping out rates from higher education institutions. This is a phenomenon that seems do not respect not nations, nor continents, although the rates vary from one country to another, the causal factors are similar. (Latiesa, 2005). In a way, higher education institutions are working on the improvement of quality education.

In spite of the disparity of educational systems among Latin American and developed countries, there are institutions like Central American Higher Educational Council (CSUCA)[2], which was created with the purpose of watching over the higher education development of Central America. So it is worth to mention the important role that universities play in the development of the higher education. Achieving a university education is still the key to status in Salvadoran society, it is relevant to say that in El

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[2] Consejo Superior Universitario Centroamericano

Salvador there are one public (University of El Salvador – Central and multidisciplinary faculties), and about forty private universities, where the University of El Salvador is considered the most important since it offers to students from low income families the best opportunity to access higher education, with an average enrollment of 51,000 students (adacad@ues.edu.sv).

Some decades ago, the UES has been involved in several problems like overcrowding affecting the quality of education. As ex- minister of education, Evelyn Jacir de Lovo said that overcrowding in universities is affecting the quality of higher education this is due to the little involvement professors have in scientific fire research and the lack of attention paid to students. "We need to make concerted efforts to improve higher education". (La prensa Grafica/ Spanish – El Salvador, 1999).

In a way being the UES part of CSUCA, it carries out different projects for improving the quality of higher education, and preventing to reduce quality as higher education expands. So UES is trying to be updated developing innovative projects as in the case of two recent ones which are "Learning Evaluation Methods" made by Team of Quality of the West Multidisciplinary Faculty and "Development of the Integral Quality at the UES" Made by Team of Secretary of Academic Matters, and Council of Academic Administrators (ADACAD).

In spite of the existent interest not only by the UES authorities, but also the state for keeping and offer a better higher education quality, there are internal and external factors like: social, economic, academic, psychological, and health that interfere in the students' performance and of course in their academic success. By far the most important reason students say they go to college in 1990's is to prepare for a career (Arthur Levine and Jeannette S. Cureton 1998). Most of them start with great expectations to fulfill a career being unconscious of all of the circumstances that to be a university student implies, situation which will permit them to reach their goals or drop out their dreams to be a professional; depending on their maturity level to overcome different problematic. Such as factors play a key role in students' life at the university.

Now, they are going to be analyzed in accordance with the brief study that was developed with a sample of 199 students from which the 81% belongs to Teaching and the 19% belongs to Bachelor's Degree in English of the Foreign Language Department, who fulfilled a questionnaire used as instrument to get the information, and the consulted and selected literature related to the topic, as it has been suggested in the document "The Literature Review - six steps to success". In that way, it is essential to classify the factors in order of importance:

First, psychological factor is considered the most relevant since it plays a key role to overcome all of the disruptive behavior, and guide students toward an appropriate attitude. Second, the socio-economic and academic problems are the ones that affect but in a lower scale. Third, health problems effects have low incidence on goal outcomes. Now this brief study is based on students' reality that have to face social, economic, academic, psychological and health problems that are affecting their daily academic success.

So, the real concern of this paper is to prove that the outcomes during the teaching learning process in higher education will depend on the owns´ person academic performance, taking into account that some of those factors interfere more than others on the students performance, although they are not limitants to get success in the academic field.

To comprehend a little bit more about the concepts of academic success and academic failure it is important to take into account different definitions. Academic success is defined as the event of concluding the semester without fail any subject (Navarro, Edel R. 2003). While Rodriguez Castrellanosa (1986) considers academic failure as the situation in which the subject that not attain the expective achievement according to his or her abilities, resulting in altered personality which affects all of the aspects of life (…). Also Fita Torrado (2004) states grades show academic outcomes in the learning process which include academic and social aspects. Similarly,

Tapia (2002) notes that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the students` performance below his or her potential.

To deep and get a better understanding about the impact that such as factors have on academic success and academic failure, it is important to explain the role of each of the three elements that intervene in education as causal factors: parents (family), teachers (academic), and students (personal).

First element, the motivation from parents to children plays a key role to avoid schooling drop out. As Tinto explains dropping out is a phenomenon of low academic performance since the individual is often interacting with social and academic system, and the academic performance is affected on great scale by the family background such as educational level, interest, academic outcomes, socio-economic level, and parents´ expectations.

According to Roxana Mercado (2005), researcher of the National University of Cordova (Argentina), in some families, "Parents and Children, negotiate the most appropriate career to keep on family properties which they are not always economic, but also, symbolic and social". Under this perspective, families can become a great obstacle to stop children's education process since they have to submit own likes, interests and goals to parents´ ones.

The study showed the 65% of students share that idea since they consider to study a career they dislike affect the performance and also, the possibility to triumph as a professional (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009). In this way, family has a significative influence on their decisions. So that family support constitutes the first step to get a good academic performance (Vélez, Roa, 2005).

It is a fact, that family's socio-economic characteristics have influence in student's lives, as it is showed in the study which clearly revealed the mothers` educational level is mostly basic since the 42% of students' mothers have basic education versus the 39% of students' fathers. On the other hand, referring to the parents´ educational level, the study showed fathers and mothers' secondary school is in balance with a percentage of 30% and 35% respectively. On the contrary, referring to higher education the study revealed that students' fathers' higher education is superior with a percentage of 21% in comparison with the mothers' one, which is the 14% (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

Based on this finding, it can be conclude that parents´ superior education is not a determinant aspect to students access to university as some researchers point out.   This situation seems to reflect that family economic resources are not as good, but this factor has not been an obstacle

for some students to continue studying. Although, there are many studies that agree in the importance of parents in academic and economic level.

Castejón and Pérez (1998); Marchesi (2000) consider: "The higher academic level of the mother, the more supporting perception toward his studies by her children which tend to reflect on the already achieved academic performance", in fact, that mothers´ academic level let her to demand from them a better academic performance. Even so, that attitude it is not particular of mothers with better educational level but for the majority of them who due to socio-cultural background have more influence and responsibility on students´ academic performance and it is because of the kind of Latin American families in which education is delegated by the father to the mother.

Moreover, other research indicates that the most influential family components on performance are not socio-cultural or economic, but rather those pertaining to the affective or psychological dimension; that is, although good academic preparation in the parents, especially the mother, and a positive cultural environment, favor scholastic performance, it is affective and relational variables which most stand out as factors in performance.

Recognizing socio-economic and academic level of the family is an important element to get success at the university, school dropping out

could be determined by students´ intrinsic motivation. In Vicente Tinto's view, (1987) "...Although the deserter students often attribute abandon reasons to the financial difficulties, these statements spread to mask but to reveal the basic reasons of the desertion"[3].

Some of this reasons were reflected in the result of the study where it was found that 50% of this population complain about having low economic resources which affect their learning process since they do not only come from San Salvador, but also, from other departments of the country; which increases the problem since the transportation payment is high (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

In addition to this, students face the deficient of technological and didactical resources; such as problematic is expressed by the sample of the study in which more than the 50% of the students face the lack of technological resources affecting the learning process. Due to this reason the 25% of them, feel the necessity to look for a part time job to overcome the financial problems (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009). Since the parents´ economic support is not enough because unemployment to supply those necessities.

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[3] "Aunque los estudiantes desertores atribuyan a menudo a las dificultades financieras las razones de su abandono, estas afirmaciones tienden mas bien a enmascarar, que a revelar los motives básicos de la deserción".

On the other hand, Levine and Cureton (1998) state:"A generation that is indeed wearied by the enormous pressures they face economically, politically, socially, and psychologically. At the same time, they are energized by a desire to enjoy the good life and make their corner of the world a better place. This is a generation in which hope and fear are colliding". However, according to Seibold (2003) a great number of studies have let established a correlation between learning and socio-economic context, referring to the economic causes as success or academic drop out. Nevertheless, it is important to be careful about this point of view since the socio-economic affects the level of quality education but they are not determinant aspects.

Second element, motivation is considered to be the element that initiates the subject own involvement in learning: when a student is strongly motivated, all his effort and personality are directed toward the achievement of a specific goal. However concerning about student learning, "It can not be assumed that because a child has been in school for six, seven, or eight years that he or she has, in the words of the World Declaration of Education for all, actually acquired useful knowledge, reasoning ability, skills, and values" (UNESCO, 1990: 9, article 4). Indeed, the available evidence indicates that many students (particularly ones the short educational careers) seem to benefit little from their educational experience.

The academic success, according to the perception of Redondo (1997), requires a high degree of adhesion to the targets, means, and values of the educational institutions, which probably not all of the students show up. Although those who unconditionally accept the project of life which the institutions offers are not missing, it is possible a sector reject it, in another, may be more substantial, only identifies with itself in a circunstational way. To accept, for instance, the promise of social promotion and use the school as a mean to reach it, but do not identify themselves with the culture and scholastic values, so that they adopt a comfort attitude toward the institution which consist in going through it with just the necessary effort. Rather they find themselves with it in their cultural way yet they do not believe or do not need to believe in their promises, because they have desired to resign to what is being offer, or they have not assured any way through their social condition and then, they try to get away from their requirements.

A good academic performance is mainly associated with the improvement of the personal and social adjustment, as the investigations showed. It's normal that a university student who recently access to the campus does not have a real academic plan. Taking into a count in the present time, population who access to university is younger than the one before the secondary programs were reduced from three to two years. This fact can be proved through the result of the study where the population` age range is higher in students from 16 to 20 years with a total of 32 female and 61

male; and a little bit lower in students from 21 to 25 years with a total of 27 female and 58 male (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009). This condition causes insecurity on students since it is a stage of social and academic adaptation, so that, to have goals well established avoid schooling drop out.

In Carlos Muñoz opinion (1994), "The lack of abilities and bad habits formation gives as a result an academic record, which indicates students' academic weaknesses", this phenomenon is called by him: "Syndrome of school backwardness and the abandonment of the school system" This consists of students that are lagging behind in their learning end up leaving the school system, because they feel they are unable to continue[4]. However, Keenan & Gabovitch (1995) found that students who enter college with weaker credentials and participate in support-orientated programs do as well as non-participants with strong credentials. Killen (1994) concluded that some of the most significant factors in students´ academic success at the university were interest in the course, motivation, self discipline, and effort (non on which can be predicted directly from matriculation results).

Students´ effort was also prominent in students' explanation of success in failure in a study by Schmelzer, Schmelzer, Figler, and Brozo (1987). They

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[4] "Sindrome del atraso escolar y el abandono del sistema escolar". Esto consiste en que los alumnos que se van quedando rezagados en sus aprendizajes terminan abandonando el sistema escolar, porque sienten que no son capaces de seguir adelante"

found that persistent in active study was the most common reason that college students gave for their academic success setting appropriate goals, a good study environment, and effective time management were also consider important: academic failure was attribute primarily to lack of study, poor time management, and inadequate goal setting. Similarly, the majority of the population sample agrees that their good or bad study habits will help them to reach the goals established previously. Other positive factor which facilitates to get a carrier is the set of previous knowledge they have for instance English Language, yet to study a non desired carrier because of different factors like: career dislike, wrong career election, and also few abilities on a singular area.

The second point of discussion as stated earlier is the teacher´s role on the student´s performance both unsuccessfully and successfully. In the higher education level there exist a misconception that the university teachers is an expert subject in his area of discipline and thus, he is the only capable to design the evaluation situations which might bring information about the most important aspect on his/her field. The truth is that the teachers` needs to be totally updated in his main branch of discipline both in information about the latest and recent discoveries. That position is strongly supported by the students of the sample because the 69% point out professors´ professional development is a tool to prepare them for the labor field. Also, the 42% of them are convinced the use of technology as a way to teach determine teachers´ professionalism (Beltrán, Cabrera, Presidente, "Factors

that affect students´ academic success from FLD at UES" questionnaire, 2009).

