

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



THE ACADEMIC AND NON-ACADEMIC FACTORS RELATED TO  
STUDENTS' SUBJECT FAILING AND ATTRITION AT THE PHILOSOPHY  
DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE  
UNIVERSITY OF EL SALVADOR, SEMESTER I -2000.

GRADUATION REPORT

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## INTRODUCTION

Imídeo G. Nérici (1985), points out in his book, "Hacia una Didáctica General Dinámica", that university teaching should avoid four things. First, university programs 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 face.

The four aspects mentioned above can be closely related to the academic factors that might have influenced failing subjects and the attrition cycle from the Philosophy Department at the School of Arts and Sciences of the University of El Salvador in semester I-2000.

The present report has been prepared by Seminar I students to find out the academic and non-academic factors related to student subject failing and attrition in the Philosophy Department at the School of Arts and Sciences of the University of El Salvador in Semester I-2000.

This document includes the antecedents and the statement of the problem in which the research project was based. A list of research questions and objectives that guided the investigation and the theoretical framework which contains the theoretical aspects related to the topic, are also presented here, based on the consulted bibliography. The hypotheses and methodology used to get the sample section of the Philosophy Department that describes not only

the population and sample of the study, but also the statistical procedure to calculate that sample and the instrument that was used to collect the data is included. In addition to this the analysis of the data with their own graphs were added. And finally the list of the consulted references and the annexes are presented.

## I.ANTECEDENTS

During the ancient times human beings learned through advice and the experience of others. Moreover, in previous times younger people used to go to the elders to look for counseling. These people transmitted their knowledge to other generations through the course of time. At first, the Education Institution was not necessary to transmit knowledge; since, people did not need a degree to get a job or to have a better life style; nevertheless, nowadays education is something that is required in all the cultures and all the historic periods.

The culmination of formal education processes constitutes the access to different fields in which people can develop not only the acquired knowledge, but also their abilities. The fulfillment of this goal increases the quality of people life. However, tertiary education in Latin America is facing a lot of difficulties such as low economic supports, lack of appropriate infrastructure, etc. But two of the worst problems are attrition and subject failing, a lot of research has been done in some countries in Latin America related with these matters and it has discovered that there are different causes around these phenomena. Some causes related to the subject failing and attrition cycle that were mentioned are: The economic situation, pregnancy, students do not feel comfortable working in groups because of personal differences, heavy academic loads of contents, documents and reading, family problems such as the lack of communication with parents, and the lack of understanding with parents, geographical displacement of the students (to move out from one country to another), health problems, job conflicts etc.

As it can be seen, there is a variety of causes that are related with the students' subject failing and attrition cycle in different countries of Latin America. And the intention of this research is to find out the causes that were behind the students decision to abandon their studies as well as the causes of their subject failures in the Philosophy Department of the School of Arts and Sciences in the University of El Salvador, during Semester I -2000

## II. STATEMENT OF THE PROBLEM

As it has been stated in the previous section, nowadays, the students' subject failing and attrition constitute a big problem for educational institutions at any level. So a new academic advising program and new teaching methodologies have been put into practice in order to control these phenomena 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 17<sup>th</sup>, 2001, the UES as a tertiary educational institution also faces these problem. He said that the subject failing and attrition problems are the result of different causes such as: lack of students' academic preparation, low motivation and interest to the subjects, students' emotional problems, students' entrance profile, maturity, lack of teaching materials, teachers' lack of interest in the teaching-learning process, and low performance of the students into de classrooms. He mentioned that due to all these reasons, a great number of students of the UES failed one or more subject and/or quit their studies.

Dr. Badia Sierra, also 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 investment of the State of El Salvador, since each student that drops out costs seven hundred dollars.

According to the information obtained from the Academic Administration office of the School of Arts and Sciences (SAS), for the years 1995 to 2000 an average of 3195 students register each first semester, and only an average of 447 students 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.

Based on the importance of this phenomena, this research will try to answer the following general questions: What are the academic and non academic factors that influenced the students subject failing and attrition in the Philosophy Department of SAS of the UES, Main Campus, in the first semester of the year 2000?

