

Los factores psicosociales como impacto en el bajo
rendimiento escolar de los estudiantes de la Universidad
Autónoma de Guerrero

*Psychosocial factors as impact on poor school performance of the students of
the Autonomous University of Guerrero*

*Fatores psicossociais como o impacto mau desempenho escolar de estudantes
da Universidade Autônoma de Guerrero*

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Resumen

Con el objetivo de analizar las conductas psicosociales que ocasionan el bajo rendimiento escolar en las unidades académicas de psicología, derecho, sociología, economía y enfermería N° 2, se hizo un estudio en los educandos de nivel superior de la Universidad Autónoma de Guerrero (UAGro). Para ello se aplicó principalmente a educandos del sexto semestre de las cinco licenciaturas de la UAGro. un cuestionario. Los resultados permitieron descubrir que los principales factores que tienen mayor incidencia en el bajo rendimiento escolar son psicológicos y económicos, mientras que los factores que menos inciden en la problemática escolar señalada son el bullying, la falta de apoyo de la familia y de la escuela. Con base en los resultados obtenidos se sugiere a los directivos de las escuelas implicadas en el estudio, autorizar un programa que incluya una serie de acciones encaminadas a suprimir o disminuir los efectos de los factores responsables del bajo rendimiento escolar, como son la desmotivación, la indiferencia del estudiante y la economía de las familias. Dicho programa debe ser diseñado e implementado por personal especializado en estrategias de motivación y de interés para el aprendizaje.

Palabras clave: factores psicosociales, bajo rendimiento escolar, desmotivación e indiferencia.

Abstract

With the objective of analyzing the psychosocial conducts that cause the low school performance of psychology, law, sociology, economics and nursing 2. A study was made to the learners of higher education of the Autonomous University of Guerrero (UAGro by its name in Spanish). This applied a questionnaire mainly to pupils of the sixth semester of the five Bachelor's degree of the UAGro. Those results allowed discover that the main factors that have greater incidence in the low school performance are psychological and economic, while those factors that less affect on the school problematic are bullying, lack of family and school support. With base in the results obtained is suggests to the managers of the involved schools in the study, authorize a program that includes a series of actions aimed to suppress or reduce the effects of the factors responsible of the low school performance, such as discouragement, student indifference and family economy. Such a program must be designed and implemented by staff specialized in strategies of motivation and interest for learning.

Key words: psychosocial factors, low school performance, discouragement, indifference.

Resumo

A fim de analisar os comportamentos psicossociais que causam mau desempenho escolar em unidades acadêmicas psicologia, direito, sociologia, economia e de enfermagem # 2, um estudo foi feito em estudantes de nível superior da Universidade Autónoma de Guerrero (UAGro). Pois é aplicado principalmente para o sexto semestre os alunos dos cinco graus de UAGro. um questionário. Os resultados levaram à descoberta de que os principais fatores que têm o maior impacto sobre o mau desempenho escolar são psicológica e econômica, enquanto os factores menos impacto sobre problemas escolares indicados são o bullying, a falta de apoio da família e da escola. Com base nos resultados obtidos sugerem que os diretores das escolas envolvidas no estudo, autorizar um programa que inclui uma série de medidas para eliminar ou diminuir os efeitos dos fatores responsáveis pelo mau desempenho escolar, como motivação, o a indiferença do aluno e da economia das famílias. Este programa deve ser projetado e implementado por estratégias de motivação pessoal especializado e juro para a aprendizagem.

Palavras-chave: fatores psicossociais, mau desempenho escolar, falta de motivação e de indiferença.

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Introduction

With the objective of analyzing the psychosocial conducts that cause the low school performance of psychology, law, sociology, economics and nursing 2. A study was made to the learners of higher education of the Autonomous University of Guerrero (UAGro).

For this purpose a questionnaire was applied mainly to pupils of the sixth semester of the five Bachelor's degree of the UAGro. Those results allowed discover that the main factors that

have greater incidence in the low school performance are psychological and economic, as they were those who recorded the highest frequencies. those factors that less affect on the school problematic are bullying, lack of family and school support. The foregoing was confirmed with results derived from questions posed in a different way.

This report contains a paragraph dedicated to the review of the literature in which the authors consulted expressed their theoretical position respect to the psychosocial factors or psychosocial conducts related with the low school performance of the students of the UAGro.

Finally is suggests to the authorities of the schools involved in the study that authorize a program that includes a series of actions aimed to suppress or reduce the effects of them factors responsible of the low school performance, such as discouragement, student indifference and the family economy, mainly.

