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**Motivations Strategies as Tools to Prevent Student's
Desertion at Instituto Técnico Bilingüe during the First
Quarter of 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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INTRODUCTION

Education is sometimes truncated, mainly due to school dropouts, which leads to a decrease in social development. While there are many factors that cause desertion, this research will be related to the motivation and influences that may have other external factors such as economy and the low academic level of students. In many institutions, both public and private, education has been facing a very serious problem that school dropout from all levels, with this research project the purpose was to find motivational strategies that would decrease the school dropout and thus be able to help teachers and institutions to have a better notion of why students drop out of the courses and thus be able to avoid it.

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Dedication

First of all I want to thank God who is that it helped me to move forward and finish my thesis with great success, on the other side all the teachers who helped me during the race and especially my tutor who was supporting me so that everything would come out of the best way and he did it with peace and dedication. I also want to thank my family who always supported me in everything to be able to move forward. Thank you very much to God and to life.

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Abstract

The thesis project at hand is focused on the importance of language teaching, especially when there are students who face demotivation issues that frustrate their learning process in class. These students with demotivation issues will be called deserters students.

The research question made for this particular research asked about motivation strategies as tools to prevent student's desertion at Instituto Tecnico Bilingue during the first quarter of 2019.

The participants of the investigation were the students of level A1th Grade Basic Level of English. These are twenty five students in a group with different characteristics; some of them Everyone has a desire to learn the English language, but there are some who at the beginning of the course decide not to continue for different reasons and that is the idea to find what reasons and find their strategies of motivation so that they can finish their courses with great success.

The method applied consisted of doing research about various motivation strategies that could become useful with students desertion. Once this was done by observations and questioners where students experienced the benefits of certain strategies to overcome their demotivation in the classroom.

It was found that the applied strategies showed desirable results. Most of the appreciations by the students were positive, and they showed that the usage of

techniques like the ones applied can be highly effective when supporting unmotivated students in their learning process in the classroom.

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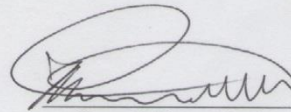


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CHAPTER I

Introductory Framework

Education is one of the tools that any individual and society should have as such. This is characterized as being a primordial way for countries to reach higher levels of development. However, education is sometimes truncated, mainly due to school dropouts, which leads to a decrease in social development. While there are many factors that cause desertion, this research will be related to the motivation and influences that may have other external factors such as economy and the low academic level of students. Motivation is “a set of internal or external factors that determine in part the actions of a person” (Royal Spanish Academy, (2018). Dictionary of the Spanish Language [Dictionary of the Spanish Language] (22nd ed.). Madrid, Spain: Author. On the other hand, motivation is the internal state that encourages the human being to act, leads people in certain directions and keeps them in some activities; it is the essential ingredient that makes human beings able to learn something. In addition to motivation, it is people’s responsibility to continue learning since the cognitive processes necessary for learning are voluntary and they are under the control of the person. That is, in the short term, students decide to defect presumably because they have economic problems; and they believe that at some point the labor market will compensate them more than to continue studying, without thinking about the future consequences.

1.1 Problem statement

This research will take place in Instituto Tecnico Bilingue (ITB) which is an institution that aims to differentiate from many institutes where the students are only passive listeners. However, through the years, many students have decided to drop their

studies in ITB and also in any kind of schools, colleges and especially in private institutions as well as learning courses. Desertion is the main issue in ITB; that is why this research is relevant to try to decrease the desertion and find possible strategies to keep studying them. On the other hand, it seems that this is a problem that needs an immediate solution for the government has faced a lot of desertion in the classrooms and from teachers experience teaching. Teachers have realized that this happens in all the areas of study and in all kinds of social classes. It is true for people with a good source of economic income and for those with a low budget.

Regarding to the dropout of young people from the basic parallel levels A1, A2, which are the first two introductory levels, each divided into twelve weeks for three months, it is a problem that is repeated year after year, a situation that is worrisome because it is born from a reality that has been affecting not only the institution but also families. For one reason or another, families decide to enroll their children in a career that in the future will help them get a better job, but at the end this dream is truncated for several reasons, including lack of motivation or low economic resources which is palpable in most of the rural sectors of the country where they are educated under the modality of one-teacher schools. The same ones that are linked at high levels of poverty and marginalization, with problems ranging from the lack of physical spaces to teach a class pedagogically, to changing teachers to other places, which often leaves the school without leaving school, greatly affecting the students. They have problems of adaptation, poor performance, discrimination, low self-esteem and finally demotivation to continue their studies. Some causes of defection in ITB are economic, social, cultural, and others, such as low self-esteem, lack of interest, few relationships with classmates, absences, among many others. However, despite all these possible causes already mentioned, it can be determined by means of research that appropriate

motivation is able to decrease or stop the desertion once and for all. On the flip side, many consequences have been known in the departure of ITB students, among which loss of interest of some colleagues, discouragement of family members of deserters, and even job loss for some students can be mentioned. Many students study because their companies enroll them with the hope of having their employees bilingual, but eventually the students do not finish their course and end up losing their jobs. As at the same time many young people begin their studies with the hope of getting some employment or change the one that they already have, but when abandoning their studies, these goals do not bear fruit. For this reason, there is a need to investigate different motivation strategies that influence motivating the students of the Instituto Técnico Bilingüe to continue with their studies and thus achieve a gradual reduction in dropout rates. As a result of this research, the idea is to raise awareness in the different institutions in Costa Rica and to be able to collaborate with teachers so that they are better equipped with different motivation strategies and have a clearer idea of what they have to face in classrooms with the purpose of keeping their students for long periods and thus helping them conclude their studies in a more successful way. Therefore, it is important to find a solution for this situation, and that is why the following question arises: can different motivation strategies be applied to decrease school dropout?

1.2 Objectives of the investigation.

To obtain good results within an investigation, it is a must to think about a starting point and what better than to elaborate effective objectives that will take us to the key point to investigate and solve. The objectives will lead to following an order so that the investigator will not get lost in the way and have knowledge of how to work, actor search responses.

Whenever an activity is carried out, it is important to have a goal to achieve, an objective to reach. The objectives are those that make an investigation to follow a path in an orderly manner. In addition, it helps any investigator to be guidance, to see what is the problem or situation to find a solution in a guided way and take the investigation step by step.

1.2.1 General Objective

In the last months at ITB the desertion has been increasing in some of its courses; for this reason the following objective bears:

To determine motivation strategies as a mean to decrease student desertion and encourage them to conclude their studies in a more successful way.

1.2.2 Specific objectives

- To identify lack of motivation issues and its influence with students desertion
- To apply motivation strategies in order to decrease student desertion
- To evaluate the effects of the motivation strategies applied and their importance of the decision of students to leave or to continue with their studies.

1.3 Justification

In recent years the school dropouts have been increasing and it does not stop there, so there is a need to discover strategies to decrease it. Actually, this research is convenient to prevent many students from leaving their studies. On the other hand, the researches in the present written work are very useful in many fields of education and it is essential to discover that motivational strategies could eventually decrease the desertion. During this investigation the main purpose is to discover how different motivation strategies can be applied to decrease desertion. On the other hand, there are

many models, more or less recognized respectively, that try to explain the motivation and how it directs human behavior and how it is deeply related to decision-making in different areas in which education is the main source to study. This research is convenient because in many places of study students are not motivated and, as a consequence, their performance goes down and they decide not to continue. This investigation proposal will be made in the Bilingual Technical Institute in which there has been a lot of desertion especially in the beginner courses. The idea is to find solutions to benefit the Bilingual Technical Institute and all educational institutions to keep their students so they can finish their studies in order to be incorporated into the world of work, with the help of the practice of different motivation strategies. Also, the present investigation is about finding certain answers that allow educators to know more about how to avoid the desertion and be informed about the dropout that occurs in the institution. Taking as a base the Bilingual Technical Institute, where desertion has been increasing for different social, cultural and economic reasons, motivation is also highlighted in different cases since many students are having problems at their homes or at work, and they not feeling motivated enough to leave their studies when starting them or even in certain cases when finishing them. Therefore, this testing aims to understand what motivation could achieve in students when they make a decision to leave or to continue their studies. In many cases, not having the desire to attend classes because of demotivation leads to losing the course. Another purpose of this testing is to be applied to the area of education to decrease the desertion, demonstrating its importance in any professional field.

1.4 Antecedents

Many researches have been made in the country as well as internationally about the different causes of desertion as well as about a possibility to determine and diminish

them. Also, the former president of Costa Rica, Luis Guillermo Solís, said, "One factor is poverty and exclusion, which forces students to leave school and colleges and the other is discouragement, students do not know what they are studying for" (Picado, 2015, p.34). According to the Action Plan 2013-2016, proposed by the Ministry of Public Education (MEP, 2016), "Costa Rican education has as a challenge the retention and success of students in their respective studies using different techniques to maintain the highest possible number of students in their classrooms, including motivation" (Picado, 2016, p.8). In the national context, education has presented great challenges that have been overcome throughout history, such as literacy, since it has been possible to cover almost the entire country. Nowadays, new challenges are presented, among them, coverage at the national level of secondary school. Although it has increased considerably, its totality has not been achieved and, at the same time, school drop-out is found, especially in secondary school. For example, the MEP in Costa Rica reported that "In 2017 the lowest exclusion percentage of the last 10 years was achieved. It should be noted that in 2007 the enrollment was higher, at that time there were 953,169 students in the education system, almost 30,000 students more than this year". On the other hand, internationally, there has been much talk about this important issue, and some experts have pointed out that poverty and low self-esteem, among other factors, influence desertion. "Within the classroom, defenseless subjects are characterized by attributing their failures to lack of ability, using ineffective learning strategies, having negative feelings, low self-esteem, poor self-concept, negative expectations and behavior problems" (Dweck, 1978; Goetz and Strauss, 2008).

"The concept of desertion", according to Arias (2016), "is understood as the abandonment of the educational system within the school year; they abandoned their studies before ending the annual work period. Among the reasons that can cause this

abandonment are economic difficulties, health problems and educational performance” (p,114). Sonia Marta Mora Escalante, the former of Public Education, reiterated the commitment of the Government of the Republic to fight against student exclusion and encourage the permanence of students within the education system, with a quality service and in conditions of equity.