## RESEARCH QUESTIONS

Was teachers' interest and the teaching-learning process related to the Philosophy Department of School of Arts and Sciences subject failing and attrition cycle during semester I -2000?

Was the students' economic situation associated to subject failing and attrition of the students of the Philosophy Department during the semester I -2000?

Did the female students of the Philosophy Department fail more than male in the semester I -2000?

How did the environmental factors influence the students of the Philosophy Department in subject failing and attrition cycle during semester I -2000?

Was male attrition higher than female or equal during semester I -2000 in the Philosophy Department?

Was students' subject failing influenced by their academic performance during semester I -2000 in the Philosophy Department'?

Did the students' ages influence in the subject failing in the Philosophy Department during the semester I -2000?

Did the student lack of motivation and interest influence in the subject failing in the semester I -2000 in the Philosophy Department?

### III. OBJECTIVES

#### A. GENERAL OBJECTIVE

To determine the academic and non-academic factors that influenced in the subject failing and attrition at the Philosophy Department of the School of Arts and Sciences of the University of El Salvador, during semester I -200.

#### B. SPECIFIC OBJECTIVES

To relate professors' methodology and interest in the teaching- learning process with failing subjects.

To find out if the students' economic situation is associated to subject failing and attrition cycle.

To identify the relationship between students' subject failing and the attrition cycle and the gender.

To determine if there is a relationship between classroom environmental factors and students failing subjects.

To identify the average grades of the students of the Philosophy Department.

To find out if the students' ages influence the failing subjects.

To determine the Philosophy students' subject failing and attrition rate by ages.

To determine if the identification of the students with the University of El Salvador was related to the attrition phenomena in the Philosophy Department during semester I -2000.

To find out if the lack of motivation and interest influenced student subject failing during the semester I -2000 in the Philosophy Department.

#### IV. HYPOTHESES

The professors' methodology and interest in the teaching-learning process influenced the students failing subject and attrition cycle in the Philosophy Department during semester I -2000.

The environmental factors of the classroom influence the failing subjects of students of the Philosophy Department during semester I -2000.

The low teachers' academic level of the Philosophy Department influenced students' interest in the subject.

Pregnancy and marriage responsibilities influenced students' subject failing and attrition cycle during semester I -2000.

More men than women dropped out and failed subjects at the Philosophy Department during semester I -2000.

Women presented a higher rate of subject failing than men in the Philosophy Department during semester I -2000.

The lack of motivation and interest influenced in students' subject failing in the Philosophy Department during the semester I -2000.

Students' subject failing was influenced by their ages in the Philosophy Department.

## V.THEORETICAL FRAMEWORK

The phenomenon of subject failing and attrition are issues of concern for all educational institutions. Regardless the rates they may reach, for the fact that if they exist, they question the quality of the processes and programs that educational institutions offer, the quality of its teachers and the particular characteristics of every student.

The efficiency of an educational system is measured by its capacity to preserve and retain its students, in order to permit them the achievement 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 student's subject failing and attrition establish problems for educational institutions at all levels. For that reason, new academic advising programs and new academic teaching methodologies have been carried out in order to control these phenomenon in several institutions of Tertiary Education.

A lot can be discussed regarding the subject failing and attrition phenomena, but a real deep reflection of the concepts that are used concerning this topic are considered necessary as a starting point of this research with the purpose of orienting it adequately, and to obtain the expected results.<sup>2</sup>The definitions

1.2 Anuario Estadístico de la UNESCO . Artículo de la Deserción. 1999.



of subject failing and attrition took to this research "The Academic and Non-Academic Factors Related to Students' Subject Failing and Attrition of the Philosophy Department of the School of Arts and Sciences of the University of El Salvador during the Semester I -2000." Are the following:<sup>3</sup>

#### Subject Failing

Insufficient quantitative and/or qualitative yield of the potentialities of a student to cover the minimum parameters established by any educative institution, students who fail at least one subject.

#### Attrition

The students abandonment of an educational program before having completed their studies according to the academic rules. This can be done either by discipline reasons- called Academic Attrition (AA) or by personal or self-withdrawal reasons- called Non-academic Attrition (Non-AA).