Theoretical foundation of Underperforming School

Conceptual definitions

Poor school performance

School underachievement is the record of passing scores below eight and disapproving in the record of students. In the UAGro, learners averaging less than 8.5 rating throughout the race, not titled or obtain the degree by the expeditious way, since that rating is the acceptable minimum, in addition to not fail more than three curricular courses throughout of their school career. The BRE can be the preamble of school dropouts, as for a student with low grades or disapproving is very difficult to continue studying, especially if low income. Tomas U. on page PSICOASESOR, says the BRE depends on the teacher, the parents and the child's motivation: "... when parents do not cooperate in their child's learning, not motivated, do not support or are with it, it is very likely to have "poor school performance."

Psychosocial behavior

Psychosocial behaviors arise from psychological and social factors, and are aimed at achieving a purpose. In the field of education is more appropriate to refer to psychosocial factors rather than psychosocial behavior, so hereinafter in this Article shall be used more often the concept "psychosocial factors" as the background it comes to describe if these factors affect poor school performance.

Psychosocial factors

The concept of psychosocial factors refers to those conditions in a work situation and are directly related to the organization, job content, performing the task and able to affect both the welfare and health (physical, mental or social) of the worker, and the development of labor (Martin, DF and Perez, BJ, National Center for working Conditions).

In the educational context and based on the above definition, psychosocial factors are the set of conditions that occur in learning environments, which are related to the contents, didactic and pedagogical strategies, attitudes and emotional relationships between teachers and students, which can help or hinder the acquisition of knowledge within and outside the classroom.

Psychosocial factors that were addressed in this study are: the lack of motivation, indifference student, difficult issues of class, lack of parental interest, lack of support from school, bullying in the classroom, mental fatigue , lack of financial resources and lack of family support.

Below is a brief description of the most essential concepts and greater technical relevance, such as motivation, indifference, interest and mental fatigue.

The motivation. It is defined as the "reinvigoration and channeling our behavior. Energize and direct behavior toward a goal. Motivational variables are, together with the circumstances, the most important determinants of the "Canda (2002, p. 224) behavior.

Demotivation. SAR (2014, p. 768) describes it as "a lack or loss of motivation". Demotivation is then characterized by a lack of vigor or energy to guide, channeling or directing the student's actions towards achieving their learning.

The interest. It is the "attention to an object which is attributed an important subjective value by the observer. It is relatively constant, acquired and can influence the motivation to "Canda (2002, p. 182) action.

Selflessness. SAR (2014, p. 765) defines it as "the lack of interest in something." The lack of interest in a topic indicates that the learner does not concentrate his attention and mental energy on this because not its focus, or select it from the various stimuli present in a learning situation.

The indifference (Latin *indifferentia*). Mood does not feel the inclination or repugnance toward a person, object or business (RAE, 2014, p. 1232, T. 2). The student indifference regarding the contents of the class is a major problem, especially for teachers, it will be difficult to maintain the working environment necessary and appropriate for communication with students. Indifference generates apathy, listlessness, indifference and even disorder in the classroom.

Mental fatigue. The Journal of Applied Physiology explains that mental fatigue can influence important actions for our health; for instance, exercising, as it does not affect the heart or muscular performance, but the perception of effort required; magnifies and therefore increases our indecision and lack of courage to carry it out (The República.pe). The article adds, "mental fatigue can be caused by stress, overwork, nerves; its symptoms are: 1. hungry all the time; 2. loss of control of emotions: as Matthew W., a fatigued brain is 60% more likely to respond to negative and disturbing images; people lose the ability to control their emotions; 3. do not know where things are left, 4. slower are: fatigue makes your motor skills are slower and less accurate (Clete Kushida Stanford University Center for Human Sleep Research, La República.pe); and 5. lack of sleep.

If the lack of vigor and energy with the diversion of attention, indifference and mental fatigue of students on the content of the class, combine the result will be no learning, which will lead safely in poor school performance or reprobation.

The Education Sector Program Federal Government (2013-2018, p.38), Article 2 states: strengthen the quality and relevance of higher secondary and higher education and job training to contribute to the development of Mexico. This text is heard very well, but if the student is unmotivated,

inattentive, indifferent and also exhibits mental fatigue, teachers will be extremely difficult to obtain the results that the authorities expect.

Investigation methodology

The interview and questionnaire

In this research it was used to interview empirical method to prepare the conditions for applying the questionnaire as a quantitative method, which was designed as a tool to gather information to verify the overall objective of the research work. The questionnaire included multiple choice questions, so it was easy to answer by participants from each school. The results were quantified and represented in graphs and tables and then be analyzed.