As this antecedent says, motivation is one of the most important factors when it comes to dropping out school because many students feel frustrated because of any bad grade or, even worse, problems in the classroom. Also, their families make them feel broken down and without desires of going to school. "This week we presented the institutional program Yo me apunto, which aims to continue reducing dropout rates. It is a huge effort of articulation and planning, which makes use of all available resources to meet national goals", said the minister (, 2014, p, 114), The intra-annual abandonment in regular education, including all educational levels, also registered a historical figure last year. According to the report of Ministry of Public Education(MEP), in 2013 a total of 35,414 secondary students (III cycle and IV cycle) left the educational centers, while in 2014 there were 32,113 minors; that is, 8.7% of the total enrollment, desertion in Costa Rica. (2015). San Jose,CR.LaNacion.<https://www.nacion.com>. When looking at the number of young people who left the formal education system in the decade noted, the high percentage of young people who fail to finish their studies is shocking. It can be notice that something is happening in the educational centers that present very low promotions and, in turn, the dropout is very high. "These data reveal serious problems in some secondary schools, where more than half of the students enrolled at the beginning of the school year of 2009 left the studies without finishing them "(CONARE, 2016, p.122).

One of the most vulnerable sectors of this problem belongs to the students of the nocturnal institutions of the country. This population is formed by a large amount of young people who make serious efforts to remain within the educational system, even having a very difficult environment outside the institution due to long working hours, in addition to being parents.

The data offered by CONARE (2016), show that this population is one of the most vulnerable in secondary education: school dropout is a problem that faces administration of each of the educational centers and for several years they have been implementing different strategies to deal with it. A phenomenon that mainly affects the population with fewer economic resources, "the exclusion of the student from the education system means the loss of the function established by the system, around society, as well as lack of greater opportunities for the population" (Sánchez, Ugalde, Vargas and Venegas, 2017, p 28).

According to UNESCO (2012), "secondary education expanded slightly in Latin America, as during the past decade a net average enrollment rate was reported, which increased from 67% to 72%, but there is already evidence suggesting a slowdown in the increase in the population of young people who complete this cycle (despite the fact that by 2000 almost half of young people between the ages of 20 and 24 did not complete secondary school, which would be explained mainly not for reasons of access or lack of supply, but for the persistence of high repetition and dropout rates influenced by motivation ". It is important to highlight that, for some years now, there has been a current in psychology that studies cognition and motivation together since they consider learning as a cognitive and motivational process at the same time. They argue that in order to obtain good academic results, students need to have both "will" and "skill" (González Cabanach, Valle, Núñez and González-Pienda, 1996). Particularly in

Uruguay, a recent study in 2018 reveals that 47.6% in the age range from 12 to 29 years of age, of those who have decided to disenroll in the Middle Education, they have done it due to lack of interest in the knowledge and projects offered by the Secondary School.

From the academic point of view, social motivation that most concerns us is the motivation of achievement. Originally treated in the fifties and sixties by Atkinson and McClelland (Atkinson and Birch, 1970, 1978, Atkinson and Raynor, 1976, Heckhausen, 1967, 1991, McClelland, 1985, and McClelland and Winter, 1969), the motivation for achievement is the one that pushes and directs the successful achievement, competition, of a socially recognized goal or goals. The functionality of the educational system consists in giving students all the necessary tools in conjunction with values and humanism, so that it is part of a harmonious society; although at present more importance has been given to the number of years of schooling than to top quality. As established by UNESCO (2011): Higher motivation to

learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates. Motivation often declines as students progress from elementary through high school. Upwards of 40% of high school students are disengaged from learning, are inattentive, exert little effort on school work, and report being bored in school, according to an analysis by the National Research Council. Motivation is an essential ingredient in learning and, at times, one of the most complicated to achieve in the classroom. On the other hand, a recent study written for Mauricio Arias (2016) of Elige Educar “a demotivated student does not listen, does not try hard, loses interest and it can become difficult to develop the class. A demotivated child may also be disappointed and discouraged because it is difficult for him to keep up with the class, he does not improve his grades or does not solve class work well. You can help break that

vicious circle of motivation-failure through positive reinforcement and support for positive behavior or attitudes, to value more than results” (p.1).

An antecedent that is closely related to the motivation as a great influence in decision-making is the one that was given to us by UNESCO that in a certain way shows how the lack of motivation has provoked a large number of deserters, which is mentioned below:

Data collected in recent years by international and regional studies (SITEAL, 2013, UNESCO, González, 2006, Fernández, 2009, Fernández, Cardozo, and Pereda, 2010, González, Paoloni, and Rinaudo, 2013, Hymel et al. 2001, Abril et al., 2008, Román 2009), begin to question the voice of students, often overlooked in research, investigating what factors they consider affect their abandonment decisions and their school experiences. These investigations contributed information that positions, aspects that were not sufficiently contemplated by the studies in relation to the abandonment in Middle Education up to the moment as it is the motivation in the home environment in their study centers. Folgar, (2013),

cited in Martínez and Alvarez, "If the fact that the young adolescent is in a phase of psychological, biological and emotional transformation, we unite that it is also in a moment of transition from a stage 7 educational to another (access to compulsory secondary education), you can consider the risk of showing lack of motivation and involvement in the study, as well as the risk of abandonment of the education system ", (p 128).

1.5 Scope

The students of Bilingual Technical Institute will be taken as a base to carry out the research since it is this same place where there has been a lot of desertion in the groups of beginners, mainly in the first two or three months. Mostly, the research will

be based on achieving to determine how much motivation could really influence the process of following the course and likewise the possibility to finish it without having to renounce their dreams. Some strategies of motivation that could stop or at least reduce the desertion will be investigated; the students should be participants of the same. On the other hand, the concepts that will be used, among them, motivation and desertion, will be deeply explained and finalized, taking some instruments such as observation and questionnaires as their main research tools.

In this research it will be determined if with the different motivation strategies it is possible to reduce the dropout in students, mainly beginners, in Technical Bilingual Institute, where dropouts have been increasing in the last years and at the same time it will be found out if different strategies in the field of education can be achieved. On the other hand, the concept of motivation will be described and it will be explained both theoretically and through examples that facilitate its understanding.

Chapter II

Theoretical Framework

The dropouts of students have been a big concern in the last years; that is why the search of new motivation strategies has arrived to avoid students dropping out of classes, starting with different theories and concepts of motivation and desertion. This chapter will cover the theories of different scholars, psychologists and other experts who relate this research with the motivation and desertion and explain how they could influence human behavior. On the other hand, it will also be talking about the concept of motivation and desertion, the two types of motivation, intrinsic and extrinsic one, its influence on school dropout, desertion causes and consequences, and its influence on a person's behavior, explaining different theories, such as Theory of Maslow's needs

based on motivation, Theory of Drive and Motivation according to Freud , Theory of Attribution, Theory of Operant conditioning by Skinner , Theory of Equity by Stacy Adams, Theory of Vroom Expectations ,Theory of ERG, Theory of behavior modification of B. F. Skinner, and Theory of Needs of McClelland. On the other hand, desertion also will be covered by explaining some possible strategies to curb school desertion a little and some strategies already based on motivation, which have been studied and applied and have worked with great success.

2.1 Motivation

According to Business Dictionary, motivation “is a set of internal or external factors that determine in part the actions of a person. Also, motivation is one of the psychological aspects that is most closely related to the development of the human being. Motivation is not characterized as a personal trait, but as an interaction of people with the situation, so the motivation varies from one person to another and in the same person it can vary at different times and situations”.

Motivation.BusinessDictionary.com.Retrieved January 02, 2019,
fromBusinessDictionary.com website:

Encouraging someone, in a general sense, is about creating an environment in which they can meet their objectives by contributing their energy and effort, hence the importance of managers dominating this topic, so that they value and act, ensuring that the individual objectives match as much as possible with those of the organization. There are two types of motivation, intrinsic and extrinsic one, which are explained below.

2.1.1 Intrinsic Motivation

One of the best known theories about intrinsic motivation is that of self-determination. Deci and Ryan both professors at the University of Rochester (1975) state that people have three innate psychological needs: the need to feel competent, the need to relate, and the need to have autonomy. Deci and Ryan (1975)

Thus, the intrinsic motivation arises in the human being from the combination of these three dimensions. Reference is made above all of those actions where people carries out a series of behavior of their own free will, inspiration and desire and never get a mere external reward.

Some examples of this type of motivation are studying to improve and feel fulfilled, do what others ask because, as these people know, it is their duty, so they know that they can be better people, do their job because they assume it as their obligation and they feel satisfied with themselves .On the other hand, all those spontaneous tendencies that people carry out because of mere curiosity, make them look for challenges in order to develop their skills and knowledge, generate a whole series of benefits in their brain. This is undoubtedly a very relevant fact that invites us to reflect.

As revealed in a study carried out at Strathfield University, Australia and published in Frontiers in Human Neuroscience, intrinsic motivation favors the appearance of serotonin in our body, improve cognitive processes and relieve stress.

2.1.2. Extrinsic Motivation.

The extrinsic motivation is the one configured by external incentives in terms of rewards and punishments and that, consequently, leads to the action of a socially desirable behavior (reinforcement or reward) or to the elimination or eradication of socially undesirable behavior (punishment). It is caused from outside the individual by

other people or by the environment, that is, it depends on a series of environmental conditions, and someone can be willing and able to generate this motivation.

This type of motivation, closely related to the behavioral current (which will be discussed in the next section) has traditionally been used to motivate students, but it is not always achieved and, on occasions, the opposite effect occurs, that is, demotivation occurs when the expected stimulus is not reached. Reeve (2000) states that "the study of extrinsic motivation goes through the main concepts of reward, punishment and incentive (p.54). A "reward" is an attractive environmental object that occurs after a sequence of behavior and increases the possibility that the behavior will reappear. Meanwhile, "punishment" is an unattractive environmental object that occurs after a behavioral sequence and that reduces the possibility that this behavior will happen again.

2.1.3 Desertion

According to Merriam-webster Dictionary, "desertion is the abandonment without consent or legal justification of a person, post, or relationship and the associated duties and obligations" Desertion.Merriam-webster Dictionary.com.Retrieved February 02, 2019, from websterDictionary.com website: <https://www.merriam-webster.com/dictionary/desertion>. Therefore, dropping out of school is a very common phenomenon that occurs today and for a long time, despite the fact that each society places great emphasis on the importance of education. There are certain unavoidable factors for this to happen, and being aware of them can help you avoid more serious problems.

This is because the effects on the population and society in general of having less prepared people cause a great setback in the objectives that each country has to grow and people take away the opportunity to have a better life.