Based on this concept, the attrition phenomenon was classified in Academic and Non-Academic, and they are defined as follow:

**Academic Attrition:** It is to abandon the schoolroom due to strictly academic reasons. In other words, it is a compulsory withdrawal from the institution when students do not comply with several requisites established by the educational institution.

**Non- Academic Attrition:** It is the student's abandonment of academic activities throughout the educational program. The non-academic attrition causes can be internal or external to the institution

3.Comision de Desarrollo Propedeutico(CODEP). Desercion Estudiantil a Nivel Universitario.

There are some researches that were done about subject failing. For example: the University of Guadalajara, in the state of Jalisco, recently has begun an institutional research, that has by general mission:

“To detect and to find the indicators and causes of subject failing into the University that serve as diagnosis to design and to implement found strategies of solution according to the problem of subject failing”.<sup>4</sup>

In order to implement those initiatives, it is necessary a serious diagnosis and the indices in which these disfunciones appear and its causes

In the last years in Mexico, the levels or indicators of subject failing and Low academic level have constituted the main indicators of a long permanence in the educational field.

According to the situation that causes these two phenomena, are found the following:

- Difficulties in the education-learning process.

- Deficiency in the Educative System.

- Reduction in the economic resources destined to the education.

- Limitations in the Social-political and economical development of the country.

The main causes of subject failing found there were the following:

The situation in which the majority of student who failed subjects admitted that they study just 1 hour per day, combined to their acceptance that they have bad habits of study.

4:Nicle Tomas. Preocupante el Fenomeno de la Desercion.

Mathematics constituted a stone in the way. Since the students considered this subject as one of the most difficult.

As a result, the participation of the students in the classroom is poor.

All the students recognized that they would not have failed subjects if they had studied more

Another research done in Mexico affirms that a subject failing constitutes the frail of the Education System. Some of the causes found in this research were:

Economic problems, family problems, bad nutrition, new female activities, the influence T.V programs has and the lack of goals of the young people.

In Central America the subject failing problem continues having a high rate, for example in Honduras students are facing some factors that contribute to this problem . The students receive 28 minutes per class, what added to the dislikeness students have to the subjects are the principal causes of failing. Some provinces like Gracias a Dios, Copan, e Islas de la bahia are the ones that present more subject failures. In general it can be said that the teaching learning process is bad, since the teachers make the same routine everyday, have an inadequate methodology and the short time to develop the classes(28minutes) .

As can be seen there are different factors that influence students subject failing in Latin America.

On the other hand, regarding to students attrition there are some researches that emphasize this kind of problem for example:

According to Vincent Tinto (1986), the attrition phenomenon is provoked by academic factors: He established that a great deal of researchers have shown that failing or passing students' subjects are determining factors for predicting whether students will keep on studying in the university or not. An example, was the research done in the " Instituto Tecnológico de Itparral (ITP)," in Mexico. The sample of this research consisted of a hundred of students who entered the Major Electric Engineering of ITP from August to December 1992. The results effectively exhibited that there was a significant relationship between attrition and failure in this major.<sup>5</sup>

Another research done in the Argentinean Pre-University System stablished, "the academic background that the students have when they enroll in the University is very low and it attempts against student's performance. Besides, it contributes students to spend more time to finish their career. All this represents a major economic budget for the University. The work project for the CODEP (Comision de Desarrollo Propedeutico) is based on recognizing the complexity of the problem, and to assume the need to plan at least a consecutive year of work to help students to overcome their main difficulties during their learning process".<sup>6</sup>

5:Reprobacion y Desercion Estudiantil en el I TPARRAL.1986-1992.

6:(CODEP, Comisión del Desarrollo Propedéutico/www.altavista.com).

Other studies have also shown that besides the academic factors that affect student's attrition, their economic situation is indeed another one to be taken into account with the same relevance as well. In accordance with a research done in the University of Venezuela, it was found that the economic situation young students face was one of the major factors that causes student's attrition. Effectively, the students who belong to poor homes with basic unsatisfied needs do not finish their studies. Actually, in general terms, more than 600,000 young students have dropped out from the education due to their economic situation

Other causes that were identified in a research carried out by Picon and Arboleda (1977) cited by Osorio Garcia, Ana. Desercion Estudiantil en Programas de Pregrado 95-98. Universidad EAFIT, Medellin, Colombia, 1999. are :

The students who dropped out did not feel comfortable with the group because of social, personal and economic differences.

