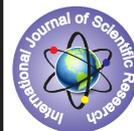


THE STUDENTS WITH SCHOOL REJECTION AND THE CONTEXT



Education

KEYWORDS: academic backwardness, context, family, school.

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ABSTRACT

The present article describes the distinctive traits of students with academic backwardness and presents the correlation of contextual variables (family and classroom) with academic backwardness, with the purpose of showing from this relation the influence of the context in which the student develops with the achievement of the expected learning in Primary Education. The sample was formed by 150 students with academic backwardness as inclusion criterion. The research was non-experimental, of descriptive-correlational type with transversal design. The structured interview, an observation guide in the classroom and a test were applied. The variable context presented a positive correlation with the variable cognitive domain in Spanish and mathematics, since 95% of the students had a low or very low level. This indicates that the context determines the academic performance of the students, which leads to rethinking the curriculum to the current reality.

Introduction

In Latin America, dropout and school drop-out mainly affect the poorest and most vulnerable students in different societies. The Information System for Educational Trends in Latin America (SITEAL), through the Organization of Ibero-American States (OEI, 2009), indicates that less than half of the 20-year-olds succeed in completing secondary education in Latin America and Systems in identifying who are the deserters and in which sectors of the population are concentrated abandonment and final disengagement of the school.

In Mexico, it is evident that the achievement of the goals established in the formal curriculum of basic education are not achieved by a high percentage of students who do not have access to the expected learning, despite the new teaching and learning approaches that contain it And teachers are accused as being solely responsible for this fact.

A high percentage of children leave school without achieving minimum levels of knowledge and skills to integrate into society, due to academic lag for the minimum learning achievement, which indicates a marked educational and social inequality later, since according to INEGI (2010), 81% of young people without education or only with primary education are located in the worst jobs, unlike those with secondary education, who have a formal job, but also, poorly paid. As the years of schooling fall, the risk of being placed in a low-skilled and low-income job increases.

According to the Organization for Economic Co-operation and Development (OECD), the Mexican educational system faces serious problems such as underperformance and failure, circumstances that precede dropout or dropout. Out of every 100 students entering elementary school, 24 finish the upper secondary level and of these only 14 complete higher education. It is considered that the students who do not access the learning in primary and secondary advance of degree without being attended leaving the students with a strong academic back that later it is difficult to surpass since they deserted of the school and increase the numbers of the accumulated educational lag. Attended by the National Institute of Adult Education.

With the results of the evaluation of the National Plan of Evaluation of the Learning (PLANEA) is evidenced academic backwardness in primary in the subjects of mathematics and Spanish. 63.9% of students in Chihuahua who finished elementary school in June 2015 do not know how to solve elementary mathematical problems, and

only 52.4% can read simple texts. The 31.9% of students who finished secondary comprehend basic texts and 68.3% solve elementary mathematical problems. According to these figures for Schmelkes (2009) it is worrying the academic backwardness with which students finish their basic education and anticipates failure in upper and upper secondary education.

Academic backwardness reflects inequality in school based on marked socioeconomic inequality (Blanco, 2011); therefore, it is emphasized that the context is inseparable from the active contributions of students in learning, ignoring it has a negative influence on the applicability and validity of the Curriculum. Therefore, the objective of the present investigation was to problematize the social, family and classroom context of the student and relate it to the learning results to suggest ways of solving, with innovative proposals to approach the curriculum since the school can't meet its educational mission if it does not problematize the social context that surrounds it and from that continue to work actively for the improvement of personal, school and community life of the students (Delval, 2000). It is part of the Hypothesis that the socio-familial context and classroom in which the student develops has a significant relationship with academic lag. The null hypothesis is the socio-familial and aulic context in which the student develops does not have a significant relationship with the academic backwardness.

The method

It is a non-experimental, descriptive-correlational research with cross-sectional design (Kerlinger and Lee, 2001). The sample was for convenience of direct and intentional form of students with very low or failing grades, that is to say, those of lower academic performance of each group. Participated 150 students (98 men and 52 women). As a criterion for the inclusion of students, it was considered that they had difficulty accessing the expected learning according to the formal curriculum and that their grades were 7, 6 and 5 in Spanish and / or mathematics subjects. The instruments used in the data collection were: structured interview; observation guide and test of cognitive domains in Spanish and mathematics. For data analysis, the Pearson correlation coefficient was used to establish the linear relationships between the scores obtained with the tests, the observation guides and the context measurement.

Results

Distinctive features of students with backwardness. 80% of parents have informal jobs. Students are identified with academic backwardness as the grade point average is 6 and 7 or scoring. When

applying the test of knowledge in Spanish the average was 1.85 and in math of 1.29 which indicates that the students obtained a low and very low result considering that the very high is 5 points.

