

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

THE ACADEMIC AND NON-ACADEMIC FACTORS RELATED TO
STUDENTS' FAILING SUBJECT OR ATTRITION AT THE DEPARTMENT
OF EDUCATION AT THE SCHOOL OF ARTS AND SCIENCES OF THE
UNIVERSITY OF EL SALVADOR,
SEMESTER I - 2000
(RESEARCH PROJECT)

GRADUATION WORK

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SISTEMA BIBLIOTECARIO, UNIVERSIDAD DE EL SALVADOR

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I. INTRODUCTION

Imídeo G. Nérici (1985) points out in his book, *Hacia una Didáctica General Dinámica*, that university teaching should avoid four things. First university studies should not only aim to prepare students to pass exams.

Second, university students should not limit themselves to just take notes and then memorize them. Third, university students should neither play passive roles nor limit themselves to know just what the teacher gives them. Fourth, university students should not be kept away from the problems their community and country faces.

The four aspects mentioned above are related in way to the academic factors that had influenced course failing and attrition cycle at the Department of Education at the School of Arts and Sciences of the University of El Salvador in semester I -2000.

The following pages contain a research project that was carried out to find out the academic and non-academic factors related to students' course failing and attrition at the Department of Education at the School of Arts and Sciences of the University of El Salvador in Semester I -2000.

This document includes:

- The statement of the problem that has been researched.
- Objectives that will guide the research.
- A theoretical framework that contains the theoretical aspects related to the topic, based on the consulted literature.
- The hypotheses and methodology used.
- The sampling section that describes not only the population and sample of the study, but also, the statistical procedure to calculate that sample and the instrument used to collect the data.
- The analysis of the data gathered from the questionnaires.
- Conclusions.
- Recommendations.
- Annexes.
- And finally a list of all the bibliographical material consulted is included.

II. STATEMENT OF THE PROBLEM

Students' attrition constitutes a problem for educational institutions at any level. New academic advising program and new teaching methodologies have been implemented in order to control this phenomenon in different American colleges such as in the University of Missouri at Kansas City (Blane R. A; DcBuhr L; and Martin DC. 1983).

According to Dr. Badia Sierra, Director of the planning office of the University of El Salvador (UES), when interviewed on May 17th, 2001; the UES as a tertiary educational institution also faces this problem. He stated that the attrition problem is the result of different causes such as: lack of students' academic preparation, students' emotional problems, students' entrance profile, maturity, lack of teaching materials, and teachers' lack of interest in the Teaching-Learning Process, (TLP). He also remarked that due to all these reasons, a great number of students of the UES abandon their studies.

Dr. Badia Sierra stated that the average attrition rate from the main campus of the University of El Salvador, in the years 1995 to 1999 was 14.75%. This rate represents a great deal of investment to the State of El Salvador for each student that drops out from the UES costs seven hundred dollars.

According to information obtained from the Academic Administration of the School of Arts and Sciences (SAS), for the years 1995 to 2000 a number of 3,195 students register each first semester, but only 447 graduate each year. If we compare these figures, it can be stated that only 15% of the registered population graduates from this school each year.

Considering the previously mentioned statistics, we can see that a 14.75% of the faculty students drop out and a 15% graduates. Hence we could maintain that there is a 71% of them that falls in a certain type of failure during the completion of their majors.

Based on the relevance of this phenomenon, this research will seek to answer the following question:

“What are the academic and non academic factors that influenced course failing and the students’ attrition at the Department of Education in the School of Art and Sciences at the University of El Salvador, Central Region, in the first semester of the year 2000?”

III. OBJECTIVES

- A. Find out if the phenomenon of course failing and students' attrition was influenced by the students' academic background, their non-academic preparation, and their class performance.

- B. Relate professors' methodology and interest in the Teaching Learning Process to course failing and students attrition at the Department of Education.

- C. Determine the relationship between students' economic status and the attrition cycle and course failing.

- D. Find out if the Students at the Department of Education consider the material, financial, and human resources as important tools for their academic preparation.

- E. Determine the phenomenon of course failing and attrition in the Department of Education by gender.

- F. Determine if the lack of students involvement in the campus activities is related to the course failing and attrition phenomenon in the Department of Education.

IV. THEORETICAL FRAMEWORK

The phenomenon of failing subjects and attrition should be issues of concern for all educational institutions regardless of the rates it may reach.

For the fact that, if they exist, as educational institutions, they are required the quality of the procedures and programs that all educational institutions offer, also the quality of the teachers and particularly of the profile that the students must have at the completion of his or her major.

The effectiveness of an educational system is measured by its capacity to preserve and retain students, by providing them with the successful completion without any delays of the activities established in the curriculum.

In addition, every institution should focus on improving the teaching learning process as well as assisting students as much as possible.

These days, the course failing and the students' attrition represents a problem for educational institutions at all levels. For these reason, new academic advising programs and new academic teaching methodologies have been carried out in order to control these phenomenon in some institutions of Tertiary Education like The University of Missouri at Kansas City for instance (Blanc R.A. Dc Buhrl and Martin Dc. 1983).

According to a research done in the Argentinean Pre-University System, "the academic background that the students have when they enroll in the University is very low and it attempts against their performance. Besides, this causes students to spend more time to finish their majors. All this represents a major economic budget for Universities.

And also the students who belong to low economic status, homes with basic unsatisfied needs, do not finish their studies.

In our country, the course failing and attrition phenomenon are also affecting the educational system specially at University of El Salvador.

In accordance to a research done in the UES about *Rendimiento de la Educación Universitaria*¹ The academic failure at the University of El Salvador includes students' course failure and attrition. Regarding students' failure, this study also shows the name of the courses in the different schools with a rates of failure that overpass the 50%. These courses are the ones referred to the fields of Chemistry, Mathematics and Statistics.

There is a relationship between students course failing and attrition. Hence, it is necessary to state that course failing would be the main concern of this study, and it is defined as: *the student's lack of success in achieving the average grade of six, which is the lowest passing grade, in any course at the end of the semester.*

¹ (www.oei.org.com/equipo/salvador/salva10.pdf.)