Academic load: It means an excessive load of contents, documents, reading and assignments in general for different subjects.

Family Problems: lack of communication between parents and sons; psychological and physical separation from parents toward them and lack of understanding as well.

In order to develop the present research the model applied includes two majors' categories: Academic factors and Non- Academic factors.

#### A. Academic Factors.

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

1.The student's area includes students' academic background as well as performance, and student's participation in campus activities. These are the most common factors related subject failing and attrition according to the theory we read. The aim of this area is to find out to what extend the students' academic background, performance, and student's participation in campus activities influenced in students' subject failing and attrition.

2.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. This particular area will be devoted to relate professor's methodology and their interests in the teaching learning process of the students.

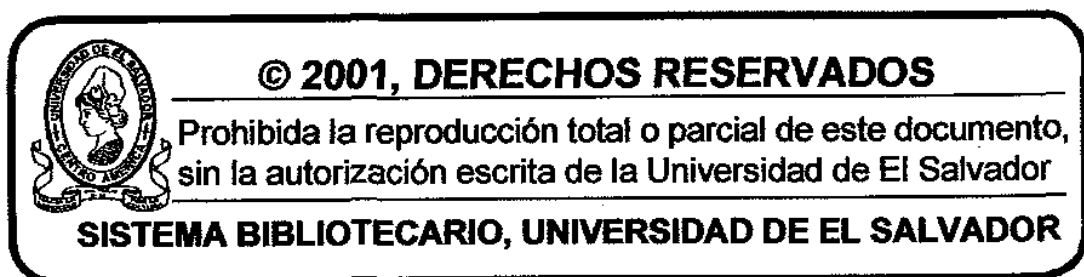
3.The last one is the institutional area. This one contains, administrative processes, and university policies related to admission and permanence in the institution. Specifically this area is aimed at determining the relationship among students' attrition and all these factors previously mentioned.

B. Non- Academic Factors.

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

1. Regarding student's area, it includes students' economic situation, health problems, parenthood, career benefits, students' sex, and their identification with the institution. The purpose of this area is to determine to what extend all these factors influenced in the students' withdrawal and failing subjects of the university.

2. The Institutional areas considers the infrastructure itself and its resources related to the educational process such as material, financial and human. The main objective of this is to determine the university resources that influenced students to drop out and subject failing.



## VI. METHODOLOGY

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

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

The most challenging type of survey is one that seeks to measure intangibles such as attitudes, opinions and values, or the sociological and psychological constructs; like the reasons our student population had for subject failing in the university, as well as the implications related to University entities such as Faculty and Administrators, teaching- learning methodology. Other factors related to subject failing and attrition cycle are: students' economic factors, job related reasons, infrastructure of the University, and participation in campus activities.

The opinions, attitudes, and values were not directly observable but they were inferred from responses given by the students who answered the



questionnaires specially designed for this purpose. This was a survey of intangibles which was limited by the fact that the data that was collected only measured the variables in an indirect way. This limitation depended on how well the observations made by the interviewers measured 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 students' subject failing and attrition in the Philosophy Department at 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. 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 research work was divided into two parts: Students who had failed one or more subjects, and the students who dropped out during the semester I -2000 of the Philosophy Department at the School of Arts and Sciences in the University of El Salvador. Each part was elaborated to gather the information to our research. Each member of the group was incharged of administering

the questionnaires to the sample subjects of the department. The distribution of the sample students of the Philosophy department was assigned by alphabetical order. Once the subjects were selected, their information (residence, telephone numbers, etc.) was drawn from the Administration office of the School of Arts and Sciences.

#### B. Sampling:

1. The population of this study is formed by the students who failed one or more subjects and those who dropped out from the Philosophy Department of the University of El Salvador during the semester I -2000.