2.1.3.1. Causes of School Dropouts

Pregnancies

Premature pregnancies are one of the main causes of students leaving their studies at different educational levels. The decision to stop attending school may be taken due to different factors. Some of them are responsibility of caring for the baby, embarrassment or accumulated exhaustion. According to specialists and different articles, such as Momjunction article, “adolescents do not have full knowledge and exercise of their sexual and reproductive rights, which directly relates to this public health problem.

Social vulnerability is a multidimensional concept that involves socioeconomic, family and school environments to which the environment of insecurity and violence where they operate is added” Mana S, (February 21, 2017). Why-teenagers-quit-school.

Momjunction. Momjunction article also refers to the lack of parental supervision and emotional security many teenagers experiment with physical intimacy. Teen pregnancy is another major reason that leads to the termination of studies at a tender age. .

Teachers from several schools in Costa Rica have been consulted about the contraceptive methods and they have said that 90 percent of young people know about contraceptive methods, but they do not have access to them or do not know how they are used. Instead of discussing this topic with their parents who tell them to "take care of themselves", they prefer to search on the internet where the information is less precise. On the other hand, in a range of 15 to 19 years old, 14 percent of young people do not have access to contraceptives or show a collateral fear of taking them and for

women it is still taboo to buy them. All this leads to more pregnancies in schools and colleges that in the long run end with a notable growth in school desertion and permanent abandonment.

Boredom

The lack of motivation makes young people lose interest in the study, and they are unable to see the benefits offered by a good education. Either because they prefer to do something else in their homes or because they do not have a clear reason to be in a classroom, little by little they stop attending school until they no longer return and choose to work or do something else.

Bad performance

When students have bad grades or it seems that they are not going to reach the necessary credits for a course or a semester, they tend to lose motivation and ask themselves if they will finish studying at some point or if they are capable of it. In the basic levels of education, these problems are not noticed because in some places the young people do not repeat the year due to low performance, but at the higher level, it is normal and stops many students.

Money

Money is usually the most common cause of school dropout, since many people do not have enough resources to pay for their education and although it is free, expenses such as transportation, food, supplies or books are accumulated and since this is constant for many years, it becomes difficult to keep up with all the costs. In rural areas, opportunities for improvement are lower than in the city and, therefore, many students leave their studies. Also, in Costa Rica there is one of the factors that make young people drop out of school and to join the labor market early, or simply the money that

their parents were going to invest in education, can be spent on the family needs, as it is expressed in the following testimony, "Reasons of economic nature and little support.

Due to economic factors and distance of their homes from the Educational Center

"(Counselor, Jorge Volio) it is worth mentioning that the decisions made throughout life have a decisive influence on the dropout, because in the long run they mediate the study opportunity. Hence, the situation that determines a young person to make a personal decision comes to mind. Moreover, adults largely determine the smallest members of the family for better or for worse. Well, who really takes the baton of the house are the parents and in particular, they depend on the continuation of the studies of their children. The foregoing allows visualizing that the problem of desertion is closely linked to the issue of family money.

Lack of support

In this case, reference can be made both to the lack of support from the schools and from the students' own family. The educational institutions or the government usually offer scholarships to avoid dropping out of school, but they just do not reach everyone or it is not enough. On the other hand, there are families who, from the beginning, only send their children to finish a certain level of education, such as primary or secondary school, and then simply go to work.

Loss of identity

The loss of identity has been one of the main causes of school dropout; for example, indigenous or aboriginal populations are those who were living on their land before the settlers arrived from other places, who in order to become the dominant group - through conquest, occupation, colonization or other means - segregated or discriminated the

original inhabitants. Indigenous populations have been subjected to oppression, exclusion from the processes of decision-making, marginalization, exploitation, forced assimilation and repression when they tried to fight for their rights. At present, the problems, complaints and interests of the indigenous peoples tend to be very similar, especially in relation to maintaining their identity and cultural heritage. For this and more, teachers and school teachers must make an effort to include all students in their classes, so they do not feel discriminated for any reason and in the end there is no school dropout. Also, families sometimes do not feel committed to their children to continue their studies for the same abuse they suffer. This lack of commitment of the families shoots the numbers of the scholastic desertion for almost six of ten professors surveyed.

When asked 'what attributes the causes of school dropout', 31% of the answers were inclined by the absence of parental commitment, while 26% agreed that young people drop out of school because of disinterest. Half of the teachers surveyed value the participation of the students and the dedication to the study as very positive for the teaching-learning process.

2.1.3.2. Consequences of School Dropout

Stagnation

Since learning is cumulative, if you ever choose to advance to the next level, it will take more work to do, so you will be stuck at the point of abandonment. This causes the studies to be completely forgotten, even if it was intended to return to them at some point.

Fewer job opportunities

Although the lack of work is constant in today's world, a degree or a certificate increases the chances of finding work and when this is not available, the possibilities diminish considerably. Even so, you can find employment, but it will not always be the one you want and it would probably be temporary or badly paid.

Costs to the economy

Education is vital for the economic development of countries because in the long term, it has a direct influence on the productivity of companies, the generation of employment, the emergence of new businesses or even the empowerment of vulnerable sectors. With a smaller range of work, personal economy is affected in a considerable way because it is difficult to perceive a good salary. If some statistics reveal a large number of people without higher level of studies, it also shows many people with low incomes or difficulties to find a permanent job. When a student deserts from school, money is lost because free education is paid with public money and could be considered an investment where the final result is the conclusion of the studies, but when they are interrupted halfway and not resumed, the invested capital does not give results. A country expects that education will give people more prepared to cover certain jobs that require more time and professional preparation, but if the desertion is greater, in the long term the consequences would be the inability to satisfy the demand for certain services due to the lack of personal.

2.1.3.3. Abraham Maslow and his Theory of Human Motivation

Maslow proposes the "Theory of Human Motivation" which deals with a hierarchy of needs and factors that motivate people; this hierarchy identifies five categories of needs and considers an ascending hierarchical order according to its importance for survival

and the ability to motivate. (Quintero; J; 2007: 1). This is how, as man meets his needs, others arise that change or modify his behavior; considering that only when a need is "reasonably" satisfied, will a new need trigger (Quintero; J; 2007: 1).

The five categories of needs are: physiological ones, security, love and belonging, esteem and self-realization; physiological needs being the lowest level. Maslow also distinguishes these needs in "deficit" (physiological, security, love and belonging, esteem) and "development of being" (self-realization). The distinctive difference between one and the other is due to the fact that the "deficits" refer to a lack, while those of "development of the being" refer to the task of the individual (Quintero; J; 2007: 1).

Physiological needs: they are of biological origin and refer to the survival of man, considering basic needs and include things like need to breathe, drink water, sleep, eat, sex, shelter (Quintero; J; 2007: 2).

Safety needs: when physiological needs are largely satisfied, a second level of needs arises that is oriented to personal safety, order, stability and protection. Here are things like: physical security, employment, income and resources, family, health and protection from crime of personal property (Quintero; J; 2007: 2).

Needs of love, affection and belonging: when the previous needs are moderately satisfied, the next type of needs contains love, affection and belonging to a certain social group and seeks to overcome feelings of loneliness and alienation. These needs are presented continuously in daily life, when the human being shows a desire to marry, to have a family, to be part of a community, to be a member of a church or to attend a social club (Quintero; J; 2007: 2).

Estimation needs: when the first three needs are moderately satisfied, esteem needs arise that refer to self-esteem, recognition towards the person, particular achievement and respect towards others; by meeting these needs, people tend to feel self-confident and valuable within a society; When these needs are not met, people feel inferior and without value (Quintero; J; 2007: 2).

Maslow proposed two needs for esteem: a lower one that includes respect for others, the need for status, fame, glory, recognition, attention, reputation, and dignity and a superior one, which determines the need for self-respect, including feelings such as confidence, competence, achievement, mastery, independence and freedom (Quintero; J; 2007: 2).

The needs of self-realization: they are the highest ones and are at the top of the hierarchy; they respond to a person's need to be and do what the person was "born to do", that is, it is the fulfillment of personal potential through a specific activity; in this way, a person who is inspired for music must make music, an artist must paint, and a poet must write (Quintero; J; 2007: 3).

Figure 1. Pyramid of Maslow's hierarchy of needs.

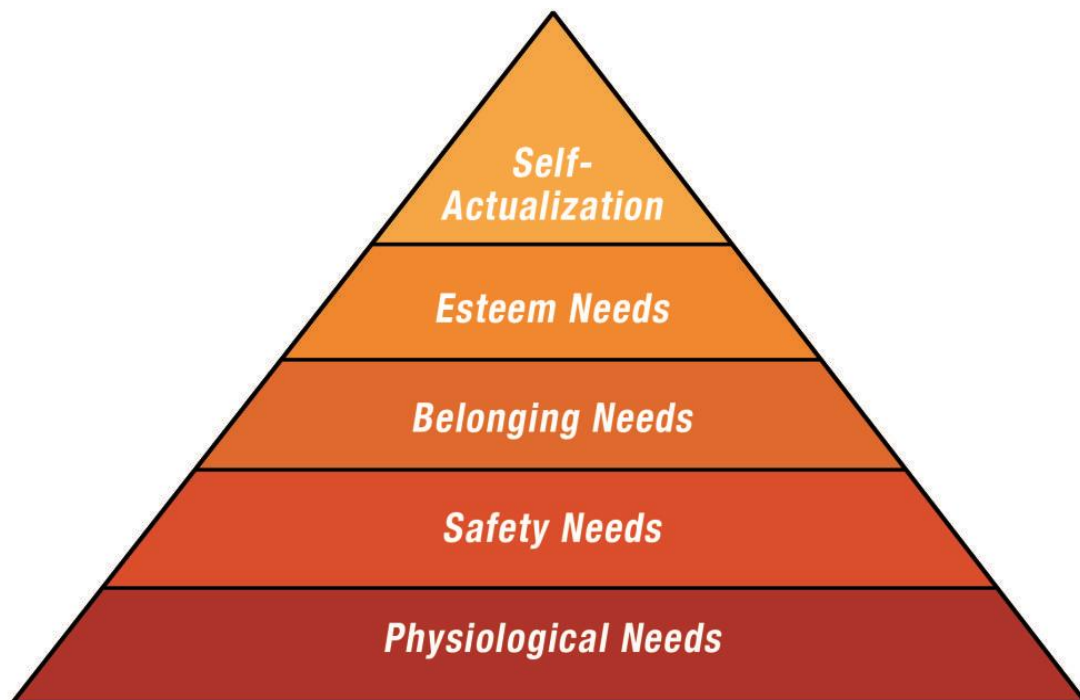


Figure 1: pyramid of Maslow's hierarchy of needs.