The model to carry out this research includes two major categories: *Academic factors and Non- Academic factors.*

1. ACADEMIC FACTORS

These factors have been sub-divided into *Students', Professor's* and *Institutional areas.*

- A. The student's area includes students' academic background as well as performance, and student's participation in campus activities.
- B. The professor's area includes professor's interest in the teaching learning process and the teaching learning methodology used in the subjects that present the highest number of failures.
- C. The last one is the institutional area. This one contains class schedules, curricular changes and administrative processes. This area is specifically aimed at determining the relationship among students' attrition and factors previously mentioned.

2. NON- ACADEMIC FACTORS

These factors have also been sub- divided into two areas as follows:
Student's and Institutional areas.

Regarding the students' area, it includes students' economic status, health problems, parenthood, career benefits, students' sex, and their identification with the institution.

V. HYPOTHESES

- A. The professors' methodology in the teaching-learning process influenced the failing subjects and attrition cycle in the Department of Education during semester I -2000.

- B. Women fail more subjects or have a higher tendency to drop out over men in the Department of Education during semester I -2000.

- C. The students at the Department of Education consider the environmental factors as one of the important University shortcomings for their academic preparation.

VI . METHODOLOGY

The aim of this study was to find out the Academic and Non Academic factors that influenced students' course failing and attrition at the Department of Education of the School of Arts and Sciences during the first semester of the year 2000.

There was the need to measure and explain the failing subjects and the attrition cycle phenomenon, for that reason the survey research method was used. This was a sample survey since the nature and the purpose of this study was related with Education and Social Sciences and it studied only a portion of the population.

The most challenging type of survey is one that seeks to measure intangibles such as attitudes, opinions values and the sociological and psychological constructs, like the reason the population students had for withdrawing from college as well as the implications related to University institutions such as Faculty and Administrators, Teaching-Learning methodology, students' economic factors, job related reasons, students' preparation for entering college and the student's participation in campus activities and the identification with the institution.

The opinions, attitudes, and values were not directly observed but they were inferred from responses given by the subjects to the questionnaires designed for this purpose.

Since this was a survey of intangibles, it was limited by the fact that the data was collected indirectly by measuring the variables the study was concerned about. This limitation depended on how well the observations measure the intangible variables.

The steps involved in this survey research were:

A. Planning:

The survey research began with the question that could be answered by means of the survey method. The question of our study was:

What are the academic and non-academic factors that influenced failing subjects and the students' attrition at the Department of Education of the school of Arts and Sciences of the University of El Salvador, Central Campus in the first semester of the year 2000?

In order to find out the answer to this question, the research was divided into two areas: one dealing with the academic factors and the other with the non-academic ones. The area of the academic factors was subdivided into: students' factors, teachers' factors, and institutional factors. The area of the non-academic factors consisted of: students' factors and the institution resources factors. (For more information refer to the theoretical framework).

The information of this research belongs to the Department of Education of the School of Arts and Sciences. We administered the questionnaire to the sample subjects from the department just mentioned.

Once the subjects were selected, the information such as residence, telephone numbers, etc, was obtained from the Administration office of the School of Arts and Sciences.

B. Sampling:

1. The students who failed one or more subjects and those who withdrew from the Department of Education in the School of Arts and Sciences of the University of El Salvador during the semester I -2000 form the population of this study.
2. The sample included students who fulfilled the characteristics determined for our study. The subjects were selected according to a simple random sampling with one substitution that was designed for our Department within the School of Arts and Sciences. (Please, refer to the Sampling Section for more information).

C. Conducting the survey:

1. Pilot study: once the data-gathering questionnaire was ready, the first pilot study was run to determine if the designed questionnaire provided the expected data. After the pilot study there were found some shortcomings on the instruments that had to be improved. There was a second run of pilot study in order to re-check the areas that had been reorganized.

2. Field work: The steps that were followed for gathering the information were: to contact the subjects from our sample and to administer the questionnaires.

D. Data processing

The steps that were followed for processing the data were:

1. Designing the data base using the Statistical Package for Social Sciences (SPSS)
2. Coding the information.
3. Entering the data into the database.
4. Analyzing and interpreting the data.
5. Report writing.
6. Socializing the results.

VII. SAMPLING AND INSTRUMENT

A. Population

The population of this research project was formed by all of the students of the Department of Education in the School of Arts and Sciences of the University of El Salvador that either failed one or more subjects or dropped out in semester I -2000.

B. Sample

The sample was taken in relation to the number of students that failed and or dropped out one or more subjects in the Department of Education in the School of Arts and Sciences.

The sample was calculated using the following formula:

$$n = \frac{Z^2 PQN}{E^2 (N-1) + Z^2 PQ}$$

Where: **n** = sample; **N** = population; **Z** = score; **PQ** = percentage to be included or excluded; **E** = standard error.

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This formula was used to calculate the number of subjects of our sample from the population a total of 152 subjects. The following procedure shows the way the sample of the Department of Education was calculated.

$$n = \frac{Z^2 PQN}{E^2 (N - 1) + Z^2 PQ} \quad n = \frac{(0.68)(152)}{(1.51) + (0.68)}$$

$$n = \frac{(1.65)^2 (0.5)(0.5)(152)}{(0.1)^2 (152-1) + (1.65)^2 (0.5)(0.5)} \quad n = \frac{103.36}{2.19}$$

$$n = \frac{(2.7225)(0.25)(152)}{(0.01)(151) + (2.72)(0.25)} \quad n = 47.19$$

n = 47

The following table shows the population (N) and the sample (n) of the Department of Education.

