Management in education: a study on evasion and permanence in the context of technical education at the Goiano Federal Institute, Campus Rio Verde-GO

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Abstract

Students in technical courses generally have different values, practices, and cultural goals than students belonging to families who are preparing for well-regarded colleges. Aiming to describe the factors associated with dropout in the classroom technical course and identifying possible barriers to permanence of students of the technical course in administration of the Federal Institute Goiano Campus Rio Verde in the semester 2019/1, through quantitative and qualitative studies, we aimed to measure the consensus of eighty-nine respondents. The results show that the dropout when due to socioeconomic issues involves mainly the student's situation as the family's financial support; in the institutional perspective, some factors such as transportation, lack of identification with the course and low school performance were pointed out. Given these explanations it is concluded that a macro approach is necessary with the involvement of teachers and students of the institution.

Keywords*: Evasion. Permanence. Financial Reality. Institutional Aspects.*

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1. INTRODUCTION

The educational organization is capable of producing culture, empowering creation, and the ability to transform reality because it is made up of people who meet in a given time and space. Professional learning is recognized as a prominent strategy for system-wide educational reform, regularly engaged as an empowerment strategy to improve school effectiveness (STOLL, 2020). No country achieves full development unless it guarantees its citizens, at all stages of their existence, the conditions for a dignified life of physical, psychological, social, and economic quality.

Education has, in this scenario, a fundamental role, and the school space is the one that must favor, to all citizens, the access to knowledge and the development of competencies, that is, the possibility of apprehension of knowledge historically produced by humanity and its use in the effective exercise of citizenship (BRASIL, 2004).

In addition to this focus, we also seek to analyze the dropout phenomenon in the first periods of technical education in order to identify the association of institutional factors that contribute to the failure in school success. It is also of great importance to recognize the socioeconomic characteristics of the students, in order to understand their influence on the dichotomy between permanence and success in a public institution of professional education.

In this vein, the objective of this study was to describe the factors associated with dropout in classroom technical courses, identifying possible barriers to the permanence of students specifically in the Technical Course in Administration at the Rio Verde Campus of the Goian Federal Institute in the 2019/1 semester.

With this focus, the possible causes of educational discontinuity can be reflected upon, seeking to answer the following research problem: what are the reasons that contribute to school failure when students drop out?

2. THEORETICAL BACKGROUND

The schools must, in accordance with the federal legislation and with the state and municipal legislations about education, formally assume,

as an educational policy, the guarantee, for all, of access to knowledge (BRASIL, 2004). Thus, the school, in performing its social function of forming historical subjects, needs to be a space of sociability that enables the construction and socialization of the knowledge produced (OLIVEIRA *et al.,* 2014).

The teacher is responsible for promoting conditions that favor student learning, in the sense that the student understands what is being taught, and when the teacher adopts the dialectical method, this becomes easier, and this must be the teacher's concern: facilitate student learning, sharpen their power of argumentation, conduct classes in a questioning way, where the student - active subject, will also be exercising its role as a thinking subject; that gives constructivist view, builds your learning, through hypotheses that are being tested, interacting with the teacher, arguing, questioning in order exchanging ideas that produce inferences (COSTA, 2016).

The educator must act as a knowledge mediator, so that students learn school knowledge in interaction with others, and not just passively receive it. This is how the teacher will help the student to develop a critical sense and be able to participate more and more actively in his or her "social practice", acting as a subject in society. Thus, it is up to the teacher to be the bridge between student and knowledge, and it is up to the student to actively participate in this process (BULGRAEN, 2016).

With the advances in studies on the teaching-learning process, it has been proven that the interrelationships in the classroom, around common objectives, are the ones that most favor the learning of contents and of social, affective, and moral behaviors (RAASCH, 1999). All learning must be meaningful, that is, that the student relates the new information to be learned with what he or she already knows, giving it a place within a larger whole, traditional teaching strategies have little effect on students' conceptual acquisition. Several studies suggest modifying teaching practices through new teaching strategies (PIUS *et al.,* 2008).

