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RESEARCH ARTICLE

SCHOOL PERFORMANCE THROUGH THE SCHOOL TRAJECTORY IN UNDERGRADUATE STUDENTS

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ABSTRACT

The strategies and institutional actions in the new educational model of the Autonomous University of Campeche(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 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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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 2019. 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". 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)

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Table 1. Categorized result of the TEP

		Frequency	Percentage	Validpercentage	accumulatedpercentage
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	

Table 2. Categorization of the average

		Frequency	Percentage	Validpercentage	accumulatedpercentage
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		

Table 3. Categorization of the TEP * Categorization of the Average

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

Institutional level, such as: internal efficiency, terminal efficiency, performance and institutional evaluation. B) Academic behaviors of students during their TE, school performance, achievement, 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. 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

Conclusion

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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