TABLE 2:

Department of	Population (N)	Sample (n)
Education	152	47

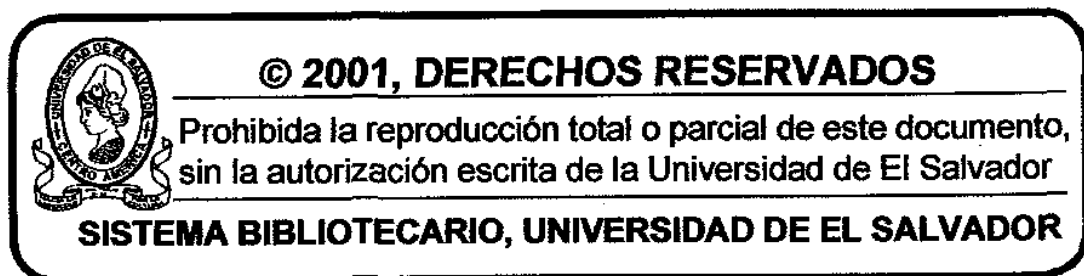
Source: the Academic Administration of the School of Arts and Sciences, Semester I - 2000 gave the population of the Department of Education.

INSTRUMENT

The instrument used was a questionnaire. This questionnaire contained questions related to the areas included in the model designed to study the failing subject and attrition cycle of the Department of Education in the School of Arts and Sciences in semester I -2000. These areas were: academic background and performance of the sample students, the professor's methodology, and the role of the university as an institution in the students' failure and or attrition.

VIII. ANALYZING THE DATA

Based on the information gathered from the instrument we could find out that our sample was comprised of forty-seven subjects from the Department of Education from which we only contacted forty-four. Forty-one students, representing 93.18% of our whole sample, had failed subjects and three had dropped out from the Department of Education. These students represent the 6.81% of our sample.

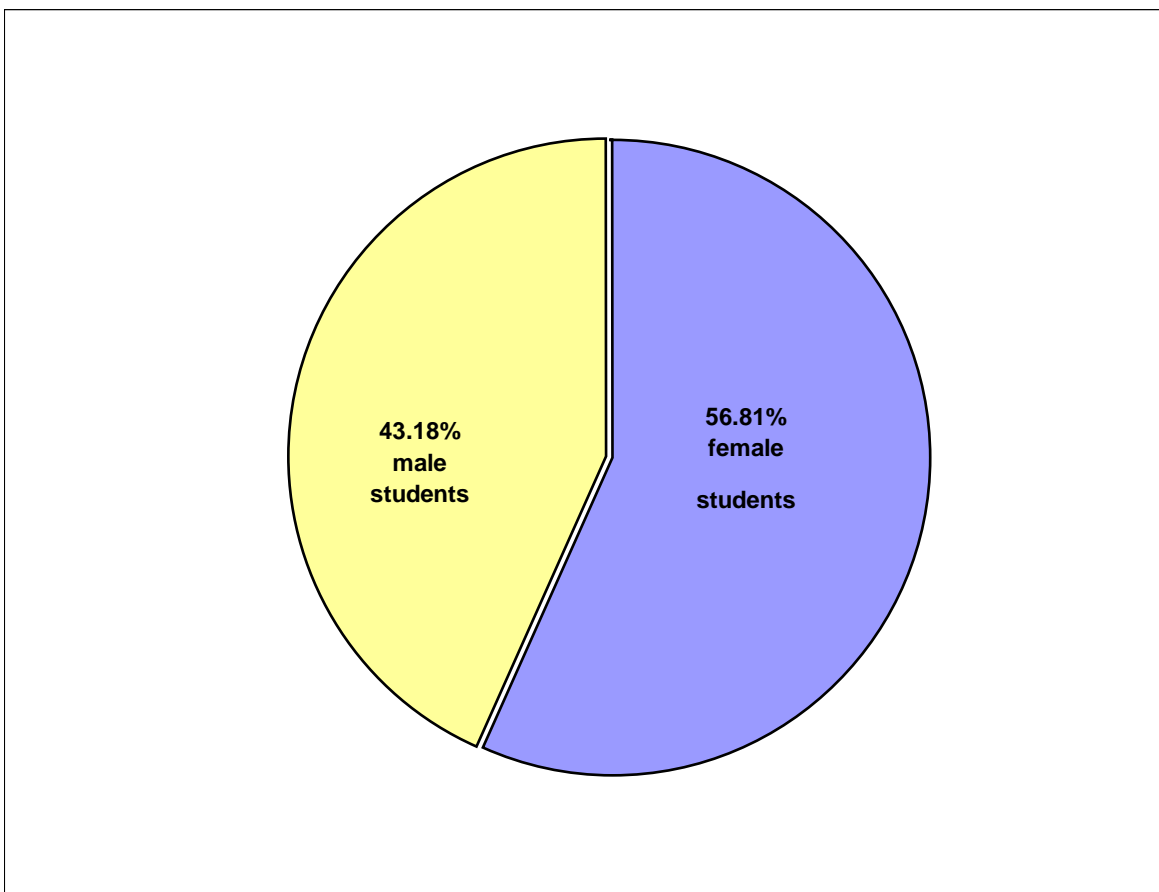


A. SAMPLE CHARACTERIZATION

1. GENDER

The sample was formed by 56.81% women and 43.18% by men.

GRAPH N°1 "SAMPLE BY GENDER"