In addition to the five needs described above, Maslow also identified three other categories of needs, which led to a rectification of the hierarchy of needs (Quintero; J; 2007: 4).

Esthetic needs: they are not universal, but at least certain groups of people in all cultures seem to be motivated by the need for external beauty and gratifying aesthetic experiences (Quintero; J; 2007: 4).

Cognitive needs: they are associated with the desire to know, which most people possess: how to solve mysteries, be curious and investigate diverse activities, were called cognitive needs, emphasizing that this type of need is very important to adapt to the five needs described above (Quintero; J; 2007: 4).

Needs of self-transcendence: They refer to promoting a cause beyond oneself and experiencing a communion outside the limits of the self; this can mean service to other

people or groups, the pursuit of an ideal or a cause, religious faith, the search for science and union with the divine (Quintero; J; 2007: 4).

Applying the theory to the educational area

It is necessary to emphasize that this theory is part of the humanistic educational paradigm, for which the maximum achievement of students' self-realization in all aspects of the personality is fundamental, trying to provide education with personal growth and formation (Quintero; J; 2007: 5). It must also be taken into account in order for a student to reach self-fulfillment. Therefore, the ways in which the satisfaction of these needs is addressed also becomes a challenge for educational institutions and the school system in general, considering that deficiency such as hunger, insecurity or a sense of helplessness, lack of constitution in the family, among other problems are very present in the lives of many students, especially those who come from more vulnerable contexts and therefore their education and the search for self-realization become affected.

Theory of Drive and Motivation according to Freud

Freud began by proposing a biological explanation of human motivation, the libido, framed in what has sometimes been called "energy theory" or "economic theory", inspired by the pattern of restlessness-breastfeeding-decrease of restlessness, observable in the baby. According to the classical theory, at the beginning the organism seeks the immediate discharge of tensions, that is, it is guided by the pleasure principle. But little by little, it matures, by learning and discovering that it is necessary to delay the download and look for acceptable ways that are in accordance with the reality principle. These principles, together with the (economic) energy theory of the libido, the concept of drive, and others, form Metapsychology, the set of more abstract theoretical

statements that organize classical psychoanalytic thought as the biology of the mind, without a doubt its facet becomes more dependent on the physicalist reductionism of the time. As a consequence, most Freudian and later authors' texts - for example, Hartmann's - include a level of economic explanation, with complex developments on energy charges and countercharges that have little to do with practice.

The drive is defined as the mental representation of biological needs, and as a "boundary concept between the psychic and the somatic", which components are: pressure, purpose, object and source. The "object" is the trigger of the specific action, while by "end" it is necessary to understand the series of linked reactions that culminate in a lasting discharge of tension. Now, it is important to emphasize that the object plays a relatively secondary role, since for Freud the impulses have no notice of external objects until, when gratified, the association between them takes place. This could suggest that the choice of object is more determined by the history of each individual than by constitutional factors. Wordworth (1999), quoted by the same author, "conceived the drives as internal forces that sought to maintain the body's homeostatic balance. When an organism is deprived of an essential element, it awakens an impulse that makes it respond and that ceases as soon as the element is achieved. "

The studies referring to this theory were based on experiments with animals, which were deprived of food and water to later evaluate the behavior to obtain them; in other words it is a psychological necessity.

Theory of Attribution

The theory of attribution developed in the 80s by B. Weiner, postulates that the representations, justifications and excuses of individuals (causal attributions) influence

their motivation, explaining for themselves the results obtained in the school in particular their success and academic failures. (Thesis, Gloribelrivera, 2002, p.436)

The same author affirms that the causal attributions can be differentiated according to whether they are used to explain the success or perceived failure by the person. It has been found that the effort and persistence are greater when the student attributes his performance to internal and controllable causes, in comparison to external and uncontrollable causes. (Díaz, 2002, p.436)

For Crozier (2001, p 179), the theory of attribution distinguishes whether an event has been caused by the individual, by factors external to it or by some combination of both. If a person believes that he has caused an event and its consequences, it will be different from what he would have if he believed that the event had been caused by some other factor. Weiner (1977) cited by Crozier (2001), elaborated an application of this approach to motivation in the field of education. His explanation proposed three dimensions of causality: internal or external; stable or unstable, and controllable or uncontrollable.

The daily explanations of the experiences of success and failures can be placed in the context of these dimensions. A student can explain his success in relation to his ability, that is, because he is quick to perform a task or because he does it well. In the space of the causal dimensions, the capacity is internal (characteristic of the person), stable (the speed has a certain consistency in time) and uncontrollable (the person can do little with respect to their capacity or lack). The second factor that influences performance is effort: a person succeeds because he has worked hard or fails because he has not worked hard. In the space of the causal dimensions, the effort is internal, unstable and controllable. Although the effort made by people is their responsibility, and that is

something internal and subjects to their control, varies in time and according to situations; consequently, it is unstable. A third influence on performance is due to the difficulty of the task, which is considered external to the person and beyond his control, as well as a stable attribute of the task. The final influence is luck, that is external, unstable and of course, uncontrollable. Luck does not figure as prominently in explanations of educational success and failure as in other fields of life. Crozier (2001, p 179)

The theory insists on the personal character of these attributions and it is possible that the judgments of a person about the internal, stable or uncontrollable character of the capacity, the effort, the difficulty of the task or the luck is subjective.

The influence of other people, such as parents and teachers, also constitutes a relevant dimension.

Theory of Operant Conditioning

Skinner's theory of Operant conditioning, also called instrumental and nowadays experimental analysis of behavior (AEC), can be defined as follows: it is a psychological theory of learning that explains the voluntary behavior of the body, in its relationship with the environment, based on an experimental method. That is, when faced with a stimulus, a voluntary response occurs, which can be reinforced in a positive or negative manner, causing the aberrant behavior to be strengthened or weakened. Skinner affirms that when students are dominated by an atmosphere of depression, what they want is to get out of the predicament and not properly learn or improve themselves. It is known that for learning to take place, reinforcing stimuli must follow immediate responses. Since the teacher has too many students and does not have the time to take care of their answers one by one, he has to reinforce the desired behavior by taking advantage of groups of

answers. Skinner believes that the purpose of psychology is to predict and control the behavior of individual organisms. In operant conditioning, teachers are considered as modelers of student behavior. Influence of theory with learning introduced a new term in the law of effect: reinforcement. The behavior that is reinforced tends to repeat itself; behavior that is not reinforced tends to die out (weakens). Skinner coined the term "operant conditioning," which involves changing a behavior using reinforcements given after the desired response. Skinner studied operant conditioning by conducting experiments on animals, which he placed in a "Skinner box", similar to Thorndike's puzzle box.

We have all experienced examples of behavior that has been affected by reinforcement and punishment. When we were children, for example, if we talked during a class, the teacher told us to be silent. This response by the teacher is a punishment that, at least supposedly, should weaken the behavior of speaking with a classmate during a class. In adolescence, for example, wearing a particular style or brand of clothing could be positively reinforced by peers of the same age through flattery, social acceptance or simply a kind gesture. This reinforces and makes it more likely to repeat the behavior of wearing certain brand clothing.

Applications and examples of Generalization theory: it is when while reinforcing a response, there is an increase in another similar response. Discrimination occurs when an organism behaves differently in the presence of two stimuli. Extinction is a procedure in which operative behavior that has been ceased to be reinforced and it produces the end of the response. • Reinforcement learning • Avoidance learning • Superstitious learning • Learning by punishment • Forgetting Principles of operant conditioning.

Skinner proposes that the administrator only needs to understand the relationship between types of behavior and their consequences in order to create working conditions that encourage desirable behavior and discourage undesirable one. Behavior is learned through its positive or negative consequences. Reinforcement in the theory Types of reinforcement • Positive • Negative • Extinction • Punishment • Multiple • Compound • Concurrent. (**Theory of Operant conditioning, skinner**)

Theory of Equity by Stacey Adams

This theory is manifested and focused on the basis of the criterion that the person is formed based on the reward received by comparing it with the rewards received by other people who perform the same work or have similar contributions. In this aspect, Stacey Adams states, "The theory of equity argues that the motivation, performance and satisfaction of employees depends on their subjective evaluation of the relationship between their reason for effort - reward and the reason for effort - reward of others in similar situations."

The comparisons can be about different aspects, such as salary or others.

It should be kept in mind that people are different as well as the form or method to be used for the analysis of a specific aspect.

According to this theory, when people understand that injustice has been committed to them, their tension increases and the way to solve it is to change their behavior.

Richard A. Cosier and Dan R. Dalton in "Equity Theory and Time: A Reformulation" pointed out in this regard, "Labor relations are not static and that injustices do not generally exist as isolated phenomena or that they occur only once, and that beyond a certain threshold people will not tolerate more unjust events."

Theory of Vroom Expectations

This theory or model for motivation was elaborated by Víctor Vroom and it was enriched several times, especially by Porter and by Lawler.

It is based on the fact that the effort to obtain a high performance is dependent on the possibility of achieving the latter and that once achieved, it is rewarded in such a way that the effort made has been worthwhile.

It is explained on the basis that this is the result of the product of three factors that are: Valencia, Expectation and Means.

Valencia (V) is the inclination, the preference to receive a reward. It has a unique valence value for each reward at a given moment, although this may vary over time depending on the satisfaction of needs and the emergence of others.

Expectation (E) is a relationship between the effort made and the performance obtained in the performance of a task.

Means (M) is the estimate that a person has about obtaining a reward.

The motivation is expressed as the product of these factors seen above:

$$\text{Motivation} = V \times E \times M$$

Valencia can be positive or negative; in the first case there will be a desire to achieve a certain result and in the other case the desire will be to flee from a certain final result.

Expectation assumes the value between 0 and 1 depending on your estimate of the effort made and the performance obtained, if you do not see the correspondence between effort and performance, the value will be 0, but if you do, the value will be 1.

Media also assume the value between 0 and 1; if your estimate of the achievement of reward is equitable with its performance, this factor will have a high rating, but if your estimate of the achievement of reward is not equitable with its performance, the rating will be low.

According to D. Nadler and E. Lawler, the basis of this method is based on four assumptions:

the behavior depends on the combination of the forces of the people and the environment that surrounds it.

People make conscious decisions about their behavior.

People have different needs, desires and goals.

People choose between different behavioral options.

Theory of ERG

Clay Alderfer agrees with Maslow that individuals have a hierarchy of needs; however, Alderfer argues that there are not five but three groups of the fundamental needs of people.

