

Reducing school dropout rates: an analysis from the perspective of educational management

Disminución de la deserción escolar un análisis desde la gerencia educativa

Libardo Mendoza-Galindo*
Catalina Miranda-Gutierrez*
Celia Polo-Rambal*

ABSTRACT

School dropout has become a recurrent phenomenon in institutions worldwide, awakening the interest of researchers in knowing its causes and possible solutions to ensure student retention, being aware of the individual and social impact that low schooling has on the development of communities. Therefore, the objective of this study is to implement a ludic-pedagogical strategy for the academic improvement of 6th grade students of the IETD San José de Sitionuevo. The methodology was based on the qualitative approach of action-research type, making use of the pre-test - post-test in the collection of information through field diaries and semi-structured interviews. The participating sample consisted of 60 6th grade students, 3 teachers of the institution and 15 parents. The main results point out the lack of motivation, low school performance and few support networks in the classroom as negative elements related to school dropout. The findings that were presented show how pedagogical strategies that make use of play in teaching, manage to strengthen each of the difficulties that this study found.

Keywords: Neuromarketing, internationalization, services hotels.

* Master, IETD San José de Sitionuevo, Bogota Colombia, libardomendoza@gmail.com <https://orcid.org/0000-0002-3714-5663>

* Master, IETD San José de Sitionuevo, Bogota Colombia, catalinamiranda@gmail.com <https://orcid.org/0000-0002-3049-932X>

* Master, IETD San José de Sitionuevo, Bogota Colombia, celiapolo@gmail.com <https://orcid.org/0000-0002-7251-5391>

JOURNAL OF BUSINESS
and entrepreneurial
studies

ISSN: 2576-0971



Atribución/Reconocimiento-NoComercial- CompartirIgual 4.0 Licencia Pública Internacional — CC

BY-NC-SA 4.0

<https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode.es>

Journal of Business and entrepreneurial
January - March Vol. 7 - 1 - 2023
<http://journalbusinesses.com/index.php/revista>
e-ISSN: 2576-0971
journalbusinessentrepreneurial@gmail.com
Receipt: 19 May 2022
Approval: 12 November 2022
Page 35-43

RESUMEN

La deserción escolar se ha convertido en un fenómeno recurrente en las instituciones a nivel global, despertando el interés de los investigadores en conocer sus causas y posibles soluciones que permitan garantizar la permanencia estudiantil, siendo conscientes del impacto individual y social que acarrea la baja escolarización para el desarrollo de las comunidades. Por lo anterior el presente estudio tiene como objetivo implementar una estrategia lúdico pedagógica para el mejoramiento académico de los Estudiantes de grado 6° de la IETD San José de Sitionuevo. La metodología se basó en el enfoque cualitativo de tipo investigación-acción, haciendo uso del pre test – post test en la recolección de la información por medio de diarios de campo y entrevistas semiestructuradas. La muestra participante estuvo conformada por 60 estudiantes del 6°, 3 docentes de la institución y 15 padres de familia. Los principales resultados señalan la falta de motivación, bajo rendimiento escolar y pocas redes de apoyo en el aula como elementos negativos que se relacionan con la deserción escolar. Los hallazgos que se presentaron dan muestra de como las estrategias pedagógicas que hacen uso de la lúdica para la enseñanza, logran fortalecer cada una de las dificultades que el presente estudio encontró.

Palabras clave: Neuromarketing, internationalization, services hotels.

INTRODUCTION

Education is one of the pillars that has been consolidated over the decades as the driving force and ideal stepping stone for the achievement of personal, professional and even social goals, because through these spaces of knowledge acquisition, citizens are forged who one day will be precursors of change and community development; however, some internal and external conditions to the individual trigger counterproductive decisions for this, such as the decision to drop out of academic institutions.

This school dropout is undoubtedly one of the major concerns of educational institutions today, leading them to a constant study of the variables that determine this choice and those effective alternatives that guarantee the retention of the student body (Cueto et al., 2020; Zepeda, 2020 and Ruiz-Ramírez et al., 2020).

In Colombia, the Ministry of National Education (MEN) (s.f) defines dropout "as the abandonment of the school system by students, caused by a combination of factors

generated both within the system and in social, family, individual and environmental contexts". Only for the year 2020, according to the MEN, there was a withdrawal of 102,880 girls and boys at national level, representing 1.1% of the enrollment, so the country's need to know the factors that originate such actions becomes more acute.

It is precisely in the attempt to respond to these problems that research is developed (Carhuaz and Yupanqui-Lorenzo, 2020; Guerrero, 2018; Tocora-Lozano and García-González, 2018) that allowed giving an overview of the factors that in the Colombian territory represent the greatest risk predictor for school dropout, highlighting in a large part of them the causes of low motivation, low school performance, poor parental accompaniment and few interpersonal relationships in classrooms or educational environments in general.