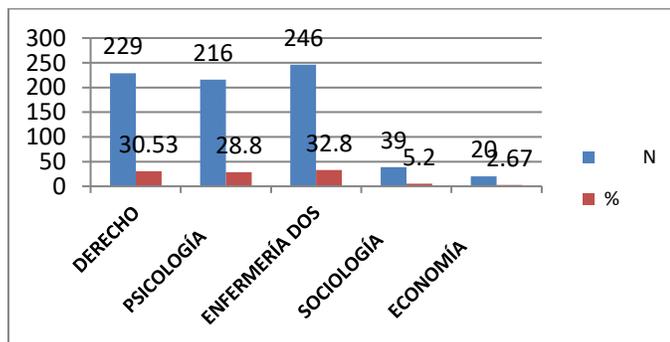
The population

We worked with a population of 750 students in the sixth semester in the five dependent degrees from the Autonomous University of Guerrero (UAGro) who was asked will answer the instrument, which was fulfilled in a timely manner.

Representative sample per school

Students answered questions about the psychosocial factors that determine the Underperforming (BRE) School were in total 750, equivalent to 100% of the participants. Of these, 30.53% (229) studied law degree, 28.80% (216) is enrolled in the psychology, 32.80% (246) attends nursing No. 2, 5.20% (39) studied sociology and communication 2.67 % (20) pursuing a degree in economics (Chart 1).

CHART NUMBER 1. STUDENT POPULATION BY SCHOOL



Concentration and analysis of results of educational underachievement

This section describes the overall results of the factors involved in the Underperforming School (BRE) obtained in the five schools, and then the same procedure applies are analyzed, but with the data provided in each school. In both data blocks are shown in graphs and tables.

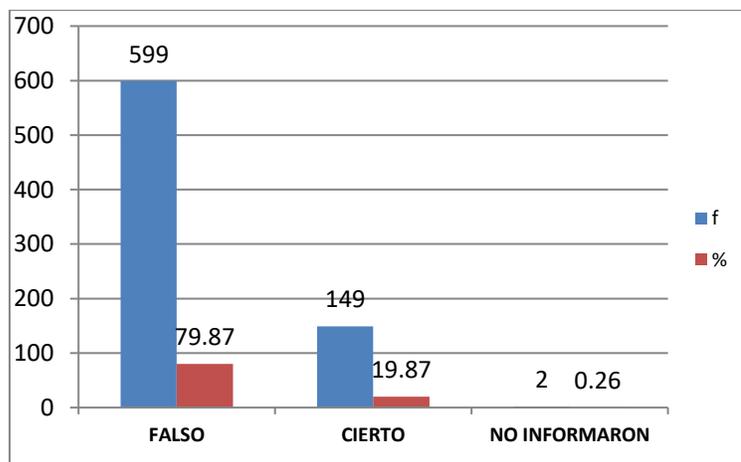
General analysis of results of psychosocial factors BRE

Here they are presented and analyzed the results of fieldwork conducted in five schools UAGro located in the port of Acapulco, represented in the graphs for each factor. false, true or not reported, according to the instructions of the questionnaires: the percentages recorded in the response options are also discussed.

The lack of parental

One of the psychosocial behaviors addressed in this research was the lack of parents, so respondents were asked whether this factor influences their children Underperforming School. The answers to that item were as follows: 79.87% (599) said is false, 19.87% (149) said is true and 0.27% (2) reported. As can be seen, the highest percentage of respondents denies that the lack of parental influence academic underachievement. In the graph number 2 can display the data referenced.

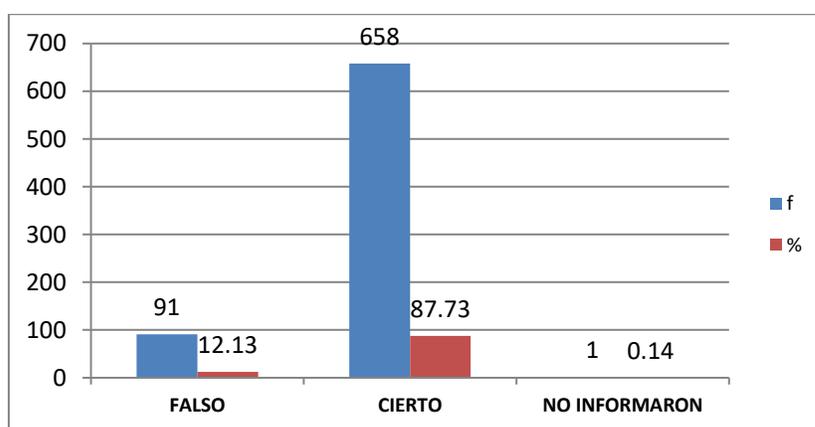
CHART NUMBER 2. LACK OF PARENTAL



Demotivation of students

Respondents were asked whether the motivation is a factor that influences the existence of educational underachievement; the recorded data are as follows: 12.13% (91) said that is false, 87.73% (658) answered yes and 0.14% (1) did not provide information. These records are messages that send students to the authorities of the visited schools, and their parents to both initiate the implementation of measures to reduce the percentages obtained and poor school performance (Chart 3).