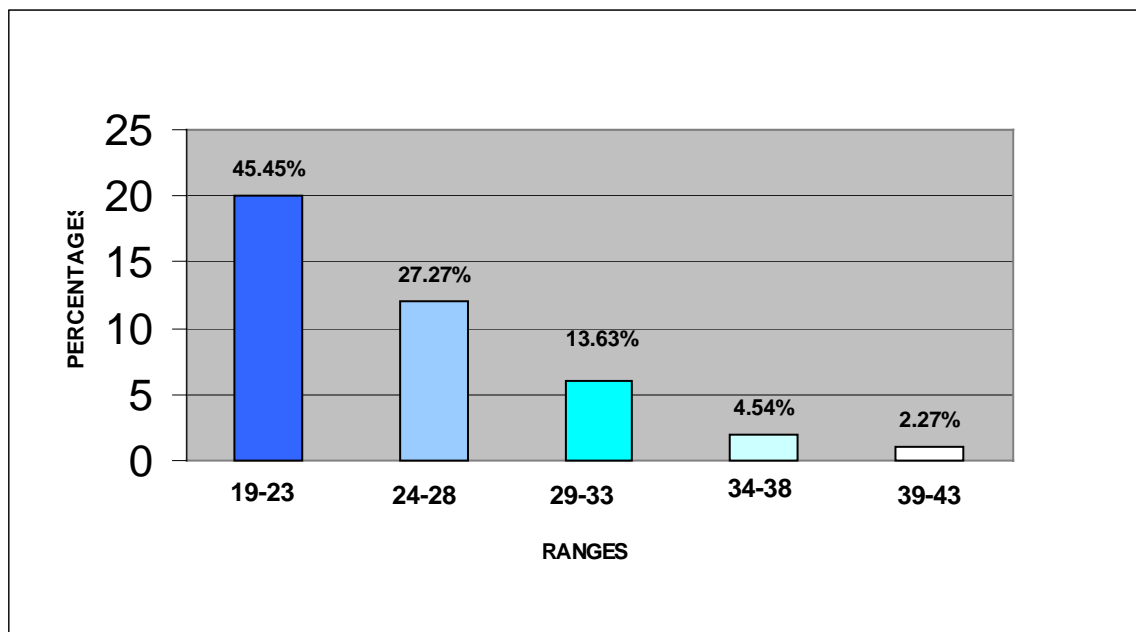


Source: Survey run by the group of Graduation Work I -2002

2. AGE

Most of the subjects of the sample were in the age-ranges of 19 to 23, representing a 45.5%, and 24 to 28 representing a 27.3%. The rest was comprised by subjects aging 29 and more making a total of 20.5%. And a 6.8% did not give information about their age. We can observe that the relatively young population of D.E. is represented by a 45.5%. The rest are considered as non-traditional.

GRAPH N°2 "SAMPLE OF THE DEPARTMENT OF EDUCATION BY AGE RANGES"

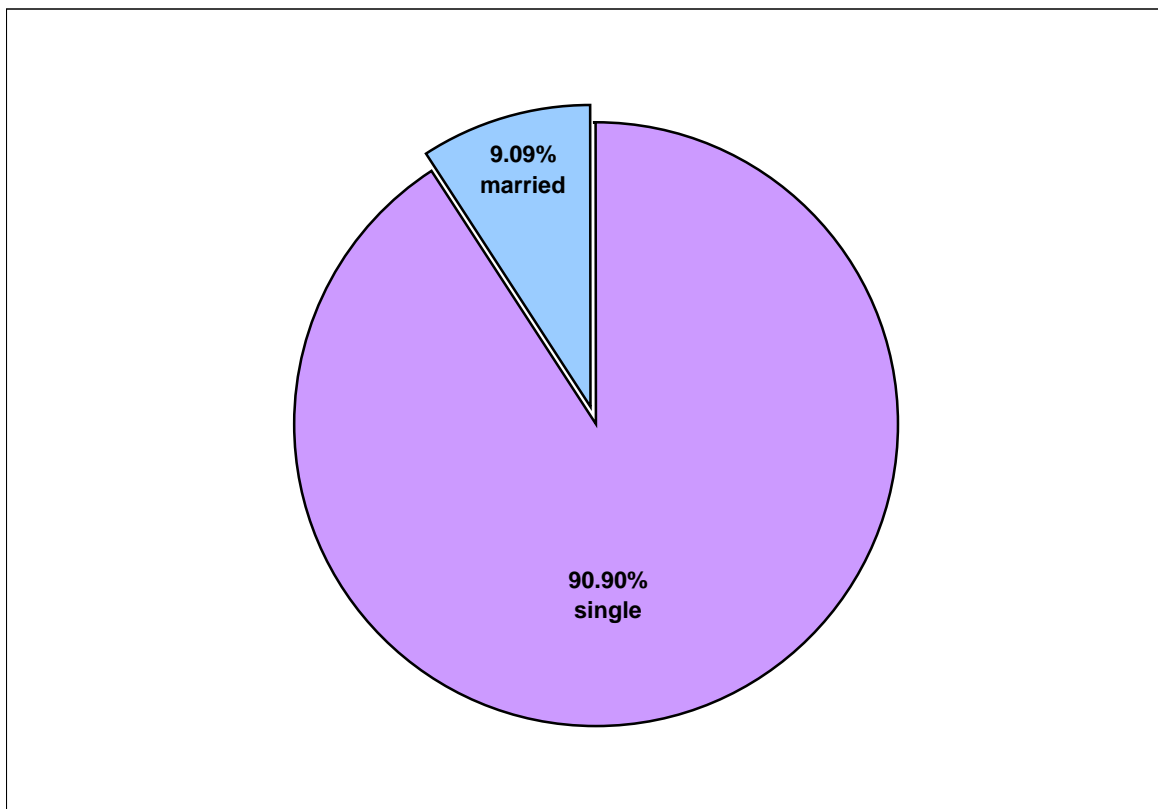


source: Survey run by the group of Graduation Work I-2002

3. MARITAL STATUS

According to the information gathered, it was found that a great deal of the interviewed students from the Department of Education were single, (90.90%). And only 9.09% of them were married.

GRAPH N°3 "MARITAL STATUS OF THE SAMPLE"