2. The sample included the students who fulfilled the characteristics determined for our study. The subjects were selected according to a simple random sampling with one substitution.

#### C. Conducting the survey:

1. Pilot study: once the data-gathering questionnaire was ready, two pilot studies were run to determine if the designed questionnaires provided the expected data.

#### 2. Field work

The steps followed for gathering the information were:

a. Phone calls: they were made in order to set a date with the subjects of the sample for an interview. When one of the students could not be contacted or refused to be interviewed, the substitute was taken. But, due to the small population in the Philosophy Department the substitutes were not enough.

b. Visiting their workplaces or houses: After contacting the subject of the sample he/she was visited, either at his/her job or house to administer the questionnaire.

c. The subjects that were not found through the addresses were looked for around the Campus University.

d. To collect the information of the ones who dropped out, it was necessary to ask their classmates, who continue studying at the Philosophy Department, for their addresses or their phone number in order to contact them.

#### D. Data processing

The steps that were followed for processing the data were:

Designing the data base using the Statistical Package for Social Sciences (SPSS).

Coding the information.

Entering the data into the database.

Analyzing and interpreting the data.

Writing the Report.

Public defense.

## VII. SAMPLING

### A. Population

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

### B. Sample

The sample was taken in relation to the number of students that failed one or more subjects and the students who dropped out in the Philosophy Department of the School of Arts and Sciences. The sample was calculated using the following formulae:

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

Where: n = sample; N = population; Z = score; PQ = percentage to be included or excluded; E = standard error. This formulae was developed based in the Z-Score table. Taking into account the population, 24 students,

This formulae was used because the Philosophy Department population, is not formed by more than 5000 individuals. The following procedure shows the way the sample of the Philosophy Department was calculated.

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

$$n = \frac{(2.72)(6)}{(0.23) + (0.68)}$$

$$n = \frac{(1.65)^2 (0.5)(0.5)(24)}{(0.1)^2 (24-1) + (1.65)^2 (0.5)(0.5)}$$

$$n = \frac{16.32}{0.91}$$

$$n = \frac{(2.72)(0.25)(24)}{(0.01)(23) + (2.72)(0.25)}$$

$$n = 18$$

The population of the Philosophy Department was composed by 24 students and by using of this formulae was obtained the sample which was formed by 18 students. Since the population of the department was very small the research group decided to take the first 18 subjects of the population and the rest (6 subjects) were taken as substitutes of the original sampling.

TABLE 1: The Population and sample of the Philosophy Department

Department or School	Population (N)	Sample per Department (n)
Philosophy Department	24	18

Source: The population of the Department was given by the Academic Administration of the School of Arts and Sciences, Semester I -2000.

### C. Instrument

The instrument used was a questionnaire. This questionnaire contained questions related to the areas included in the model design to study the subject failing and the attrition cycle of the Philosophy Department from the School of Arts and Sciences in semester I-2000. These areas were academic factors and non-academic factors. Within the academic factors can be mentioned: Students Performance, Students participation in campus activities, the professor's interests and methodology in the teaching learning process, the Administrative Processes, and the role of the university as an institution .As the non-academic factors can be mentioned: Students economic situation, civil status, gender, the infrastructure of the university, pregnancy, and age . All of these factors were added in order to discover if there exists a relation among them and the students failure and attrition.

## VIII . RESULTS AND ANALYSIS OF THE DATA

The present section of this work shows the results obtained and the corresponding analysis of the information collected from the Philosophy Department. The data were analyzed according to the research objectives and hypotheses, which are stated at the beginning of this work. The information was processed in the SPSS program (Statistical Package for Social Science) and then analyzed.

### A. Characterization of the sampling

The population of the present research was composed by twenty four students of the Philosophy Department of the School of Arts and Sciences of the University of El Salvador, who had failed subjects or dropped out during the semester I -2000. The final sample was formed by 12 students, to whom 10 were men and 2 were women, within them, there were 9 who have failed one or more subjects and 3 who had dropped out from the university.