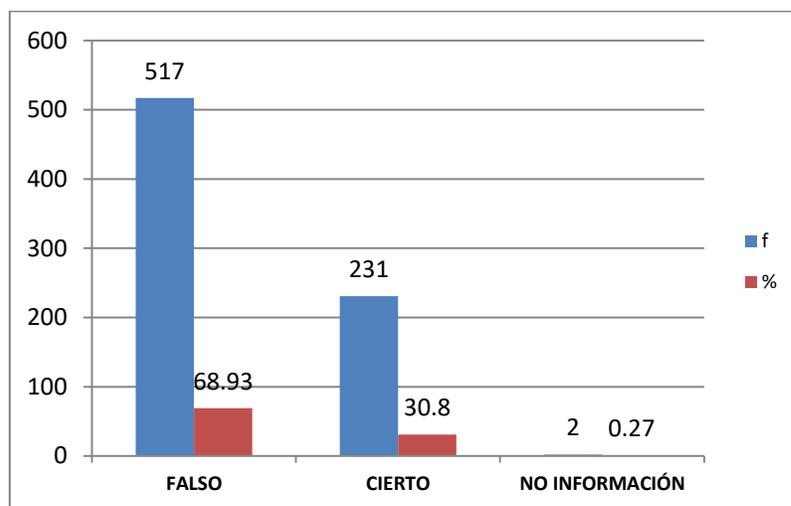
CHART 3. NUMBER OF STUDENTS DEMOTIVATION



The indifference of learners

Another psychosocial behavior being studied as to whether or not influences the BRE, is the indifference of the learners for their learning, with the following records: 68.93% (517) answered is false; 30.80% (231) said is true; while 0.27% (2) reported. The above information reveals that most students are not indifferent to the acquisition of knowledge inside or outside the classroom (Chart 4).

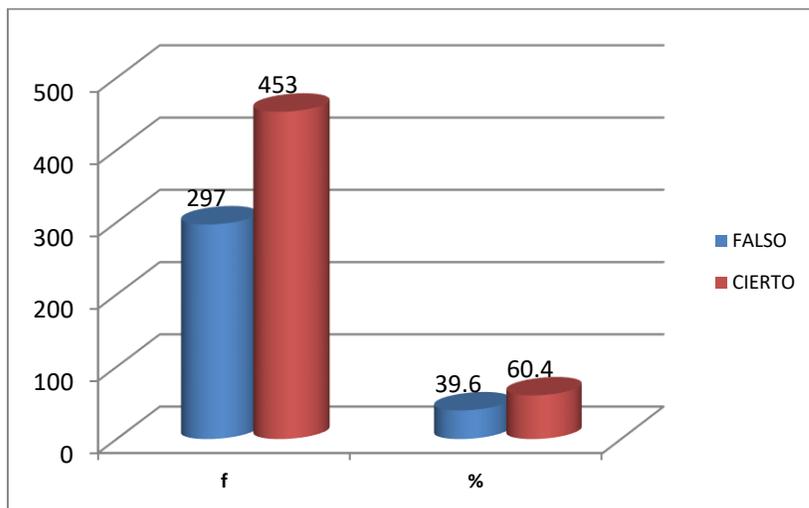
CHART NUMBER 4. INDIFFERENCE OF THE LEARNERS.



Mental fatigue

After asking students if mental fatigue determines the presence of Underperforming School, they responded with false and / or true: 39.60% (297) said is false, 60.40% (543) he said is true. This allows to deduce that most students surveyed agree that mental fatigue is associated with the BRE (Chart 5).

