



Causes of student failure in the economic-administrative areas at the Autonomous University of Sinaloa.

Esteban Otoniel Moreno López¹

¹ Faculty of Economic and Administrative Sciences, Autonomous University of Sinaloa

Esteban Otoniel Moreno López, otoniel@uas.edu.mx

Abstract. The aim of this paper was to understand the phenomenon of failure, as a diagnosis, considering the scientific, social, and academic condition of the research. The dimensions and links of educational theories in their different variables such as teaching-learning that are related to teaching practices are also considered.

Qualitative methods and techniques were used with students of the economic-administrative area of the Autonomous University of Sinaloa.

Nowadays, for any society, the performance, and good results of the national education system, including higher education, are of vital importance. For this reason, it is necessary to carry out studies related to the factors that affect the failure rate, since it is necessary to strengthen the information systems to develop an adequate strategic planning and thus generate strategies for improvement and increase the terminal efficiency.

Hypothesis The causes of the limitations such as the failure rate of professional level students in the economic-administrative areas at the Autonomous University of Sinaloa are related to the effects of the traditional methodology, where the evaluation process stands out without reconsidering the results and a teaching-learning process with limited student participation.

It was found that there are several causal phenomena of failure at the higher level, highlighting among these aspects of student, teacher, and institutional responsibility, so it is recommended that the university authorities address these problems from the aspects related to quality control programmes, such as: accreditation programmes, teacher training, attention to dropout, among others.

Keywords. failure, higher education, higher level.

1. Introduction

The causes of failure at the higher level of the Autonomous University of Sinaloa were studied, considering the need to propose strategies for academic efficiency in conditions of increased terminal efficiency.

Among the factors to be studied are the ways in which teachers teach classes, the evaluations of each subject (research, class tasks or activities, attendance and participation), these being the initial requirements or conditions of the failure indicators. An example of this is that universities in other countries, such as China, consider quality aspects to be important until students graduate and take their degree exams, as these represent and/or are synonymous with quality (Spector et al., 2020).

This study is a source of information for the school management team to make decisions and implement strategies that can inhibit the problem of failure in the economic and administrative areas,

which becomes a challenge for universities. In this regard (Diamantini et al., 2024) points out that mitigating problems related to quality indicators in universities is a challenge, because there are several problems related to this variable.

We have the basic background to understand the phenomenon of failure, as well as the problem statement, which includes the diagnosis, delimitation and research questions, the justification and scientific, social, and academic importance of this research is provided, as well as the presentation of objectives and finally the research hypothesis is presented.

The theoretical underpinning supports this research, as well as the conceptual framework developed to better understand the topics of the medium.

The method used contains the ways in which the information is to be obtained to know the reality of the phenomenon.

2. Methodological framework

Qualitative procedures are considered in the research.

The qualitative approach deals with the discourses around specific topics, in addition to the interpretation by relating ideological and cultural aspects. These forms refer to the natural conditions of the subject under study, in addition to the perceptions of the participants or protagonists of the phenomenon. In other words, citing Taylor and Bogdan (1984), the qualitative approach addresses points of view and perceptions (Raffino, 2020).

In this type of research, the informant's reality can be captured: reasoning, emotionality, culture, setting; participants are in a more present and direct connection (Fuentevilla 2018).

3. Predefined paragraph styles

Background. The problem of failure is the measurement and result of reduced achievement and inequity in learning. This phenomenon manifests the failure of the school project and the quality of education, which in the case of Mexico has led to discouraging indicators at the international level, according to the (Organisation for Economic Co-operation and Development [OECD], 2019).

The National Association of Universities and Higher Education Institutions (ANUIES) establishes in its guidelines the Tutoring Plan, for the best way to serve students and against increases in dropout, failure, in addition to the student backlog and thereby boosting terminal efficiency, to which universities have been devoting efforts in these programmes (UAS, 2022).

In this sense, and according to the same source, the Autonomous University of Sinaloa has had an Institutional Tutoring Programme since 2006, whose main objective is to reduce failure and dropout rates. All students have a group tutor and, when necessary, an individual tutor. In addition, there is the figure of [peer advisor], which oversees outstanding students who support their classmates with lower academic achievement or with failed subjects in order for them to recover in the extraordinary exam periods (UAS, 2022).