On the other side of the coin positive attitudes for a teacher can be found that student´s academic progress can be attained. For instance a good teacher must meet the following criterion: he must have knowledge, communication skills, interest and respect for students. Knowledge is the quality number one of a good teacher of the subject, who must be an expert in the field of teaching.

Communication. The second quality that good teacher must have is the ability to communicate their knowledge and expertise to their students. Because the teacher´s job is to take advanced knowledge and make it accessible to the students. A good teacher allows students to understand what the material means. In addition to this, a good teacher can take a subject and make it clear to the student. However, a bad teacher can take the same material and make it understandable, also can devote so little time and effort to prepare the needed material. While a good teacher is willing to spend the needed effort to find innovative and creative ways to become complicated ideas into understandable to their students.

It is noted as well that interest is important because a good teacher starts with a firm knowledge of the subject, and build on that with a clarity and understanding designed to help students master the material making the

class interesting and relevant to the student while bad teachers make the material relevant by threatening students with failure on a test.

Another quality to be discussed is respect good teachers have the ability to develop qualities like knowledge, communication, interest and respect. Since a good teacher has a deep seated concern and respect for the student in the classroom. As it was defined earlier the teachers` concern for the students strives in improving the presentation of the academic material to them, in a proper manner to understand, thus creating a reciprocate respect of both sides. The professors` respect toward each individual in class will reflect in good performance on students behalf due to the instructor`s motivation as a effect on such a respect.

However, according the brief study It was found teachers´ authoritarism is a factor that limitates the communication with students because of the lack of flexibility and confidence as the 48% of the sample said a good teachers and students relationship is essential to get better academic results; similarly the 47% percentage of students stated teachers´ flexibility improves students´ performance. All of this combined with the use of non updated and appropriate contents cause lack of interest and low student´s performance until they go down to scholar abandon, so the learning process can be affected in a great scale by the teachers ´work ethic as well as the negative relationship between the learner and the teacher, as the 69% of students were agree professors´ accessibility help learners to get a better

performance into the classroom through a positive atmosphere (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

According to Ross & Jürguens (Unesco 2006)"Teachers need to be facilitated in their work by a managerial and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep children at risk from dropping out, or otherwise losing the right to education". On the other hand concerning to teachers' role some educators argues that entry standards are the most important determinant of success at the university; others maintain that non academic factors must also be considered.

Marchesi and Martin find that teacher expectations significantly influence student result. Since the teachers assessment is mediated by two variables one of them is the student's intelligences, that is the greater the intelligence, the better the academic results and the better reciprocal appreciation between teacher and student. It can be said that when teacher strive and work to become a good teacher for creating a good class, the four qualities are essential because without these four qualities good teaching will not exist.

Third element, for the majority of students the transition process from school to university is easily faced while for some others, it becomes a

difficulty which derives in learning abandon. This starting of the university life is an unknown experience for students which demands from them, a social and intellectual adjustment to this new world. Higher Education requires the replacement of roles and behavior patterns to understand the cultural diversity that is wider at the university, taking into a count "Learning is linked to experience, language, and cultural practices, gifts, traits and interests. Such an approach recognizes that people learn in different senses and abilities".

(Ross and Jurgens. UNESCO. (2006). "It cannot be assumed that because a child has been in school for six, seven, or eight years that he or she has, in the words of the World Declaration on Education for All, actually acquired useful knowledge, reasoning ability, skills and values" (UNESCO, 1990: 9, Article 4). Indeed, the available evidence indicates that many students (particularly ones with short educational careers) seem to benefit little from their educational experience. In other words, it means that from the appropriate personal, social and intellectual adjustment a student adopt during the first stages at university will depend failure or success.

Some research claims that motivation maintains a circular relationship with the level of information processing and this in turn with performance. (Nuñez, González-Pineda, Garcia, González- Pumariega, Roces, Alvarez Y González, 1998). Motivation is considered to be the element that initiates the subject's own involvement in learning, when a student is strongly

motivated, all his effort and personality are directed toward the achievement of a specific goal. This phenomenon is clearly expressed in the study where the 77% of students think to establish goals make easier the getting of a career in a stipulated time (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

Maehr, in his book The Motivation Factor: A theory of Personal Investment (1986) describes how the school's psychological environment shapes a student's motivation: Motivation can be characterized by a student's personal investment in a given task. The magnitude of motivation is influenced by the psychological environment of a school, that is, by the meaning given to the overall education experiences. Moreover, the way a person responds to a task and his or her decision to invest the time and energy necessary to succeed in accomplishing it is dependent upon a complex blend of present thoughts and previous experiences.

This line of study involves two areas of focus: thoughts about self and thoughts about situations. However, motivation can be disturbed by the student's conditions environment. As it has been said before students' life is immerse in a diversity problems that overlap each other. So, it can be established socio-economic, health, academic, and social factors build a chain that derive from, an of course, affect the mental and emotional health of the students.

"Relationship was another source of concern for students. Nearly one third of all college freshmen (30 percent) grew up with one or no parents (Sax, Asting, Korn, and Mahoney, 1996). Even those students who lived with both parents usually experienced divorce up close by seeing it in the lives of their friends and neighbors. These students often told us of unhappy relationship between their own parents. The result is that undergraduates worry a great deal about divorce (...) Again and again, deans of students reporting on the growing rate of dysfunctional families among students. They talked of violence; instability; blended families; and emotional, sexual and financial problems. As one dean put it, "It's hard to send a student home, when home is the problem..." Levine & Cureton (1998).

It is convenient to point out that some students suffer basic psychological disorders such as: perception, memory and conceptual functions which contribute to get low academic learning.

"Evidence is mounting that a suitable learning environment can also be considered as contributing towards the quality of education. There must be adequate hygiene and sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psycho-social one, which is at least as important, deserves serious attention –so that practices

such as gender discrimination, bullying, corporal punishment, and forced work are eliminated." (Ross & Jürgens. UNESCO 2006).

As Ross and Jürgens state: "the psycho-social factors deserves serious attention", since the physical environment play an important role for students to develop good or bad habits depending on their life style, the consequences thereof will turn out to be extremely detrimental in the academic outcome in the future undergraduates. As previously seen more than 60% agreed is positively to the above premise also, the learning process is considerably affected by addictions as drugs and alcohol.

On the other hand, an unwanted pregnancy can hinder the previously long terms goals that have been through up. Many university students have been exposed or are facing this situation, and according the study the 53% agreed that can become a matter decision for the person: whether to keep study and taking care of the kid concurrently; or just taking care of the kid and forget about the professional goals. A decision making situation which leads to either: sacrifice on the students` behalf or that of quitting and drop out of university and abruptly leaving all the plans behind (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

As the study demonstrates the psychological problems that affect the most to students at UES are the lack of emotional and economical support from

their families, who in the majority of the cases are involved in such a negative atmosphere. This condition provokes low self-esteem in students that have not got the maturity to overcome it. As a result, they develop a poor academic and working performance. On the other hand, there are other factors that influence negatively in student's life as traumas caused by rape, harassment from teachers to students, homosexualism, etc.; in fact, sexual harassment is consider by the 53% of the sample as a causal to stop students dreams.

As Ross & Jürgens (2006) state: "Lack of safety and security may be obvious in terms of physical danger, such as beating or rape. However, more insidious are the invisible forms of harassment and violence that are often exerted. Recent research has put the spotlight on violence in education, particularly gender-based violence. Violence in all its forms, any action causing emotional or physical harm to person, will clearly affect learning. The perpetrators may often be other students, but can also include teachers and school administrators. The particular vulnerability of girls with regard to the range of violence they may experience must continue to be highlighted". To prove this phenomenon it is relevant to mention that the study showed the 66% of the sample belong to female students, which locate them in a position of such as vulnerability (Beltrán, Cabrera, Presidente, "Factors that affect students´ academic success from FLD at UES" questionnaire, 2009).

Because university students are expected by teachers to be independent learners, to be successful they need to be able to operate with self-regulatory systems and plans. To achieve this, they must be able to balance their needs for affiliation with their needs for an achievement, they must have a strong feeling of self-efficacy, and they must be able to appreciate the complexity of the situation they encounter. Further, they must have a strong sense of purpose of derive some enjoyment from academic activities.

Finally, it is important to point out at the government's role in the constant updating curricula since it is the basic to higher level taking into account all of the needs the changing world requires day after day. So, the investment in the provision of good quality primary and lower secondary education for all children will be the best way to improve higher education level. Perhaps, reduce the impact cause by the transition between basic to higher level. The early identification of the factors -economic, academic, health, social, and psychological- is relevant to understand students´ behavior and also, the importance students give to them.

Recognizing all of the factors associated with the students´ academic success constitutes operating criteria to improve the learning and the academic performance promoted by professors. As well as, to know and reflect about the expectative professors build on students through the teaching practice and interpersonal relationship. As a conclusion the most influenced factor in students´ academic performance is mainly affected by

psychological problems which have their origin in students´ own situation and reality. But they can easily overcome by self – determination.

RECOMMENDATIONS

To guarantee students´ stability into the UES, it could be important the creation of a vice chancellor office for students' academic affair in order to ensure:

1. Developing induction programs for the new students who access to UES, in order to socialize them with the curricula, schedules, different faculties there are, and the place they are located. As well as the places to get relax into the UES, and the ones where students can practice any sport.

2. Improving the existent scholarship program the UES offers to low income students, by soliciting financial aid to private enterprises of the country. Also, to inform the new students about this benefit through students organizations or students in social service.

3. Soliciting to Department of Psychology the creation of permanent programs which can give the students who need special support in order to help them to overcome the emotional, physical, and mental disorders to guarantee their stability into the UES.

4. Promoting interaction and cultural exchanges between native speaker teachers, and the university staff   to improve the pronunciation of target languages, and to expand knowledge of other cultures.

5. Supporting the existent projects there are into the Department, such as advisory students and conversation clubs, in order to expand them and in that way help the students with more witnesses.

6. Opening new careers at the Multidisciplinary Faculties in a way that population out of San Salvador can access them easily.

METHODOLOGY

Step 1: Select a Topic.

To select a Topic it was necessary to examine carefully the real problems that university students have to   face everyday, which affect their lives and academic performance. The students' population is wide and varies, so the research interest is focused in the students of Teaching and Bachelor's degree in English major of the foreign language Department.

Step 2:

To get the Topic of this work required to review literature related to problems that affect the students. The literature is based on economic, social, health, psycho logic and academic factors which influence students' life at university. It is a hard work because it is important to lock for important data. To do so it is necessary to review and choose the materials carefully.

Step 3

To develop the argument the researchers needed to be careful in reviewing the literature, before start writing it was necessary to organize the data that has been collected through reading. Also analyze the findings related   to the topic and later built the arguments in logically order following the main steps that are claims, evidence and warrants because each of them were really important to develop the two kinds of arguments.

Step 4

The researchers wrote about the findings of the topic in study and to start doing this step it was necessary to begin examining the information gained from the literature search into findings, later the group developed a tally matrix in which allow to examine the data and to conduct a final check on the truth of the evidence collected. Beside that, the group end by building the findings into a story line that describe what was known about the research.

Step 5

The group made the argument of advocacy in which support the case for the literature review, taking into account the three steps necessary to carry out this step. Also the group provides the necessary evidence to describe fully the implications of that essay.

