Management Risk Factors In Educational Institutions And Their Impact On Peruvian Student Desertion

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Abstract. The study is based on the identification and description of the problems detected in the actions of the management in public institutions from the experiences of the Regional Directors, of the Ugels and Directors of the Public Institutions of Regular Basic Education at national level; these problems when not being approached opportunely generate uncertainty in the educational community generating confusion in the educational personnel, distrust of the father of family and discouragement to the student implying student desertion. The study, is framed within the quantitative approach, of exploratory descriptive type, under the technique of the documentary analysis of historical data released in the portal of the Ministry of Education (Minedu). The results show that student desertion is reflected in the lack of teacher's intervention in the classroom, the lack of familiarity among their classmates and teachers, as well as the inadequate environment regarding the infrastructure of hygienic services, the lack of security in the passages and at the classrooms' doors, and insufficient tutoring service due to the lack of specialized professionals.

Keywords: Risk factors. Institutional achievements. Student desertion.

INTRODUCTION

Educational institutions as organic and properly structured entities frequently deal with different factors that can disturb the normal development of their functions that influence student learning, the same ones that are found within the educational context, such as physical factors (classrooms, educational materials, laboratory materials, etc.).), in the cultural (social customs, behaviors, habits, communication patterns and social actions such as family, school, interaction in different non-formal social groups Gil (2007), likewise this context refers to the interaction between peers or groups that participate in the situation of teaching learning by promoting cooperative, collaborative, participatory learning, for its part Leinonen and Durall (2014), who experienced the importance of collaborative learning from the technological orientation and designer attitude for the teaching process from a meaningful approach ensuring computer-mediated collaborative learning. For its part, the process of regulating learning individually in terms of self-concept, self-esteem, motivation, self-learning, among others, allows the development of skills for autonomous learning, encourages student motivation to face subsequent tasks with greater autonomy and the adaptation and updating of new knowledge and the use of new technologies; Jail (2016).

Other components that intervene are associated with various programs such as tutoring, administrative management, counseling, extracurricular activities that are linked to institutional achievements and learning; however, not meeting the expectations of parents and students leads to uncertainty, mistrust of the student and academic dropout or interruption, for its part Male (2017), dropout is an educational phenomenon of school withdrawal are shown by the lack of mobility, problems of coexistence, by the failures in the administrative processes of the institution and socio-cultural problems. The present study is considered from the administrative deficiencies and flaws inherent to the management of the institution and the socio-cultural aspects that correspond to the student's behavior within the institution and the interactions with their classmates and teachers. On the other hand, Aparicio

(2009), there are three factors that comprise the student's academic performance, a) concerning the socio-cultural factor, It is based on a) the socialization within the family and the interactions in the educational institutions, b) with respect to the school factor, it is based on the teacher-student relationship during the learning process and the relationships among their peers, generating a particular climate of coexistence and c) the personal factor, it is based on the student's self-esteem and self-concept that are shown in the educational and institutional achievements and objectives.