Basic needs: these are the material needs to have food, water, air, compensation, benefits and appropriate working conditions.

Needs of relationship: they are satisfied when establishing and maintaining interpersonal relationships with co-workers, with bosses, friends and family.

Growth needs: these are expressed through the attempts of the person, in order to find opportunities to develop when making creative or productive contributions to work.

After observing this, we can see that, in general, the basic needs correspond to physiological needs mentioned by Maslow; those of relation correspond to those of Maslow's affiliation; those of growth correspond to those of esteem and self-realization of Maslow.

However, they differ in the sense that they have divergent points of view about the satisfaction of different groups of needs. While Maslow states that the unmet needs motivate individuals and that the next higher level needs are not activated while the lower level is not satisfied, the ERG theory proposes that in addition to this progressive process of satisfaction, the one of frustration operates regression, which indicates that if an individual is constantly frustrated in his attempts to meet the needs of growth, the need to meet the lower level instead of trying to meet growth needs, will arise.

The ERG theory is more consistent than Maslow's theory about each individual's knowledge of the differences between them. Variables, such as education, family background and cultural environment can alter the driving force that a group of needs that a particular individual possesses. While it is true that there is evidence that supports the ERG theory because it is more consistent than the one of Maslow, there is also evidence that it does not work with any organizations.

Theory of Behavior Modification of B. F. Skinner

First of all, it must be mentioned that Skinner together with other psychologists formulated the Theory of Reinforcement which is based on forgetting the inner motivation and instead considers the way in which the consequences of a previous behavior affect future actions in a cyclic learning process.

stímulo> Response> Consequences> Future answer

On the basis of the Theory of Reinforcement, in order to change certain behavior, it is necessary to change the consequences of this behavior.

For the modification of behavior several methods can be applied; among them, there are positive reinforcement, cancellation learning, extinction, punishment, reinforcement of the desired types of behavior, changing one's behavior to avoid unpleasant consequences.

From Reinforcement Theory and Contingency Management in Organizational Settings by W. Clay Hamner, their rules for using techniques for behavior modification can be set out.

Rule 1. Do not reward everyone equally. The rewards should be based on performance.

Rule 2. Remember that the failure to respond also modifies the behavior. What is not done has an influence on the collaborators, as well as what is done.

Rule 3. Be sure to tell the staff what must be done to get the reinforcement. Establish what level of performance allows people to know what they should do to be awarded.

Rule 4. Be sure to tell the staff what is being done wrong.

Rule 5. Do not punish people in the presence of others. Repression in public humiliates as well as others may also get upset.

Rule 6. Be fair.

As it can be seen, these rules are more based on working environment, but also they can be applied on the study field.

Theory of Needs of McClelland

Need for achievement

It means succeeding in the traditional sense of the word, being able to achieve goals and feeling recognized for it.

It is assumed that people with great need for achievement are people who like to take risks and prefer to work alone or with people who also pursue achievement.

It could be said that the people, in whom this need prevails, tend to be individualists.

Need of affiliation

It is the need to feel part of a group. It is the need that we all feel to be accepted and loved by our fellow human beings.

It is assumed that people who have a great need for membership are people who do not seek confrontation; instead, they are conformistic and supportive.

By pure logic people who pursue membership in a group will be relatively sociable and will seek to develop personal relationships.

Need for power

It is the need to have control over ourselves or over what surrounds us. It may be a need to influence the people we know or to have control of our environment.

Of course, people who have a great need for power will look for opportunities where they can lead other people in all areas.

Let's not see the word "power" with negative connotations; the need for power is not necessarily bad per se. There are people who feel happier leading than being led.

Some advantages of this theory are that it explains very easily the two sides of the coin: it is very easy to imagine why a person acts in a certain way depending on each of these needs, and it is also easy to imagine why the scale of values of each person is

different. Without doubt, it leaves too much room for nuances. All people need affiliation, power and achievement to a greater or lesser extent. And, above all, our needs vary over time, even at very small intervals.

It is a useful theory to establish guidelines on what should be the objectives of each member of a team, for example, or to select which areas of the person we should help to promote their personal development and, therefore, motivation.

School dropout: effective strategies

Education, the official magazine of the Department, in its number 56 of November of 1993 published an editorial essay entitled School desertion: effective strategies.

He begins by pointing out that limiting the problem of desertion to the school environment is a product of ignorance of elementary concepts of schools in Puerto Rican society.

This article coincides with the fact that the deserter will have a lack of skills for the world of work, which will lead him to dependence on social services, health, among others.

The at-risk student is identified, defining him / her as the one who has the same characteristics as the deserter but who stays in school.

According to the essay, the profile of this student identifies him as one of low achievement, discipline problems, son of parents who did not finish high school, problems with justice, lack of motivation and interest to perform school work, a low socioeconomic level, problems of absenteeism, health problems.

Six strategies proposed by the school superintendents are collected. These are:

Strategy I

Develop a positive school environment with directors and effective staff capable of providing care to at-risk youth. Under this strategy, personal attention will be given to the student at risk since many students state that the lack of attention of teachers and principals has been the main cause of school abandonment.

Strategy II

Address the academic and social progress of children, with emphasis on the pre-school level and preventively in the transition degrees. The study indicates that the characteristics of the student at risk can be identified in the third grade. Identifying this student and taking care of him appropriately will result in greater retention.

Strategy III

Provide a diversity of instructional programs for the student at risk. Because the young person at risk can have low profit, come from an economically disadvantaged home and have problems with justice, it is necessary to design effective programs so that students at risk attack these problems from different points. Among other alternatives, magnet schools, alternative schools, a program for children who are fluent in English, compensatory education, and study and work experiences are suggested as an effort to reduce school dropouts.

Strategy IV

Establish high expectations in the areas of attendance, academic achievement and discipline. It has been proven that by maintaining a high expectation of the performance of students, they develop the indispensable self-esteem for academic success.

Absenteeism to classes without justified reasons is identified as a symptom of dissatisfaction with the school. In the case of dropouts, they present problems of absenteeism from the primary grades.

Among the alternative suggested within this strategy is extending school hours, classes on weekends, summer school, tutorials, transitional programs, remediatiba help and motivational programs.

Strategy V

Select and train teachers receptive to the needs of the students at risk. It is important that teachers have the ability to listen and to guide them properly. An important point that is signaled in this strategy is the collaboration between the universities dedicated to the preparation of future teachers. It proposes curricula of quality and greater rigor in the acceptance of student candidates for teachers.

Strategy VI

Coordinate efforts with different public and private sectors to develop coordinated programs. The Social Inclusion Program (Prospera), which leads the conditional cash transfers in Mexico, modified the structure of its educational supports for the children of the cities. It eliminated the scholarships in the primary education stage and increased it by 25% for the students of the six courses after this cycle, equivalent to secondary and high school. The adjustment of the amount to be delivered was made so that it would not affect the total budgets of the program.

Results of a recent study published by the Inter-American Development Bank suggest that, compared to students who followed the traditional support scheme, the students who benefited from this innovative measure showed lower rates of school drop-out - a 33, 5% the graduation rate of the baccalaureate.

Chapter III

Methodological Framework

Its general objective is to determine different motivation strategies to decrease student desertion. This is will be done in order to achieve a simpler understanding for those who are not familiar with the subject, without leaving out those who could know more about it, based on the motivation of the students of the Bilingual Technical Institute to continue their studies until they graduate.

3.1 Research Method

3.1.1 Qualitative Research

Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. People often frame it in opposition to quantitative research, which uses numerical data to identify large-scale trends and employs statistical operations to determine causal and correlative relationships between variables.

Within sociology, qualitative research is typically focused on the micro-level of social interaction that composes everyday life, whereas quantitative research typically focuses on macro-level trends and phenomena.

The Purpose of Qualitative Research Qualitative research has a long history in sociology and has been used within it for as long as the field itself has existed. This type of research has long appealed to social scientists because it allows the research to

investigate the meanings that people attribute to their behavior, actions, and interactions with others. While quantitative research is useful for identifying relationships between variables like, for example, the connection between poverty and racial hatred, it is qualitative research that can illuminate why this connection exists by going directly to the source -- the people themselves.

Qualitative research is designed to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. So qualitative researchers investigate meanings, interpretations, symbols, and the processes and relations of social life. What this type of research produces is descriptive data that the researcher must then interpret using rigorous and systematic methods of transcribing, coding, and analysis of trends and themes.

Because its focus is everyday life and people's experiences, qualitative research lends itself well to create new theories using the inductive method, which can then be tested with further research.

3.1.2 Quantitative Research

Quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for predictable results to a larger population.

On the other hand, qualitative research is generally more exploratory, a type of research that is dependent on the collection of verbal, behavioral or observational data that can be interpreted in a subjective manner. It has a wide scope and it is typically used to

explore the causes of potential problems that may exist. Qualitative research typically provides insights on several aspects of a marketing problem. It often either precedes or be conducted after quantitative research, depending on the study's objectives.

Companies that use quantitative research rather than qualitative one are typically looking to measure the extent and they are also looking for statistical results that are interpreted objectively. While the results of qualitative research can vary according to the skills of observing, the results of quantitative research are interpreted in an almost similar manner by all experts. Both types of research vary widely in not only their results, but all other aspects. While qualitative data provide a subjective overview of marketing problems, quantitative ones define a structured cause-and-effect relationship between the problem and factors. One of the major differences in the two types of researches is the difference in the data collection method. Data collection is one of the most important aspects of the quantitative research process. Data collection involves having the researcher to prepare and obtain the required information from the target audience.

Data preparation includes determining the objective of data collection, methods of obtaining information, and the sequence of data collection activities.

One of the most important aspects in this process is selecting the right sample for data collection. The data are then carefully collected from only those people who are most relevant to the objectives of the study. Known as a target segment, this sample is a group of people who are similar across a variety of variables. The data collection tools for a quantitative research are surveys and experiments. Experiments can provide specific results regarding the cause-and-effect relationship of several independent or interdependent factors related to a particular problem.

The most common approach to quantitative market research is a survey or questionnaire. Surveys can include interviews, which can be carried out using several different methodologies, including face-to-face, telephone, online or computer assisted interviews. After data collection, another step is the data analysis process. The analysis of statistical data requires systematic tools and processes to be conducted. Many analytical tools exist, such as independent sample t-tests, correlated t-tests, variance calculations, and regression analysis that can be used to derive results from the data.