Step 6

In this last step the group review everything that was written because this stage is focused in write to understand and to be understood ;So the group begin writing what they learn and what the group want to say .Finally the group write as they learn how say it.

CONCLUSIONS

Based on the gained understanding during this bibliographical research and our experience as students along our careers, the following conclusions can be drawn:

- The Teaching Learning Process is daily affected by socio-economic, psychological, academic and health factors whose incidence varies from one subject to another depending on their own realities. This fact is not new or unknown for the educational community but it is a reality which demands more attention and interest in the early detection of such as problematic and also, a responsible attitude to help students` population to achieve academic success.

- Going from the fact, the psychological factor is the one which affects the most in the getting outcomes. Probably, the task for professors is harder, since they have to work not only in the improvement of their teaching learning process but also, in the creation of a better school atmosphere in order to keep students` motivation.

- The existent diversity among human beings is very big. No one thinks or acts the same. In fact, the starting of the higher education is a difficult stage to face for some students while for some others is just a stage. So that, the transition from school to the college is a situation that needs to be took into account since the primary and secondary school in order to prepare students not only academically but also, psychologically to reduce the impact and fear that makes a part of students` population becomes a deserter.

- So for that reason, it is compelling that the UES authorities take into account the influence those factors have on the students´ population. In order to improve the quality of education through some recommendation that have been established in accordance to the findings and also, the necessities and difficulties students point out and in this way, avoid school abandon and to increase the academic success on the students population, the college authorities ought to think up new policies of studies in order to overcome the hindrances that the majority of students face when they are studying.

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ATTACHMENTS

Classification of factors by categories

ECONOMIC	
Positive factors	**Negative factors**
HIGH ECONOMIC RESOURCES	Lack of technological equipment
	Lack of money to study
	Necessity to work to get a major
	Full time working students
	Low economic resources
HEALTH	
Positive factors	**Negative factors**
	Illnesses
	Pandemias
	Inapropriate nutrition
ACADEMIC	
Positive factors	**Negative factors**
Teacher and students relatioship	Teacher and students relationship
Teachers accessibility	Teacher harrasment
Teachers flexibility	Students forced to study a career
Well prepared teachers	Insecurity at the moment of chosing a career
Bilingual students	Teacher/ students irresponsibility
	Learning problems
	Lack of reading habits
	Lack of goals at studying a career
	Lack of teachers professionalism when teaching
	Few use of technological resources
SOCIAL	
Positive factors	**Negative factors**
Familiar Engagement	Pregnacy
	Familiar engagement
	A well not organized life style
	Alcoholism and drugs

PSYCHOLOGICAL	
Positive factors	**Negative factors**
Good familiar atmosphere	Low self steem
	Lack of familiar and interprises support
	Lack interest in professional growing
	Bad familiar atmosphere
	Homosexualism

UNIVERSIDAD DE EL SALVADOR
ACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

CUESTIONARIO
"Factors that affect students´ academic success from FLD at UES"

Fecha de aplicación _____ / _____ / _____

Estimado(a) estudiante: el presente cuestionario está diseñado para conocer los factores positivos o negativos que pueden influir en el éxito académico de los y las estudiantes de Profesorado y Licenciatura en Idioma Inglés Opción Enseñanza del Departamento de Idiomas de la Universidad de El Salvador. Tu participación en esta etapa será muy valiosa. El cuestionario es anónimo y te pedimos completarlo.

Carrera _____

Código_____

I. Información General

1. Sexo ☐1 M ☐2 F

2. Edad _____ años cumplidos

3. Año de egreso de bachillerato: _____

4. Tipo de institución donde realizó su bachillerato:
   ☐1 Público ☐2 Privado

5. Año de ingreso a la carrera: _____

6. ¿Cómo ingresó a la carrera que estudia?
   ☐1 Primer examen ☐2 Segundo examen ☐3 A través de un movimiento estudiantil

7. Ciclo que cursa: _____

8. Señale cuál fue su primera opción al momento de aplicar a la UES

_____

9. Si ha realizado cambio de carrera, ¿De qué carrera proviene?

_____

10. ¿Cuál fue el motivo para el cambio de carrera?

_____

11. Indique su condición actual.
   ☐1 Estudia y trabaja   ☐2 Solo estudia

12. Cuál es el nivel de educación de su padre?
   ☐ Básica   ☐ Bachillerato ☐ Superior   ☐ Ninguna

13. Cuál es el nivel educación de su madre?
   ☐ Básica   ☐ Bachillerato ☐ Superior   ☐ Ninguna

II. En esta sección encontrarás un conjunto de afirmaciones respecto a las cuales podrás expresar tu grado de acuerdo o desacuerdo respecto a los factores que influyen en tu éxito académico. Por favor marca con un cheque la casilla que mejor responda cada una de ellas.

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

A.	Rubro Económico	1	2	3	4
14.	La falta de recursos monetarios paraliza mi proceso de estudio				
15.	Es una necesidad obtener un trabajo para poder costear y culminar la carrera				
16.	Los estudiantes que trabajan tiempo completo resultan				

	afectados en su proceso de aprendizaje.				
17.	Tener bajos recursos económicos afecta el proceso de estudio y culminación de una carrera.				
18.	Tener altos recursos económicos beneficia el proceso de estudio y culminación de una carrera				
19.	La falta de equipo tecnológico necesario afecta mi proceso de aprendizaje. (grabadora, computadora)				

20. Menciona otros factores económicos que puedas identificar y que afectan tu éxito académico.
_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

B.	Rubro Salud	1	2	3	4
21.	La falta de una nutrición apropiada influye en mi rendimiento académico.				
22.	Los malos hábitos alimenticios desarrollan enfermedades crónicas como diabetes, gastritis, etc., que luego afectan mi proceso educativo.				
23.	Las enfermedades virales influyen en el buen rendimiento académico.				
24.	Los constantes cierres de la universidad provocados por la Pandemia A H1N1 han afectado mi desenvolvimiento en el aula y mi rendimiento académico.				

25. Menciona otros factores que puedan afectar tu salud que luego incidan en tu éxito académico:
_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

C.	Rubro académico.	1	2	3	4
26.	La buena relación docente – alumno es fundamental para obtener buenos resultados académicos.				
27.	Estudiar una carrera que no elegiste porque no te gusta o porque no tienes muchas habilidades en esa área afecta tu desempeño y la posibilidad de triunfar como profesional.				
28.	Trazarse y cumplir metas durante el estudio de una carrera facilita la obtención de esta en un tiempo adecuado.				
29.	La fata de responsabilidad tanto del docente como del estudiante afecta el proceso educativo				
30.	La Falta de profesionalismo docente en el proceso de enseñanza – aprendizaje influye en el éxito del estudiante como profesional.				
31.	Los buenos o malos hábitos de lectura de los estudiantes en la educación superior son fundamentales en la obtención de logros.				
32.	Los estudiantes que al iniciar una carrera en Idiomas Extranjeros (inglés); ya poseen un nivel avanzado de éste, tienen mejores oportunidades de graduarse.				
33.	El empleo o poco uso de equipo tecnológico en un nivel educativo superior determina el profesionalismo				

	docente.				
34.	El desarrollo profesional docente es una herramienta esencial en la formación de buenos profesionales.				
35.	La accesibilidad docente ayuda al estudiante a desenvolverse mejor dentro del aula.				
36.	La flexibilidad docente puede afectar afirmativamente el desempeño del estudiante.				
37.	Ser victima de acoso sexual es un hecho que puede truncar las aspiraciones de triunfo de un estudiante.				

38. Menciona otros factores académicos que puedas identificar y que afectan tu éxito académico.

_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

D	Rubro Social	1	2	3	4
39.	Los hábitos de estudio del estudiante para un futuro profesional son afectados por un estilo de vida liberal				
40.	Tener vicios de adicción como drogas y bebidas embriagantes afectan el proceso de aprendizaje del estudiante.				
41.	Afecta la relación de noviazgo en un estudiante universitario en su rendimiento académico.				
42.	Afecta a una pareja de matrimonio el alcanzar logros académicos				

43.	Un embarazo no planificado puede obstaculizar el alcance de metas previamente trazadas				

44. Menciona otros factores sociales que puedas identificar y que afectan tu éxito académico:

_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

E	Rubro Psicológico	1	2	3	4
45.	Una baja estima personal puede afectar el proceso académico y balance psicológico de un estudiante				
46.	Un buen ambiente familiar puede mantener un aspecto positivo en la receptividad y desenvolvimiento de un individuo bajo presión académica.				
47.	La falta de apoyo tanto familiar como económico puede traer a un estudiante a un desenvolvimiento negativo en su disciplina de estudio				
48.	La falta de interés en crecimiento profesional conlleva a un escaso desenvolvimiento tanto académico como laboral				
49.	Las situaciones familiares podrían hacer de un estudiante un futuro profesional con pocas capacidades.				
50.	El homosexualismo es un impedimento para el alcance y desarrollo profesional.				

51. Menciona otros factores psicológicos que puedas identificar y que afectan tu éxito académico:

_____

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Fecha de aplicación   15 / 10 / 2009

Estimado(a) estudiante: el presente cuestionario está diseñado para conocer los factores positivos o negativos que pueden influir en el éxito académico de los y las estudiantes de Profesorado y Licenciatura en Idioma Inglés Opción Enseñanza del Departamento de Idiomas de la Universidad de El Salvador. Tu participación en esta etapa será muy valiosa. El cuestionario es anónimo y te pedimos completarlo.

Carrera: Profesorado Idioma Inglés   -37   Código P10430

Licenciatura en Idioma Inglés opción Enseñanza   - 162

Código L10411

III. Información General

1) Sexo   1 M   -67   2 F   -132

2) Edad _____ años cumplidos

3) Año de egreso de bachillerato: _____

4) Tipo de institución donde realizó su bachillerato:

1 Público -143   2 Privado -56

5) Año de ingreso a la carrera: _____

6) ¿Cómo ingresó a la carrera que estudia?

1 Primer examen   2 Segundo examen   3 A través de un
     128   54   movimiento
                                                    estudiantil 11

-   Reingreso graduado   -2
-   Cambio de carrera   -1

- Hijos de administrativos   -1
- No respondió   -2

7) Ciclo que cursa: _____

8) Señale cuál fue su primera opción al momento de aplicar a la UES

    _____

9) Si ha realizado cambio de carrera, ¿De qué carrera proviene?

    _____

10)   ¿Cuál fue el motivo para el cambio de carrera?

    _____

11)   Indique su condición actual.

    1 Estudia y trabaja -49   2 Solo estudia   -149

    No respondió   -1

12)   Cuál es el nivel de educación de su padre?

    ☐ Básica   ☐ Bachillerato ☐Superior   ☐ Ninguna

        -78   -59   -42   20

13)   Cuál es el nivel educación de su madre?

    ☐ Básica   ☐ Bachillerato ☐Superior   ☐Ninguna

        -83   -70   -28   -18

IV. En esta sección encontrarás un conjunto de afirmaciones respecto a las cuales podrás expresar tu grado de acuerdo o desacuerdo respecto a los factores que influyen en tu éxito académico. Por favor marca con un cheque la casilla que mejor responda cada una de ellas.

