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Comparative Education, Teacher Training, Education Policy, Social Inclusion and Child Psychology

Volume 7

Editors

**Nikolay Popov, Charl Wolhuter, Bruno Leutwyler,
Marinela Mihova, James Ogunleye, Zafer Bekiroğulları**

Bureau for Educational Services

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DESCRIPTIVE STUDY OF THE FACTORS THAT IMPACT NEGATIVE
ON THE ACADEMIC QUALITY OF DEGREE AND PROFESSIONAL
ASSOCIATES: A VIEW FROM THE UAEH'S PUPILS PERCEPTION

Summary

This research report is a partial description of the study entitled "Improvement of the educational quality and the integral training of students to incur on their academic performance, which took place at the Universidad Autonoma del Estado de Hidalgo (UAEH) during 2008 and specifically consists on showing part of the institutional survey results to determine the students opinion regarding academic problems in their degree education programs and associate professional (EICOAPA-IJAEI-I). The section pointed out in this report refers to the student perceptions about the learning, teachers, contents, tutorial, English, use of new technology, school climate, general problems and satisfaction degree assessment with the training received.

Keywords: Academic quality, academic problems, students' satisfaction.

1. STUDY DESCRIPTION

In higher education, certainly in research evaluations conducted to obtain information about educational programs, the improvement is the common denominator between the purposes and the most important subject is the student because this is the one who receives the teachers action. the impact of the contents, the role of the academic organization, the influence of school climate, the effects of evaluations, mentoring, use of new technologies and learning of foreign languages. to name some elements; situations that while shared with teachers and other employees. it is he who in the exercise of his profession, will have to show its internalization, the level of competition achieved, his abilities, skills and values, in general we can say that the school helped him to structure.

Therefore, as part of a macro project called "Improvement of the educational quality and the integral training of students to influence the academic improvement". an assessment was designed to explore the opinions that students from educational programs (EP) from degree and associate professional registered in the UAEH, have regard to the elements that in their school careers may impact their academic performance, be cause of low, hinder the degree or influence the ease or difficulty of facing certain subjects of EP, which was called: EICOAPA-UAEH.

1.1. Methodological design

This is an exploratory study of court essentially quantitative seeking the views of students, of second semester onwards, with respect to the following:

-Difficulty to face certain subjects depending on the career.

- Reasons for failure.

First semester students were excluded because they are not yet completed any semester and do not have grades to be described.

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-Causes low.

- Difficulty to degree.

- Assessment of learning.

- Teachers.

- Contents.
- Tutorials.
- English.
- Use of new information technologies and communication.
- School climate.
- General issue general per career
- Satisfaction with the training received for future professional life.

For this, it was designed an instrument rating, which was based on personal interviews with students at the UAEH, asking among 150 students located as in institutes as in superior colleges, compared to 13 points above. Subsequently, the instrument was subjected to trial by experts from the academic area of educational sciences, which were corrected seven of the 16 questions that make up for a final version, which climbed into the Network to UAEH with the objective that students answered easily from their Dependences on Higher Education (DHE) from October 18 to October 2008.

1.2. Sample description

In Table I are presented the DHE's from the UAEH, with its second semester enrollment onwards, the percentage represented in the sample for each one and the number of students who completed the assessment instrument, so, the sample of 3388 students represents a 21.19% of all students in the second semester onwards.

Table I. Sample and comparisons with the population by with DHE and PPEE.