In the economic-administrative area of the Autonomous University of Sinaloa, the failure rate has ranged between 25% and 40% according to the self-evaluations of the Inter-institutional Committees for the Evaluation of Higher Education (CIEES) in the years 2000 to 2016; and the Accreditation Council for Administrative, Accounting and Related Sciences (CACECA) in the years 2008 to 2019. According to (Reddy, Sharma and Gupta, 2024) accreditation systems are a key point for the achievement of efficiency in universities, both in academic and administrative aspects. Likewise (Robinson et al., 2023) affirms that accreditation bodies are a milestone in defining the course of universities in their quest for quality education.

Corral and Díaz (2009) consider institutions among the main causes, as well as factors such as the curriculum and the administrative elements of the contents (Campos, 2018). For Rochin Berumen



(2021) there is a deficiency in the attention to quality indicators, including those related to phenomena such as failure, a problem that, he points out, must be addressed by universities. Abad García et al., (2023) argue that this problem is one of the most common in universities, as many students deal with it.

In a study by Saucedo, Herrera, Díaz, Bautista and Salinas (2014), they determined that the causes of failure include a lack of understanding of class explanations, as well as a lack of interest in the content of the subject studied and class procedures (Ramírez and Gallur, 2017). Other Latin American studies highlight the social and family context, classroom strategies, cognitive limitations, lack of student interest and vocational orientation problems. Abad García et al., (2023) mention that the main causes of failure are lack of study time, not doing homework and/or activities, inadequate teaching methods, as well as problems of inattention to academic activity due to giving priority to work situations.

In this way, failure has complex causes considering the variety of elements that drive it and are not only causes attributable to the student, as indicated in the previous paragraph.

The causes of failure are considered within economic, family, academic and institutional elements, giving the descriptive and interpretative category, considering the perceptions and experiences of the students, as protagonists of the process.

Functionalism theory. In the 1930s in England the functionalist theory was born, with the thinkers: Talcote Parsons, Robert Merton, Émile Durkheim, with the relevant dissemination by Bronislaw Malinowski (ethnographer) as one of the most active within this position, which proposes culture as a global and coherent construction (Alvarez, 2019).

Tutorial strategies coincide with the guided discovery method, which in the processes considers the participatory role of the learner, who, by getting involved, develops his or her own learning, in a way considered as learning to learn.

Learning in a process that contains information and is brought to an organisational level to establish a new form as a point of view.

Concepts: Reprobation: It is considered as an indicator the number of students who do not obtain adequate results in relation to knowledge determined in the educational programmes, so they are disposed to the repetition of the academic course (Secretariat of Public Education [SEP], 2008).

According to Valdez (1989:67), cited by (Ruíz, Romano and Valenzuela, 2006). Failing grade represents non-compliance with the academic requirements for accreditation.

Failure rate: It is the result of dividing the number of failed students by the number of students enrolled, multiplied by 100 (Universidad Autónoma de Sinaloa [UAS], 2006).

"Reprobar" originates from the Latin reprobare which is known as "to give for bad, without proof". So: the prefix re- (backwards, rejection) and probare (to test, examine, check) (Real Academia Española, 2019).

In 2018 a study in the Benemérita Escuela Normal Veracruzana "Enrique C. Rébsamen" (BENVECR), obtained:

In the period 2017-2018 the reprobation is addressed, considering the following figures by the SEP, (2018): 1.0% for Primary Education; for Secondary Education 5.3% and at the upper secondary level 13.2%. Considering this information, programmes are proposed to improve the problems of school dropout and terminal efficiency at different levels" (Gobierno de la República, 2013, p.124), after operating with these programmed activities, little significant achievements were presented. In higher education, the dropout rate is 6.8 % (SEP, 2018, p. 33).

In relation to the policies of recent decades with significant increases in investment in upper secondary and higher education, this has not led to a change in the quality of education, which corresponds to such investment. Technological education has increased with more infrastructure in workshops and laboratories, where enrolment has grown. Also in intermediate education, there was a boost with 35 high schools in the states at the end of the 1990s, increasing the absorption of secondary school students into high school. Even with these educational policies, there were important limitations at the end of the 20th century, with a 73% failure rate and a 46% dropout rate in upper secondary education, compared to 7.1% and 2.7% in primary and secondary education (SEP, SEIT: 1998).