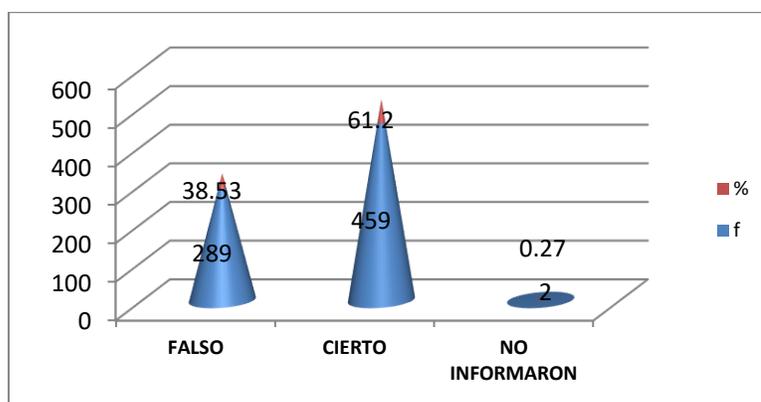
CHART NUMBER 5. THE MENTAL FATIGUE



The lack of economic resources

Regarding the influence of the lack of financial resources in the BRE of students, the responses were: 38.53% (289) reported that it is false; 61.20% (459) said is true and 0.27% (2) give information. As it can be seen from the above data, in high schools of the UAGro, located in Acapulco, in studying young people from all regions of the state of Guerrero, including the Mountain and Costa Chica are the most podres six ten students attribute the BRE to lack or shortage of financial resources. This is consistent with the standards of living of most families Guerrero, one of the poorest states of Mexico (Chart 6).

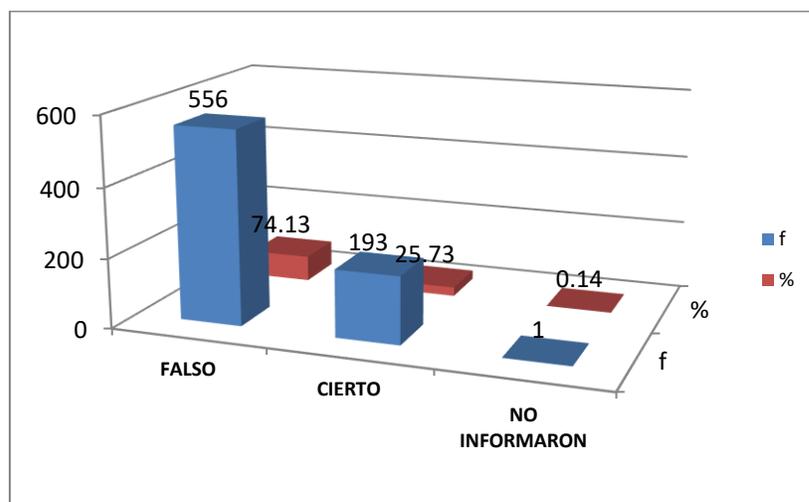
CHART NUMBER 6. LACK OF FINANCIAL RESOURCES



Lack of family support

Another indicator associated with the BRE is the lack of family support, which prevents young people to study a career and can perform with outstanding grades, expressed in nine ten digits. In an official scale from 0 to 10, the minimum passing UAGro figure is 7, both at the high school level as at the top. In reviewing the questionnaire responses it was found that 74.13% (556) chose the wrong option, 25.73% (193) bent by certain option and only 0.14% (1) provided no information (Figure 7).

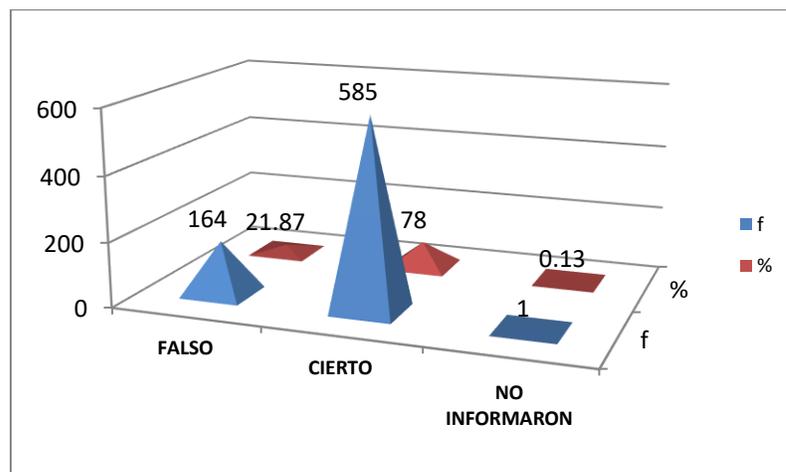
CHART NUMBER 7. LACK OF SUPPORT FROM FAMILY



Failure to attend classes students

The student's presence in class was presented by young researchers interviewed. These should answer: false, true and did not inform the question of whether the student non-attendance to classes affects the BRE. At the end of the count data is recorded that: 21.87% (164) said it is false; 78.00% (585) felt that is true, while 0.13% (1) reported. The information provided by about four out of ten young people, is evidence of his personal experience, it is the student's own lives and knows not attend classes involves not learn as their peers who attend, which probably reflects in low grades at the end of the course (Chart 8).