On the page of the Ministry of Education of Peru, there are data released in the icon of Education Quality Statistics (ESCALE) where you have a series of indicators with access to socio-demographic descriptions, sampling errors, the national data in Excel and the meta data, also shows the conceptual descriptions of the formulas, procedures for the presentation of results, the interpretations of all indicators and ratios. The study assumes the historical data of the indicators of risk factors in the fulfillment of institutional achievements, which include: reduced number of specialists, restricted institutional budget, low remuneration, limited recruitment of staff, constant changes in staff, lack of vehicles for the monitoring process, staff is assigned to perform other functions, poor computer equipment for staff, lack of coordination between specialists in other areas, inadequate furniture, reported to the year 2018. The identification of vital indicators was done using the Pareto chart technique, which is shown below.
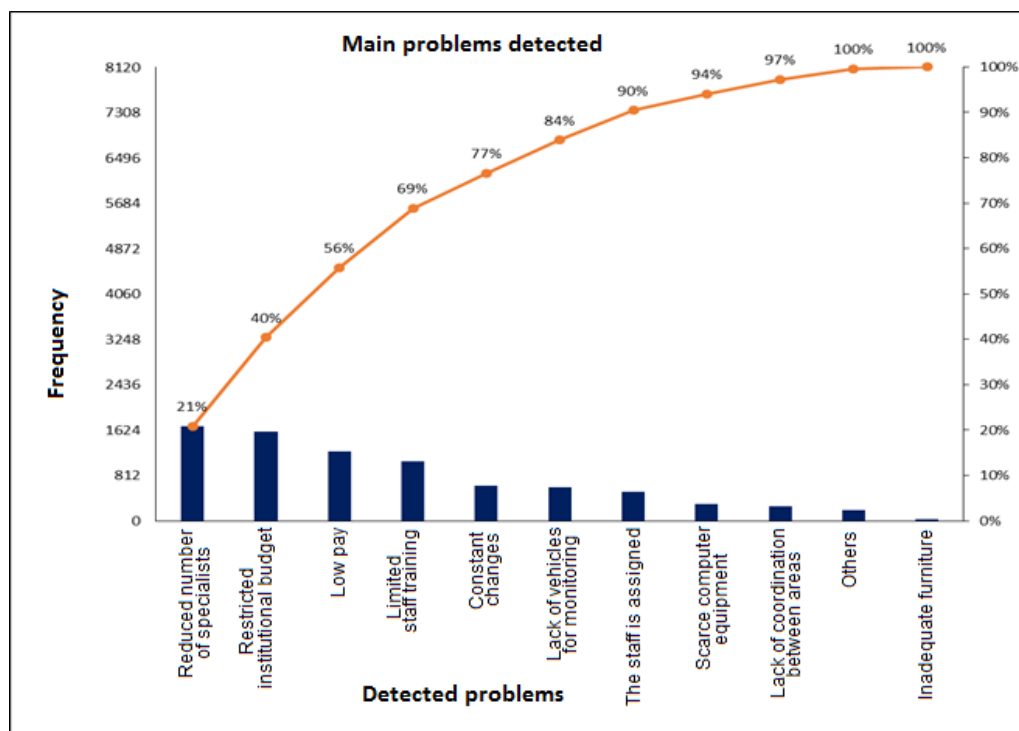

Figure 1. *Pareto chart and identification of vital problems*

The Pareto 80 - 20 diagram allowed the identification of the main indicators as vital problems, such as: reduced number of specialists, restricted institutional budget, low remuneration level, limited staff training and the constant changes in personnel and procedures called vital Garcés and Castrillón (2017), which affect the fulfillment of institutional achievements generating reasons for student desertion

Astray (2011), considers that in human resources management is common in the movement of staff or rotation (constant changes of staff), is a consequence of certain effects of the internal or external location of organizations and personal attitudes and behavior of the worker. When, in the organization, inadequate human resources policies are developed, as referred to by Rosado (2006), it causes a negative reaction in the personnel that predisposes the worker to postpone his or her work with the organization; some institutions conduct interviews with the purpose of disengagement that causes job instability, of placing a new worker, the time for the new worker to empower himself or herself with actions, training, dedication of man hours in the training of his or her functions, allowing the establishment of a competition between supply and demand, implying that the worker is the one who makes the decision to satisfy, Rosado (2006).

Another risk factor detected is the limited professional training of administrative personnel. This action is fundamental in human resource management, since it is necessary to highlight the improvement and efficiency of the worker in the institutions and to highlight the strengths of the personnel and adapt to changes in order to adapt to the new circumstances that arise both inside and outside the organization. In this context, the process of instruction and training enhances adaptations and changes in productivity as long as it is capable of interpreting the needs of the institutions and the context. Gore (1998), on the other hand, shows that the lack or limitation in the training of administrative personnel is a risk factor for institutional achievements at the level of the demands for the fulfillment of their goals.

The organization of the institutions has a hierarchical structure; directors, teachers and administrative staffs each have a pre-established function, according to their assigned role and status. It is important to point out the role that each of the workers play in guaranteeing a balance between the performance and the demands of the worker from the position of performance based on the organizational structure designed in the procedures manuals. These tasks and responsibilities are generally provided to personnel who have links to a political organization or who are close to a worker in the organization, generating functional limitations, as referred to by Del Toro et al.