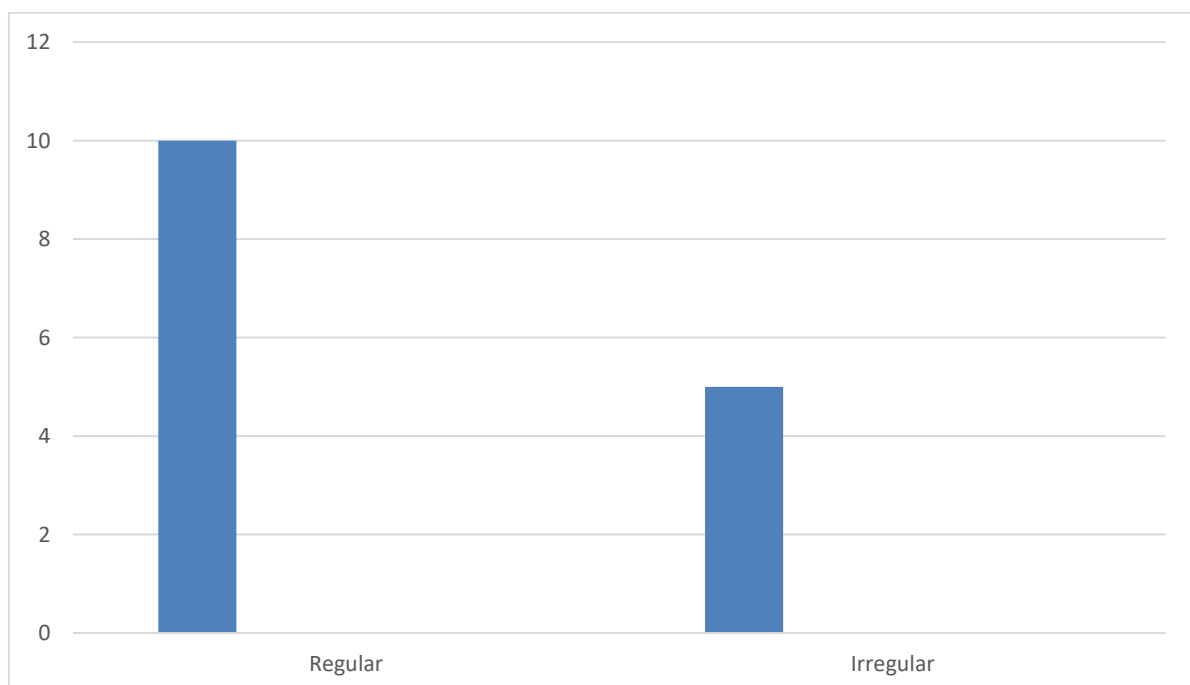
According to Guadalupe Cu Balan (2005), this is more common in the first semesters of study, as well as limitations in vocational orientation, lack of motivation and lack of knowledge of the baccalaureate. Similarly, according to Ramón Santiago et al. (2023), teaching skills in the use of technology limit the students' learning system, personal problems or illness, excessive work, among others, are problems that cause failure.

Looking deeper into the problem, it has been stated that the causes go beyond the classroom and can be considered more complex, since the economic, political and social context provides adverse elements that have an important impact. In these conditions, the National Development Plan (PND 1984-1994) identifies the need to work on the real causes of the issue to improve terminal efficiency and make efficient use of resources in the education sector. Similarly, according to the UAS ((Institutional development plan with a vision for the future 2025), hard work is being done to improve the conditions of students. Substantial activities include teacher training, improving the operation of programmes such as tutoring, professional internships, among others. Likewise, cultural movements such as gender equity have been generating important changes and with it the participation of women in different professions such as engineering, which leads to the conformation of relationships and student climate with greater diversity in the study spaces (UAS, 2021).

Espinoza García C. (2005) considers problems such as social origin and family dysfunctionality, socio-cultural origin that generates maladaptation to the environment; also, the lack of exclusivity in the study due to students who work, are married or have children prematurely; psychological problems: life plan and vocation in wrong options. In addition, those attributable to school performance: inadequate entry profile and lack of study habits; also, physical conditions such as health and nutrition.

4. Results

Figure 1. Attendance as a cause of failure.