DHE	PPEE	%	%	%	2nd semester
343					
PPEE	not	Enrollment	from		
11					
included					
onwards	population	applied	applied	sample	
SSSAHAGUN	3	251	1.48	207	82.47 5.8
ICAP	4	414	2.45	227	54.83 6.3
SSTIZAYUCA	2	319	1.88	160	50.16 4.5
SSTLAHUELILPAN	3	1544	3.21	247	45.40 6.9
SSTEPEJIDEL RIO	2	155	0.92	44	28.39 1.2
ICEA	7	3,648	21.55	1,015	27.82 28.3
ICSA	6	1,343	20.27	802	23.37 22.4
SSHUEJUTLA	3	530	3.13	100	18.87 2.8
IA	4	378	2.23	59	15.61 1.6
ICSHU	8	4,694	15.91	416	15.44 11.6
ICSI	13	2,206	18.94	311	9.70 8.7
SSACTOPAN	3	3,212	7.16	0	0.00 0
SSZIMAPAN	2	2,146	0.86	0	0.00 0
TOTAL UAEH	60	13,929	100.0	3,588	21.19 100.0

SOURCE: Monitoring the EICOAPA-UAEH. October 2008. UAEH: Mexico

ES- Escuela Superior (in Spanish): Superior School (SS)

With this information it was possible to deliver valid information for 47 EP whose sample was higher than 5%, that is to the 78.3% of the EP from the UAEH; in 13 EP (21.7%) were not sufficient data, as their samples are under 5%.

The population of students enrolled in associate professional registered in second semester onwards in UAEH is 16,929 students in the study sample is 3588.

In a review in the distributed sample by Academic Areas (AA), which were broken over from psychology to 9.3%, administration 8.4%, SS from Tlahuelilpan 6.9%, tourism 6.3%, education and the SS from Sahagún both with 5.8%, agroengineering 5.7% and medicine 5.5%.

In analyzing the sample for the semester the student was enrolled at the time of answering the questionnaire, we can see that most are in the fifth semester (18.9%) but the sample is equally distributed among the students from fourth to ninth semester. Those processed tenth (0.5%) are few because most careers are of eight or nine semesters. Only 12.6% attend second or third semester, which means that most have enough experience to be able to

answer the questionnaire with more certainty.

Regarding the distribution of the sample by gender, 64% are women and 36% men, although the distribution of enrollment in the UAEH majority is female, differs in some points with the sample.

Finally, the sample can be analyzed by the number of subjects failed the student has accumulated throughout his career. By law when a student reaches 10 failed causes the low of the student, so the maximum number is that (0.2% of the sample). The greater ranges 43.3% of students don't have failed subjects and even 82.2% move in the range of zero to three.

Semester in process Frequency Percentage

2	196	5.5
3	254	7.1
4	557	15.5
5	673	18.8
6	459	12.8
7	635	17.7
8	364	10.1
9	432	12.0
10	18	0.5
Total	3,588	100.0

SOURCE: EICOAPA-UAEH. October 2008.
UAEH Mexico.

Table 2. Distribution of the sample by semester.

2. RESULTS

2.1 Descriptive analysis of the various elements that diminish academic quality of degrees

11.4% - Classes don't correspond which is evaluated.

21.0% - Personal situations influence teachers more than knowledge.

31.7% - Students don't take part on the assessment, only teachers.

35.8% - Teachers don't know how evaluate; they don't assign notes really correspond with our learning.

Regarding the main problem at the career relating to assessments, responded option with 35.8% is that teachers do not know how to evaluate assign ratings, but not in relation to student learning, 21% so concerned. significant 31.7% indicates that is a problem that themselves do not participate in

their assessments, that just teacher do it, which is also a situation of transparency.

Notably, 11.4% refer to the serious problem that classes do not correspond with what is assessed.

Las clases no corresponden con lo que se evalúa
En los profesores influyen más las situaciones personales que los conocimientos
Los alumnos no participan en la evaluación. sólo los profesores
Los profesores no saben evaluar. no asignan calificaciones que realmente corresponda con nuestro aprendizaje

In the second term describes what students think about how they assess learning, as shown in Figure 2 (Way of assessment of learning at the career), the majority response is "good (bien)" with 55% followed by 39% which considered that is "regular".

Bien Regular Muy bien O Muymal O

3% 3%

345

39% 55%

Gráfico 2: Forma de evaluación de los aprendizajes en la carrera

Another element discussed was the problem, which in the opinion of members of the sample (see Figure 3), show teachers and students refer again. 85% other questions, the inability of teachers to impart proper classes (33.4%). This is the main problem, followed by the teachers have too many classes and it does not allow them to devote sufficient time to their students (21.7%), the ... dm..