From there arise lines of knowledge that focus on the motivational components of the student body in educational institutions (González Castro et al., 2021 and Albarrán-Peña, 2019) which have found that this is an internal factor that generates in a global way in people the impulse to achieve their objectives and persist in the pursuit of these goals, more specifically in students to continue their academic training, and to be interested in the learning that the academy provides to the student body.

Motivation then becomes undoubtedly one of the essential processes to which the strategy that the teacher should aim to develop within their classrooms, taking as a premise that when motivation is active within the student receiver of information, the knowledge acquired by this, will be significant and constant; since if, on the contrary, the student lacks motivation to attend classes, receive new tasks, learn new things and so on, his school performance will reflect this with low grades that are recurrent in populations with these negative characteristics (Usán-Supervía, and Salavera-Bordás, 2018; Prieto-Andreu, 2020).

Now, when it establishes that school dropout is linked to motivational factors, which influence school performance, and that school performance is a predictor of whether or not students drop out, the role of the teacher becomes the crucial means through which the desire of students to continue their education will be enhanced, achieving this with the help of pedagogical and playful strategies that become indispensable tools in the design and delivery of knowledge in the classroom.

According to Díaz-Barriga and Hernández (2002), pedagogical strategies are the tools used by the teacher to promote meaningful learning for students, i.e., they are the way in which the knowledge that the tutor has as a basis is received by the student to connect with his previous knowledge or build new conceptual connections, but this is not done in a unidirectional way where the student is a passive receiver, but is an active agent in the construction of the knowledge he acquires.

On the other hand, this same author points out that it is too complicated to define or stipulate a single type of strategy that is effective for all contexts, ages, academic areas and others, since it is based on knowing the specific requirements of the class group, so that it is possible to develop strategies that adapt to them and strengthen their skills and competencies. This is where the teacher's level of analysis and the observation he/she

carries out on his/her students, fulfills clear purposes that guarantee to a great extent an optimal performance in the classroom.

Therefore, despite the fact that there is no predetermined or standardized strategy for any context, playfulness, which consists of teaching through play, has shown significantly positive results in terms of meaningful learning and increased school motivation, elements that play a crucial role in the current research project, as stated by Silva (2004), whose research results corroborate that pedagogical strategies designed and adapted in an effective way to the context to be applied, generate positive transformations in learning and school environment.

It is for all of the above that not only consolidates the need to know and investigate the factors that trigger school dropout in the population under study, but also justifies the design and application of recreational strategies aimed at counteracting those results that are given in light of the first phase of identification proposed.

The objective of this research was to design and implement a ludic pedagogical strategy through which to contribute to the reduction of school dropout among 6th grade students of the IETD San José de Sitionuevo.

MATERIALS AND METHODS

This research was conducted under a qualitative action research approach (Hernández-Sampieri et al., 2014). The participant sample consisted of 60 students from the 6th grade of the IETD San José de Sitionuevo, whose ages ranged from 10 to 14 years old, 3 teachers from the institution and 15 parents who voluntarily agreed to participate. The collection instruments were field diaries and semi-structured interviews with focus groups, being these collection methods typical of qualitative research (Hernández-Sampieri et al., 2014). The information was collected in two moments (pre-test - post-test), in a first moment where the factors causing desertion in the institution were identified, and another moment after the application of the designed strategy.

RESULTS

Taking into account that the data collection took place in two moments (pre-test-post-test), the results obtained will be presented in that order, being presented first the results of the pre-test in all the participating groups with the different instruments used, and then the post-test that was carried out at the end of the application of the designed strategy.

Then, in relation to the focus group of parents who participated in the semi-structured interview, different categories could be evidenced that were the result of axial categorization using the emerging categories of their responses. Thus, the first category found was "a lot of leisure time on TV", which according to studies such as that of Zapata-Laman et al. (2021) is associated with low performance within the student community, and when a student spends his time outside the institution on electronic devices under purely entertainment activities, the space he will give to the fulfillment of

his homework assignments will be left to the last minute or he will not perform them adequately.

A second category found corresponded to the accompaniment that parents perceived that they granted to their children in relation to school, being "good accompaniment" the main category for this case, this undoubtedly favors the implementation of strategies for the permanence of students (Lizarazo et al., 2019), so the efforts of the parent or caregiver, could be linked to the efforts made by the institution, thus giving positive elements to face the general panorama presented.