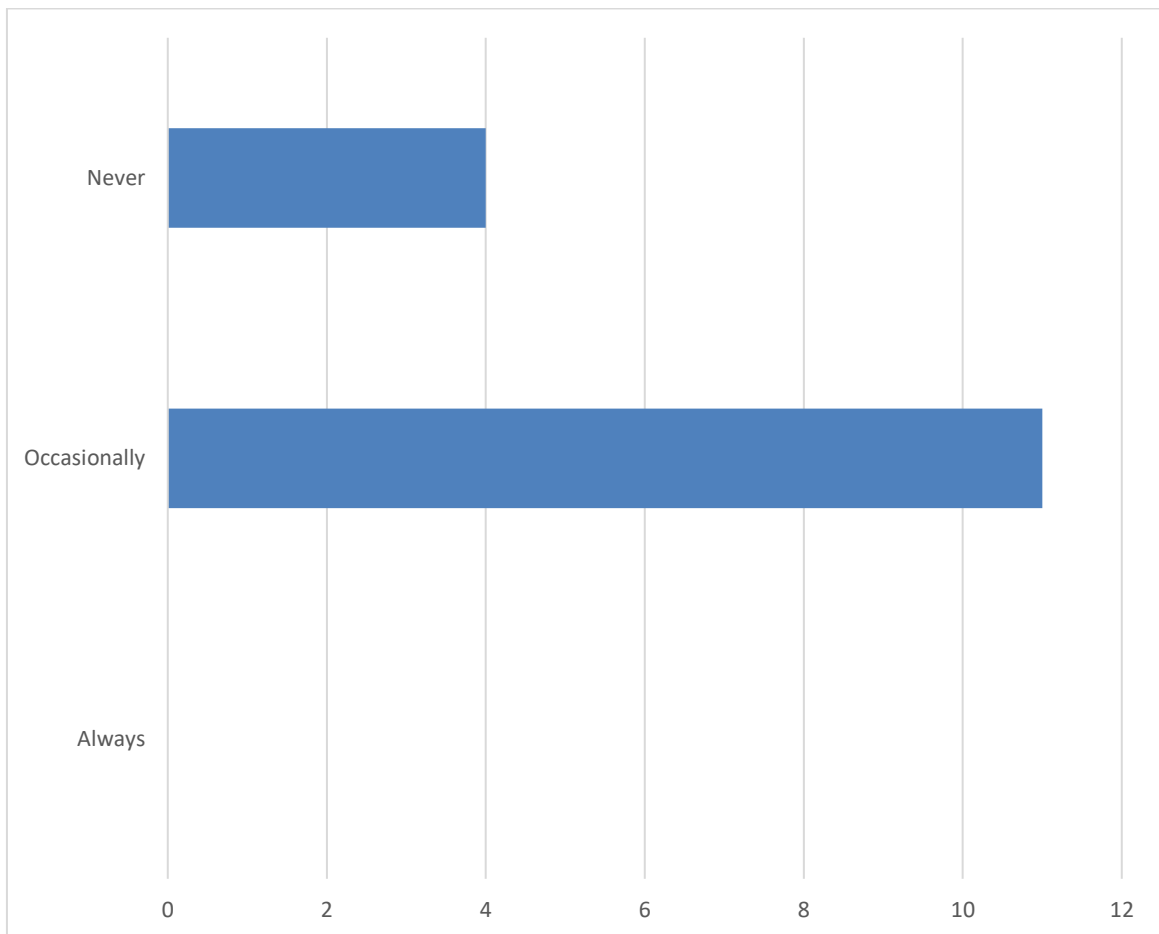


Source: own elaboration with information from the study

66.67% attends regularly and 33.33% attends irregularly. Attendance, as one of the factors in the evaluation, has a direct relationship with the process and its outcome. In a study by Castillo-Sánchez,

Gamboa-Araya, and Hidalgo-Mora, (2020) it was determined that one of the main causes of failure in universities is poor attendance by students. For Aguilar Hernandez and López Casas (2023), attendance is a formal factor that determines student performance, as well as a cause of failure.