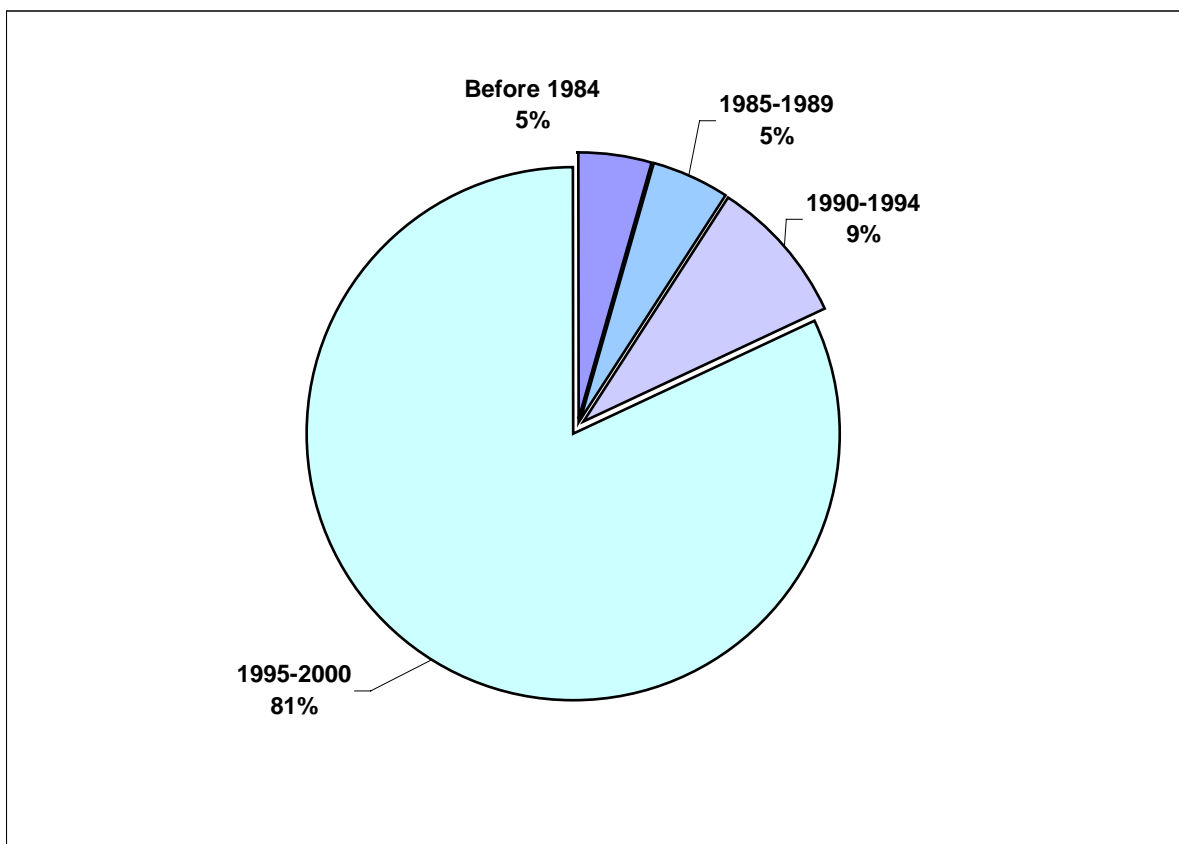


Source: Survey run by the group of Graduation work I -2002

4. YEAR OF ENROLLMENT

The majority of the students, enrolled in the university between the years 1995 and 2,000 (81.81%). The remaining percentage (18.19%) represents those who enrolled in the University before the year 1984, 4.54%. those who enrolled between the years 1985 and 1989 comprise a percentage of 4.74%. And in the years between 1990 and 1994 represent a percentage of 9.09%.

GRAPH N°4: "YEARS OF ENROLLMENT"

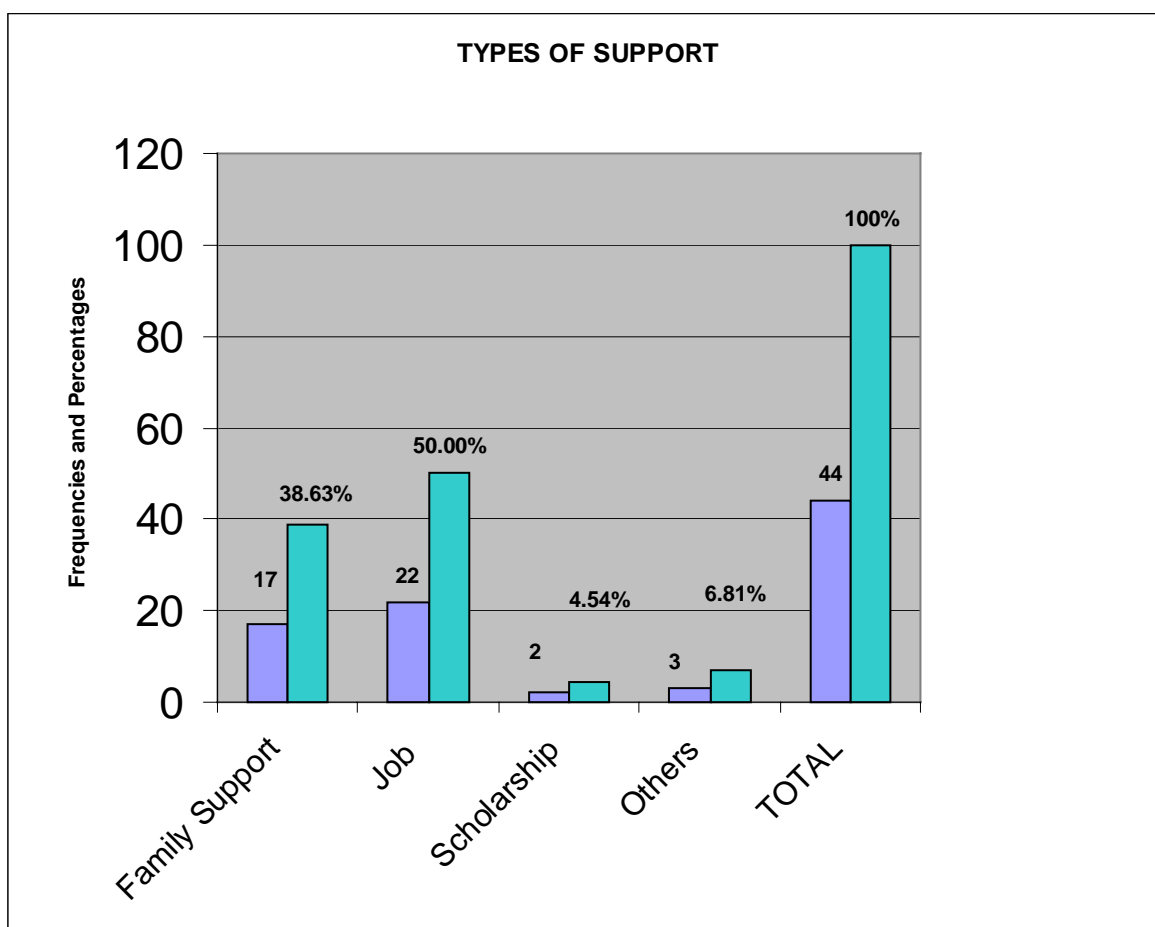


Source: survey run by the group of Graduation Work I -2002

5. STUDIES SUPPORT

In relation to the way students support their studies, we observed that 56.8 percent of them do it by working. And a 38.6 percent claimed to have family supports. Whereas only a 4.5 percent said they were supported through a scholarship.