UAEH and other institutions, is directly reflected in the low quality of files

11.3% refer to the problem of not mastering the subjects they teach. Of them, more income for teachers taking the materials to them, thinking that our time ..

1
dominate them. 9.6% think that teachers do not understand the students, looking at the opinion of the sample did not have enough didactic-pedagogic knowledge is likely to be equipped psychopedagogical to understand reality and way of being learn from their pupils. Other results in this category show that in the opinion of respondents, 7.5% of teachers do not give importance to their teaching work. 6.4% did not know to assess learning, 5% lack of professional and teaching experience and 2.4% do not even know the career where she works.

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5.0

Figure 3. Main problem presented by the teachers.

With regard to the problem that presents contents (see Figure 4), students refer almost the same proportions to the two main drawbacks, the first is that they are too large (36.5%) and the second are little dated (35.1%), this situation had been noted in other questions. 16.3% refer to contents that are repeated on different subjects and even, by some written responses are taught in contradictory ways. 6.4% indicate that contents are very difficult, a number of factors fall into this, as the previous 'poor', cognitive structure of students, the inefficiency of the teaching faculty and inappropriate academic organization of contents. This according to the views of the students.

It is noteworthy that 5.6% of students in the sample reported that contents are poorly related to the career, either because the teacher approached from another perspective, because the student fails to identify the relationship or because they really are decontextualised contents.

Son poco actualizados, 35.1
Están poco relacionados con la carrera, 5.7

~ .

SO"
muy difíciles.
6.4
' Son muy extensos,
36.5
Son repetitivos,
16.3

Figure 4: Problems with regard to the contents of educational programs.

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The next element that was included in the questionnaire was the opinion about the tutorials (see Figure 5), this element appears to be well liked by students since the 35.6% requested more tutorials, 23.2% consider it appropriate that all students have a mentor and not only those who have scholarships and 17.3% consider them very good, against the negative views that are less than 3.1% are considered extremely poor, 11.7% believe they are useless and 9.2% think that tutors do not do well their job.

Los tutores no hacen bien su trabajo, 9.2

Son muy buenas,

17.3 / son muy malas. 3.1

1 Todos los alumnos
deberíamos tener un
tutor. no solo los
que tienen becas.

23.2
No sirven de nada,
11.7

Debería haber más,
35.6

Figure 5: Opinions of students about the tutoring,

A controversial element. according to the results, are the English classes, which appear at the institutional level between the easiest subjects and the most difficult ones, in addition to all options open-ended questions to assess the reasons for difficulty a subject, causes of failure, low or even no qualifications references to it.

347

Son muy malas,
6.8

I

Son -Uy buenas,
1 13.2 Alum-**os sin bases**
suficientes. 27.5

- :e Preoffic.-onretess, p3o.c0o

Programas mal
organizados, 18.2
i;::

0.0 + 5.0

.L..

10.0

.L..

15.0

.L..

20.0

Debería haber

más-21.7

--/-

25.0 30.0

Figure 6: Opinions of students about the subject syllabuses.

When asked directly about English (see Figure 6) shows that in their opinion the subject syllabuses are not appropriate because the 27.5% say that students do not reach the level they should be because they lack bases, in questions open state that there are many subjects of English and they don't get to learn. If we add that 21.7% think they should have more subjects and 18.2% consider that the problem for not

Casi no los usamos 2.057

1.061

469

57.3

29.6

13.1

0.0

100.0

achieving the appropriate level of English is that they are badly organized, we C8

see that are reporting problems in this aspect and that the problems are probably • programming contents, sequenees, academie organization, since there is no definÍliC trend of where to address the problem. 13.2% think they are very good against tbc 6.8% that are considered very poor. It should be noted that the 6.4% considered 1 decoupledITomthe eareer,whichexceedsthe 5.8% who believedin generalto tbc 1. contents.