The student should be able to formulate questions, diagnose and propose solutions to real problems. Regarding the teaching of the Curricular Components, the student should also put into practice concepts, procedures and attitudes developed in school, accepting that,

many times, the student knows a lot about a certain concept, and has perceptive arguments about situations, acquired from his experiences, but he may lack a conceptual network that offers unity to all the fragments of information he has (CAMPOS *et al.,* 2002).

It is of great importance for the high school student to understand the social and natural world and the technological cultural productions of his time, to be an informed citizen, critical, positioned and able to express his opinions (MARASINI, 2010). Schools may even express concern about low student achievement, but this does not become a concrete proposal (DEMO, 1994, p. 135). A very important factor of performance in the teaching-learning process is how to evaluate the student.

There is a great complexity of elements that must be offered by the school, which is responsible for arousing in the students, through its teaching group, curiosity and determination for learning. Developing strategies for the students to reach the expected performance, such as attractive methods for learning, development of specific teaching resources for the contents with greater learning difficulties, and efficient methods for monitoring and evaluating the students.

3. METHODOLOGY

In order to meet the research objectives, a field research was conducted through the survey method (CRESWELL, 2017), with respect to the problem analysis, it was opted for a mixed approach combined qualitative and quantitative research. The quantitative approach was intended to measure the consensus of the research population, formed by students of technical courses in administration at the Rio Verde campus of IF Goiano.

The methodology of the study approach was more experiential than conceptual, with a case study, in which, in an attempt to understand the reality, conversations were formed to evaluate the problem-situation, including activities outside the course space. The study was developed through two half-yearly meetings, with individual assistance to the class representatives, at specific times, to accompany and contribute to the activities of the class representatives. All

meetings started with a dynamic that aims to sensitize the student to realize the importance of staying in the respective course, as well as to be successful in their studies.

The strategy of communicating the objectives and the relevance of the research to the course managers and students was undertaken with the request for authorization to conduct the research, as well as collaboration in answering the questions. After the first meeting, the students reported experiences in the classroom that could or should be thought of to improve the coexistence and learning of the class. They should also report on how their experience as a representative and participant in the project has been, as well as whether the project will contribute to broadening their view of student reality, especially in the classroom.

The data collection questionnaire was divided into two distinct sections. The first section collected general data about the profile of the research participants, and the second the study variables. The questionnaires were applied, tabulated, generating graphs and tables, and analyzed in order to propose intervention actions to the students and faculty of the course. The data evaluated in this research are related to the social situation, dropout, failure and academic performance of all students enrolled in 2019.

The validation of the data collection tool was carried out a pre-test with the research participants, about 20% of the study population, aiming at correcting flaws, wording and conceptions and perfecting the questions. With the evaluation of the incongruencies and the due corrections.

The data treatment was developed in stages: (a) coding of the questionnaires to facilitate access and linking the response to the respondents; (b) tabulation of the data; (c) preliminary analysis of the data for descriptive measures; and (d) evaluation of the adequacy of the sample, the method of extraction of the factors; (Lakatos; Marconi, 2017; Creswell, 2017).

It was analyzed for this article the variables of evasion, extracted from the institutional research entitled "pep intinerante" of the Goiano Federal Institute for the year 2019. After the stage of data analysis with statistical techniques, they were crossed with qualitative data for contemporization and final configuration of the information. In

the qualitative stage, key informants were selected, using the criterion of accessibility and typicality (Cooper; Schindler, 2003, p. 169).

4. RESULTS AND DISCUSSION

Considering the social function that the school implies in the problematization and context of education, it is worth reflecting that to build a better and more current school in the face of current reality. In this process, the articulation between the various segments that make up the school and the creation of spaces and participation mechanisms are fundamental prerogatives for the exercise of the democratic game, in the construction of a democratic management process (OLIVEIRA *et al.,* 2014).