Another of the most relevant factors within the educational context is the low level of remuneration in some jobs; however, it is important to point out the situation of the legal framework of public sector remunerations, disregarding the type of labor regime to which the worker belongs, which could be regulated by Legislative Decrees, the existence of public sector labor and remuneration regimes has always generated problems of a comparative nature in their duties. Since the personnel working within the jurisdictions already have a budget ceiling, this does not cover the expenses to comply with the common requirements and objectives. In the same way, the reduced number of specialists does not allow for the supervision and monitoring of the EI, which is another factor, due to the lack of specialists to carry out the process of accompaniment, monitoring and advice. This is one of the reasons why the teaching-learning process is no longer contextualized, without significant actions, insufficient means and materials during the teaching actions, assuming that monitoring is a process of data collection for decision making in order to improve the pedagogical work, thus materializing the objective of quality education. MINEDU (2016).

It is important to highlight the restricted institutional budget, with the concern of providing approved figures, despite the need for field work. At present, there are great budgetary demands for school infrastructure, including the implementation of material and virtual resources, the refurbishment of environments, and the organization of academic events, as specified by the Research Institute for Development and National Defense (INIDEN) (2019), in order to avoid risks in terms of compliance with established achievements and student dropout.

These factors described as risks within the educational institutions, show deficiencies in each of the indicated aspects, that their reaction within the Educational Institutions falls in the desertion of the students or interruption of their school studies in the secondary level.

MATERIALS AND METHODS

The study was developed under the lines of the quantitative approach Hernández, Fernández, and Baptista (2014), of basic exploratory multivariate type and the technique of obtaining data the documentary analysis from the historical data located in the portal of the Ministry of Education-Peru. For the data analysis, we proceeded in the statistical software SmartPls, which allows showing the significant factors to the student desertion with their respective coefficients and the factors with their respective resonances Martinez and Fierro (2018), the PLS-SEM is a technique for the multivariate analysis, whose purpose is to propose and test structured models, besides it presents several advantages for its flexibility in a sample constituted by the data of the indicators of Peruvian education.

RESULTS

As a result of the identification of the main factors as problems by means of the Pareto diagram, the relationship forces between the indicated factors and the resonances that arise from the reactions as part of the effect of the causal factors are shown, which are detailed in the graph below.
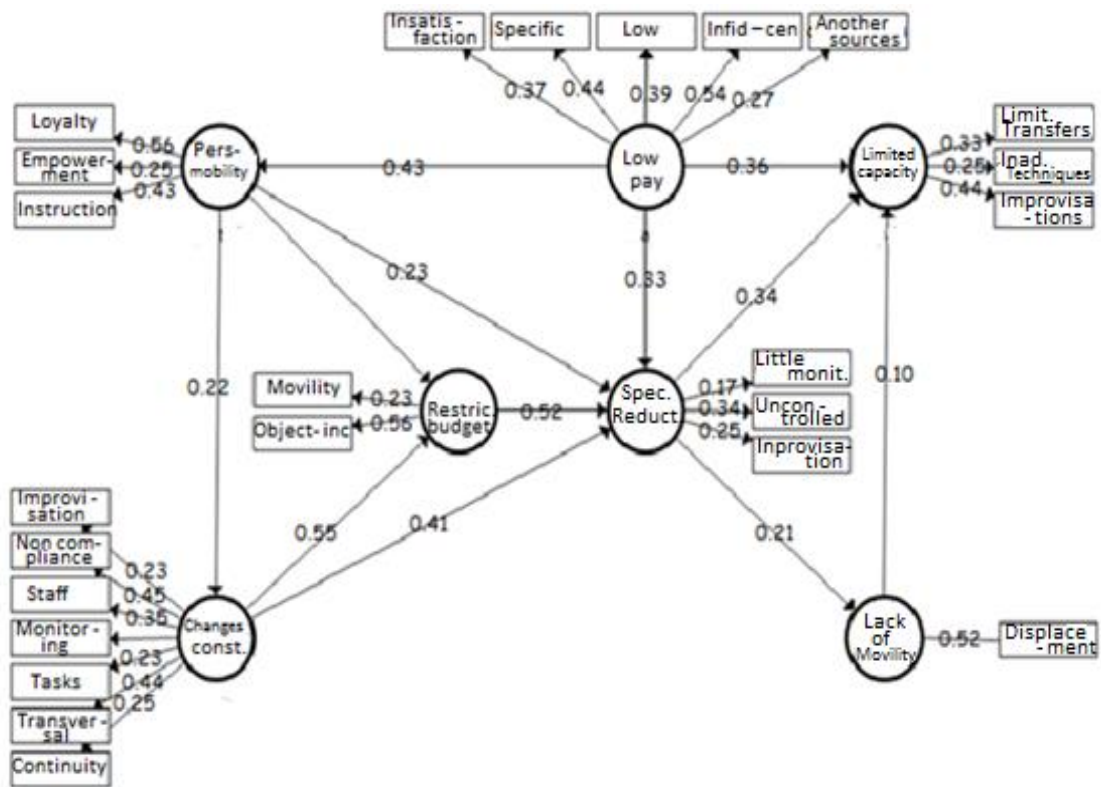
Figure 1. *Graphs between variables and their weights for each resonance of the indicators.*