This research is descriptive, but at the same time, it is qualitative because it is directed to determine the situation of the independent and dependent variables, in this case, the associated factors and therefore, this will be classified as basic research, according to the temporal scope, the research would be classified as transversal. It is desired to analyze the impact of motivation in students when making a decision whether to leave or continue their studies both in the present and the future and which can both influence the way students attend their classes and how they relate to each other. Depending on the depth or objective, it could be considered that the present investigation is intended to be descriptive. On the other hand, the survey consists of obtaining information from the subjects of studies provided by them, on opinions, knowledge, attitudes or suggestions. There are two ways to obtain information: the interview and the questionnaire. In the interview, the answers are formulated verbally and the interviewer is needed. In the procedure called the questionnaire, the answers are formulated in writing and the interviewer is not required.

The interview is a set of questions regarding one or more variables to measure; this technique will allow us to have an object-subject approach, to objectively determine the questions initially established in a predefined pattern. This has been considered as directed interview because it will allow us to obtain information through dialogue

between two or more people. It is very important to make observations on the application of the current methodology within the institution, in order to describe the behavior of students through motivation. According to the nature of the measure, this research is of a qualitative nature. The results will be obtained knowing the criteria and opinions of the students, professors, and of course using the experimentation of different strategies that can influence the permanence of the students in different courses, using the same students as the primary source. According to the framework where the present research takes place, it is a field, since it is not intended in any way to experiment, but to collect information about the environment that the students learn, relate and live in the Bilingual Technical Institute. According to the temporal dimension, the reality of the process will be studied, if different strategies and components of motivation as well as Maslow's Human Needs are applied to the field of study in real time, trying to achieve a faithful description of the facts through observations, for example, the type of activities that can be carried out to keep the students motivated. Finally, according to its orientation, the first objective is to identify lack of motivation issues and its influence with school dropout through a series of questions. Later, it would be necessary to apply some motivation strategies in order to decrease student desertion, but not without first interviewing some professors of the institute in order to know if at present they are already using some of the strategies that will be applied; thus, it will be possible to obtain a comparison of the components of the motivation of Maslow's needs as the theory of school desertion, according to Piaget, among other theories, with the activities currently used in both public and private institutions to keep students motivated and if this influences their personal fulfillment or not to evaluate the effects of the motivation strategies applied and their importance on the decision of students to leave or to continue with their studies.

3.2 Design Research

This research is mostly descriptive - phenomenological.

Descriptive research is research used to “describe” a situation, subject, behavior, or phenomenon. It is used to answer questions of who, what, when, where, and how associated with a particular research question or problem. Descriptive studies are often referred to as studies that are concerned with finding out “what is”. It attempts to gather quantifiable information that can be used to statistically analyze a target audience or a particular subject. Descriptive research is used to observe and describe a research subject or problem without influencing or manipulating the variables in any way.

Hence, these studies are really correlational or observational, and not truly experimental. This type of research is conclusive in nature, rather than exploratory. Therefore, descriptive research does not attempt to answer “why” and is not used to discover inferences, make predictions or establish causal relationships.

Descriptive research is used extensively in social science, psychology and educational research. It can provide a rich data set that often brings to light new knowledge or awareness that may have otherwise gone unnoticed or encountered. It is particularly useful when it is important to gather information with disruption of the subjects or when it is not possible to test and measure large numbers of samples. It allows researchers to observe natural types of behavior without affecting them in any way. Below there is a list of research questions or problems that may lend themselves to descriptive research.

Related to this investigation, the researcher will carefully observe the field of study of at least three different groups of students in the Instituto Técnico Bilingüe, based on the young adults who are the main base in terms of desertion and thenceforth starting with the purpose of observing and asking to identify motivation issues and some possible problems students have to face before they decide to drop out any course. On the other

hand, at least three students will be interviewed who decided to leave the institution and will be asked several questions and be able to determine possible causes of desertion at the time it was given and of course their possible solutions and their recommendations to minimize dropout. Once possible causes of desertion have been figured out, the initiative will be taken by the researcher to put into practice different motivation strategies in at least three groups of young adults who will use different strategies and thus determine how much they are influencing the permanence in the institution taking three months as a reference because in the first two months the output of students has become the largest one in the last two years. Notes will be taken of the behavior and performance of the students in general, determining if the motivation and its components can be applied to the observed fields. Subsequently, a semi-structured interview will be conducted by professionals in education in order to obtain different points of view that facilitate the result of this investigation.

3.3 Information Sources

To obtain the analysis of this research with a qualitative approach, all the data obtained through interviews, questionnaires and observations will be transcribed.

3.3.1 Primary source: Interviews and questionnaires made to students, parents, teachers and other collaborators in different areas of the Bilingual Technical Institute. The idea of interviewing different people involved in one way or another in the students' study process is to know more possible causes of desertion among them, and thus be able to look for possible solutions to desertion. On the other hand, it is important to take into account that each person who abandons his or her studies has a particular cause, but when doing these interviews one could find some common points of the situation.

3.3.2 Secondary source: Internet. The main idea of searching in the internet is to find different theses, different opinions, to research about possible causes and most important strategies to reduce the desertion; all this can be done with the help of the internet.

3.3.3 Tertiary source: Theses, books and magazines. In this section it is important to use these sources since they provide relevant information for this investigation where some bases of them could be used to clarify more easily certain questions of this research.

3.4 Analysis Categories

3.4.1 Motivation

It is the set of processes involved in the activation, persistence and direction of the behavior.

Intrinsic motivation: it is the one that emerges spontaneously by internal tendencies and psychological needs that motivate behavior without extrinsic rewards.

Extrinsic motivation: it is the one that is configured by external incentives in terms of rewards and punishments and that, consequently, leads to the action of a socially desirable (reinforcement or reward) or to the elimination or eradication of undesirable behavior.

In short, the intrinsic motivation is what drives us to do things for the simple pleasure of doing them. The execution of the task itself is the reward. Unlike extrinsic motivation, based

on receiving money, rewards and punishment, or external pressures, intrinsic motivation is born in the individual.

3.4.2 Students`Desertion

According to the Ministry of Public Education of Costa Rica, desertion is the interruption or disengagement of students from their studies. It is an event that happens to the children and of course has causes and consequences in educational institutions, families or the education system. There are different ways to understand school desertion:

-According to their duration, the desertion can be temporary or definitive. Some children who leave a course can enroll the following year (temporary desertion) while in other cases students do not return to the educational system.

- Depending on its scope, students' desertion may be from an educational establishment or the Educational System in general. Traditionally, the first case is not understood as a desertion, but as a transfer, but it must generate reflections to educational establishments about their ability to retain students.

- According to the temporality, which would recognize the moment (or moments) of the trajectory in which it occurs, there are several educational levels in which it occurs: preschool, primary, secondary, middle or high.

3.4.3 Educational Strategy

Teaching strategies are defined as the procedures or resources used by teachers to achieve significant learning in students. It should be mentioned that the use of different teaching strategies allows teachers to achieve an active, participative, cooperative and experiential learning process. The repeated experiences of working in a cooperative team make it possible to learn values and effects that are otherwise impossible to achieve.

It is important to emphasize that strategy as a mediation resource must be used with a certain intention, and therefore must be aligned with the purposes of learning, as well as with the competencies to be developed. Also, it is essential to underline the importance of the role of the teacher in the teaching-learning process since in the development of a class session the teacher must create learning environments conducive to learning. Of course, in this research motivation will be taken as a basis in which strategies will be applied and thus determine how much they influence the school dropout.

3.4.4 Beginning Students

Beginning students are called in some branch that perhaps they do not handle or do not know quite well; therefore, they are at the beginning level or they are starting a new study project without having much prior knowledge of the subject of study. In the case of the Bilingual Technical Institute, beginners have very low knowledge of the English language and that is why they start in level A1 as beginners with the idea of progressing little by little until they reach an advanced level from the first level A1 up to the level B2 which is intermediate high or advanced.

3.5 Data collection instruments

TECHNIQUES AND INSTRUMENTS: INTERVIEWS, SURVEYS.

Techniques refer to the path through which the relationships or instrumental measurement between the researcher and the consulted go, for the collection of data and the achievement of the objectives desired. Among the techniques that will be used, there are:

3.5.1 Observation. “As a technique, it is fundamental for the collection of data; it is the systematic, valid and reliable record of the behavior or manifested behavior. Through this technique the analysis will be more thorough of the behavior and attitudes of the students who attended and regularly attend the Bilingual Technical Institute, and who

subsequently presented problems of learning, adapting.” In this investigation the observation will be of great importance since the subject is based on motivation and desertion. It is very important to observe the behavior of the students in their classrooms, the way they act, they feel, the way of interacting with their classmates and professors, among many other attitudes that can influence the permanence in a course. For this reason, observation is very relevant in this investigation that could give many answers to existing questions.

3.5.2 Survey. “It consists of obtaining information from the subjects of studies provided by themselves, on opinions, knowledge, attitudes or suggestions. There are two ways to obtain information: through interviews and questionnaires. In interviews, the answers are formulated verbally and the interviewer is needed; in the procedure called questionnaire, the answers are formulated in writing and the interviewer is not required.” The survey is very relevant to this research because it will obtain an exact and higher quantity of a number of people who could eventually coincide in cases of desertion as well as strategies that have helped them continue with their courses.

3.5.3 The interview. “It is a set of questions regarding one or more variables to be measured; this technique will allow the researcher to have an object-subject approach, to objectively determine the questions initially established in a predefined pattern. This has been considered as a directed interview since it will allow us to obtain information through dialogue between two or more people. With the interviews conducted in this research the main objective is to interview students who have dropped out, as some parents themselves, to try to find possible causes of their departure from a course; knowing why they did not continue can provide several factors and at the same time help with possible solutions to decrease the desertion.

For the purposes of this research, at least eight people will be interviewed, including students, professors and professionals in the field of education and pedagogy. The questionnaire for the interview was structured with eight questions previously prepared and ordered, the same ones that led the researcher to an approach to the object of the investigation.”

Instruments. “This mechanism has helped the researcher collect and record information; among these there are question forms, which must have validity, the degree to which an instrument measures what is intended, and reliability because the data must correspond to the reality investigated; in this work the following has been applied in questionnaires”

-Observation

- Questionnaire / Interviews - Surveys

CHAPTER IV

Data Analysis

This chapter will be focused on the analysis of data collected through two particular instruments, in this particular case, questionnaires that were applied in the classroom with the students selected as the sample for this investigation. This data will show how crucial the implemented strategies have become when assessing students that struggle while learning a new language. Results to be obtained through this analysis will be especially useful because, throughout the process, the students were told to try to pay attention to their own learning, thus becoming much more critical about what they needed in order to accomplish their goals.