The factors involving social and economic issues that reflect from the students'perception on the school dropout are in the graph presented below:
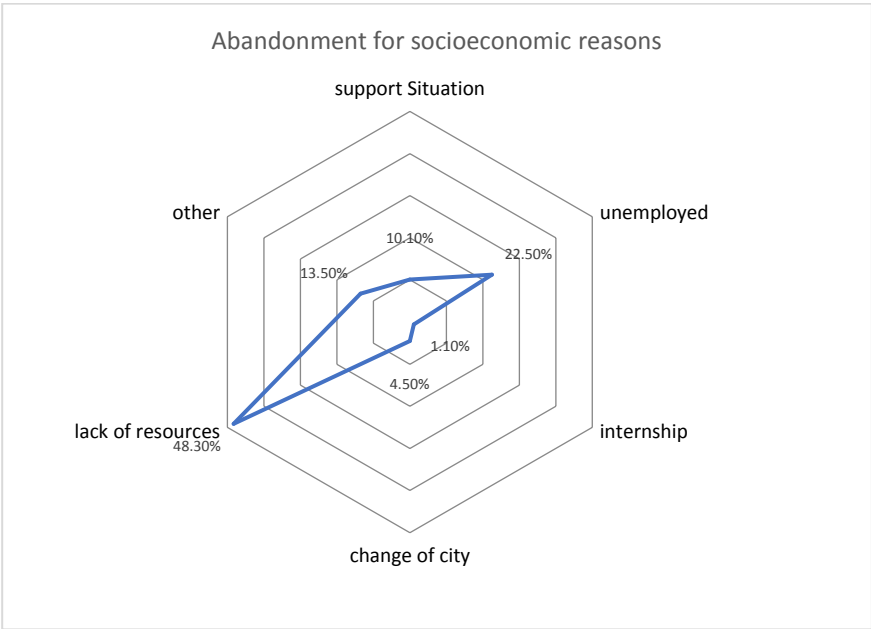

Figure 01 - Chart socioeconomic issues and school dropout in the analyzed course.
Source: Elaborated by the author (2020).

As can be seen, the lack of financial resources leads widely with more than 48% in the survey, with special emphasis of 22.5% for unemployment; a determining factor in a reality where many are responsible for supporting their families, as shown in the data below, in which most contribute somehow to support the family; 39% have parents as dependents and 19% are independent and need to support themselves.
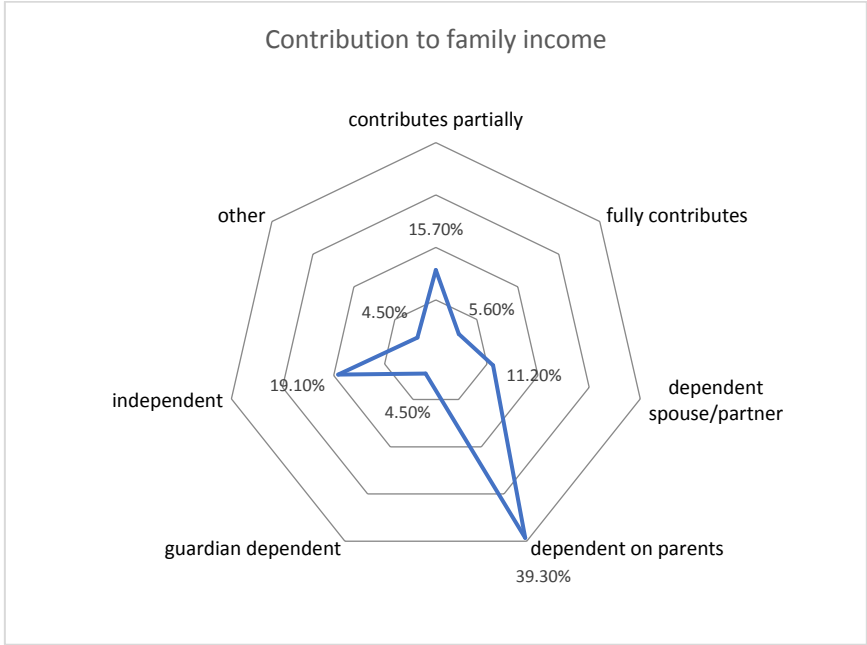

Figure 02 - Chart of students' contribution to income.
Source: Elaborated by the author (2020).