The data shown in the graphs is based on the data released in the Minedu's portal regarding risk indicators in the fulfillment of institutional achievements and the effect on student dropout in the Peruvian educational system. The seven indicators were detected under the technique of Pareto's theorem as indicated among them; The restricted budget and the reduction of specialists represent a greater vitality, Cárdenas, Farías and Méndez (2017), state that educational institutions present complex organizations and structures both in administrative, teaching and managerial staff, as well as the way of administering goods and services, this shows the highest resonance with a coefficient of 0. 56 to non-compliance with administrative and pedagogical objectives, such as: monitoring, compliance with standards, management regulations by the superiority, and the lack of mobility for the movement of specialists with a coefficient of 0. Pacheco, Robles, and Ospino (2018) state that administrative management in educational institutions is the administrative approach constituted by the level of management, the use of the results of educational operations research, and decision making.

However, all of the aspects mentioned are caused by two components, a) the movement of personnel that resonates to the lack of loyalty to the institution with a coefficient of 0.56, to the empowerment of activities within the instances with the coefficient of 0.25 and to the resonance of instructions to the new professional for whom the tasks are carried out from his or her job, and b) constant changes and movement of personnel, which generate the resonance to improvisations in administrative management with a coefficient of 0. 23, to the noncompliance of tasks within the procedures with a coefficient of 0.45, to the movement of personnel with 0.35 resonance, as for the follow up of actions and tasks generated by the previous management shows a resonance of 0.23, likewise we have to the transversal procedures of the own institution who reverberate to the 0.44 coefficient, finally we have to the 0.25 coefficient who explains to the problems by the lack of continuity of the workers and procedures for the achievement of the actions of the operational processes of the educational institutions

However, in the indicator reduction of specialists, it shows a resonance to the limitation of the training provided with a coefficient of 0.34, which in turn shows a limited information and knowledge transfer during the training to staff and subordinates, generating improvisations due to the scarcity of specialists with a resonance of 0.44, and the low level behavior of the use of technology is a consequence of the 0. 25 of the limitations on the use of technology, such as lack of equipment, virtual classrooms with a small number of computers, much of which are deteriorated, in terms of Torres and Enrique's contribution (2015), states that educational contexts show their own aspects with a view to educational quality, which in turn is associated with the implementation of technology to promote learning.