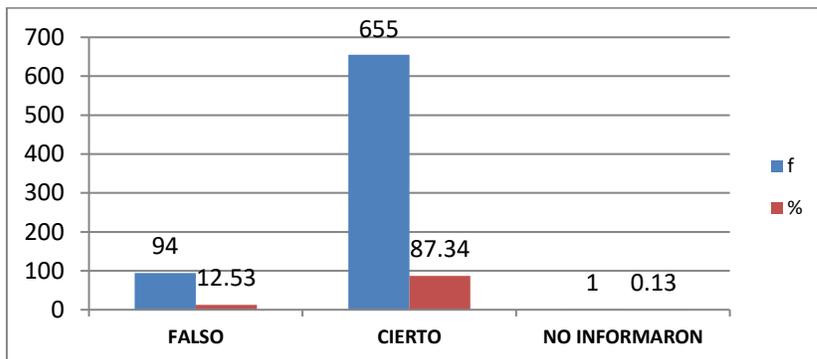
CHART NUMBER EIGHT MISSING SCHOOL



Bullying in the classroom

He wondered if the bullying or violence in schools affects the BRE. The information gathered about was: 12.53% (94) stated that it is false, 87.34% (655) he said is true and only 0.13% (1) did not give information. The information processed here should be understood as a warning to the authorities of the visited schools because students are reflecting a reality that can be ignored by managers. It is convenient to all that early intervention alternatives for this problem are sought before teaching within classrooms or playgrounds complicate relations further. Learning environments must be physical and human spaces where positive and pleasant social relationships where emotional closeness between students, teachers and administrators are conducive to meaningful learning (Chart 9) is favored cultivated.

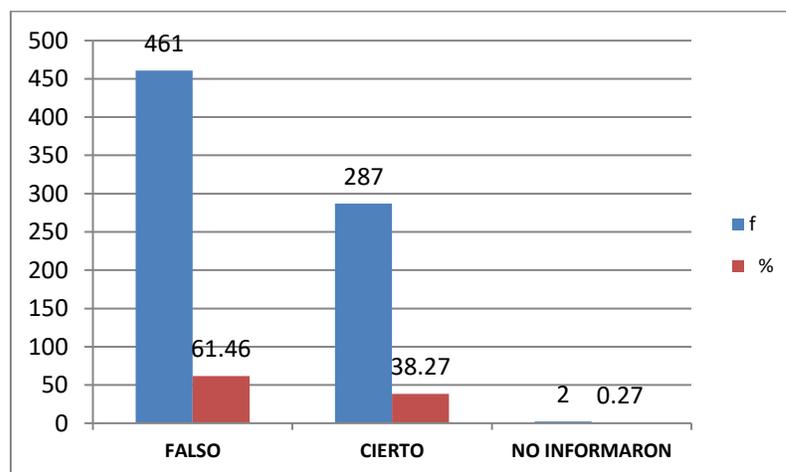
CHART NUMBER 9. BULLYING IN THE CLASSROOM



The difficult issues of class

Educational content can represent a difficulty for many students to continue and finish his career, so the learners were questioned if difficult issues can become a BRE. Field records are analyzed as follows: 61.46% (461) of respondents said that it is false, 38.27% (287) said it is true and 0.27% (2) did not answer the question. You can round and say that 6 in 10 college students have no problems with difficult issues of their classes, so this factor does not generate the BRE (Chart 10).