On the other hand, upon inquiring into the categories that emerged from the interviews with teachers of the institution, it was found that in the first place the "lack of motivation" stood out for its repeated appearance in the teachers' answers as one of the factors that could be perceived in the students, which undoubtedly generates the need to address and work properly this problem, since it is widely reported by some research (González Castro et al., 2021; Usán Supervía and Salavera Bordás, 2018) that motivation plays a crucial role in the learning process and the student's desires to achieve individual and collective goals within the educational enclosure.

Similarly, the category of "school performance" emerged, which was directly related to academic performance in "reading comprehension", this is because students presented a poor level of reading comprehension, causing regular or failed grades in most subjects, thus generating low school performance that becomes a predictor of dropout in institutions as has been evidenced in other research that relate these variables to each other significantly (Ibarra, 2020; Lozano and Maldonado, 2019).

Another category was "support bases", where teachers considered that there was a lack of this element, due to the lack of relationships that some students had with their peers, not only in the classroom, but also in recreational areas such as the breaks they were given. This may be seen by some teachers or managers as a minor problem, if it is considered a problem at all; however, it has been shown that the existence of support networks within the institutions strengthens confidence, school performance and decreases the annual withdrawal rate (Pianchiche López, 2019).

Finally, it was found in the interview applied to teachers, that "pedagogical strategies" were also a significantly recurrent category in the results obtained, being considered by them as the ideal way to impart knowledge within the institution, ensuring an effective and permanent reception of the elements taught to students, because the pedagogical strategies as mentioned by Diaz-Barriga and Hernandez (2002) are useful tools to transmit the conglomerate of knowledge to the population groups of the institutions, allowing the use of games and other activities as a creative and playful way of learning.

Regarding the field diary, the main results that were found allowed observing their relationship with the different academic areas taught in the institution and the attitudes they have towards them, being evident a higher motivational level before the area of education and sports through which they manage to perform different games that keep them active and concentrated in class hours; however, in subjects such as Spanish, their performance is not only lower in terms of their grades, but also in terms of their

commitment itself, participating less and responding little to their obligations. According to other authors, this problem may be a consequence of the low reading comprehension of the students, which is the reason why they are not very interested in participating or developing the activities (Ibarra, 2020).

Taking into account each of the problems evidenced in the first collection of information, a playful strategy was designed to respond to these findings, aiming not only to strengthen the student's reading comprehension, but also the communication in the classroom between students and student-teachers, thus increasing the motivation for learning and the activities that take place in the school environment so that the academic performance would be optimal, which would result in student retention and educational quality.

Once the strategy was ready and applied following each of the steps proposed for it, we proceeded to a final collection of information through a field diary with students and a semi-structured interview with the same group of teachers, finding encouraging and consistent results with each of the antecedents expressed throughout the research work that support this new information.

In this way, it was evidenced that the teachers, after the implementation of the ludic strategy, noticed in the students different elements that they consider crucial for school permanence, starting with "teamwork", which was fostered thanks to the ludic activities developed that required constant interaction with peers within the classroom, in order to achieve common goals. Likewise, it was shown how "meaningful learning" was more evident given the additional motivation they had with the completion of the challenges posed in the topics that were addressed, strengthening the other element found "confidence", not only in themselves, but in their peers and teachers, as they felt confident with their answers and with the closeness they could have to express their ideas and concerns.

CONCLUSIONS

School dropout is a problem that has raised alarms in many educational institutions, due to the recurrence with which students are making this decision that affects and decreases the chances of a personal, professional and social quality of life, so the IEDT San José de Sitionuevo seeking to contribute to the solution of this obstacle of both other institutions and its own, raised its goal of reducing school dropout through the playfulness implemented to the teaching processes of the classrooms of 6th grade.

It was found that motivational factors, reading comprehension and school performance are potential causes of student desertion, which opens the way to new strategies that are also implemented transversely in the academic areas of the institutions, while strategies that students make part of their daily life even in recreational places arise.

Similarly, the strategy designed and applied to the student group, provided favorable results that ratify the way in which games are an ideal tool when involving students in their teaching process, enhancing a diversity of skills and abilities in them.