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In addition, this indicator shows resonance in three very close aspects, such as the scarce monitoring, lack of control in the management processes, and improvisations; as can be seen, the lack of control or the loss of the sequence of procedures generates greater resonance and confusion for good management within the Regional Directorates and Ugels at the national level.
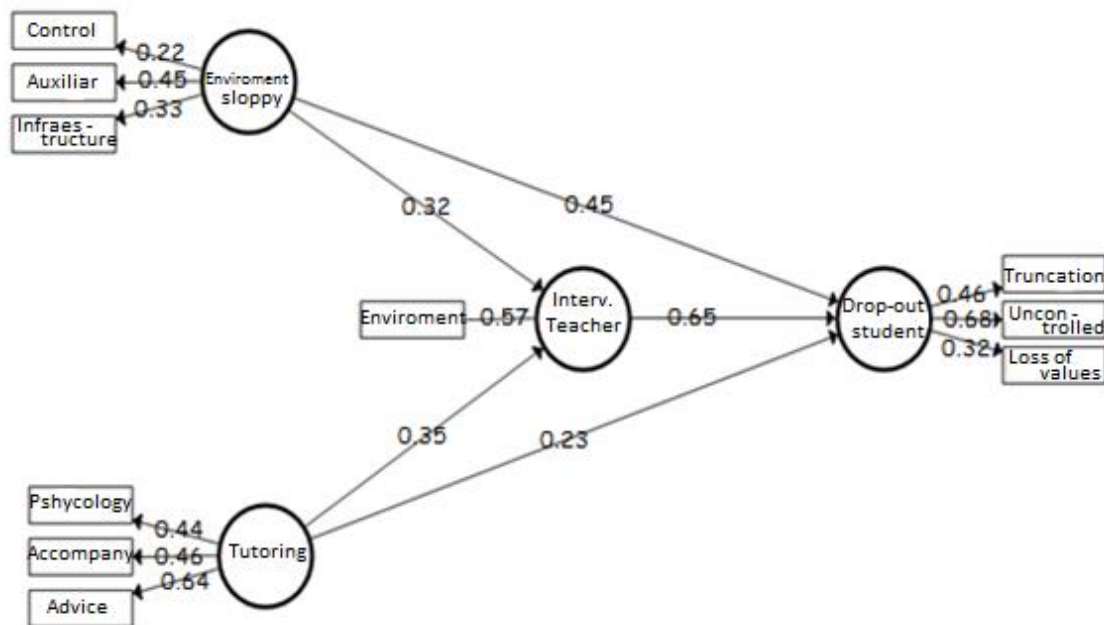

Figure 2. *Graph of the main variables and resonances in student dropout*

In the graph, the main causes of student dropout are identified, which is generated by three components according to the indicators described above. The lack of the teacher's role regarding interaction with the student, family, good climate, frequent dialogue, which generate a coefficient of 0.65, besides, dropout is associated to environments due to the lack of hygienic security within the services, in the passages or patios and around them, such as green areas, passages, and classrooms and institutions' doors, as well as to the lack of assistants, which is reflected by a coefficient of 0. 45, in this same indicator the infrastructure, and the social environment of the student with whom he/she interacts, which could be associated to the place of location of the Institution, the social contact with his/her classmates who show a coefficient of 0.65 and 0.57 respectively.

In Sandoval's contributions (2014), he stated that the coexistence and the school climate in the Educational Institutions can be seen as a space of socialization, since as the coexistence of the students is manifested in a climate of respect to their fellow men, the tolerance in the positions of each one of them sustained in values such as trust and cooperation, the management of knowledge is oriented to the ability of wisdom.

Another key indicator of student dropout is the neglected, unhygienic environments such as toilets, cafeteria, improvised classrooms with lack of equipment, recreation areas, overcrowding. Scarce number of assistants and tutoring staff, leading to lack of control on the part of students, generating behavioral acts such as Bullyng, psychological, social and physical abuse, harassment, improper touching, among others, in this regard Herrera, Rivas, Martinez, Villalobos, and Zúñiga (2016), said that students who are victims of bullying show difficulties in defending themselves which is paramount to minimize their impact. These students due to bullying are often weak, insecure, unstable, nervous and anxious, cautious, sensitive, weak in decision making, and shy with low levels of self-esteem.