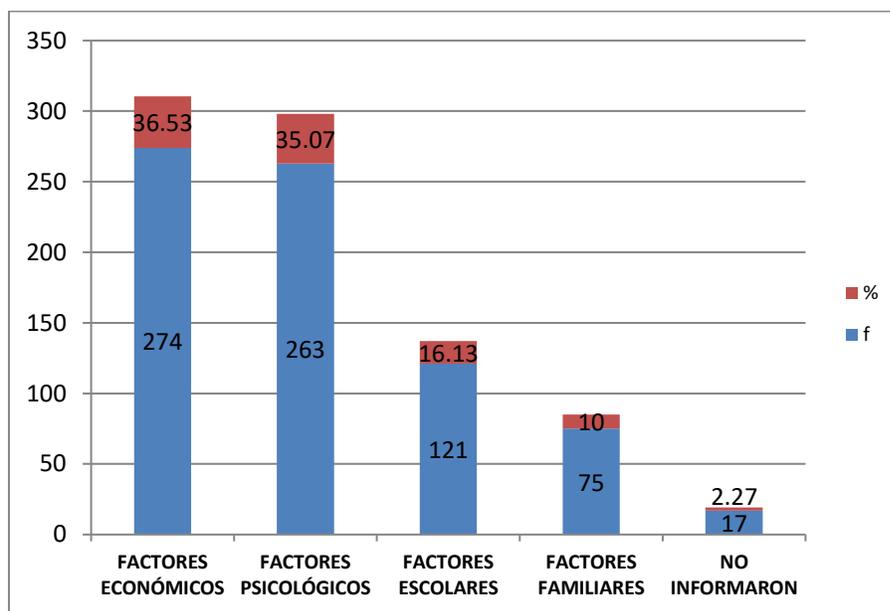
CHART 10 TOUGH ISSUES OF CLASS



Intersectoral relations Underperforming School

Below they are presented and discussed the results with respect to the four groups of psychosocial factors affecting the Underperforming School (BRE) students from five schools in the UAGro. In that regard, he wondered what factors influence overall are more in the BRE, having noted only one of the four options presented. 36.5% (274) reported that economic factors are most determine the BRE, 35.0% (263) said are psychological factors, 16.1% (121) mentioned that are associated factors: respect the following records were obtained school, 10.0% (75) reported that the factors are linked to the family and 2.4% did not report. These percentages show the interfactoriales relations existing matching data recorded in other items, but refer to the same set of factors that influence the BRE students five degrees from the UAGro, which include economic factors, followed with high score for psychological, demonstrating that have a high impact on the BRE above those associated with school and family, who scored in the bottom, respectively (Chart 11).

CHART NUMBER 11. PSYCHOSOCIAL FACTORS LOW SCHOOL PERFORMANCE



Interpretation of total cross-cutting relationships of the five schools

Number 1 table concentrates the overall results provided by students degrees in law, psychology, nursing No. 2, sociology and economics, which were interviewed to apply the questionnaire allows for interpretations generally about intrafactoriales relations psychosocial influencing poor school performance. demotivation student, indifference student, difficult issues of class, lack of parental interest, lack of support from school, bullying in the classroom, mental fatigue, lack: Participants to rate from 1 to 9 the following factors were requested financial resources and lack of family support. They should write the number 1 most influential factor, number 2 which has less influence and so on, to write the number 9 to factor that, from his point of view, does not affect or influence least underachievement.

The weighting of learners of these factors is expressed in the following registers, which are organized in blocks ranging from the highest to the lowest records:

The first block of three factors, marked with the number 1 and exert a greater influence on poor school performance are: the demotivation of students, lack of economic resources and indifference of the student for their learning, as recorded 21.29% the first, 17.82% 15.96% the second and the third.

The second block of four factors that scored lowest percentages in relation to the first three, consists of the lack of parental interest (8.51%), lack of family support (8.24%), the difficult issues of class (7.71%) and mental fatigue (7.71%).

The third block of two factors that had the lowest levels of incidence in the BRE in it: bullying in the classroom (6.11%) and lack of support from the school (4.52%). As can be seen from these results, the two blocks were classified with low percentages do not reveal the potential importance, especially the school, located last (Table 1).

Analysis and interpretation of comprehensive relations BRE intrafactoriales

Among the factors the greatest impact on the BRE in high schools of UAGro, two are psychological: the lack of motivation and indifference, and one is economic; while those who had less presence in the minds of students surveyed are bullying in the classroom and lack of support from the school. Against all expectations, students will not involve the school in its BRE; rather they were realistic, because in a capitalist society such as Mexico, the student is satisfied to see a higher education institution opens its doors to be formed, without waiting for more support of any kind. It is also realistic when he says that the BRE depends on personal psychological characteristics of the student, as well as their economic conditions which indirectly involve the family, as most Mexican students and particularly guerrerenses are economically dependent. This analysis corresponds only to the classification that students did with the número1 of the main factors influencing the BRE, which is the highest value has when making decisions. All ratings registered number 2 onwards, up to number 9, statistically have value, but qualitatively fade because in the present study and in any type of question, the first choice is the most features (Table 1).