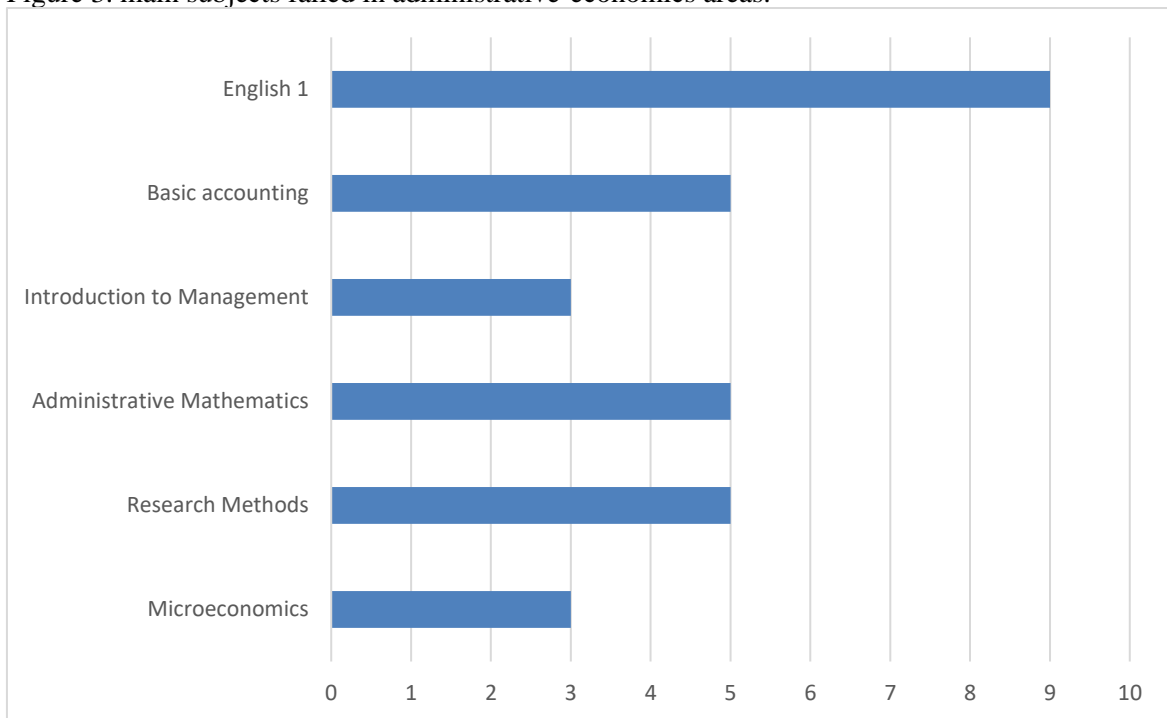
Figure 2. Activities and/or tasks as a cause of failure



Source: own elaboration with information from the study

In relation to the fulfilment of class activities, none of them said that they always fulfilled the class activities, 73.33% said occasionally and 26.67% said never. Therefore, the students who failed accept that they did not regularly comply with the activities carried out in class. For Hernández Gi (2023), the activities that students carry out (or fail to do), depending on their ability to engage with them, ultimately determine learning levels and the assignment of a pass or fail grade. In a study on academic performance in universities, Álvarez Huante (2020) considers that there are various factors that delimit levels of knowledge and school performance, including the student's failure to complete academic activities.

Figure 3. main subjects failed in administrative-economics areas.



Source: own elaboration with information from the study

In the economic-administrative areas, failure in administrative mathematics, English, research methods and basic accounting stand out. In this sense, as Ramón Santiago et al. (2023) point out, these types of subjects are among the main causes of student failure and dropout. Similarly, Martínez and Ortega (2011) state that there are phenomena that cause students to drop out of school, one of them being the failure of subjects.

Figure 4. Actors causing failure.





80% of the students said that, of them, none said that of the teacher and the remaining 20% said that of both (teacher and student). This makes it clear that students are aware of their responsibility when they fail.

In this sense, Martínez and Ortega (2011) argue in their studies that the lack of interest of teachers is a reason for problems in student performance and has a direct relationship with failure. Quintero Cordero et al. (2022) argue that teachers are a motivator for students to achieve good academic results.

In interviews with teachers about the main causes of failure.

Firstly, in relation to the students' distraction in class, the teachers state that: Most of them did not pay attention; they were very distracted; they spent their time playing on the phone and with friends.

Regarding compliance with class activities, the responses with the greatest agreement among the teachers were: Most of them did not comply with class activities:

Most of them did not comply with the activities; they did not work and interrupted others; they did not attend classes, therefore, by not being present they could not comply with the activities they had to do in class.

In relation to the causes of failure, the outstanding responses are: They are students who missed classes; when they attended, they did not participate in the activities that corresponded in each of the classes; distraction with the telephone; they did not pay attention or stay active in class.