These facts generate an impacting resonance in the scarce number of auxiliary personnel in the Educational Institutions who show a coefficient to 0.45, another component that causes desertion, is in the scarce level of tutoring service, which is associated to the role of psychological support, as well as to the accompaniment and follow-up of the classroom tutor and advisor; however, this last one is the one that has the greatest resonance. Of all the above, the effect of desertion in basic level students falls on: Truncation in their secondary education; since many of them do not manage to finish their secondary studies, causing distrust in teachers, assistants and actors around them and the loss of personal values.

DISCUSSION

According to the results previously described, we can state that the student's desertion is generated by the lack of familiarization between the teacher and the student; nowadays we can observe the teacher's role very linked to his thematic contents in the preparation of the class sessions, organization of pedagogic folder, its observable products, contents and events for the demonstration of the achievement by area and classroom. These actions have allowed minimizing the family interaction, the councils, the social approach of the tutor, on the other hand, in the Delors Report (1996), it recommends at world-wide level in one of its pillars the process of learning to live together being a crucial element in education since one of its aims is the coexistence, the interaction between pairs, nevertheless,

There is little practice within the classrooms and institutions of our country leaving aside the development of self-esteem in loving and showing all their possibilities instead of imitating characters or people with different characteristics non-existent and self-knowledge, where they have opportunities to show their possibilities, address the personal tasks Massenzana (2017). The development of the empathy ability, referring to showing the capacities and putting themselves in the place of the other in situations as part of the work or common behavior in the interactions of pairs allowing the handling of conflicts through dialogue, respect among members of the group, another aspect that should be rescued in the practice of the classrooms, the cooperative work so that they show predisposition to learn to share and to work in group for a common good respecting the rules and enjoying the achieved goals Pérez, Amador and Vargas (2011), finally the practice of tolerance when students and workers are able to identify their differences by condition of capabilities, opportunities, skills but not to postpone making a fool of themselves or encouraging bullying as the exaggerated comparison that very often shows in students as mockery, over names, minimization and ridicule of achievements.

All of these aspects are internalized by parents who perceive dissatisfaction with the services, the administrative management of the authorities in charge, generating confusion and students assuming the rupture of their studies and subsequent dropout which translates into truncation, academic failure in school completion and the possibility of continuing technical and/or university studies, swelling the ranks of the unemployed who will later fall prey to delinquency, however Kamenetzky, et. al (2009) states that these events are products of emotional states that trigger negative reinforcers; this position from the psychological approach shows the state of mind, however from the social point of view the behavior is different from the school failures since it is associated according to the result of the investigation to the student's confusion, without possibilities of assuming other challenges or assuming other opportunities to stand out from the emotional state that is very frequent in adolescents because of their trance of behavior and state of mind.

Finally, the loss of values as a resonance of student desertion, is shown from distrust and rejection to the teachers of the institution and to the components of the administrative part with possibilities of rejection to education and assuming negative and aggressive behaviors such as: loss of time, boredom, reactions to their peers with dirty terms, and attitudes of reactions to the institution resorting to physical damage. Faced with these actions, the government together with private companies should make rescue plans and rescue them for treatment and assume the responsible reintegration, since crime takes a greater presence in adolescents between 14 and 17 years of age and are easy prey in their emotional disarray towards social coexistence Paz and Andreu (2018), and with these attitudes and perceptions towards education of those students who left school will be potential for criminal acts.

CONCLUSIONS

The main problems detected in the implementation of institutional achievements are: reduced number of specialists, restricted institutional budget, low remuneration level, limited staff training and constant changes in staff and associated procedures typical of regional bureaus with an adjustment goodness index (GFI) of 0. 91, the main cause of student dropout is also associated with the lack of teacher intervention in the classroom, the lack of familiarity, the socio-cultural environment; consigned to interaction among classmates or among teachers, even a dehumanizing environment in terms of the infrastructure of the bathrooms, lack of security in the corridors, at the door at the end of daily activities and in the tutoring services provided by professionals without previous training in adolescent behavior. Showing a mean square approximation error of 0.038 at an adjustment level of 0.00< 0.05 to the network results detected by the SmartPls program.

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