Based on the objectives and the hypothesis of this research, the following results are presented:

TABLE #1: PHILOSOPHY STUDENTS' SAMPLE

Type	Frequency	Percentage
STUDENT WHO HAD FAILED SUBJECTS	9	75.0
STUDENTS WHO HAD DROPPED OUT	3	25.0
TOTAL	12	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

From the total sample there are 9 students (75%) that continue studying at the University of El Salvador in spite of the fact that they had failed subjects, and 3 (25%) that had dropped out from the University, during semester I -2000.(See Graph #1).



TABLE #2: PHILOSOPHY SAMPLE BY GENDER

Gender	Frequency	Percentage
Male	10	83.5
Female	2	16.7
TOTAL	12	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

Through this data is shown that 83.5 % of the students of the Philosophy Department were male while the female population was 16.7%.(See graph #2).

TABLE #3 PHILOSOPHY STUDENTS SAMPLE BY THEIR FIRST OPTION CAREER

Career	Frequency	Percentage
-Food Engineer	1	8.3
- Philosophy Licentiate	9	75.0
- Letter Licentiate	1	8.3
-Medicine	1	8.3
TOTAL	12	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

At first sight, it can be seen that a 75% of the sampling showed that they study that career as a first option because they like it. Even though a 25% are studying the Philosophy career as a second and third option. This 25% of the student are studying this career because they failed in their first option.(See graph #3).

#### B. Student' Academic Performance

TABLE #4:SUBJECT FAILING AND GENDER SAMPLE CROSSTABULATION

Gender	Frequency	Percentage	Subject failing	Percentage
Male	10	83.3	8	66.6
Female	2	16.7	2	16.7
Does not apply	-	-	2	16.7
Total	12	100.0	10	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

The results of this crosstab show that from the 83.3% of male population there is a 66.7% that had failed one or more subjects in the semester I -2000 while there is a 16.7% that manifested that did not fail any subject. On the other hand the total frequency of female population which is two (16.7) had failed one or more subjects. (See graph #4).

TABLE #5: SUBJECT FAILING AND AGES SAMPLE CROSSTABS

Ages Interval	Frequency	Percentage	N° subject failing
20-25	8	66.7	1-5
26-31	3	25.0	1-2
32-37	1	8.3	1-2
Total	12	100.0	

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

The output obtained in this data indicates that young students who are between 20 to 25 years old are the ones that present the highest percentage of subject failing, from 1 to 5 subjects. The ones who are between 26 and 31 had a rate from 1 to 2 subjects and there is just on student between 32 to 37 who failed from one to 2 subjects. As it can be figured out young student failed more subjects in the Philosophy Department in the semester I -2000. (See graph #5).

TABLE #6: NAMES OF SUBJECT STUDENTS SAID THEY HAD FAILED

Subject	Frequency	Percentage
-General Biology	2	16.7
-General Logic	3	25.0
-Axiology	1	8.3
-Ecology	1	8.3
-Modern philosophy	1	8.3
-Mathematics	1	8.3
-Onthology	1	8.3
-Others	2	16.7
TOTAL	12	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

As can be observed that 25% failed General Logic, while 16.7% failed General Biology. And another 41.7% divided in a percentage of 8.3 each one had failed different subjects as Axiology, Ecology etc. As a result of this analysis it can be observed that the subjects with the highest percentage of failure are the ones, which are general subjects. It may mean that the students have a special interest in the subjects that have relevance in their career than the ones that just have to be taken as part of the pensum. (See graph #6).

TABLE # 7 : STUDENTS' CIVIL STATUS AND NUMBER OF FAILED SUBJECTS CROSSTAB

Civil Status	1 subject	2 subjects	3 subjects	5 subjects	Does not Apply	percentage
Married	-	1	-	-		8.3
Living Together	-	-	1	-	1	16.7
Single	4	1	1	2	1	75.0
Total	4	2	2	2	2	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

It can be seen through this table that civil status does not influence in student subject failing because a 75% of the students are single and they had failed in the semester I -2000 from 1 to 5 subjects . Eventhough, they do not have family responsibilities, it can be observed that most of the students who have family responsibilities had failed from 1 to 3 subjects in the same semester at the Philosophy Department. (See graph #7).