5. Conclusions

As stated in the institutional justification section, for the Autonomous University of Sinaloa (UAS) in the economic-administrative areas, knowing and reducing the phenomenon of failure is of vital importance, so much so that the institution has policies, programmes and infrastructure in place to reduce failure rates and increase school efficiency, The Institutional Tutoring Programme (PIT) and its regulations, as well as the Tutorial Action Plan (PAT), departments such as the Student Support Centre (CAE), the department of school control and career managers, will be able to improve their operation with the results of this research.

All students have a group tutor and students with problems have an individual tutor and/or a peer tutor. In addition, they are supported by the CAE and other programmes such as the Programme for Attention to Diversity (ADIUAS). Unfortunately, despite all these programmes, the reality is that some students, for various reasons, continue not to fulfil their responsibilities as students and therefore fail some subjects.

The most outstanding within the study of the causes of failure in these areas are the non-fulfilment of responsibilities. There is non-attendance at classes, failure to carry out the activities corresponding to each subject and limited compliance with homework in due time and form. There is a high level of distraction.

In the opinion of the failed students, most of them accept their lack of commitment and responsibility in the subjects they failed to pass, and very few say that it was a shared responsibility with the teacher.

The students accept that they deserve the grade they got and are therefore aware that if they want to make up for these subjects, they will have to fulfil their responsibility in extraordinary exams or, in the worst case, by taking the subjects again.

References

- [1] Abad García García, M.I., Castro Hernández, K.A., Lucas Sebastián, M., Martínez Díaz, N. and Santes Bastián, M. del C., 2023. Causas de reprobación en alumnos de una facultad de la

- Universidad Veracruzana. Revista Biológico Agropecuaria Tuxpan, [online] 10(2), pp.52–62. <https://doi.org/10.47808/revistabioagro.v10i2.424>.
- [2] Aguilar Hernández, N.I.; López Casas, N. Prevención de La Reprobación Escolar En El CCH Desde La Perspectiva Estudiantil y Docente; 2023;
- [3] Álvarez Huante, C.G. Rendimiento Académico En Estudiantes Universitarios. Rev. Relep - Educ. y Pedagog. en Latinoamérica 2020, 1, 16–23, doi:10.46990/relep.2019.1.3.398.
- [4] Campos, B. (2018). Factores pedagógicos que inciden en la reprobación, en voz de los estudiantes normalistas. Benemérita Escuela Normal Veracruzana Obtenido de <http://is.uv.mx/index.php/IS/article/view/2584/4481>
- [5] Castillo-Sánchez, M., Gamboa-Araya, R. and Hidalgo-Mora, R., 2020. Factores que influyen en la deserción y reprobación de estudiantes de un curso universitario de matemáticas. Uniciencia, [online] 34(1), pp.219–245. <https://doi.org/10.15359/ru.34-1.13>.
- [6] Diamantini, C., Genga, L., Mircoli, A., Potena, D. and Zannone, N., 2024. Understanding the stumbling blocks of Italian higher education system: A process mining approach. Expert Systems with Applications, [online] 242, p.122747. <https://doi.org/10.1016/j.eswa.2023.122747>.
- [7] Fuentevilla, F (03 de febrero de 2020). Ventajas y desventajas de la investigación de mercados cuantitativa. Obtenido de <http://ideasfrescas.com.mx/ventajas-de-desventajas-la-investigacion-mercados-cuantitativa/>
- [8] Fuentevilla, F (03 de febrero de 2020). Ventajas y desventajas de la investigación de mercados cuantitativa. Obtenido de <http://ideasfrescas.com.mx/ventajas-de-desventajas-la-investigacion-mercados-cualitativa/>
- [9] Hernández Gil, C., 2023. Entre narrativas y representaciones sociales, estudiantes de Colombia reflexionan sobre la reprobación escolar. Foro Educativo, [online] (41), pp.137–170. <https://doi.org/10.29344/07180772.41.3504>.
- [10] Martínez, J. and Ortega, A., 2011. La problemática actual de la deserción escolar, un análisis desde lo local. Biblioteca.utec.edu.sv, [online] 0(0), pp.1–112. Available at: <https://bit.ly/3LngrT3%0Ahttp://biblioteca.utec.edu.sv/siab/virtual/elibros_internet/55796.pdf>.
- [11] Organización para la Coperación y Desarrollo Económico [OCDE]. (04 de junio de 2019). Organización para la Coperación y Desarrollo Económico. Obtenido de <http://www.oecd.org/educación>
- [12] Plan de desarrollo institucional con visión de futuro 2025.UAS.
- [13] Plan Nacional de Desarrollo (PND) 2013-2018.Gobierno de la República (2013). México. Obtenido de: <http://pnd.gob.mx/>
- [14] Quintero Cordero, Y.J., Bustillos Peña, M.A., Poenitz, A.V. and Molina Prendes, N., 2022. Motivación: metas, expectativas y valores-intereses en relación con el aprendizaje en adolescentes ecuatorianos. RHS-Revista Humanismo y Sociedad, [online] 10(1). <https://doi.org/10.22209/rhs.v10n1a06>.
- [15] Ramón Santiago, P., García Martínez, V., Aquino Zúñiga, S.P. and Silva Payró, M.P., 2023. La deserción escolar de estudiantes universitarios. perspectivas y propuestas desde los propios actores.
- [16] Raffino María Estela (12 de febrero de 2020). Cómo citar: "Método Cuantitativo". Concepto.de. Obtenido de <https://concepto.de/metodo-cuantitativo/>.
- [17] Ramírez, L. y Gallur, S. (2017). La perspectiva socio-cultural como modelo teórico de análisis de la reprobación académica en Educación Superior. Revista científico Pedagógica Atenas, 2(38), 1-17. Obtenido de: <https://www.academica.org/leticia.ramirez/10.pdf>
- [18] Real Academia Española. (03 de junio de 2019). Real Academia Española. Obtenido de <http://dle.rae.es/?id=W4s5Ehb>