GRAPH N° 5 "WAYS IN WHICH THEY SUPPORT THEIR STUDIES"



Source: Survey run by the group of Graduation Work I -2002

B. TEACHING-LEARNING METHODOLOGY

One interesting finding is illustrated on table N°1 which represents the methodology construct that comprises techniques, strategies, and resources used by the teacher that are available for each department in the School of Arts and Sciences.

This table shows that there are significant differences about how students evaluated the teaching-learning methodology used in the courses they failed and the methodology used in the courses they passed. The students evaluated the methodology used by the teacher in the courses that they had passed as "fairly positive and positive" with a mean of **1.6**, and the methodology used in the courses they had flunked was evaluated by the students as "strongly negative and negative" with a mean of **2.56** as it is seen in Table N°1, thus the statement that the closer the mean is to **1.0** the better the methodology used is, and the farther the mean is from **1.0** the less appropriate the methodology is, proved true.

TABLE N° 1 "Methodology used in the courses they passed and in the courses they flunked"

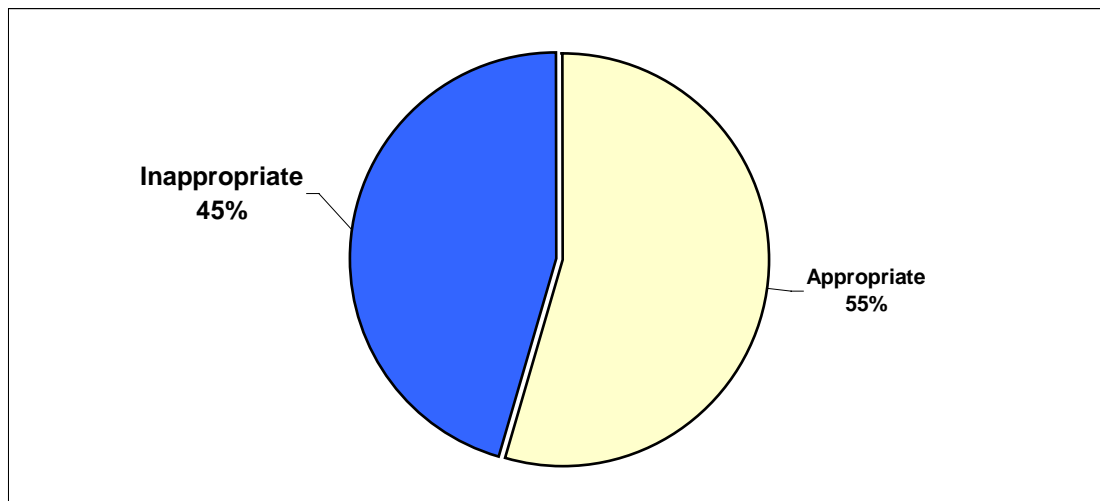
Type of Methodology	Mean	Median	Mode	Standard Deviation
Subjects they failed	2.56	2.40	2.27	1.03
Subject they passed	1.68	1.60	1.50	0.34

C. PROFESSORS ACADEMIC DEVELOPMENT

Another finding that is worth mentioning is on how students evaluated the academic development of the professors at the Department of Education and the methodology used in the courses they had flunked. As it is shown in Graph N°6, 45.4% of the students evaluated their academic development as inappropriate.

It is important to remember that the students are evaluating in general all the professors who work at the Department of Education. So, it means that this portion of students considers that they are not satisfied with the teacher's academic development and this contrasts the results about the professor's methodology in the courses they have flunked (with a mean of 2.56). It can be stated that the professor's methodology is inappropriate and it is an academic factor that caused students to fail.

GRAPH N°6: Evaluation of the teacher's academic development



Source: Survey run by the group of Graduation Work I -2002

D. CAUSES OF FAILING

From the data gathered, it was found that 52.26% of the students failed courses due to lack of interest, motivation and due to inappropriate methodology used by the teacher. 6.81% failed because they missed one or two evaluations. 9.09% failed due to subjects' difficulties and 2.27% because they were found as if they had not registered the subjects. 6.81% failed due to problems between study and job schedules. And 22.72% fail due to other causes.

TABLE N°2: "CAUSES OF FAILING"

Causes	Frequencies	Percentages
Lack of Motivation	13	29.5
Inappropriate Methodology	10	22.7
Missed 1 or 2 evaluations	3	6.81
Subjects difficulty	4	9.09
Unregistered subject	1	2.27
Problems with schedules	3	6.81
Problems with professor	1	2.27
Others	9	20.45
TOTAL	44	100.00

E. ENVIRONMENTAL FACTORS IN THE CLASSROOM

One of the results that catch our attention is the way students evaluated the environmental factors in the classroom. As it is shown in the table n°3 which represents the construct of the environmental factors in the classroom; it is seen that students in the department of Education considered these factors as "strongly inappropriate" getting a mean of **3.65** and as we said in prior constructs the further the mean is from **1.0** the less adequate the environmental factors in the classroom are. As we have explained, you can see the results in the following table.