The next issue diseussed is the use of new information technologies aod . communication at school and surprised the response of the majority who do not use

them, almost 60%, and they recognize that they are very good tools but not used • almost 30% and despite not using, the 13.1% reported that teachers do not know

how to use, which in turn again with the often reported by subjects in the sample, *poor* training of teachers (see Table 3)

Opinión con respecto al uso de nuevas tecnologías en la carrera Frecuencia Porcentaje
 Son un recurso muy bueno que usamos mucho
 Los profesores no los saben utilizar
 Perdido

Total 3,588

SOURCE: EICOAPA-UAEH. October 2008. UAEH Mexico.

Table 3: Opinions of students about the use of new information technologies and communication.

With regard to school climate (see Table 4), it appears that this is not a problem, however it is noteworthy that 35% of the sample is indifferent to this aspect of school life, which has much to do with the indicators belonging, identity and overall satisfaction.

Opinión con respecto al clima escolar en la carrera Frecuencia Porcentaje
 Muy agradable 1.941

1.256

390

54.1

35.0

10.9

0.0

100.0

Me es indiferente

Muy malo

Perdido

Total 3,588

FUENTE: EICOAPA-UAEH. Octubre de 2008. UAEH: México.

Table 4. Opinion of students regarding school climate.

By integrating a penultimate question was which broadly encompass the main aspects that can negatively affect performance and levels of approval, retention and permanence. It is worth mentioning that the results are consistent with those

evident in previous questions unbundled, in Figure 7. shows that in the opinion of the students who make up the sample the main problem relates to the syllabus with a 32.3% that include contents, its update, the practices and applications of the same, the achievement of competencies, the doses of contents and academic organization of the same, just to mention some of its elements.

los alumnos

los profesores

los directivos

la falta de recursos de la escuela

El plan de estudios

El ambiente

32.3,

6.1

0.0 5.0 10.0 15.0 20.0 25.0 30.0 35.0

%

Figure 7. Main general problem.

The second general problem, with 28.7% impact on the shortage of technological resources and opportunities for doing practices.

The third problem is the teachers (15.9%), which in the opinion of the students are not adequately trained to teach, assess, understand, many do not even have the discipline or the knowledge and professional experience that are saturated and more concerned to carry out with the policy by learning from their students.

The fourth problem with 10.3% are managers; students refer to 6.7% as a problem, because they are in careers that are not what they want and not have the cognitive structure to confront them but also because they do not study enough and do not take seriously the career.

Muy mal, 2.6 Muy bien, 8.3

Regular, 33.8

l...

Figure 8. Students opinion about the training they are receiving for their future professional life.

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Finally inquired about the type of training they were receiving for their future professional life, the majority (55.2%) indicate that it is good, as shown in figure 8.

CONCLUSIONS

Based on the findings in the results of applying SFR VP in a sample of 3588 students of 85% of the DHE from the UAEH and 58 EP from degree level and 2

from professional associate, one can conclude that: Based on the profiles of teachers who were in the institution in 2005, (O

do teaching assessments that really allow knowing whether who give a subject has the pedagogical and disciplinal enough knowledge.

- . Strengthening the institutional system of tutorials, without any extra work for teachers, who are already quite saturated with work management, as perceived by students as necessary and appropriate for them

- . Make a thorough study about the impact of tutoring. English teachers. contents and school climate.

- . In English it is necessary to review the programming contents. sequences, academic organization, and programs.

- . Equip each classroom for EP with new technologies and to train teachers. students have grown up with them, the institution is not available for students and teachers do not know how to use. the generation gap is significant exacerbated by ICT.

- . The school climate, which has much to do with the indicators of belonging, identity and overall satisfaction should be analyzed in depth, although it is not a problem, it is seen as an important opportunity to improve the indicators related to later, leaving the students to enter prestigious institutions.

- . The three priority issues to be solved in order to positively impact the quality of training received are the teachers, assessment and new technologies, these are highlighted opportunities for improvement.

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