- [19] Reddy, J.S., Sharma, R. and Gupta, N., 2024. The accreditation paradigm: a comparative analysis of accreditations for management programmes. *International Journal of Educational Management*, [online] 38(1), pp.73–95. <https://doi.org/10.1108/IJEM-05-2023-0250>.
- [20] Robinson, J.D., Petrelli, H., Adams, M.L., Baker, L.B., Cone, C., Dhing, C., Grant, A., Hardy, Y. and Parker, D., 2023. PharmD Education Program Diversity, Equity, & Inclusion: Aligning Accreditation, Curricula, and the Oath. *American Journal of Pharmaceutical Education*, [online] 87(11), p.100565. <https://doi.org/10.1016/j.ajpe.2023.100565>.
- [21] Rochin Berumen, F.L., 2021. Deserción escolar en la educación superior en México: revisión de literatura. *RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, [online] 11(22). <https://doi.org/10.23913/ride.v11i22.821>.
- [22] Ruiz, N., Romano, C., y Valenzuela, G. (2006). “Causas de reprobación vinculadas a las características de los estudiantes de la Licenciatura de Filosofía de la BUAP”, *Revista de la Facultad de Filosofía y Letras Graffylia*, 4(6, 150-155). Obtenido de: <http://www.filosofia.buap.mx/Graffylia/6/150.pdf>
- [23] SEP (2018) Principales Cifras del Sistema Educativo Nacional 2017-2018. Dirección General de Planeación, Programación y Estadística Educativa. México. Obtenido de: https://www.planeacion.sep.gob.mx/Doc/estadistica_e_indicadores/principales_cifras/principales_cifras_2016_2017.pdf
- [24] Spector, N., Silvestre, J., Alexander, M., Martin, B., Hooper, J.I., Squires, A. and Ojemeni, M., 2020. NCSBN Regulatory Guidelines and Evidence-Based Quality Indicators for Nursing Education Programs. *Journal of Nursing Regulation*, [online] 11(2), pp.S1–S64. [https://doi.org/10.1016/S2155-8256\(20\)30075-2](https://doi.org/10.1016/S2155-8256(20)30075-2).
- [25] UAS, 2021. Plan de Desarrollo Institucional Con Visión de Futuro 2025; Culiacán, Sinaloa.
- [26] UAS, 2022. Programa Institucional de Tutorías UAS 2022, 1–97.
- [27] Universidad Autónoma de Sinaloa. (2019). Facultad de Ciencias Económicas y Administrativas, Programa de Acción Tutorial. Guasave: FCEA, UAS.
- [28] Universidad Autónoma de Sinaloa. (2013). Misión, Visión y Valores. Culiacán, Sinaloa, México: UAS. Obtenido de <https://www.uas.edu.mx/nuestra-universidad/mision-vision-y-valores>
- [29] Universidad Autónoma de Sinaloa. (2006). Programa Institucional de Tutorías. Culiacán, Sinaloa, México: UAS.