TABLE N°3: "ENVIRONMENTAL FACTORS IN THE CLASSROOM "

Aspects Evaluated	Mean	Median	Mode	Standard Deviation
Environmental factors in the classroom	3.65	3.78	4.14	0.73

F. AVERAGE OF FAILING SUBJECTS BY SEX

Another relevant finding is that regarding the relation between failing subjects and gender, it was found that in our sample more women than men failed courses. Based on the data gathered 56.8% of the students who failed subjects were women and 43.2% of them were men, as you could see in graphic N°1. Taking into consideration that the population was 152 students formed by 94 females that represents 61% of students that failed subjects and drop out and 58 males which shows 39%. For this reason it was found the more women than men failed and dropped out.

G. STUDENTS ACADEMIC BACKGROUND AND NON-PREPARATION FOR TERTIARY EDUCATION.

Another finding is regarding the students' academic background and Non-preparation for tertiary education; it is believed that the students who failed courses were not prepared for entering the university and accomplishing the academic load due to the fact that most of these courses were those considered as general ones representing a 59.1% of the students' sample. Notice that the courses marked with a dot (•) are general courses (that are taken during the first and second semesters of each major in the School of Art and Sciences)

It was also found that most of the students failed during the basic levels which include the first three semesters of their major. We support this by looking at the curriculum of their studies, and it shows that the subjects they flunk correspond to the first, second and third semesters.

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TABLE N° 4 "SUBJECTS THAT STUDENTS FAILED DURING SEMESTER I -2000"

Subjects Failed	Frequencies	Percentage %
• Antropología Gral.	1	2.27
Baloncesto	1	2.27
Biomecánica	1	2.27
• Biología Gral.	1	2.27
Principio de Biología	1	2.27
Educación Comparada	1	2.27
Evaluación/recursos Esc.	2	4.54
• Filosofía Gral.	5	11.36
• Lógica Gral.	2	4.54
• Matemática	2	4.54
Métodos Investigación II	1	2.27
Nutrición	1	2.27
Practicas de Natación	1	2.27
• Psicopedagogía	4	9.09
Psicología del Desarrollo	1	2.27
• Pedagogía Gral.	1	2.27
• Psicología Gral.	9	20.45
Psicología III	2	2.54
Planeamiento/Currículo	1	2.27
Psicología Educativa	1	2.27
• Sociología Gral.	1	2.27
Tenis de Mesa	1	2.27
• Inglés Básico	1	2.27
• Inglés II	1	2.27
Pintura	1	2.27
TOTAL	44	100%

H. STUDENTS' SUPPORT

As Table N°5 shows students who have family support and have failed one to three subjects represent 31.81% whereas students who support their studies by working represent 45.45%. Those who support their studies with scholarship and have also failed one to three subjects' represent 4.54%. In the sample students who failed four subjects or more amount on five represent the 11.36% of the total sample without sorting them by the ways they support their studies. This phenomenon happens because some of the students who support their studies by their families do not have responsibilities and do not pay too much attention to their studies. On the other hand the people who work and whose studies are supported by their own money usually are more responsible and care more about their studies.

TABLE N° 5 "RELATIONSHIP BETWEEN HOW STUDENTS SUPPORT THEIR STUDIES AND NUMBER OF SUBJECTS FAILED"

N°OF SUBJECTS	1-3		4-more		N A		TOTAL
	F	%	F	%	F	%	
Ayuda Familiar	14	31.81	2	4.54	1	2.27	17
Trabajo	20	45.45	1	2.27	1	2.	22
Beca	2	4.54	0	0	0	2.7	2
Otro	1	2.27	2	4.54	0	0	3

In the sample, we just had three students that dropped out from the Department of Education, their reasons of dropping out were: the non-academic factor, which refers to the students economic situation and the academic factors of failing subjects.

I. LEVELS OF ATTRITION.

The attrition in the academic process was related with the average of students who failed subjects. The attrition cycle is divided in three different levels based on the semester the failed subjects belong to: Basic level including the first three semesters, Intermediate including semesters from fourth through seventh, and Advanced level including from eighth to tenth. We found that students inclined to face failure within the first two levels of their major.

IX. TESTING HYPOTHESIS

HYPOTHESIS I: "The professor methodology in the teaching learning process influenced the failing subjects and attrition cycle in the Department of Education during semester I 2000"

Table "A"

	Rec asignaturas reprobadas		total
	1 a 2	3 y más	
Rec. evaluación metodología 16 hasta 2.4	16	6	22
count	17.2	4.8	22.0
Expected count	72.7%	27.3%	100.0%
% of Rec.Evaluacion metodología 16	50.0%	66.7%	53.7%
% of Rec. asignaturas reprobadas	39.0%	14.6%	53.7%
% total			
2.5 mas	16	3	19
count	14.8	4.2	19.0
Expected ccount	84.2%	15.8%	100.0%
% of Rec. evaluacion metodología 16	50.0%	33.3%	46.3%
% of Rec. asignaturas reprobadas	39.0%	7.3%	46.3%
% of total			
Total			
Count	32	9	41
Expected count	32.0	9.0	41.0
% of Rec. evaluación metodología 16	78.0%	22.0%	100.0%
% of Rec. asignaturas reprobadas	100.0%	100.0%	100.0%
% of total	78.0%	22.0%	100.0%

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After recoding the construct of failed subjects into two different groups: students that had failed one or two courses and students that had failed three or more, and cross-tabulating these data with the results of the construct in evaluating the methodology used by the teacher in the failing courses; it was found that there was not a significant difference among students who failed one to two courses, due to the fact that the number of the students that said that the methodology was good was the same in number as the students that said it was inappropriate (see the table "A" in the previous page).

Table "B"

	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. 1-tailed)
Pearson Chi-Square	.785 ^b	1	.376		
Continuity Correction ^a	.258	1	.612		
Likelihood Ratio	.800	1	.371		
Fisher's Exact Test ^a				.466	.308
Linear-by-Linear Association	.766	1	.382		
N of Valid Cases	41				

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According to the results, it can be said that hypothesis number one is not accepted due to the values of chi-square with one degree of freedom is lower (0.785) than the value given by the chi-square table at 0.05 (3.841) and level of significance. This might have happened due to the limited sample used in this research (forty-two subjects of study).