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

A.	Rubro Económico	1	2	3	4
14	La falta de recursos monetarios paraliza mi proceso de estudio	81	76	26	16
15	Es una necesidad obtener un trabajo para poder costear y culminar la carrera	74	78	34	13
16	Los estudiantes que trabajan tiempo completo resultan afectados en su proceso de aprendizaje.	132	40	18	9
17	Tener bajos recursos económicos afecta el proceso de estudio y culminación de una carrera.	99	63	23	14
18	Tener altos recursos económicos beneficia el proceso de estudio y culminación de una carrera	72	63	41	23
19	La falta de equipo tecnológico necesario afecta mi proceso de aprendizaje. (grabadora, computadora)	96	68	23	12

20) Menciona otros factores económicos que puedas identificar y que afectan tu éxito académico.

_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

B.	Rubro Salud	1	2	3	4
21	La falta de una nutrición apropiada influye en mi rendimiento académico.	93	71	18	17
22	Los malos hábitos alimenticios desarrollan	122	54	15	8

	enfermedades crónicas como diabetes, gastritis, etc., que luego afectan mi proceso educativo.				
23	Las enfermedades virales influyen en el buen rendimiento académico.	55	81	41	22
24	Los constantes cierres de la universidad provocados por la Pandemia A H1N1 han afectado mi desenvolvimiento en el aula y mi rendimiento académico.	33	60	49	57

25) Menciona otros factores que puedan afectar tu salud que luego incidan en tu éxito académico:
_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

C.	Rubro académico.	1	2	3	4
26	La buena relación docente – alumno es fundamental para obtener buenos resultados académicos.	95	75	14	15
27	Estudiar una carrera que no elegiste porque no te gusta o porque no tienes muchas habilidades en esa área afecta tu desempeño y la posibilidad de triunfar como profesional.	130	47	11	11
28	Trazarse y cumplir metas durante el estudio de una carrera facilita la obtención de esta en un tiempo adecuado.	153	35	7	4
29	La fata de responsabilidad tanto del docente como del estudiante afecta el proceso educativo	167	18	6	8
30	La Falta de profesionalismo docente en el proceso de enseñanza – aprendizaje influye en el éxito del	129	53	8	9

		1	2	3	4
	estudiante como profesional.				
31	Los buenos o malos hábitos de lectura de los estudiantes en la educación superior son fundamentales en la obtención de logros.	139	47	10	3
32	Los estudiantes que al iniciar una carrera en Idiomas Extranjeros (inglés); ya poseen un nivel avanzado de éste, tienen mejores oportunidades de graduarse.	94	62	31	12
33	El empleo o poco uso de equipo tecnológico en un nivel educativo superior determina el profesionalismo docente.	39	84	49	27
34	El desarrollo profesional docente es una herramienta esencial en la formación de buenos profesionales.	137	55	3	4
35	La accesibilidad docente ayuda al estudiante a desenvolverse mejor dentro del aula.	137	54	5	3
36	La flexibilidad docente puede afectar afirmativamente el desempeño del estudiante.	94	77	16	12
37	Ser victima de acoso sexual es un hecho que puede truncar las aspiraciones de triunfo de un estudiante.	106	55	19	19

38) Menciona otros factores académicos que puedas identificar y que afectan tu éxito académico.

_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

D	Rubro Social	1	2	3	4
39	Los hábitos de estudio del estudiante para un futuro profesional son afectados por un estilo de vida liberal	82	95	15	7
40	Tener vicios de adicción como drogas y bebidas embriagantes afectan el proceso de aprendizaje del estudiante.	155	30	5	9
41	Afecta la relación de noviazgo en un estudiante universitario en su rendimiento académico.	35	74	47	43
42	Afecta a una pareja de matrimonio el alcanzar logros académicos	33	49	26	42
43	Un embarazo no planificado puede obstaculizar el alcance de metas previamente trazadas	105	64	19	11

44) Menciona otros factores sociales que puedas identificar y que afectan tu éxito académico:

_____

Categorías de respuesta

1	2	3	4
Totalmente de acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo

E	Rubro Psicológico	1	2	3	4
45	Una baja estima personal puede afectar el proceso académico y balance psicológico de un estudiante	138	47	8	6
46	Un buen ambiente familiar puede mantener un aspecto positivo en la receptividad y	150	41	4	4

	desenvolvimiento de un individuo bajo presión académica.				
47	La falta de apoyo tanto familiar como económico puede traer a un estudiante a un desenvolvimiento negativo en su disciplina de estudio	119	56	15	9
48	La falta de interés en crecimiento profesional conlleva a un escaso desenvolvimiento tanto académico como laboral	138	51	4	6
49	Las situaciones familiares podrían hacer de un estudiante un futuro profesional con pocas capacidades.	41	63	27	7
50	El homosexualismo es un impedimento para el alcance y desarrollo profesional.	34	30	36	99

51) Menciona otros factores psicológicos que puedas identificar y que afectan tu éxito académico:

_____

ANÁLISIS DE DATOS CUESTIONARIO
Grafica Carreras

19%

81%

- Profesorado Idioma Inglés (P10430)
- Licenciatura Idioma Inglés Opción Enseñanza (L10411)

Gráfico Género

22%

78%
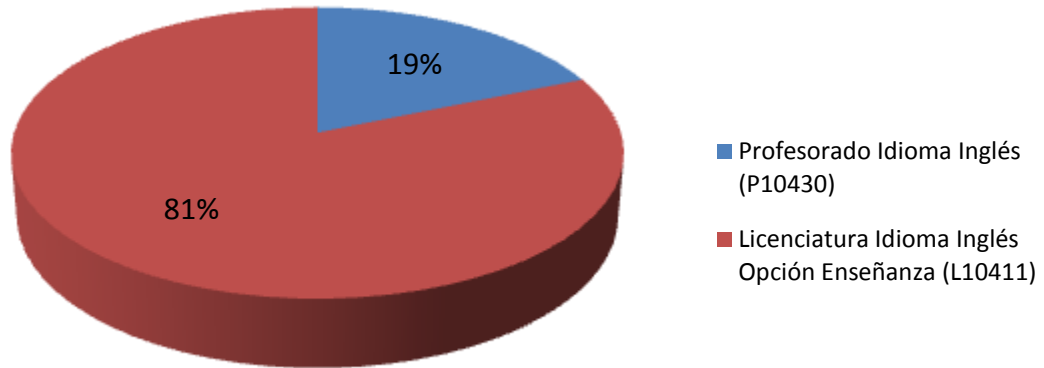
- Masculino
- Femenino
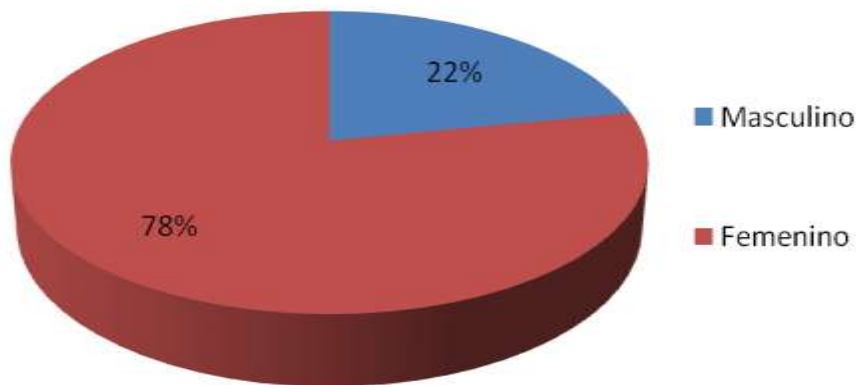
Información General:
Gráfica No. 1
Sexo

34% Masculino
66% Femenino

Gráfica No. 2
Edad

Edad	Hombres	Mujeres
16 - 20	32	61
21 - 25	27	58
26 - 30	6	8
31 - 35	2	3
36 - 42	1	2
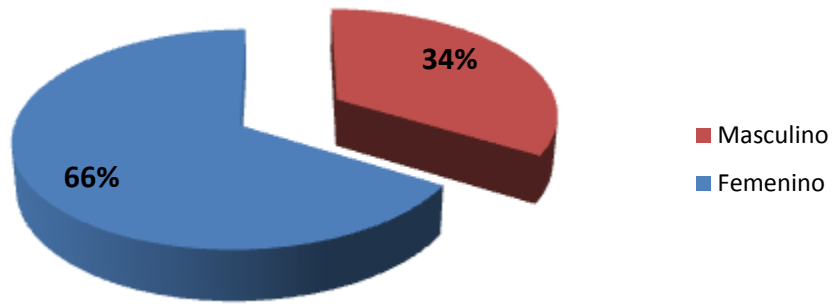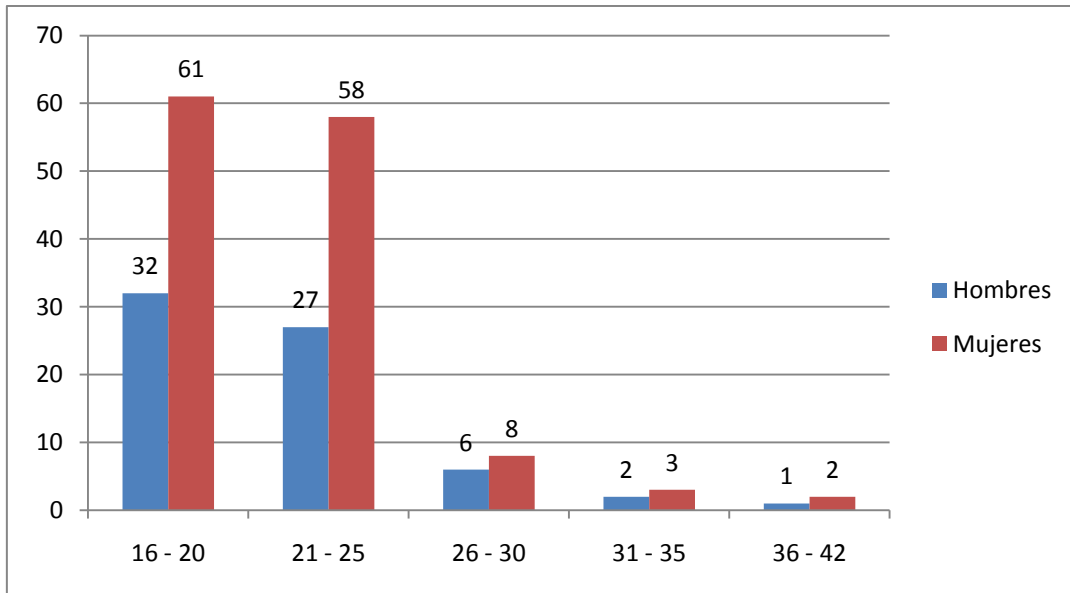
Gráfica No. 3
Año de egreso de bachillerato

7%

25%

68%

- 1980 - 2000
- 2001 - 2004
- 2005 - 2008
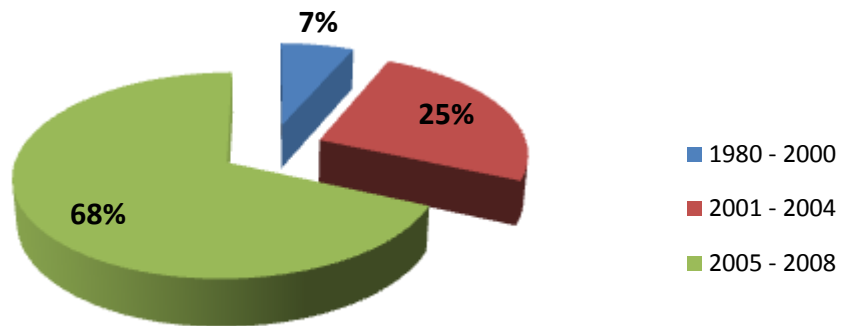
Gráfica No. 4
Año que ingresó a la carrera