This data analysis will also be relevant since it will show how effective the chosen strategies were in supporting students with a language learning struggle;

therefore, proving the whole project objective was achieved or not, and what could be considered for future studies in this area.

4.1 Analysis and Interpretation of the Results

Data collection will be done primarily through interviews, observations, questionnaires, and surveys, which will be carried out mostly in the Bilingual Technical Institute where there will be more field, based on the same students.

During the first month of the 2019 academic year at the Bilingual Technical Institute, questionnaires, observations and surveys will allow to investigate possible causes and consequences of dropping out. Then after the first month, in January of 2019, the results of the surveys and interviews with the students who are currently studying and with at least 5 students who have quit, as well as with the teachers and staff of the institution, possible causes of desertion will be discovered, and likewise with the same answers and results of the people in the study already mentioned, it will be possible to determine that possible strategies of motivation could be applied in the following month to be able to demonstrate that the strategies of motivation really influence the permanence of students in the institution in the first two months of starting a course. Then motivation strategies will be applied to evaluate how much they can influence the students of the A1 beginners of the Bilingual Technical Institute and thus be able to draw more precise conclusions from the subject under study. On the other hand, five surveys will be taken with a direct question and several options, so that the respondent can decide what causes more desertion in a student as potential motivation strategies can be completed to mitigate desertion and thus be able to collect data from several people such as students and administrative staff, among many others, who will give a clearer vision of what is happening. Once the surveys are completed, a questionnaire

will be applied based on the surveys previously carried out and with the new questionnaire it will be determined which motivation strategies will be applied in the following weeks. Once this is done, motivation strategies will be applied in at least two groups of beginners in the A1 of the Bilingual Technical Institute and the observation and analysis tool will be used to draw conclusions about the effects that motivation may have on students' desertion.

4.1.1 Observation

What is observation?

Observation is the technique of collecting information that basically consists of observing, accumulating and interpreting the actions, behaviors and events of people or objects, as they usually do. In this process, we seek to contemplate carefully and systematically how these characteristics are developed in a specific context, without intervening on them or manipulating them. It is also known as observation to the written note that explains, clarifies or corrects a data, error or information that may confuse or make you doubt.

4.1.2 Class Observation

4.1.2.1 Regard to the information about class management:

With respect to the observation about the methodology in classes, the teacher designs the lessons with clear goals and objectives, and they are related to the program of the course which is very good, since he uses the necessary

methodologies for learning as the cooperativism between students and the most critical thinking.

In the observation it was determined that the teacher used images to make the students talk more and at the same time he used the television as a means of support.

In the aspect of a good atmosphere in the class it was determined that the teacher fulfills good aspects to be taken into account as he presents the clear subject with well-selected examples and an appropriate language, which facilitated the learning of the students.

And what is involved with the use of materials, furniture and spaces in the class was a bit of disorder at the beginning of the lesson, but then a circle was made and that helped to improve the order in the classroom and thus managed to have better learning and students more focused and involved in the subject that was addressed at that time.

4.1.1.2 In relation to the participants:

The number of students was twelve. The students behaved in a respectful way and with enough desire to participate in the lesson, they also asked questions to the teacher of the subject they were studying at that moment and some of them asked questions of other subjects, but always eager to learn and they noticed that they were motivated.

One of the challenges of the students in the class was to speak, the teacher formed a circle and asked about several subjects, at that time it was very remarkable that some felt very afraid to participate as they felt afraid or ashamed to make a mistake. In spite of several attempts of the professor so that some spoke in English they did not do it, but the worse thing is that some that did not speak at all, knew much English. On the other hand, most if they tried to talk and participate and managed to communicate their ideas. The importance of helping students to stop fear and create a culture in the confidence and most participatory society is remarkable.

The perception and way that the students understood was a very important point of the lesson, since while the teacher explained some they could not understand, but in spite of that they asked and the teacher explained them again and in the end they all managed to understand the topic, what motivated them most in the class.

4.1.1.3 In relation to the teacher:

The observation to the teacher was of great importance to measure how much he motivated his students to learn. It was noted that the lesson was of great relevance for their students, since they participated and at the same time the teacher encouraged them to learn and study a lot during the week.

In the observation one of the goals was to find strengths or weaknesses in the way the teacher developed the lesson in order to improve and minimize at least a little desertion. A dynamic and interesting class was observed since the students

participated and asked a lot about the subject. On the other hand, when making the conversation circle the teacher encouraged the most active participation of the student.

The attitude of the teacher regarding the student's performance was very good. The teacher showed warmth, care, respect and fairness to all students, which is of the utmost importance. On the other hand, it was possible to analyze that in the classroom solid relationships have been built by the student and the teacher.

The feedback from the teacher was very good since he valued the questions and the answers of his students very much, although some answers were incorrect the teacher could answer in the best way and correct immediately with warmth and respect. At the same time, he recognized the effort of each one and tried to enrich the questions and answers of his students with more information on the subject being consulted.

4.1.1.4 In relation to the activities inside the classroom

The quality of the activities carried out in the observation was good, not perfect. First, the teacher had assigned them a task of bringing an image and describing it, which is quite good. At the time the student showed the image to his classmates he had to describe all of it and that of course would allow the student to learn new vocabulary and learn a new subject and have the fluency to express their ideas with different situations. Second of all, the second activity was to make a circle and cover different topics at present and thus get the students to take off the fear little by little the quality of both activities were of very good quality.

As mentioned above, the activities were of very good quality to encourage students to be able to speak more and be able to remove fear or embarrassment. However, the way some were developed was not the best way. First of all, of the twelve students, four of them had not studied the image well, in fact they did not even know the necessary vocabulary to describe the image that they brought. Instead of describing it in their own words, they read the entire description. Of course it is known that reading all the learning is very lacking and you learn very little of the task. Also, at the time that the circle was made, it was a high quality activity, since the students lost their fear more easily, but in that activity there were three students who only wanted to talk more and in fact it was because of the same thing because they handled the language more. Some of the classmates did not have the opportunity to speak either for time or simply because they did not animate themselves out of fear, in that sense if it can obviously cause some demotivation among some students as they will feel that they are not progressing or just frustration in the language and in the end the consequence will be desertion.

The teacher always kept motivating his students during the class. The students were focused on the subject and did not use the cell phone, they were paying attention, they looked respectful with the teacher and with all their classmates as well. The teacher motivated his students to answer in English most of the time, like at a time when a student asked to go to the bathroom, he did it in Spanish but the teacher asked him to do it in English, which is fine.

4.2 Analysis of the interview applied to the person in charge of the institution:

The idea of the interview made to the person in charge of the institution is to know her point of view of the desertion in the institution. Also possible tips or ways to stop the students leaving at least a little. Some questions are related to the environment of the institution, while others are a bit more personal to know what motivates a student to move forward.

The principal of the institution thinks that the students of the institute are happy to study in the institution, since many have commented on the joy they have every time they have to attend classes.

When it comes to desertion in the institution the principal recognizes that there has been a lot of desertion and that he already knows many reasons, of which he mentioned some as economic problems and lack of interest.

The principal considers that every effort has been made to keep the students motivated so that they do not leave the courses. Among the activities they are doing are food activities inside and outside the classroom, cultural activities, more follow-up personalized for each student and also discounts and payment arrangements. It is important to emphasize that for the principal the main reason for dropping out are the economic problems.

In question number eight made to the principal about what motivates a student to move forward, the answer is that more interactive classes as well as more dynamic classes could influence a student's decision to stay or leave the course. On the other hand, it is important to take into account that by not feeling pressure from the teacher and rather feel the desire to learn more each day can be important factors in school dropout.

One of the strategies that the director considers very important to implement is the communication of students and teachers so that they are more personalized classes, this way they would be able to understand more deeply what really happens when a student feels the desire to leave the institute and of course Trying to avoid that happening by helping in some way, and having more communication with the family would be very beneficial since the same family, being active in the student's study process, could influence it to move forward.

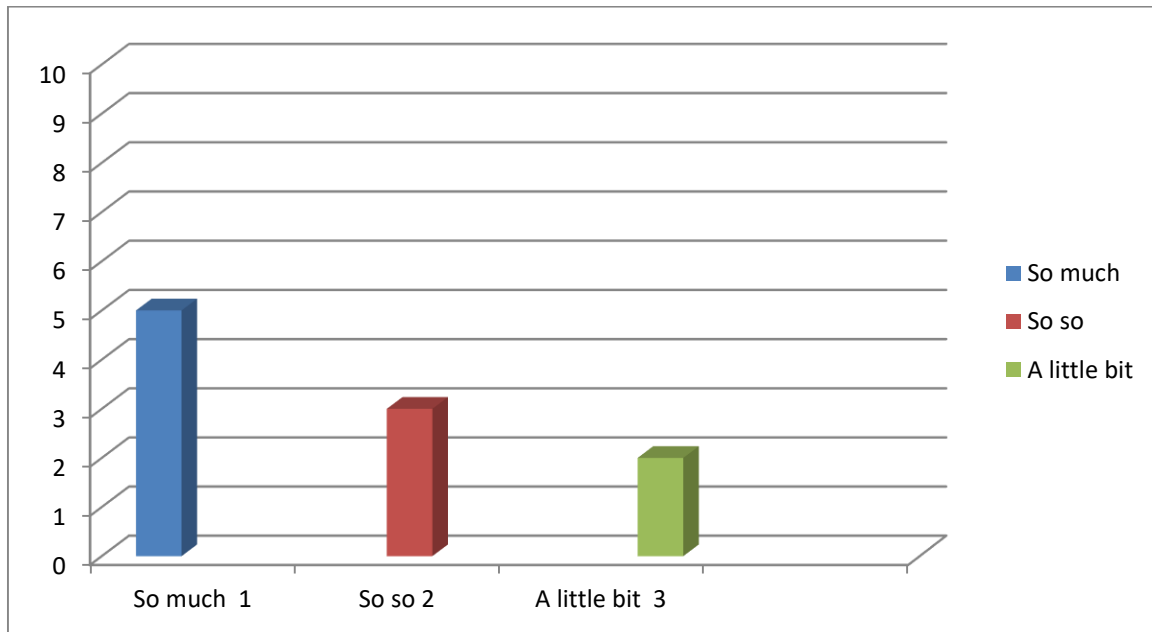
In the matter of maintaining a positive atmosphere in the class it should be emphasized that among the options shown are, listening, willingness and compulsion for the class to be pleasant and according to the director good humor is one of the most interesting keys in the process of achieving the progress and progress of each of the students, so they will feel that they are not only learning but also having fun at the same time.