HYPOTHESIS II. "Women failed more subjects or have a higher tendency to drop out over men in the Department of Education during semester I 2000."

Table "C"

	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. 1-tailed)
Pearson Chi-Square	4.714 ^b	1	.030		
Continuity Correction ^a	3.208	1	.073		
Likelihood Ratio	5.368	1	.021		
Fisher's Exact Test ^a				.055	.033
Linear-by-Linear Association	4.602	1	.032		
N of Valid Cases	42				

According to the Chi-square test of Pearson we can say that the hypothesis number two is accepted given that the chi-square value was higher than the one provided in the χ^2 table at one degree of freedom (see the table above) meaning that sex has an important influence in the subjects failing or dropping out cycle in the Department of Education.

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Having cross-tabulated the failed courses with the variable of sex, it was found that the difference regarding sex and number of students was small, but we found a significant difference among the female and male students who have failed three subjects or more, where 8 were female students and one was male.

Table "D"

			Rec asignaturas reprobadas		total
			1 a 2	3 y más	
P2	Masculino	Count	17	1	18
		Expected count	14.1	3.9	18.0
		% of P2. Sexo	94.4%	5.6%	100.0%
		% of Rec. asignaturas reprobadas	51.5%	11.1%	42.9%
		% total	40.5%	2.4%	42.9%
Femenino		count	16	8	24
		Expected count	18.9	5.1	24.0
		% of P2. Sexo	66.7%	33.3%	100.0%
		% of Rec. asignaturas reprobadas	48.5%	88.9%	57.1%
		% of total	38.1%	19.0%	57.1%
Total		Count	33	9	42
		Expected count	33.0	9.0	42.0
		% of P2. Sexo	78.6%	21.4%	100.0%
		% of Rec. asignaturas reprobadas	100.0%	100.0%	100.0%
		% of total	78.6%	21.4%	100.0%

HYPOTHESIS III. "The students at the Department of Education considered the environmental factors as one of the important University shortcoming for their Academic Preparation".

Table "E"

	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. 1-tailed)
Pearson Chi-Square	.526 ^b	1	.468		
Continuity Correction ^a	.000	1	1.000		
Likelihood Ratio	.919	1	.338		
Fisher's Exact Test ^a				1.000	..636
Linear-by-Linear Association	.513	1	.474		
N of Valid Cases	40				

In hypothesis three the obtained value was (0.526) at 1^o degree of freedom. Thus we cannot say there is a relationship between the environmental factors and the students' motivation in passing or failing courses. Due that this hypothesis did not reach the value according to the chi-square table that at 0.05 level of significant should be higher than (3.841). This might have happened due to the reduced sample we had.

X. CONCLUSIONS

- A. We conclude that the professors' methodology in the teaching learning-process really influenced the course failing and the attrition cycle of students in the Department of Education. Since the majority of students evaluated the methodology used by the teacher in the failing courses as inappropriate and as it is known the methodology plays an important role in the Learning-Process, the Student-Centered Methodology promotes the interest of students, as it improves the students' learning, and consequently their academic performance.
- B. We can also conclude that the students from the Department of Education considered the environmental factors in the classrooms as important tools for their permanence at the University, but as it is known these factors are one of UES shortcomings that need to be improved.
- C. In this research it is concluded that more women than men failed subjects or dropped out at the Department of Education, since the population and sample show the percentage of women or dropped out was always higher than the percentage of men.
- D. Two other main factors that made students fail subjects: their academic background and non-preparation for tertiary education. Since the majority of them failed general subjects that belong to the basic level of their career, which were the first, second and third semester.

XI . RECOMMENDATIONS

- A. Based on the results gathered, we can suggest that the professors of the Department of Education should be more aware of the course failing problem and of how the students view the methodology in order to improve the teaching-learning process. In this way, the students will increase their interest in their studies. By being aware, professors should implement new approaches that will avoid traditional patterns of the teaching methodology.
- B. As we know most of the students consider the environmental factors in the classrooms as important for their academic preparation. We recommend that classrooms should be more ventilated, more lit and away from disturbing noise to make it less troublesome for the students.
- C. We recommend that students should be enrolled in programs that prepare them for fitting into the University studies; these programs should contain students advisory in clarifying their priorities for career choosing, in this way, most of the students would deal with their non - preparation. Also they should be enrolled in pre-entering courses that would prepare them in the general knowledge they should manage before getting into the career courses themselves.

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XII. ANNEXES
 A. TABLE N°1 "THE SAMPLE OF THE DEPARTMENT OF EDUCATION
BY GENDER"

DEPARTMENT OF EDUCATION

GENDER				Total	
FEMALE		MALE			
F	%	F	%	F	%
25	56.81	19	43.18	44	100

 B. TABLE N° 2 "SAMPLE OF THE EDUCATION DEPARTMENT BY AGE
RANGES"

DEPARTMENT OF EDUCATION

RANKS OF AGES OF THE SAMPLE								
	19-28	%	29-43	%	No Info	%	Total	%
F	32	72.8	9	20.5	3	6.8	44	100

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C. TABLE N° 3 "SAMPLE OF THE DEPARTMENT OF EDUCATION BY MARITAL STATUS"

MARI TAL STATUS					
SI NGLE		MARRI ED		TOTAL	
F	%	F	%	F	%
40	90.90	4	9.09	44	100

D. TABLE N°4 "SAMPLE OF THE STUDENTS OF THE DEPARTMENT OF EDUCATION BY THE YEARS THEY ENROLLED I N THE UES"

YEAR OF ENROLLMENT		
YEARS	F	%
Before 1984	2	4.54
1985-1989	2	4.54
1990-1994	4	9.09
1995-2000	36	81.81
TOTAL	44	100.00

TABLE N°5 " STUDENTS ECONOMIC SUPPORT"

DEPARTMENT OF EDUCACION

STUDENTS ECONOMIC SUPPORT		
Types of Support	F	%
Family Support	17	38.63
Job	22	50
Scholarship	2	4.54
Others	3	6.81
TOTAL	44	100

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