12%

45%

43%

- 1995 - 2004
- 2005 - 2007
- 2008 - 2009
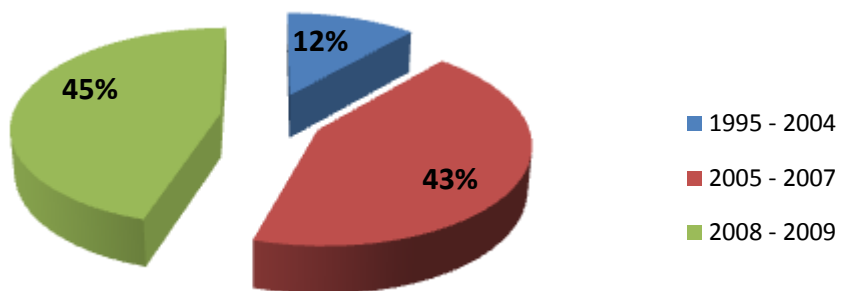
Gráfica No. 5
Como ingresó a la carrera que estudia

- Primer examen
- Segundo examen
- A través de un movimiento estudiantil
- Reingreso graduado
- Cambio de carrera
- Hijos administrativos
- No respondió

6% 1% 0% 1% 1%

27%

64%
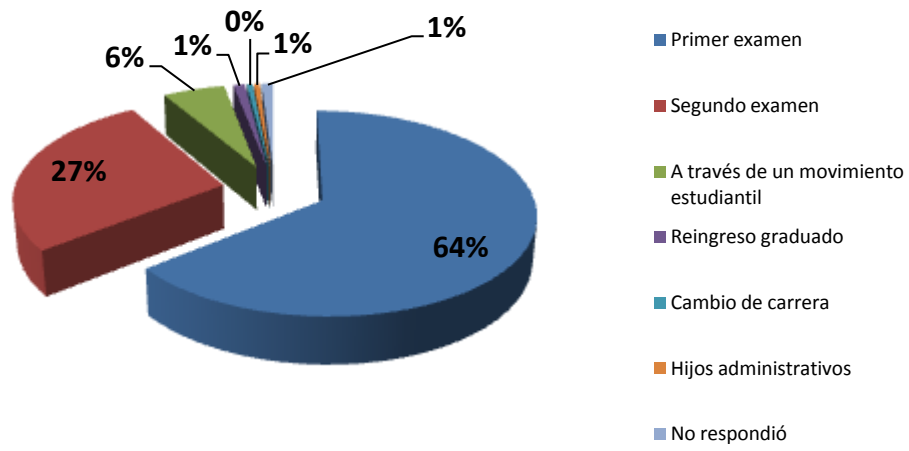
Gráfica No 6
Ciclo que cursa

5% 13% 42%

30%

10%

- 2º Ciclo
- 4º Ciclo
- 6º Ciclo
- 8º Ciclo
- 10º Ciclo
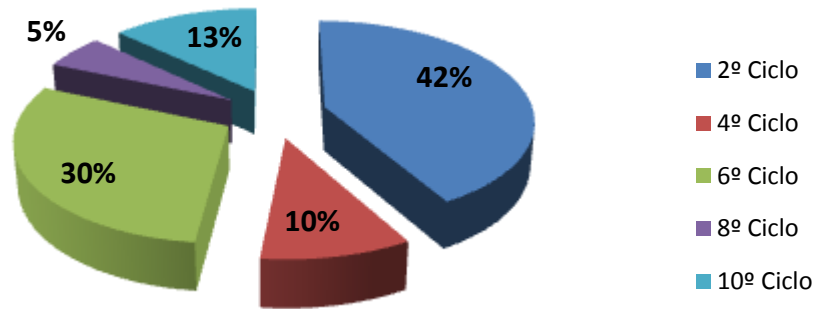
Gráfica No. 7
Indique su condición actual

Estudia y Trabaja
Solo Estudia
No respondio

25%
0%
75%
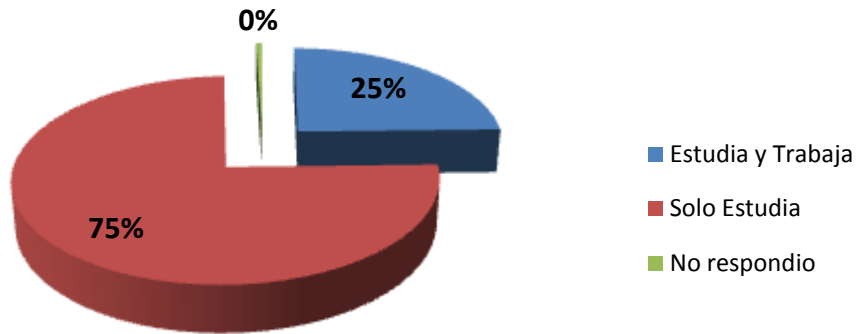
Gráfica No. 8
Cual es el nivel de educación de su padre

Básica
Bachillerato
Superior
Ninguna

39%
30%
21%
10%
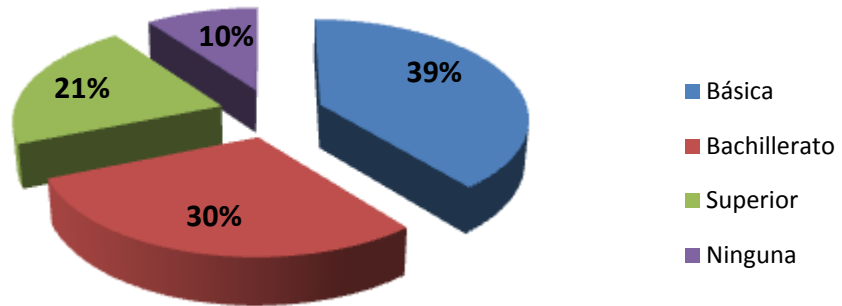
Gráfica No. 9
Cual es el nivel de educación de su madre

- Básica — 42%
- Bachillerato — 35%
- Superior — 14%
- Ninguna — 9%
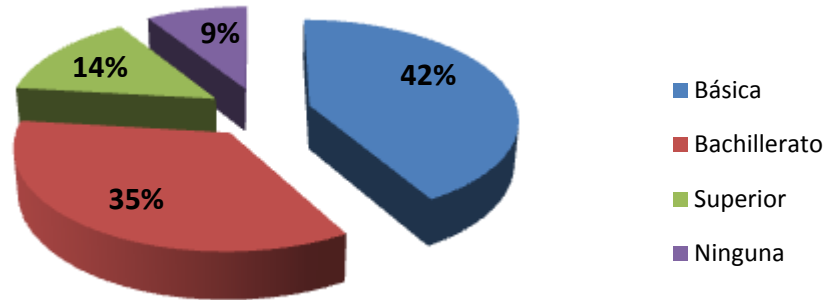
RUBRO ECONÓMICO
Gráfica No. 10
La falta de recursos monetarios paraliza mi proceso de estudio

- Totalmente de acuerdo — 41%
- Parcialmente de acuerdo — 38%
- Parcialmente en desacuerdo — 13%
- Totalmente en desacuerdo — 8%
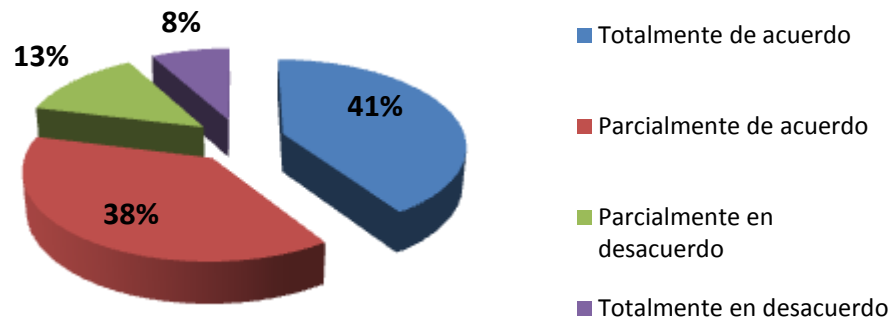
Gráfica No. 11
Es una necesidad obtener un trabajo para poder costear y culminar la carrera

7%

17%

37%

39%

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
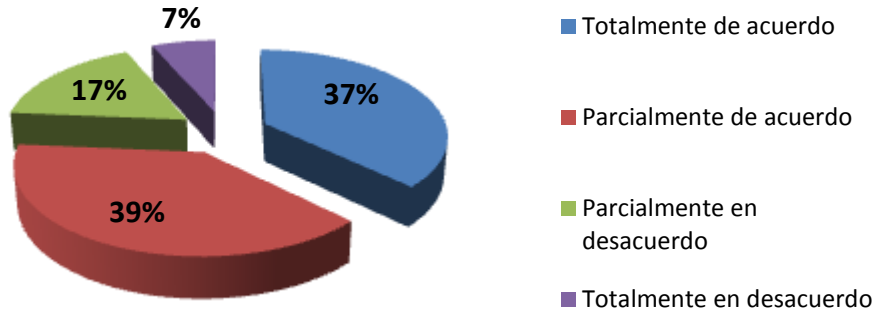
Gráfico 12
Los estudiantes que trabajan tiempo completo resultan afectados en su proceso de aprendizaje

9%

5%

20%

66%

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
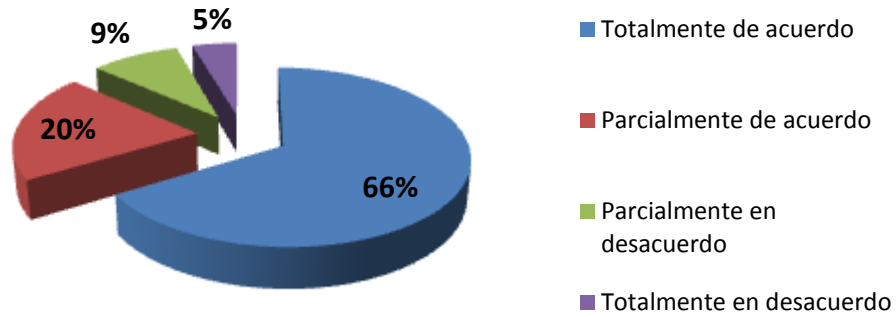
Gráfico No 13
Tener bajos recursos económicos afecta el proceso de estudio y culminación de una carrera

7%

11%

50%

32%

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
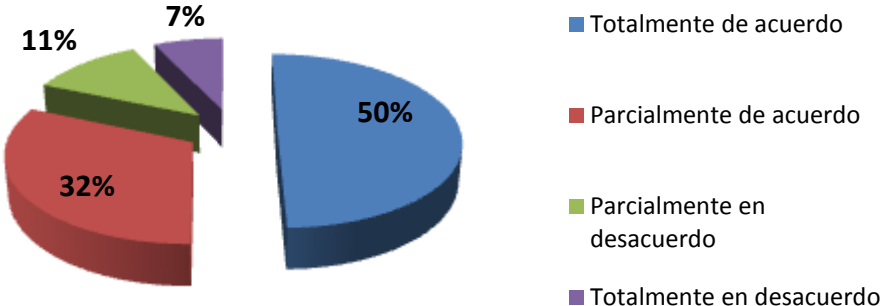
Gráfica No. 14
Tener altos recursos económicos beneficia el proceso de estudio y culminación de una carrera

