Intervening factors in the Early Interruption of the academic trajectory (IAT) at Instituto Universitario del Hospital Italiano de Buenos Aires

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Abstract. Many studies on dropout and academic desertion are based on negative connotations and perspectives that focus guilt on the student. Even when it is a multi-causal phenomenon (Tinto, 1989).

This work is the continuation of a first approach to contemporary perspectives that will move away from the more traditional developments and with negative charges, to incorporate a new perspective, the Interruption of academic trajectories (IAT) from which it is interesting to present the first results on the factors involved, both in the continuity and in the interruption of the academic trajectories of IUHIBA undergraduate students who have started Pharmacy, Biochemistry, Nursing or Medicine.

For this, a quantitative-qualitative-descriptive methodology has been used that included the design, application and analysis of an anonymous digital survey through which different categorizations of the factors involved in academic trajectories could be constructed, which will allow us to have a more about the improvements and intervention strategies that can be taken into account from the institution.

Keywords: academic trajectory, drop out, degree, admission

1   Introduction

This work continues with the development that started this research, on the Interruption of academic trajectories (IAT), in an attempt to build a new conceptualization that would respond to comprehensive perspectives that will depart from the more traditional notions that have been put to the fore, the phenomena of "dropout and abandonment" as a result of problems related to students, even taking into account that authors such as Tinto (1989) have exposed that these phenomena are multi-causal and that they vary in each institution and person.

That is why the construction of data has been proposed that allows recognizing the factors that affect the IAT, both those that are related to the students and to the institution and the actors that compose it, and the interaction between both. "This proposal has been found to a lesser extent, studies that focus on aspects related to the interaction between students and the institution, the necessary support and help both academically and socially" (Patriarca, 2013).

2   Theoretical Framework

The term academic trajectory refers to a link with formal higher education institutions. This has an intention, and that is to mark a line of differentiation with the terms academic dropout or desertion.

For this work, multiple factors have been taken into account to explain the complex phenomenon that we call IAT. It has been studied from different perspectives and models such as those of Spady (1970); Ethington (1990); Himmel (2005) who have taken into account factors such as family environments, academic performance, the cost-benefit approach to starting a university career. In this case, it is pertinent to take into account the perspective of "integrative models that take into account the factors developed by the previously mentioned authors and add to them the factor of institution-student interaction" (Mori Sanchez , 2012).

Within the factors analyzed, in addition to taking into account those linked to the school career, expectations and compliance or not with these, family ties with the chosen career, etc. Finally, there may be individual factors that affect the IAT: "The individual factor may require that you be satisfied by the aspects associated with the student's personality, as well as with their skills and study methods, persistence in achieving goals, among others." , in addition to their personal history, here the choice of the major and the previous academic capital of the student is of vital importance" Diaz (2008) in Cortés-Cáseres et.al (2019).

3   Methods

For the construction of the data for this research, an anonymous survey has been designed that was carried out to the second-year students of undergraduate courses at the IUHIBA through which sociodemographic data and other aspects that could affect the IAT were collected. Taking into account that in general terms and according to the review of the literature, there are more works that highlight the institutional perspective and where the different sets of variables (institutional, socioeconomic, academic and personal) are analyzed independently and not as a group set of factors that determine the decision to drop out (Castaño et.al, 2004).
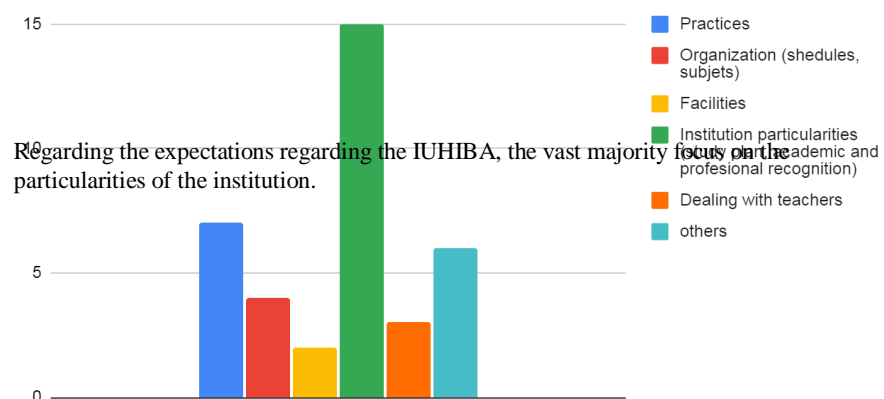
The data constructed from the survey were grouped into different categories that allowed the analysis of the factors that could influence the IAT.