The reflective school, supported by efficient educational policies, should be the result of integrated action by teachers, students, parents, employees, coordinators and principals around interdisciplinary and transdisciplinary projects that aim to solve in a practical way the demands of the institution, and ultimately seek the comprehensive training of students and the construction of a school based on human values. Therefore. Cooperation and solidarity are key points for overcoming educational problems (REVELAT, 2009).

   It should be noted that there are very common factors that decrease student retention rates in technical courses. They can be

individual problems or a mixture of factors. Therefore, managers and teachers should work accordingly to reduce dropouts.

Some schools already have technological solutions that allow them, among other things, to detect which factors specifically affect dropout in a given institution. In the face of these most common causes, the present research can list financial problems, which make up one of the main warning signs and predictors of school dropout.

Financial problems are usually due to the loss of the job of the person in charge of supporting the family (either the student, parents or guardians), which can add a stress factor to what is already a serious problem.

For education to effectively fulfill its role of critical reflection on society and fostering the exercise of citizenship, the school needs to stop to reflect, analyze and plan. It also needs to develop the practice of continuous assessment and the promotion of course adjustments, always having as horizon the political-pedagogical project (BRASIL, 2004). These issues involving the role of the school institution are described in the following paragraphs:
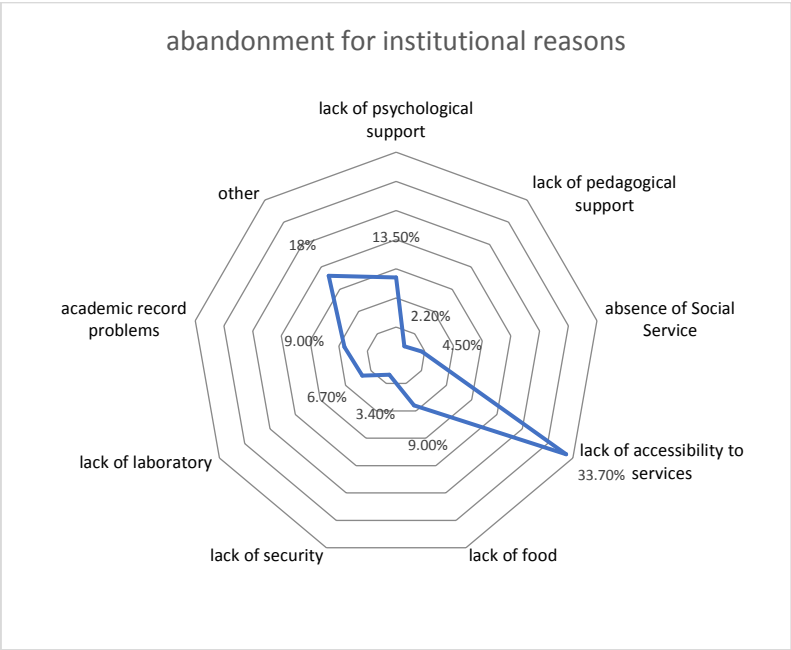

Figure 03 - Chart considering the dropout by institutional reasons.
Source: Elaborated by the author (2020).

As observed here, more than a third of the students (33.3%) have dropped out of school due to lack of accessibility. In accordance with this aspect, the contemporary school must be concerned with the subject that learns and also teaches, since it interacts with different tools about information and lives in different spatial and temporal contexts.