11%

21%

36%

32%

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
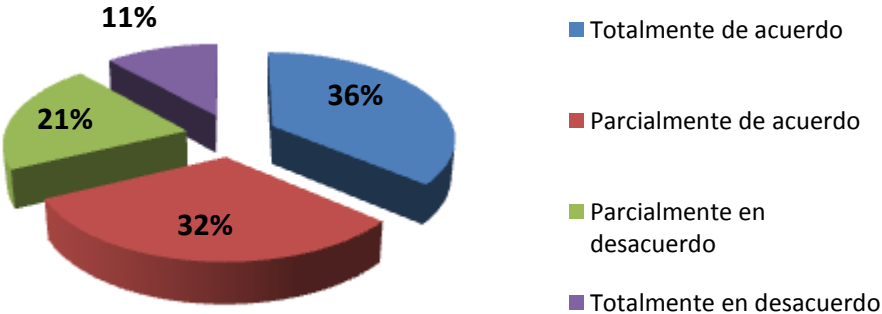
Gráfica No. 15
La falta de equipo tecnológico necesario afecta mi proceso de aprendizaje (grabadora, computadora)

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

48%
34%
12%
6%
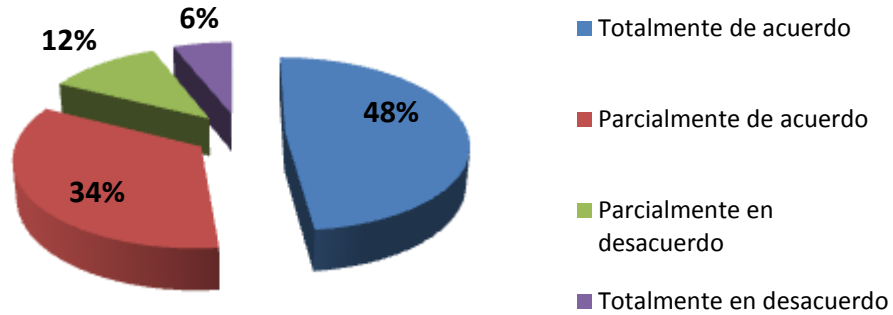
RUBRO SALUD
Gráfica No. 16
La falta de una nutrición apropiada influye en mi rendimiento académico

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

47%
36%
9%
8%
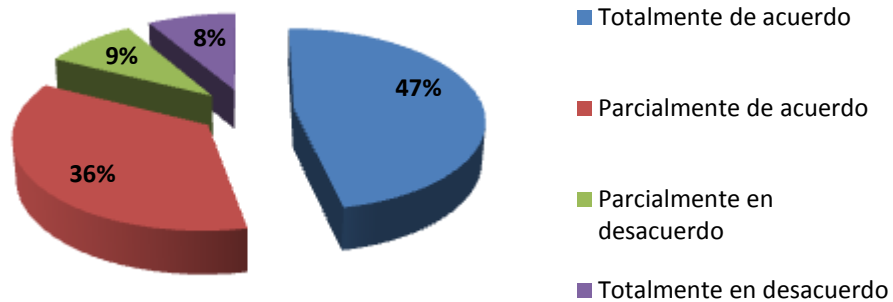
Gráfica No. 17
Los malos hábitos alimenticios desarrollan enfermedades crónicas como diabetes, gastritis, etc., que luego afectan mi proceso educativo

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

8%
4%
27%
61%
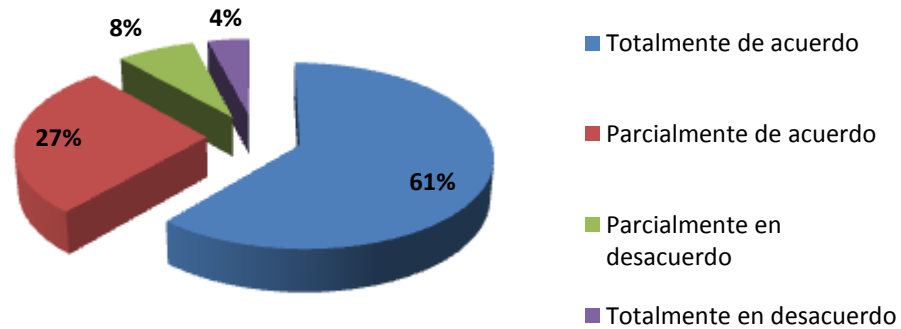
Gráfica No. 18
Las enfermedades virales influyen en el buen rendimiento académico

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

11%
28%
20%
41%
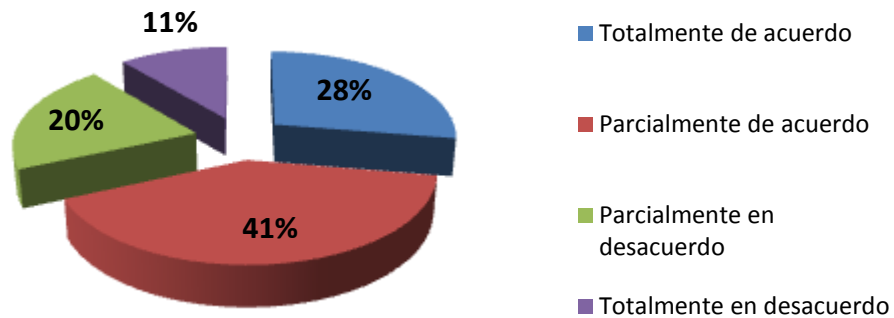
Gráfica No. 19
Los constantes cierres de la Universidad provocados por la Pandemia
A H1N1 han afectado mi desenvolvimiento en el aula y mi rendimiento
académico

16%

30%

25%

29%

■ Totalmente de acuerdo

■ Parcialmente de acuerdo

■ Parcialmente en desacuerdo

■ Totalmente en desacuerdo
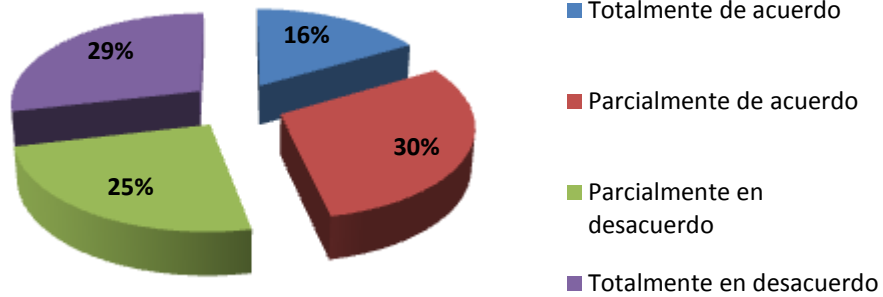
RUBRO ACADEMICO
Gráfica No. 20
La buena relación docente – alumno es fundamental para obtener
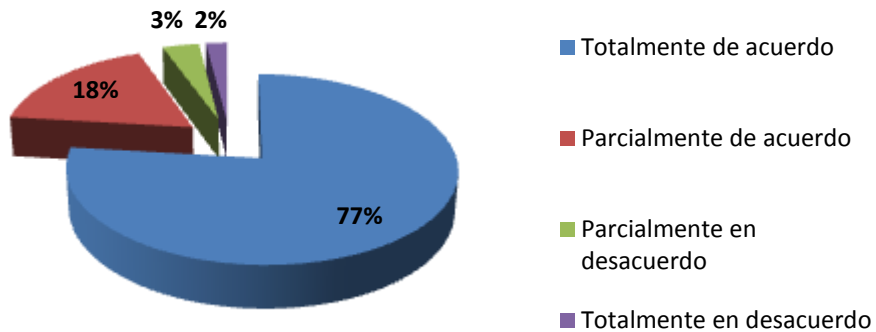### buenos resultados académicos

7%

7%

48%

38%

■ Totalmente de acuerdo

■ Parcialmente de acuerdo

■ Parcialmente en desacuerdo

■ Totalmente en desacuerdo
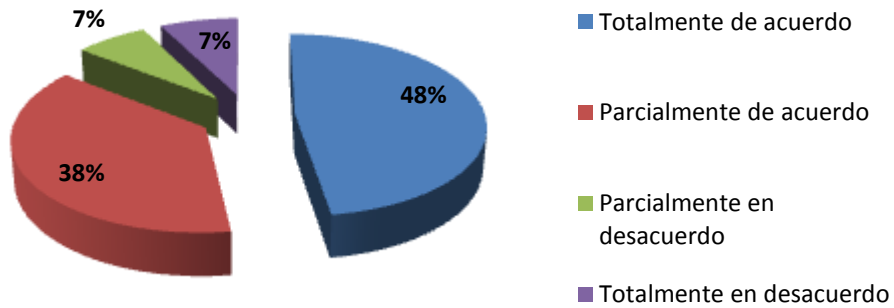
Gráfica No. 21
Estudiar una carrera que no elegiste porque no te gusta o porque no tienes muchas habilidades en esa área afecta tu desempeño y la posibilidad de triunfar como profesional

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
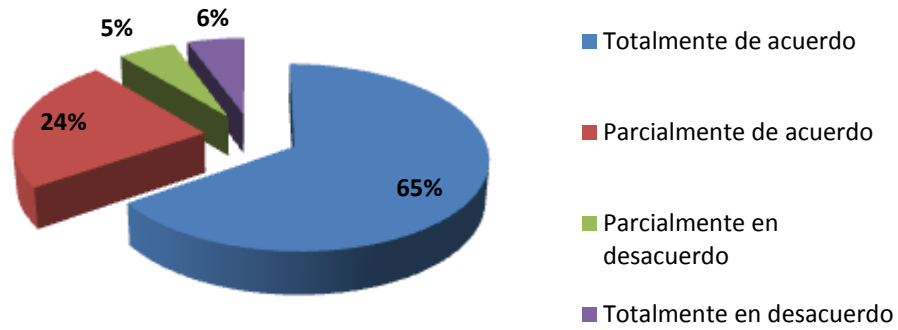
Gráfica No. 22
Trazarse y cumplir metas durante el estudio de una carrera facilita la obtención de esta en un tiempo adecuado

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Gráfica No. 23
La falta de responsabilidad tanto del docente como del estudiante afecta el proceso educativo

3% 4%

9%

84%

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
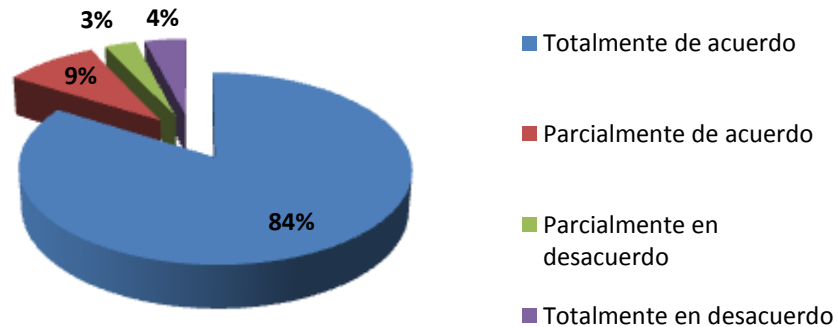
Gráfico No. 24
La falta de profesionalismo docente en el proceso de enseñanza – aprendizaje influye en el éxito del estudiante como profesional

4% 4%

27%

65%

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
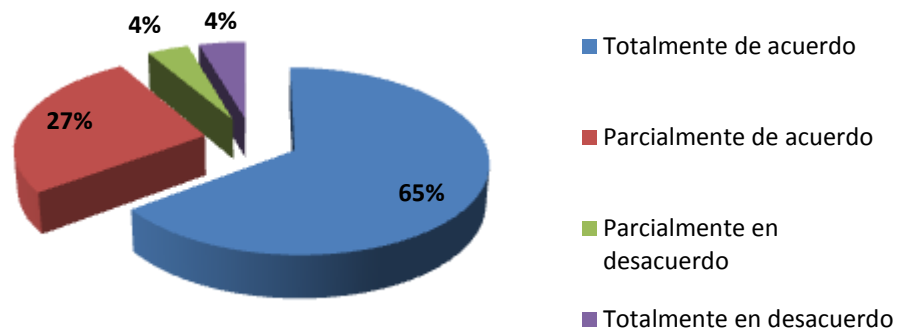
Gráfico No. 25
Los buenos o malos hábitos de lectura de los estudiantes en la educación superior son fundamentales en la obtención de logros