TABLE # 8 : MAIN CAUSES FOR FAILING SUBJECTS

Causes for Failing	Frequency	Percentage
Lack of students Motivation and Interest	6	50.0
Inadequate Teaching Learning Methodology	2	16.7
Personal Problems	2	16.7
Does no mention	2	16.7
Total	12	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

It is perceived in the results of table # 9 that the first main cause of failing subjects is the low interest and motivation students have for the subject since the percentage comprises a 50% of students with low interest. The other 16.7% had showed that the second cause is the inappropriate methodology in the teaching learning process ,and there is another group 16.7% who mentioned other reasons, while the rest which is 16.7% did not mention anything because they expressed that they had not fail any subject. (See graph #8).

Table #9: TYPE OF STUDENTS AND WHAT UNIVERSITY THEY WOULD CHANGE IF THEY WOULD HAVE THE OPPORTUNITY TO CHANGE.

Failors	What university they would change	Frequency	Percentage
7	UCA	7	58.3
2	UES	2	16.7
Droppers	What university they would change	Frequency	Percentage
2	UCA	2	16.7
1	UES	1	8.3

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

As a result of this data, it can be perceived that a 75% of the students would like to change to the Jose Matias Delgado University (UCA) if they had the opportunity and the economic resources. They expressed they would like to change university because of the better infrastrure,the complete library, the academic level teachers have, and for the efficiency in the Administrative Processes of that university.

TABLA # 10: HOW STUDENTS FEEL WITH THEIR CAREER, WITH THE UNIVERSITY OF EL SALVADOR ,AND WITH THEIR TEACHERS' ACADEMIC LEVEL.

How do you feel with the career that you are studying	Very Satisfied	Satisfied	Indiferent	Little satisfied	unsatisfied	total
	1	7	2	-	2	12
	8.3	58.3	16.7	-	16.7	100
How do you feel as student of the U:E:S	Very Proud	Proud	Indiferent	Little Proud	Not Proud	Total
	2	5	2	2	1	12
	16.7	41.7	16.7	16.7	8.3	100
How students evaluate their teachers' Academic level	Excelent	Very Good	Good	Fair	Deficient	Total
	-	3	1	1	7	12
	-	25.0	8.3	8.3	58.3	100.0

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

Table #11 shows that 66.0% of the sampling who manifested they feel proud and very proud as students of the University of El Salvador in contrast with 33.3% which divided into indifferent and not proud . In a similar way a 58.3% feel very satisfied with the career they are studying but there is a 41.7% who manifested they feel indiferent, and little satisfied, and unsatisfied. A 33.3 %



expressed that some specific teachers are good and very good , but it is seen in this table that 66.7% do not feel satisfied with the teachers' academic level of the Philosophy Department; They stated that they would like to have teachers with a high academic level.

TABLA # 11: STUDENTS' ACADEMIC PERFORMANCE CONSTRUCT

**METODO16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.27	1	8.3	8.3	8.3
1.55	1	8.3	8.3	16.7
1.64	1	8.3	8.3	25.0
1.91	1	8.3	8.3	33.3
2.09	1	8.3	8.3	41.7
2.73	1	8.3	8.3	50.0
2.91	2	16.7	16.7	66.7
3.64	1	8.3	8.3	75.0
3.91	1	8.3	8.3	83.3
4.18	1	8.3	8.3	91.7
8.00	1	8.3	8.3	100.0
Total	12	100.0	100.0	
Total	12	100.0		

Mean: 2.0833

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I-2000.

The methodology construct is formed by the students' academic performance that is formed by the items from 36 to 46 in the questionnaires "R" and "D" for more information see annexes. As it can be observed that the mean is negative since it presents a value of 2.083 which means fair because it is close to category 4 with a deviation of 1.92. Taking into account the Licker scale, it can be proved that most of the students do not show good development performance.