Besides, it should value the student as someone who is able to participate in society, being responsible for his choices and his life project, who is able to keep up with the changes and transformations and, in this sense, it is necessary to give more support to the student, including in what concerns the ways to go to school, as can be seen in the problem raised by the transportation issue, shown in the following chart, in which more than 48% use a motorcycle to go to study and 24.7% use school vans.
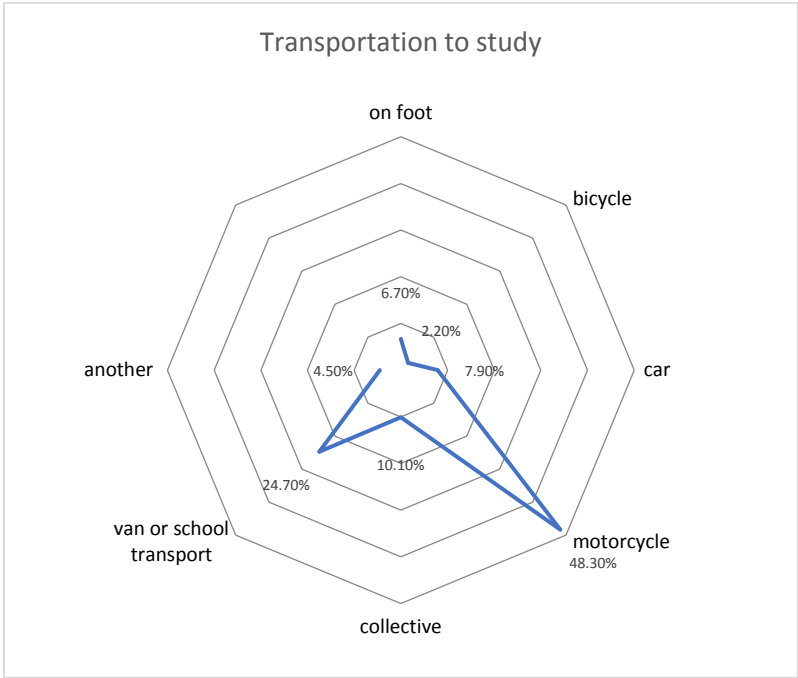

Figure 04 - Chart forms of transportation to study.
Source: Elaborated by the author (2020).

One cannot leave out the personal issues that lead students to drop out of the course under analysis. The data presented below show that more than 65% drop out of the course due to a lack of identification with the curriculum; not to mention the more than 20% who, for family reasons, had to abandon the course. In an unfolded questioning about the level of satisfaction, the data below was obtained:
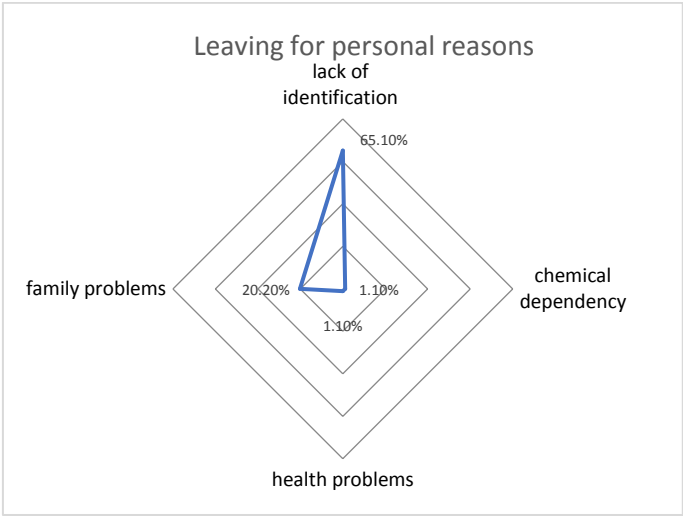

Figure 05 - Graph considering the dropout for personal reasons.
Source: Elaborated by the author (2020).

School failure is a relevant and controversial issue that requires attention in the school space. It has been the focus of constant discussions because it is closely linked to issues such as: failure, evasion, indiscipline, error, failure and school failure (MADALOZ *et al.*, 2012).

Often the student's lack of identification with the career is an important factor, as students in disciplines with lower entry barriers - such as the social sciences - have higher dropout rates than those with a higher entry barrier, such as health-related courses.