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
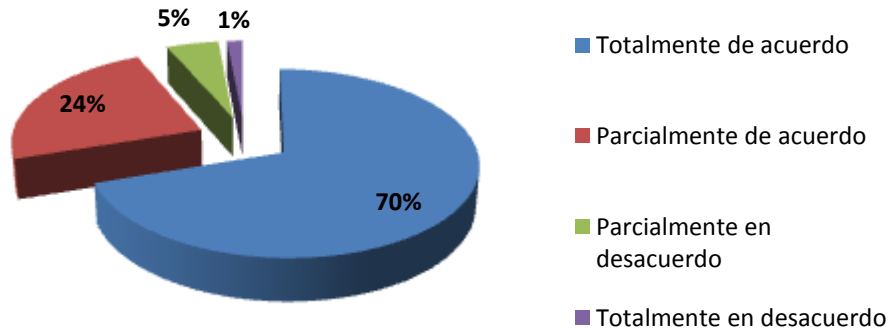
Gráfico No. 26
Los estudiantes que al iniciar una carrera en Idiomas Extranjeros (Inglés); ya poseen un nivel avanzado de éste, tienen mejores oportunidades de graduarse

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
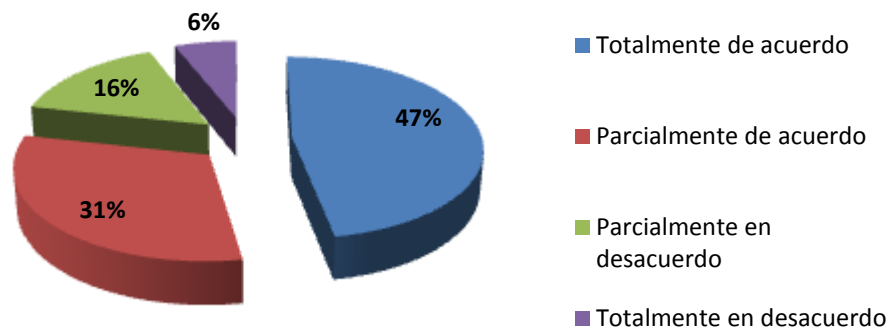
Gráfica No. 27
El empleo o poco uso de equipo tecnológico en un nivel educativo superior determina el profesionalismo docente.

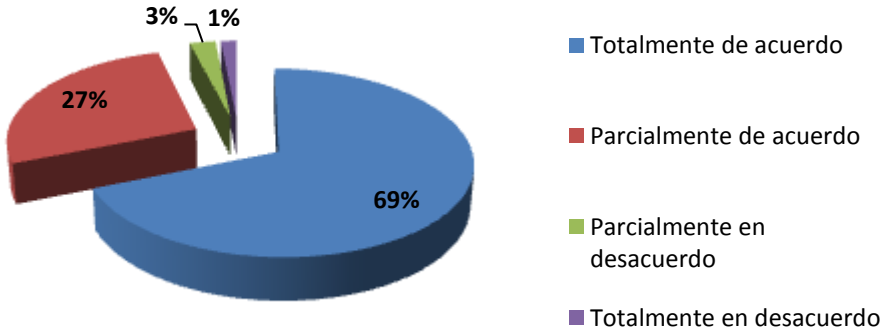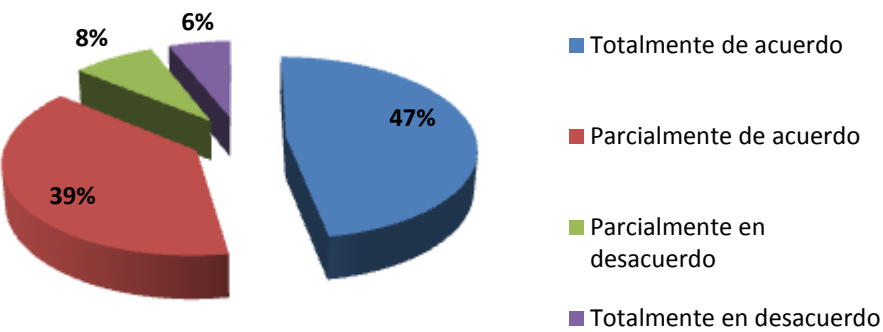- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
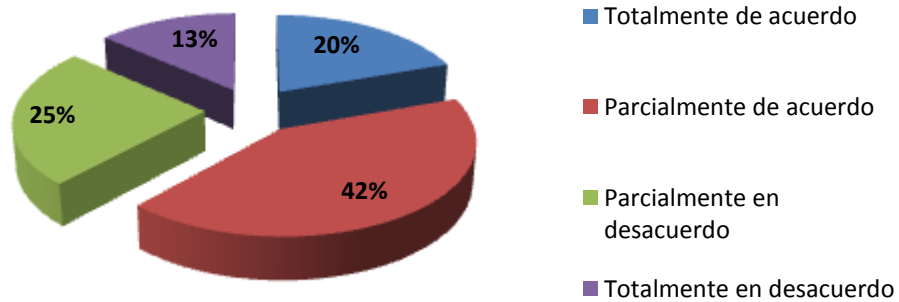
Gráfico No. 28
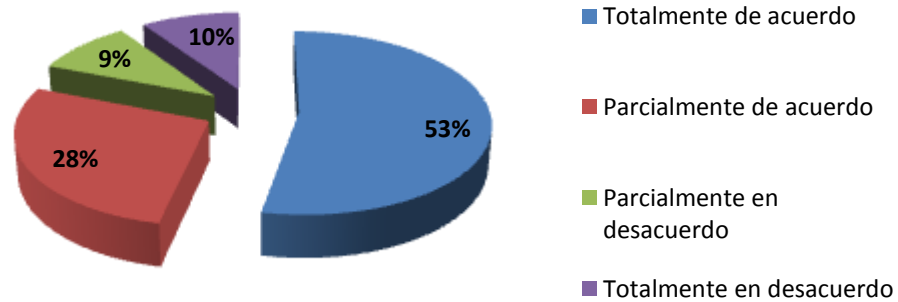## El desarrollo profesional docente es una herramienta esencial en la formación de buenos profesionales

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo
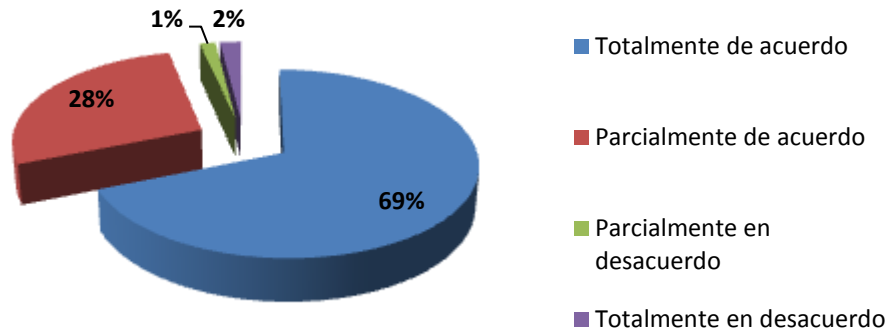
Gráfica No. 29
La accesibilidad docente ayuda al estudiante a desenvolverse mejor dentro del aula

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Gráfica No. 30
La flexibilidad docente puede afectar afirmativamente el desempeño del estudiante

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Gráfica No. 31
Ser víctima de acoso sexual es un hecho que puede truncar las aspiraciones de triunfo de un estudiante

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

53%
28%
9%
10%

RUBRO SOCIAL
Gráfica No. 32
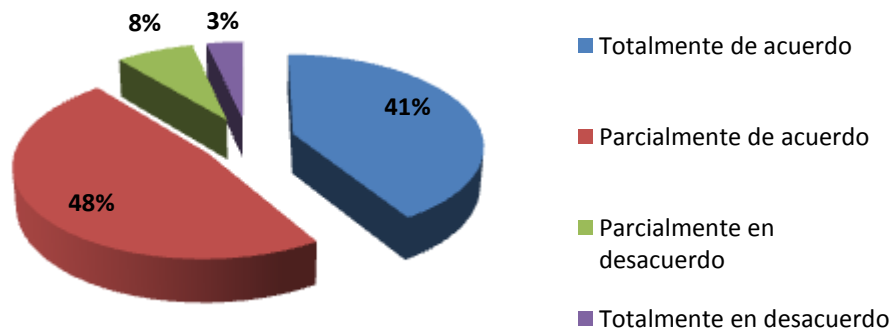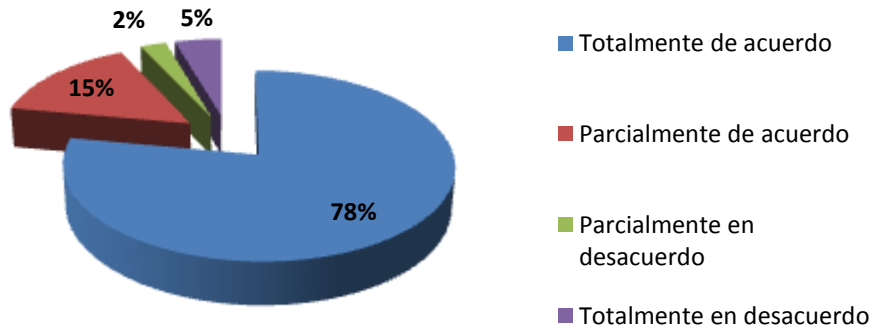## Los hábitos de estudio del estudiante para un futuro profesional son afectados por un estilo de vida liberal

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

41%
48%
8%
3%

Gráfico No. 33
Tener vicios de adicción como drogas y bebidas embriagantes afectan el proceso de aprendizaje del estudiante

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Gráfica No. 34
Afecta la relación de noviazgo en un estudiante universitario en su rendimiento académico

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
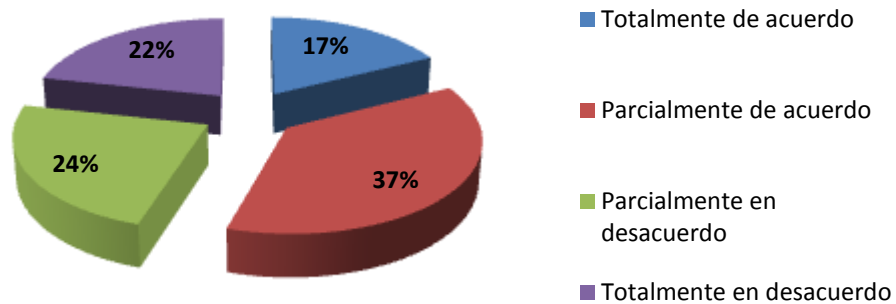
Gráfico No. 35
Afecta a una pareja de matrimonio el alcanzar logros académicos