TABLA # 12: ADMINISTRATIVE PERFORMANCE EVALUATION BY THE STUDENTS

**desempeño de la facultad**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.33	1	8.3	8.3	8.3
	3.00	1	8.3	8.3	16.7
	3.33	2	16.7	16.7	33.3
	3.67	4	33.3	33.3	66.7
	4.00	1	8.3	8.3	75.0
	4.33	1	8.3	8.3	83.3
	4.67	2	16.7	16.7	100.0
	Total	12	100.0	100.0	
Total		12	100.0		

Mean:3.69

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

The faculty performance construct which includes: 1) The academical performance of the teacher, 2) the Administrative Staff and 3) the general work of the Authorities of the Faculty. It presents a mean of 3.69 and a deviation of 0.67. As it can be concluded that the Faculty performance is evaluated as negative since 3.69 means the fair category according to the Liker scale.

TABLA # 13: STUDENTS' CLASSROOM ENVIRONMENT

**ambiente en las aulas**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.43	1	8.3	8.3	8.3
	2.57	1	8.3	8.3	16.7
	2.71	1	8.3	8.3	25.0
	3.00	1	8.3	8.3	33.3
	3.14	1	8.3	8.3	41.7
	3.29	1	8.3	8.3	50.0
	3.43	1	8.3	8.3	58.3
	3.57	1	8.3	8.3	66.7
	3.71	1	8.3	8.3	75.0
	4.00	1	8.3	8.3	83.3
	4.29	1	8.3	8.3	91.7
	4.43	1	8.3	8.3	100.0
	Total	12	100.0	100.0	
Total		12	100.0		

Mean:3.38

Source : The academic and non- academic factors related to students' subject failing and attrition at the Philosophy Department of the school of Arts and Sciences of the University of El Salvador, semester I -2000.

The classroom environment construct consists of the following aspects: The classroom ventilation, lighting, and cleaning; desk conditions, classroom space for the students and bathrooms conditions. This construct contains the items from 47 to 53 in both questionnaires, for more information see annexes. This construct shows a mean of 3.38 since most of the students evaluated the environment as fair and deficient. The deviation is 0.65.

In the light of the Chi-Square test of Pearson we can satisfactorily determine that the hypothesis "The professor Methodology in teaching learning process influenced the students failing subjects during semester I-2000" is refused by the result 1.091 (value).

As the result of the Chi-Square the hypothesis "The teachers academic level of the Philosophy Department influences students interest in the subjects" is accepted since the value presents a 16.00.

The result obtained for the hypothesis "Pregnancy and marriage responsibilities influenced students in the attrition cycle during semester I-2000" has 3.00 with a 0.05 of error, it means that the hypothesis is acceptable

As we can observe in the hypothesis "More women than men Dropped out at the Philosophy Department during semester I-2000" is 0.80 so this hypothesis is refused.

We can say that "Women presented a higher rate of subject failing than men in the Philosophy Department during semester I-2000" This hypothesis is accepted presenting a value of 4.80 with a error 0.10.

We found that "Lack of motivation and interest influenced in the students subject failing in the Philosophy Department during semester I-2000" has a 0.1 of error and a value of 6.63, this hypothesis is approved.

## IX. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

After analyzing the collected data based on the objectives, there are some conclusions that come out from this research.

There is a larger population of male than female students in the Philosophy Department.

The data did not show any relation between student failing subject and students drop out from the Department of Philosophy.

The main causes of failing subjects for the Philosophy Department are the lack of motivation and interest to the subjects and the teachers learning methodology used.

The students general average grade presented related to their performance moves from 6.0 to 7.9.

Students show low interest in the subjects that are not specifics in their career.

Students said they would move to Jose Simeon Cañas University due to its infrastructure, and teachers academic level.

Classroom environment and the lack of infrastructure influenced the students interest to attend classes which as the same time could have had a negative effort on their performance

## B. Recommendations

Teachers should improve their current academic level .

Teachers should give students the opportunity to attend different congresses and discussions related with topics of their career in order to increase their knowledge.

Teachers should plan dynamic classes in order to increase students motivation to the subjects and do not miss classes.

The University Authorities should improve classroom conditions and assign appropriate classrooms in order to the students attend their classes.

University Authorities should stimulate students to have more participation in campus activities to break out the attrition cycle.

University Authorities should up date and supply the Philosophy Department with the bibliography in order to satisfy students needs in their learning process.

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