TABLE ISSUE 1

CROSS-CUTTING RELATIONSHIPS AT SCHOOL PERFORMANCE OF FIVE SCHOOLS

SELECCIONES DEL 1 AL 9	SELEC 1		SELEC 2		SELEC 3		SELEC 4		SELEC 5		SELEC 6		SELEC 7		SELEC 8		SELEC 9	
	f	%	f	%	F	%	f	%	F	%	f	%	f	%	F	%	F	%
DESMOTIVACIÓN	80	21.29	58	15.43	46	12.24	26	6.91	37	9.84	26	6.91	31	8.24	26	6.91	46	12.24
FALTAN RECURSOS ECONÓMICOS	67	17.82	49	13.03	30	7.98	34	9.04	40	10.64	36	9.57	38	10.11	35	9.31	47	12.5
INDIFERENCIA DEL ESTUDIANTE	60	15.96	49	13.03	38	10.11	44	11.70	35	9.31	35	9.31	31	8.24	41	10.90	43	11.44
DESINTERÉS DE LOS PADRES	32	8.51	33	8.78	32	8.51	54	14.37	51	13.56	41	10.90	53	14.09	47	12.50	33	8.78
FALTA DE APOYO DE LA FAMILIA	31	8.24	43	11.44	45	11.9	47	12.50	47	12.50	29	7.71	42	11.17	50	13.30	42	11.17
TEMAS DIFÍCILES DE LA CLASE	29	7.71	42	11.17	50	13.30	33	8.78	37	9.84	42	11.17	37	9.84	41	10.90	65	17.29
CANSANCIO MENTAL	29	7.71	36	9.57	45	11.97	33	8.78	43	11.44	57	15.16	47	12.5	52	13.83	34	9.04
BULLYING EN EL AULA	23	6.117	36	9.57	42	11.17	48	12.77	48	12.77	50	13.30	57	15.16	37	9.84	35	9.31
FALTA APOYO DE LA ESCUELA	17	4.52	37	9.84	43	11.44	54	14.36	56	14.89	54	14.36	48	12.77	41	10.90	26	6.92

Comparative analysis between Graph 11 and Table 1

If the results presented in the graph No. 11 with those shown in box number 1 are compared, a numerical proximity between economic and psychological factors of observed, the difference of only one percentage point. It is a fact that the information presented in the chart number 11 and contained in the number 1 box, allows observe, verify or endorse the results recorded in this investigation. It is clarified that the data in the graph number 11 and the number of table 1 were taken from different items, corresponding to numbers 10 and 11 of the applied questionnaire. That is, the same results on the same indicators were obtained, with questions differently. This allows us to generalize that psychological factors are important in the first instance, the Underperforming School in degrees in law, psychology, nursing No. 2, sociology of communication and economy UAGro, while economic impact secondarily but they are very close to the psychological.

The results show that the psychological variable and the economic variable correspond to the personal dimension of the student and not the institutional dimension, corresponding to the school authorities to decide to what extent may be involved to improve the two variables responsible for BRE in high schools of UAGro. (Figure 11 and Table 1).

Conclusion

1. The general objective formulated since the beginning of the research was to analyze the psychosocial behaviors that cause poor school performance of students of psychology, law, sociology, economics and nursing N^o 2 UAGro was fulfilled., As they were addressed and they analyzed the main psychosocial factors affecting the issues raised (BRE) project.
2. The results show that psychosocial factors that affect the Underperforming School are of two types: psychological and economic.
3. It was also shown that one of the factors that has less impact on the guerrerenses BRE university interviewed, is the lack of support from the school, contrary to expectations that students could hold their BRE school, but it happened otherwise since this factor was ranked last.

Intervention alternatives

In this research we found that psychological factors and economic, as demotivation, lack of economic resources and indifference were the main factors leading to poor school performance. In this regard, it is important to encourage the authorities of each academic unit to monitor the formal implementation of the Institutional Tutoring Program in order to optimize it to ensure the academic training of learners and thereby achieve development and strengthening their self-learning capabilities. We also suggest designing a program of psychoeducational intervention to be applied in each participating institution and which can provide cover, consisting of motivational workshops and strengthening of interest to study and learning, as well as conferences, all taught by experts in the matter.

As the economic factor, it is necessary that grants financial support granted by the different levels of government to those people who study in different academic units UAGro actually granted., Because of financial need, academic talent, sports, cultural or human. In the allocation of grants awarded by any institution or level of government, should be the group leaders who endorse the granting of that benefit, because it is they who know best the needs of their peers. This activity also should not be left to the free will of people outside schools.

If the proposals are properly completed, students can behave independently, have favorable study habits and improve their school performance and reflect with higher averages. You can also contribute to human development of the learners, comprehensive welfare oriented and improving their quality of life.

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