REFERENCES

- Albarrán-Peña, J. (2019). *Student dropout at the Universidad de Los Andes (Venezuela). Educación y humanismo*, 21(36), 60-92. DOI: <https://doi.org/10.17081/eduhum.21.36.2806>
- Carhuaz, E. O., & Yupanqui-Lorenzo, D. (2020). *School violence and family functionality in adolescents at risk of dropping out of school*. *UCSA Scientific Journal*, 7(3), 3-13. <http://revista-ucsa-ct.edu.py/ojs/index.php/ucsa/article/view/42>. <http://revista-ucsa-ct.edu.py/ojs/index.php/ucsa/article/view/42>
- Cueto, S., Felipe, C., and León, J. (2020). *Predictors of school dropout in Peru*. *Análisis & Propuesta*; 52. Retrieved from: <https://hdl.handle.net/20.500.12820/597>
- Díaz-Barriga, F and Hernández, G. (2002) *Estrategias Docentes para un Aprendizaje Significativo: una interpretación constructivista*. Editorial. Mc Graw Hill. México, D.F.
- González Castro, I., Vázquez García, M. A., & Zavala Guirado, M. A. (2021). *Demotivation and its relationship with academic and psychosocial factors in university students*. DOI: <http://dx.doi.org/10.19083/ridu.2021.1392>
- Guerrero, S. C. (2018). *Characterization of attrition at the Universidad Pedagógica y Tecnológica de Colombia during the period 2008-2015*. *Revista Lasallista de investigación*, 15(1), 16-28. DOI: <https://doi.org/10.22507/rli.v15n1a2>
- Hernández-Sampieri, R., Fernández, C and Collado, M. (2014). *Metodología de la investigación*. Editorial Mc Graw Hill. México, D.F
- Ibarra, C. D. D. L. Á. M. (2020). *Reading comprehension and school performance*. *Revista Boletín Redipe*, 9(1), 121-131. DOI: <https://doi.org/10.36260/rbr.v9i1.900>
- Lizarazo, A. M. M. M., Pico, D. C. P., and Reyes, L. A. P. (2019). *Influence of parental accompaniment on the academic performance of 5th grade students of the Carlos Toledo Plata school headquarters F-INEM in Bucaramanga*. HAL. Retrieved from: <https://hal.archives-ouvertes.fr/hal-02267130>
- Lozano Treviño, D. F., & Maldonado Maldonado, L. (2019). *Association between confidence and negative influence with academic performance as a trigger for dropout in high school education*. *RIDE. Iberoamerican Journal for Educational Research and Development*, 10(19). DOI: <https://doi.org/10.23913/ride.v10i19.552>
- Ministry of National Education. 07 February 2017 *School desertion*. Retrieved from: <https://www.mineduacion.gov.co/portal/secciones/Glosario/82745:DESERCION-ESCOLAR>
- Ministry of National Education. October 26, 2020. *We work as a team to prevent and mitigate the impact of COVID-19 on dropout in preschool, elementary, middle and higher education*. Retrieved from: <https://www.mineduacion.gov.co/1759/w3-printer-401634.html#:~:text=Seg%C3%BAAn%20the%20c%C3%A1lculations%20of%20the%20Ministry,enrollment%C3%ADcula%20total%20of%20the%20same%20period>.
- Pianchiche López, R. (2019). *Tools to promote good classroom climate and its impact on the academic performance of preschool children in a private school in Tumbaco (Bachelor's*

- thesis, Quito*). [Undergraduate thesis, Universidad San Francisco De Quito]. Retrieved from: <http://repositorio.usfq.edu.ec/handle/23000/8895>
- Prieto Andreu, J. M. (2020). *A systematic review on gamification, motivation and learning in university students*. 73-99. DOI: <http://dx.doi.org/10.14201/teri.20625>
- Ruiz-Ramírez, L. R., García-Vargas, M. de L. E., Molina-Ruiz, H. D., & Reyes-Ruiz, G. (2021). *Factors influencing school dropout*. TEPEXI Boletín Científico De La Escuela Superior Tepeji Del Río, 8(15), 1-5. <https://doi.org/10.29057/estr.v8i15.6440>
- Tocora Lozano, S. P., & García González, I. (2018). *The importance of the school, the teacher and the educational work in the attention to school dropout*. Varona. Revista Científico Metodológica, (66). Retrieved from: http://scielo.sld.cu/scielo.php?pid=S1992-82382018000300024&script=sci_arttext&tlng=en
- Usán Supervía, P., & Salavera Bordás, C. (2018). *School motivation, emotional intelligence and academic performance in compulsory secondary education students*. Actualidades en Psicología, 32(125), 95-112. DOI: <http://dx.doi.org/10.15517/ap.v32i125.32123>
- Zapata-Lamana, R., Ibarra-Mora, J., Henriquez-Beltrán, M., Sepúlveda-Martin, S., Martínez-González, L., & Cigarroa, I. (2021). *Increased hours of screen time is associated with poor school performance*. Andes pediátrica, (AHEAD), 92(4). DOI: <http://dx.doi.org/10.32641/andespediatr.v92i4.3317>
- Zepeda, M. D. L. Á. C. (2020). *School conflict as a risk factor in academic achievement and school dropout*. RedCA Journal, 3(7), 82-100. DOI: <https://doi.org/10.36677/redca.v3i7.14703>