4   Results

48.9% of the students who answered the survey are between 19 and 21 years old, this age range, according to various authors, have particular characteristics. These characteristics could be influencing the traditional forms of intervention that universities put into practice in order to reduce student dropout, making them not have the same effectiveness since they were designed for different students Orrantia and Silva (2014).

The main difficulties that students encounter are related to the organization of time, more than 59% wrote answers that were grouped in this category, linked to the balance between study time and daily life routines, schedules, etc.

What expectations did you have regarding training at the IUHIBA?

Legend: Practices; Organization (shedules, subjets); Facilities; Institution particularities (study plan, academic and profesional recognition); Dealing with teachers; others

Regarding the expectations regarding the IUHIBA, the vast majority focus on the particularities of the institution.

Why do you think that your expectation are being met or not?
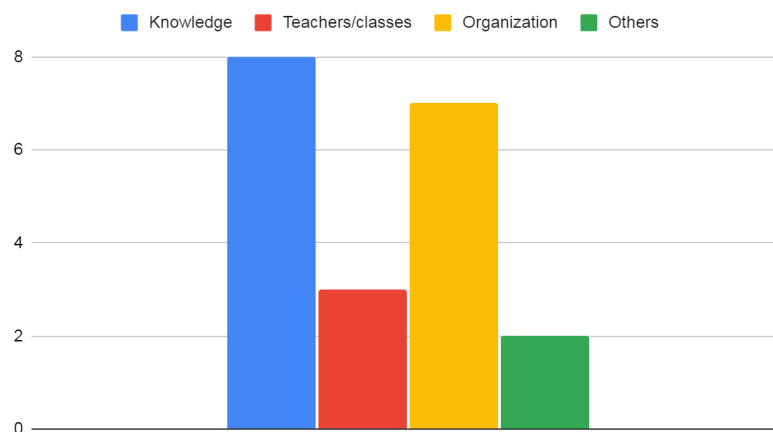
If these expectations are not met, this is related to the teaching work (content transmission, availability to answer questions, etc.)
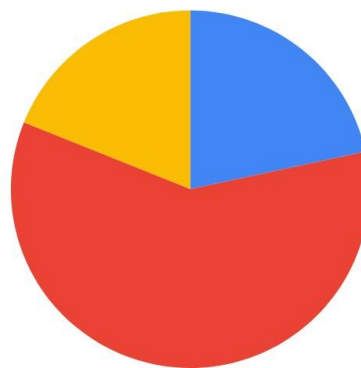
Why do you think that your expectation are being met or not?
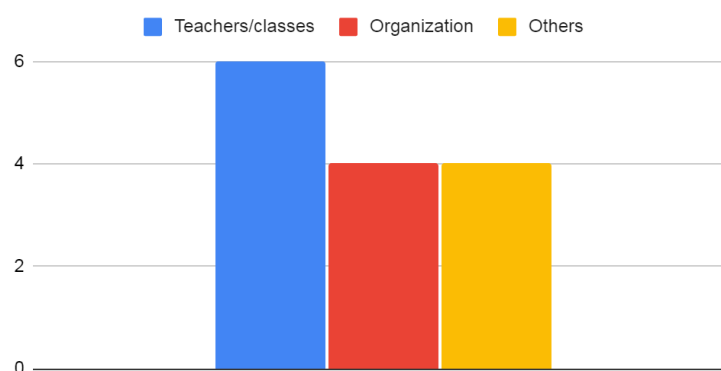
Regarding the difficulties in the first months in the degree, they are generally linked to the organization of study time, adaptation to a new space and group of people, etc.

Wich are the difficulties that you had in the first months?

- Study method
- Organization
- Personal reasons (subjets, group)

Regarding the aspects that helped them to continue the degree, in general they are linked to peer support and group work and in some cases the accompaniment of the institution. As well as the motivation to acquire new knowledge and finish a career.

5 Discussion

The constructed data allow us to account for some of the factors that intervene in the academic trajectory of IUHIBA students and that may influence its interruption, but are unidentified factors or dimensions still to be highlighted? Can these results be generalized to the higher university level or is it necessary to expand the study?

6 Conclusions

The data built allow us to account for the particular needs of a certain age range to which the institution can give greater relevance, such as accompaniment in the organization of study times and integration into the peer group. As well as the adaptation of the dynamics of the classes.

The factors surveyed show the need to establish an institutional policy and the generation of group work spaces through which a joint study can be carried out.

7 Limitations - Future research

For future research, it would be pertinent to obtain a greater number of responses that allow for more accurate percentages on the factors that affect IAT, for example by investigating other institutions or over the years. In addition to thinking about the construction of an instrument that allows delving into some survey questions, based on the categorizations obtained in this study.

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