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RESEARCH ARTICLE

TO EVALUATE THE IMPACT OF THE ACADEMIC TUTORING ON THE SCHOOL PERFORMANCE THROUGH THE SCHOOL TRAJECTORY IN THE STUDENTS OF THE FACULTY OF MEDICINE.

Betty Sarabia Alcocer¹, Luis Alberto Núñez Oreza², Betty Mónica Velázquez Sarabia³, Priscilla Karmina Velázquez Sarabia⁴, Julio Antonio Gutiérrez González⁵, Lidia María Maas Ortégón⁶, Paulino Tamay Segovia², Selene Blum Domínguez², Patricia Margarita Garma Quen⁷, Rafael Manuel de Jesús Mex Álvarez⁷, and Ángel Arturo Ake Ordoñez⁸.

1. Professor and researcher at the Faculty of Medicine of the Autonomous University of Campeche.
2. Center for Biomedical Research. Autonomous University of Campeche.
3. Doctor Surgeon graduated from the Faculty of Medicine of the U.A.C.
4. Law graduate and researcher.
5. Professor and researcher of the engineering Faculty of the Autonomous University of Campeche.
6. Professor and researcher of the Faculty of Law of the Autonomous University of Campeche.
7. Professor and researcher at the Faculty of Biochemistry of the U.A.C.
8. Student of the Licentiate Medical Surgeon.

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Abstract

The strategies and institutional actions in the new educational model of the UAC, focused on the learning of the students and oriented to the continuous improvement of the academic performance are planned to reach the objectives and institutional goals. In this sense, the income profile of the students will allow the schools and faculties to have important information that allows them to know the academic and personal characteristics of the students who access their educational instances. In this way, being able to have a diagnosis that allows the report of the knowledge domain of new students, will allow the implementation of efficient academic interventions of resources and improve learning.

The school trajectory is an information that aims to be a support that allows a first effort to build a diagnosis with such characteristics. In this way, the research work carried out in the Faculty of Medicine of the Autonomous University of Campeche, systematizes the information derived from the results of the National Examination of Admission to Higher Education, EXANI II.

On the other hand, there is the certainty that, based on the knowledge of these profiles, the professors and authorities of each school and faculty will be able to apply measures that contribute to improving the academic performance of recent students, since facilitate your journey from the beginning to the end of your careers.

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Corresponding Author:-Betty Sarabia Alcocer.

Address:-Professor and researcher at the Faculty of Medicine of the Autonomous University of Campeche.

Introduction:-

In the following research work we analyze the socioeconomic profile and the previous school trajectory and its incidence or association with the school performance of the students of the Faculty of Medicine of the Autonomous University of Campeche and who entered in 2018.

In reviewing the studies of School Trajectories we find several definitions; according to Martínez (2000): "The school trajectory is defined as the path followed by a cohort of students in a given time, from their entry into a specific curriculum" (p.60).

Another approach is Cuevas (2001, cited in Fernández, Peña & Vera, 2006): "The school trajectory is understood as the set of factors and data that affect and account for the school behavior of students during their stay at the university" (p.25)

The studies of school trajectory refer to the quantification of the school behavior of a group of students (cohort) during their journey in the educational stay or school establishment, from their entry, during their stay and discharge, until the conclusion of the credits and requirements academic-administrative defined by the curriculum (Rodríguez, 1997). This type of studies involves the analysis of a series of indicators that allow to determine the academic behavior of the students in their transit through the school, and provide an institutional diagnosis through which the strengths and weaknesses of the educational institutions can be identified, which will serve as a point of reference for the establishment of strategies that solve to a certain extent the problems faced by education.

Indicators for the Study of the School Path for Bautista and Roldán, the indicators that must be taken into account for the analysis of TE are: school progress, school performance, terminal efficiency, graduation, lag and dropout (1996: 26). Allende, Gómez and Villanueva (1989: 145) group TE studies in two problematic fields: A) Institutional level, such as: internal efficiency, terminal efficiency, performance and institutional evaluation. B) Academic behaviors of students during their TE, school performance, achievement, school failure, success, achievement, promotion, approval, failure, repetition, backwardness, lag, abandonment and desertion.

School Performance

In order to clarify the concept of school performance (SR), the definitions given by Camarena, Villanueva and Chain (1986, 1) are taken as theoretical support. School performance, for Camarena and Villanueva, is conceived as a form of value expression of the educational process that takes place within the framework of the school institution and which, in turn, is expressed on the empirical level through a set of specific manifestations, articulated and related to each other. The performance refers to the average grade obtained by each student in the subjects in which he has presented exams, independently of the type of evaluations that have been made; its indicator is the sum of the total scores obtained, divided by the number of ratings per hundred (Chain 1993: 200).

School Performance (RE) It is defined by the average of the grade obtained by the student in the subjects in which he has presented exams, independently of the type of exam (Chaín, 1995).

Method:-

In this research study we used the results of the National Higher Education Entrance Examination, EXANI II, applied in the UAC in 2018. The information presented includes, in addition to the average of each student's baccalaureate, the results of the exam Of income.