The aulic context. 84% of students with academic backlog maintain an inappropriate communication with the teacher. 54% have physically

abused at least once a group member. 77% of these students interrupt the work in class since 53% tend to be distracted very easily and leaves the work unfinished. Difficulty concentrating and manifest behavior in class impedes the results of learning in Spanish and mathematics as shown in Table 1.

	Abrupt mood swings	Easily distracted	Interrupts in class	Reading and writing mastery	Mathematics mastery	
Abrupt mood swings	Pearson´s correlation	1	.269**	.289**	-.173*	.178*
	Sig. (bilateral)		.001	.000	.035	.029
	N	150	150	150	150	150
Easily distracted	Pearson´s correlation	.269**	1	.064	-.016	-.069
	Sig. (bilateral)	.001		.437	.849	.401
	N	150	150	150	150	150
Interrupts in class	Pearson´s correlation	.289**	.064	1	.065	-.075
	Sig. (bilateral)	.000	.437		.430	.359
	N	150	150	150	150	150
Reading and writing mastery	Pearson´s correlation	-.173*	-.016	.065	1	.162*
	Sig. (bilateral)	.035	.849	.430		.047
	N	150	150	150	150	150
Matematics mastery	Pearson´s correlation	.178*	-.069	-.075	.162*	1
	Sig. (bilateral)	.029	.401	.359	.047	
	N	150	150	150	150	150

** . The correlation is significant at the 0.01 level (bilateral).

*. The correlation is significant at the 0.05 level (bilateral).

Table 1. Correlation between the variables aulic context and academic lag in the domains of reading, writing and mathematics.

The socio-familial context. 47% do not have a computer or internet at home to support their academic activities. 52% of parents work long

hours and with very low salaries. Eighty-six percent of children are cared for by grandparents, older siblings, or alone at home. Parents can not devote time to training their children. 60% of the children do not receive support in the school work by their family and 33% the support is rare. Students show a lack of interest in attending school and learning due to the influence of the socio-family context, which impacts on learning in Spanish and mathematics subjects, as shown in Table 2.

	Reading and writing domain	Math domain	The student receives support in the performance of tasks	The student's mother and father work	Maintains positive links with parents	
Reading and writing domain	Pearson´s correlation	1	.162*	-.315**	-.513**	.636**
	Sig. (bilateral)		.047	.000	.000	.000
	N	150	150	150	150	150
Math domain	Pearson´s correlation	.162*	1	.213**	-.217**	-.076
	Sig. (bilateral)	.047		.009	.008	.354
	N	150	150	150	150	150
The student receives support in the performance of tasks	Pearson´s correlation	-.315**	.213**	1	-.249**	-.244**
	Sig. (bilateral)	.000	.009		.002	.003
	N	150	150	150	150	150
The student's mother and father work	Pearson´s correlation	-.513**	-.217**	-.249**	1	-.539**
	Sig. (bilateral)	.000	.008	.002		.000
	N	150	150	150	150	150
Maintains positive links with	Pearson´s correlation	.636**	-.076	-.244**	-.539**	1
	Sig. (bilateral)	.000	.354	.003	.000	
	N	150	150	150	150	150

*. The correlation is significant at the 0.05 level (bilateral).

** . The correlation is significant at the 0.01 level (bilateral).

Table 2. Correlation between socio-family context and academic backwardneshe correlation between the socio-familial context

variable and academic backwardness is positive and significant. The variable that has the greatest impact on students 'learning is the socio-family context with their indicators: support in the accomplishment of tasks, the work of the parents, and the students's

T links with the parents, since the Children are alone at home in the afternoons and their caregivers do not support them in academic activities. The aulic context is an important factor in the academic backwardness, by the manifestation of anxiety, nervousness and aggressiveness behaviors in response to the rejection relationship that live from the classmates and from the teachers themselves.

Conclusions

Academic achievement can only be combated if socially relevant and culturally relevant education is delivered through a formal curriculum that addresses the needs of the different sectors to which they are directed (Muñoz Izquierdo, 1994). It is a priority to promote changes in curricular innovation, such as: offering differentiated educational models according to the regional conditions and the particular characteristics of the population served; Develop methodological strategies to meet the different needs and different levels of performance of students within the classroom; To promote educational innovation, with a view to addressing the particular needs they present in the different areas of basic education such as: curriculum, didactics, teacher training, participation of principals and parents in student learning. Promote on-site training programs for teachers, parents and students, especially those with academic backwardness, based on the needs of the heterogeneous population served in basic education. This training will be directed towards the integral formation of the students attending both cognitive and socio-emotional development. Overcoming academic backwardness requires a joint effort between different actors such as teachers, parents, professionals, managers, etc. That not only attend the learning of the students, but also promote actions to support the cultural and economic development of families.

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