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
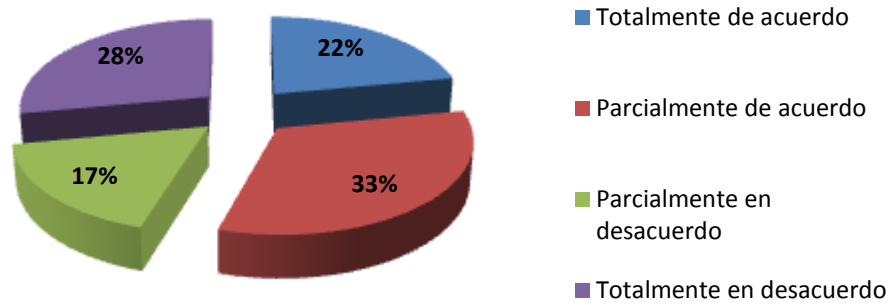
Gráfico No. 36
Un embarazo no planificado puede obstaculizar el alcance de metas previamente trazadas

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo
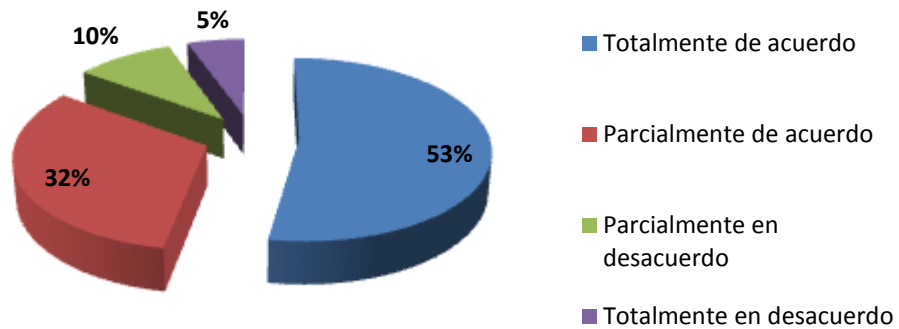
RUBRO PSICOLÓGICO
Gráfica No. 37
Una baja estima personal puede afectar el proceso académico y balance psicológico de un estudiante

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
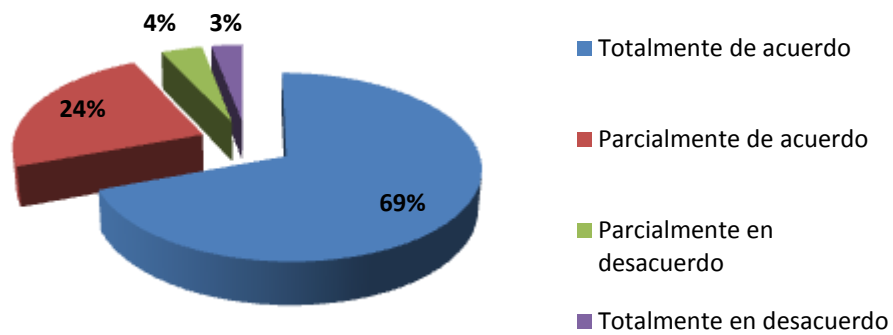- ■ Parcialmente en desacuerdo
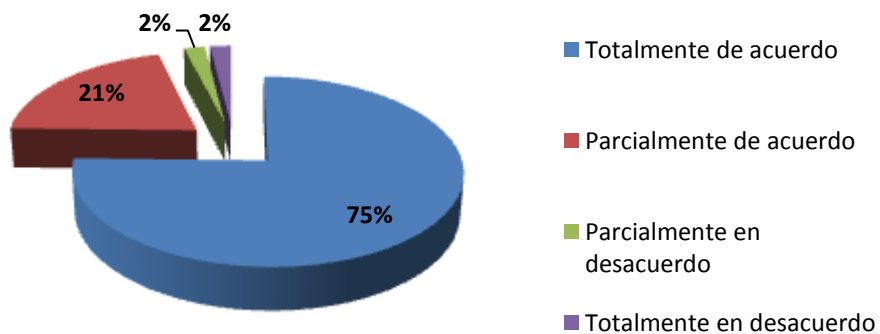- ■ Totalmente en desacuerdo

Gráfico No. 38
Un buen ambiente familiar puede mantener un aspecto positivo en la receptividad y desenvolvimiento de un individuo bajo presión académica

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo

Gráfica No. 39
La falta de apoyo tanto familiar como económico puede traer a un estudiante desenvolvimiento negativo en su disciplina de estudio.
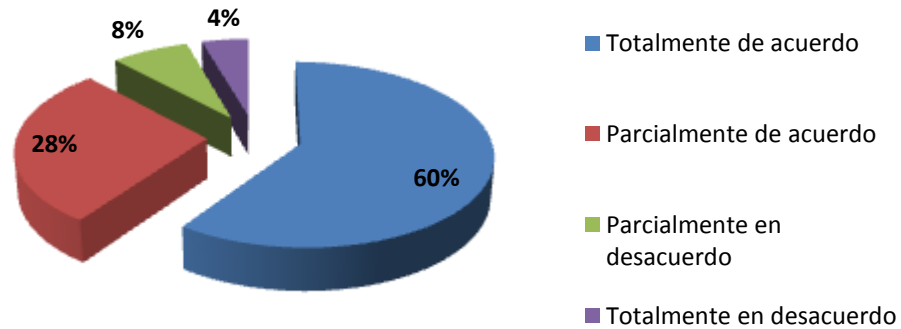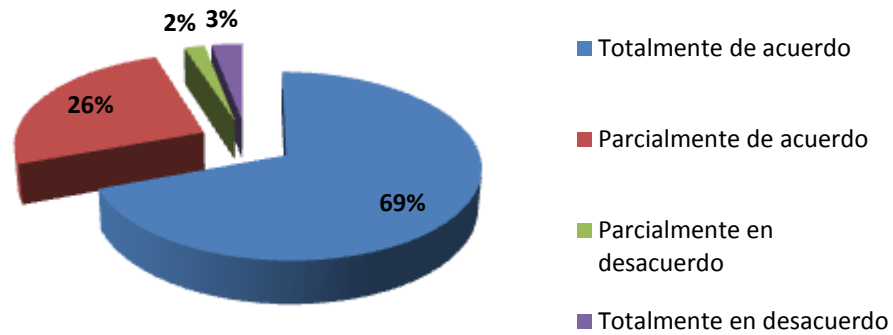

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo

Gráfico No. 40
La falta de interés en crecimiento profesional conlleva a un escaso desenvolvimiento tanto académico como laboral

- ■ Totalmente de acuerdo
- ■ Parcialmente de acuerdo
- ■ Parcialmente en desacuerdo
- ■ Totalmente en desacuerdo

Gráfica No. 41
Las situaciones familiares podrían hacer de un estudiante un futuro profesional con pocas capacidades

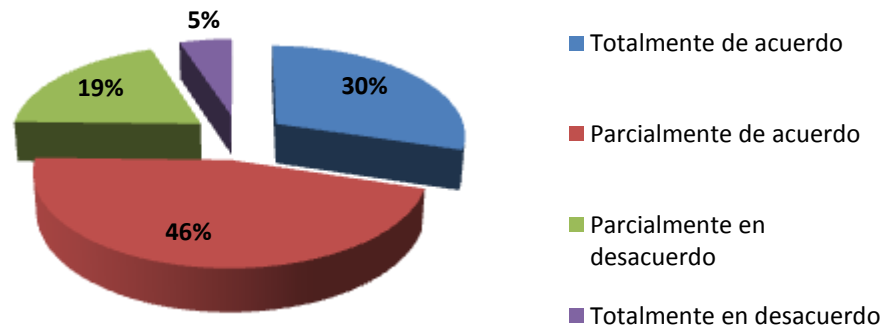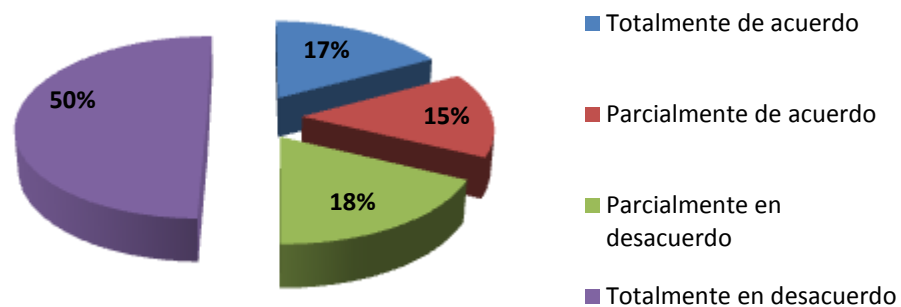- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Gráfico No. 42
El homosexualismo es un impedimento para el alcance y desarrollo profesional

- Totalmente de acuerdo
- Parcialmente de acuerdo
- Parcialmente en desacuerdo
- Totalmente en desacuerdo

Pregunta 10
1. Aprender otro idioma para una mejor preparación- 13

2. No quedaron en la carrera de Idiomas y fueron ubicados en otras carreras- 9

3. Ingresaron en carreras que no llenaron sus expectativas- 20

4. Bajo rendimiento en carrera anterior-6

5. Por problemas económicos y alto costo de la carrera- 2

6. Por motivos familiares y de trabajo- 3

7. Les gusta el Inglés y la enseñanza- 7

8. No dieron motivos- 5

Pregunta20 (otros factores económicos)
1. Alto costo de material didáctico (libros, folletos, fotocopias) - 17

2. Desempleo – 11

3. Dar prioridad a otras actividades (religiosas) – 1

4. Costo de transporte – 19

5. Cuota de escolaridad alta en La UES – 2

6. Falta de apoyo económico de los padres – 22

7. Trabajos de medio tiempo mal remunerados – 1

Pregunta 25 (otros factores de salud)

1. Padecer afecciones crónicas y enfermedades hereditarias   (Varicela, Dengue, Migraña, etc.) -15

2. Enfermedades psicológicas – 32

3. Contaminación ambiental – 7

4. Hospitalizaciones y cirugías – 12

5. Insalubridad en cafeterías. No comer en horas establecidas – 9

6. Avitaminosis – 3

7. Ingesta de drogas y alcohol – 2

8. Falta de agua potable – 1

9. Embarazos y maternidad – 2

Pregunta 38 (otros factores académicos)
1. Falta de material didáctico y recursos tecnológicos en La UES – 5

2. Instalaciones inadecuadas – 6

3. Horarios inadecuados – 5

4. Aulas sobresaturadas – 2

5. Carga académica a medio ciclo – 1

6. Falta de ética profesional docente – 14

7. Metodología y pedagogía deficientes – 7

8. Desmotivación del estudiante – 3

9. Falta de orientación vocacional para el alumno – 1

10. Acoso sexual de maestros a alumnas – 2

11. Apatía de los estudiantes hacia el estudio – 4

12. Cierre de La UES provocados por movimientos estudiantiles – 5

13. Malas relaciones interpersonales en trabajos grupales – 7

14. Cambio de carrera denegado – 1

15. Falta de maestros nativos del Idioma Ingles – 1

16. Falta de asesoría de docentes hacia alumnos para superar deficiencias – 2

17. Mala organización administrativa – 2

18. Horarios no accesibles en el lugar de trabajo – 1

Pregunta 44   (otros factores sociales)

1. Influencia negativa de amigos – 10

2. Desintegración familiar y problemas familiares -16

3. Duelo y Enfermedades de familiares – 2

4. Marginación discriminación y tabúes -11

5. Inseguridad social y delincuencia – 24

6. Hijos a temprana edad – 1

7. Noviazgo – 5

Pregunta 51   (otros factores psicológicos)

1. Trastornos psicológicos y traumas (violaciones) - 8

2. Homosexualismo – 2

3. Baja auto-estima, inmadurez, negativismo – 21

4. Impedimento físico - 1