The categorization of previous high, medium and low school trajectory was made, taking into consideration the indicators of income profile given by the result of EXANI. II, high school average, school of origin and number of failed subjects. For the variable socioeconomic profile, it is categorized as high, medium, and regular, and under the indicators are: schooling of the parents, family income, number of foci of the dwelling, type of dwelling, occupation of the parents. In the case of school performance, the average grade was taken into consideration at the end of the school year and classified as high, medium and low. Finally, the statistical software tool SPSS was used.

Result:-

In the analysis of the data obtained in relation to the sex of medical students, 64.3% are men and 35.7% women, making up 100% equivalent to 84 students. The average obtained in the baccalaureate was from medium to high in

97.7% of the students, medium in the 41.7% and low in the 2.4%. 66.7% of the students had a high score on the entrance examination, while 32.1% had an average result and only 1.2% had a low score. (See table 3). During the baccalaureate it was detected that 52.4% did not fail any subject; while 47.6% failed one or more subjects. The analysis of the data obtained allowed us to know that 76.2% of the students finished the baccalaureate in 3 years, and 23.8% finished it in a period of time greater than 3 years.

Taking into account all the references made about the previous school trajectory (TEP) to the entrance to the race, these results were categorized in the following way: 54.8% of the students have a high level PE and 45.3% have a PET whose level varies between medium and low. (See table 1)

Table 1:-Categorized result of the TEP

		Frequency	Percentage	Valid percentage	accumulated percentage
Válid	Low	2	2.4	2.4	2.4
	Medium	36	42.9	42.9	45.2
	High	46	54.8	54.8	100.0
	Total	84	100.0	100.0	

During the first school year at the university level the qualifications obtained in different subjects, it can be determined that 96.3% passed the subject with passing grades in oral communication more than 80% obtained grades of 8 to 10. In the subject of "methodology of the research", 100% of the students obtained passing grades ranging from 7 to 10 on the passing scale. Regarding the subject of "the administration in health", there was also a 100% approval with grades between 7 and 10, with 22.6% obtaining the maximum approval.

The subject of "Clinic I" had as a maximum approbation the grade of 9, 21.7% of which obtained it, it could also be determined that 59% had a grade of 8. Regarding the subject of "Community I", it was determined that 75.9% obtained the maximum passing grade of 10, which suggests that student performance remains in an efficient state. In the case of the subject "Man as the biological being", it was observed that 22.9% of the students failed, the remaining 75.9% approved 9 being the maximum grade obtained. In the subject "Man as the psychological being", 6% of the students did not pass, while the remaining 92.8% did, of this percentage of approved 45.2% had 7 grades. In "the man as a social being", there was a 100% approval, with 9 being the highest grade reached with a percentage of 57.1% of students. In the subject "Man and his biotic and abiotic external environment", there was 7.8% of failure, on the other hand, the approval rate was 92.2%. The percentage of approval in the subject "Medical Informatics", there was 100% approval with maximum rating of 10 and minimum of 9. In "Laboratory I", there were 80.7% of approved students with grades of 6 as minimum and 9 as maximum, while 19.3% failed with grades between 3 and 5.

The corresponding to "Integration Seminar I", 88% had a grade of 9 and only 2.4% had a minimum of 9, which indicates that 100% of students approved the subject. Regarding the subject of "Bioethics", 100% of the students passed with grades ranging from 6 (3%) to 10 (55.2%).

Making the general analysis of the approval and failure rates, and taking into account the averages obtained in each of the subjects have categorized the averages in ranks that are: Failed 3.6%, Average low 22.9%, Medium 65.1% and high only 8.4%. Table 2

Table 2:-Categorization of the average

		Frequency	Percentage	Valid percentage	accumulated percentage
Válid	Failed	3	3.6	3.6	3.6
	Low	19	22.6	22.9	26.5
	Medium	54	64.3	65.1	91.6
	High	7	8.3	8.4	100.0
	Total	83	98.8	100.0	
Lost	Sistem	1	1.2		
Total		84	100.0		

When making the contingency table in order to assess the incidence of the TEP with the school performance at the university level, it is observed that a high PTE is not an indicator for a high school performance given by the average of their grades. Table 3

Table 3:-categorization of the TEP * Categorization of the Average

		Categorization of the average				Total
		Failed	Low	Medium	High	
Result Categorization of TEP	Low	0	0	2	0	2
	Medium	3	14	18	0	35
	high	0	5	34	7	46
Total		3	19	54	7	83

Conclusions:-

In light of the results analyzed and to evaluate the degree of incidence of the school trajectory with the performance and / or school achievement at the university level, it is observed that a high PTE is not an indicator for a high school performance given by the average of their qualifications, since most of the sample analyzed has a medium to low rating, this allows us to infer that although the students of the Faculty of Medicine of the Autonomous University of Campeche, have results in their income profile by above the average given by the results of the Exani. II (1000 points according to CENEVAL), they reach the university level with low knowledge according to the career they are studying.

In this section it is important to take into consideration that among the pedagogical factors and the association with external student variables such as, the profile of the teachers, their motivation, as well as the preparation of classes and / or teaching materials used by the teachers themselves , these variables can affect school performance and students in this sense it is necessary to delve into these variables and analyze the possible associations with school performance.

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