School failure can be understood from different perspectives. From the perspective of educational policies, this phenomenon has been related to the high failure and dropout rates in elementary schools throughout Brazil. In relation to the pedagogical practice and to the political-pedagogical projects of education departments and schools,

school failure has been justified, especially through the existing evaluation practices in schools that reinforce the differences between social classes, privileging those whose culture is identified with the school curricula (FERNANDES, 2005, p. 1.). Regarding the pedagogical factors, i.e., linked to the teaching-learning situation, the following chart is observed:
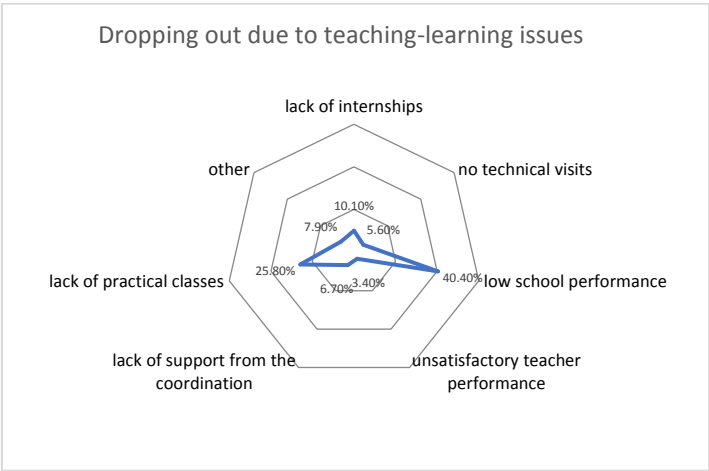

Figure 06 - Abandonment graph for teaching-learning reasons.
Source: Elaborated by the author (2020).

In view of the data presented, we can see the issue of poor school preparation, since more than 40% cited low performance as a factor in dropping out, along with the almost 26% who cited the lack of a practical curriculum, in addition to other factors observed in the graph. Even though educational institutions are taking care of deficiencies on the part of students when they leave school, in areas such as language and mathematics, some students reach the point where they are overloaded with work and therefore drop their studies.

It is emphasized here that it is not only the academic level of each career that counts, but also the psychological attitude. The survey shows that some of those entering technical courses have problems familiarizing themselves with the theoretical side of their career. Others are disoriented by the change from a structured school environment to a more autonomous world.

The fact that more than 40% cite their own low performance as a reason for dropping out; it is understood, then, that one must offer learning situations that make the student think, reflect on knowledge and use it for their lives, since the new settings require the individual to easily adapt to the ever-changing world (PAIM and NODARI, 2012).

It is expected that the low performance of students can be justified by several factors, such as unattractive teaching methods, lack of motivational resources, social, behavioral and physiological problems, among others. It is possible to help young people through better learning strategies, because the role these play has been increasingly recognized.

The high failure and dropout rates are of great concern and, although this is a three-year sample survey, it will certainly reflect a reality that can be amplified if the survey universe and timeframe are increased.

One of the causes, among many, for dropping out and failing grades is the youngster's lack of interest in school. It is understood that it is not enough to guarantee the student's access or to create income transfer programs to ensure that this youngster stays in school; it is necessary to make it more attractive, interesting, and captivating; the youngster needs to understand that Education is a necessary investment. It is necessary to create the minimum conditions for students to attend and stay in school.

Although these numbers are important as a demonstration of a not very efficient scenario, a wider analysis is needed, for a more comprehensive verification where the reasons that induce the low performance rate and the expressive failure and dropout rates are indicated.

5. CONCLUSION

The information obtained in the research indicates that a better evaluation of the subject is necessary, in order to investigate through a broad approach that includes teachers, management, and not only students, with specific observations of the school spaces, the methodologies, and teaching strategies used in the presentation of the contents.

It is necessary to reach new models of competencies in order to adapt to the needs of the public and the market. It is evident that this problem is influenced by conflicts between study, family, and work, since the main reason for students dropping out in this study was characterized by the conflict of interests between school, work, and family.

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