4.3 Analysis of interviews with teachers:

The following figures will show more details about the results obtained on the pre- test activity. These results were analyzed and compared for the researcher to get an idea of the opinions of teachers regarding the dropout of students. The figures will show the results for teacher's opinions.

Figure 2. Analysis of interviews with teachers at ITB .Results for the Pre- test applied to teachers from ITB.

Ilustración 2 Do you feel that students are happy at the institute?



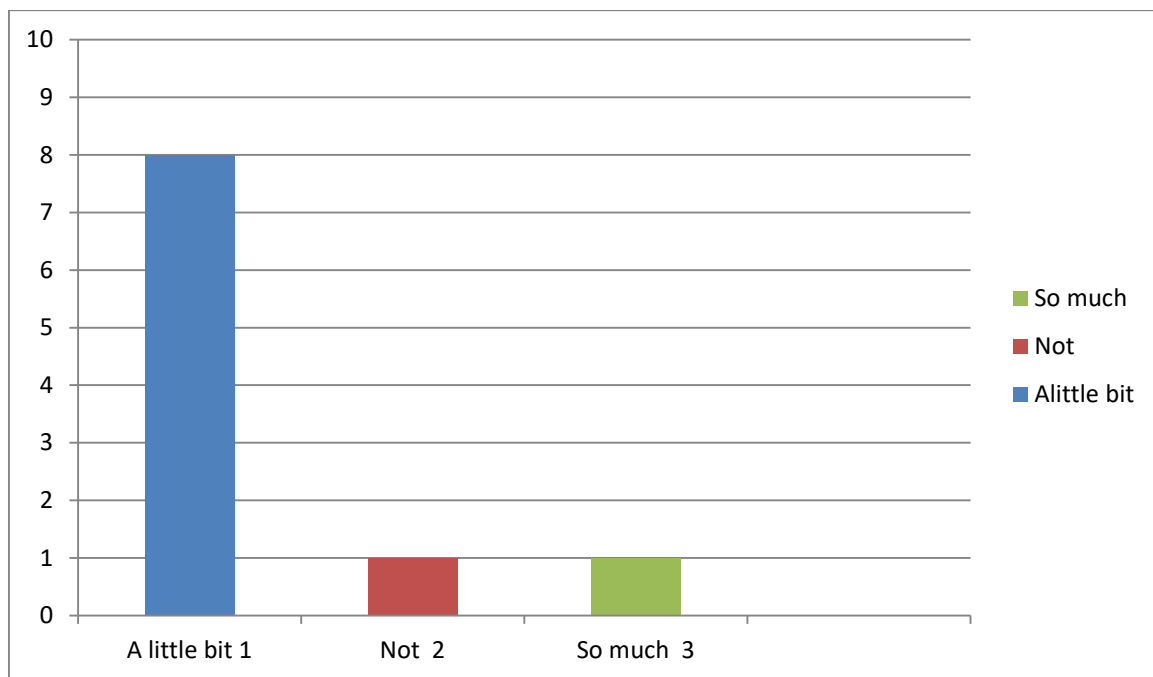
Source: Questionnaire applied to teachers

The rubric used was divided into: so much, so so, and a little bit. Based on the results, the pre-test not only showed that the majority of teachers from ITB think that students are so happy to be part of the institution, the third part of the teachers believe they feel so so and just a short part of them believe the students are just a bit happy at ITB. According to Figure 1, teachers from ITB believe students are so happy at ITB with 5 points obtained, so so with 3 points, so much with 2 points. As the interview showed the majority of teacher agreed that students are happy at ITB.

As well as Figure 2, the following figure will demonstrate the details and data analysis obtained on the pre- test activity applied on teachers at ITB with the intention of showing to the readers how desertion occurs at ITB.

Figure 3. Analysis of interviews with teachers at ITB .Results for the Pre- test applied to teachers from ITB.

Ilustración 3 Have you noticed dropouts in the courses?

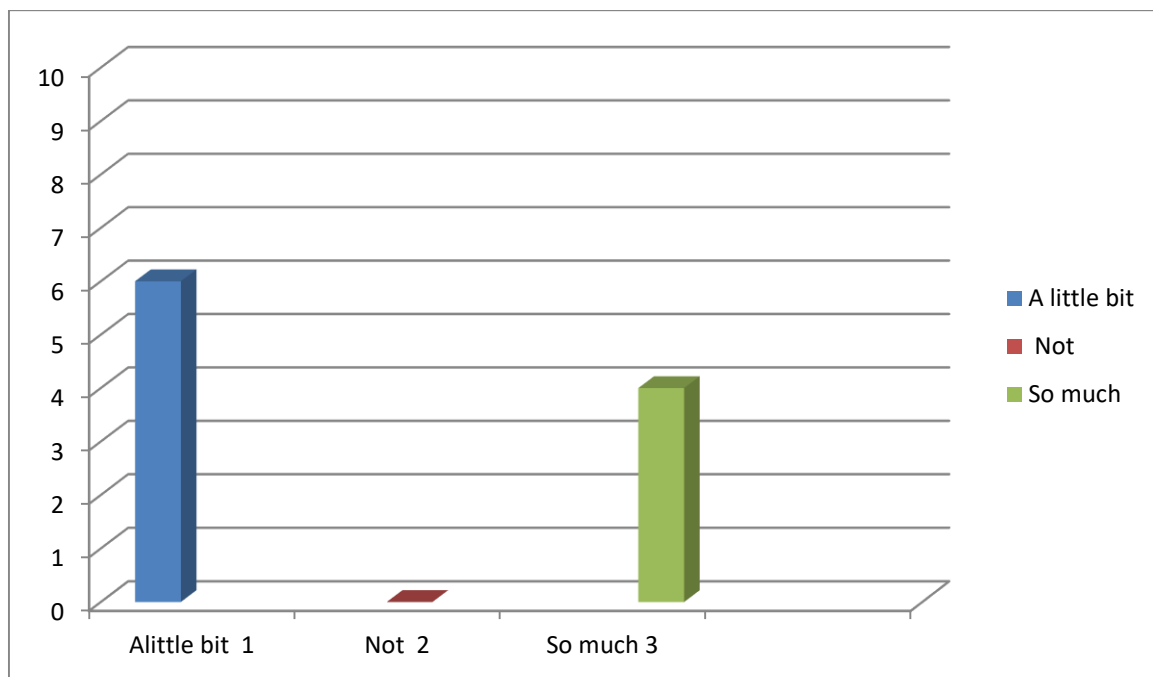


Source: Questionnaire applied to teachers

The rubric used was divided into: so much, not, and a little bit. Based on the results, the pre-test not only showed that the majority of teachers from ITB have noticed a little bit of desertion of students of the institution, just a short part of the teachers believe there is so much desertion and others not at all. According to Figure 3, teachers from ITB have noticed a little bit of desertion with 8 points obtained, not desertion at all with 1 point, so much with 1 point. As the interview showed the majority of teacher agreed that desertion is not so big at ITB.

Figure 4 Analysis of interviews with teachers at ITB .Results for the Pre- test applied to teachers from ITB.

Ilustración 4 Is something being done to keep students from ITB motivated?

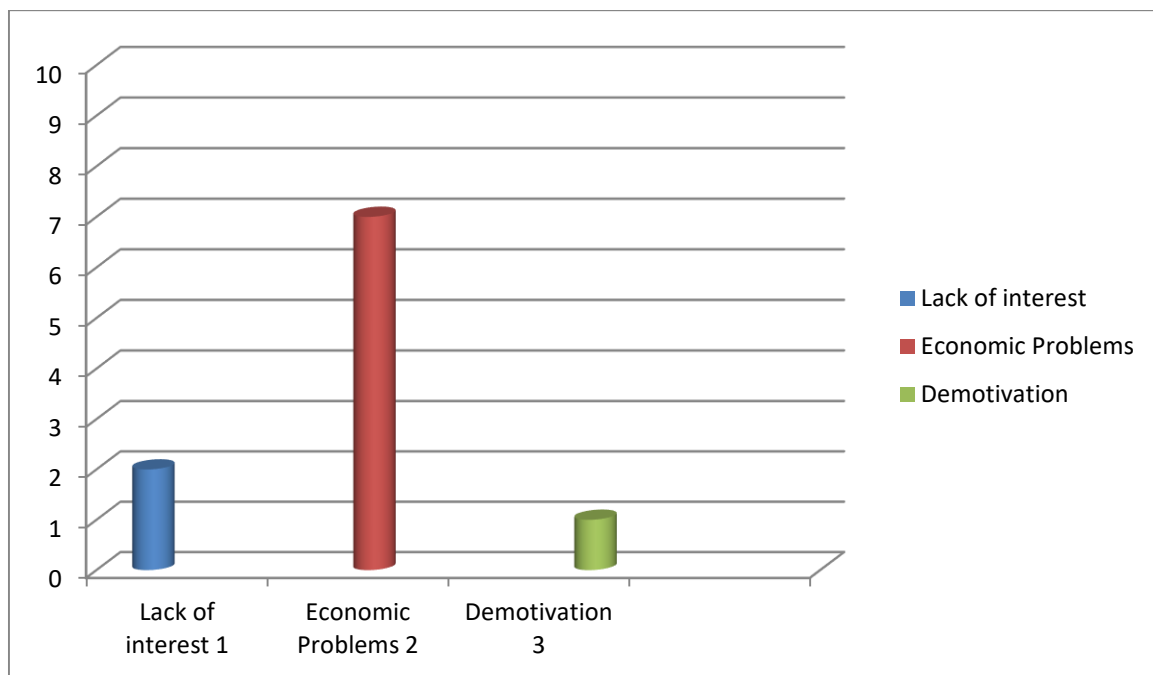


Source: Questionnaire applied to teachers

The rubric used was divided into: so much, not, and a little bit. Based on the results, the pre-test not only showed that the majority of teachers from ITB agree that something is being done to keep students motivated in the institution; some of the teachers consulted believe that something is being done but very little, and none agree that nothing is being done, because everyone believes that efforts have been made. According to Figure 4, teachers from ITB agree that something is being done to keep students motivated with 6 points obtained, so much have been done with 4 points, nothing have been done with 0 points. As the interview showed the majority of teacher agreed that some efforts have been done to keep students motivated.

Figure.5 Analysis of interviews with teachers at ITB .Results for the Pre- test applied to teachers from ITB.

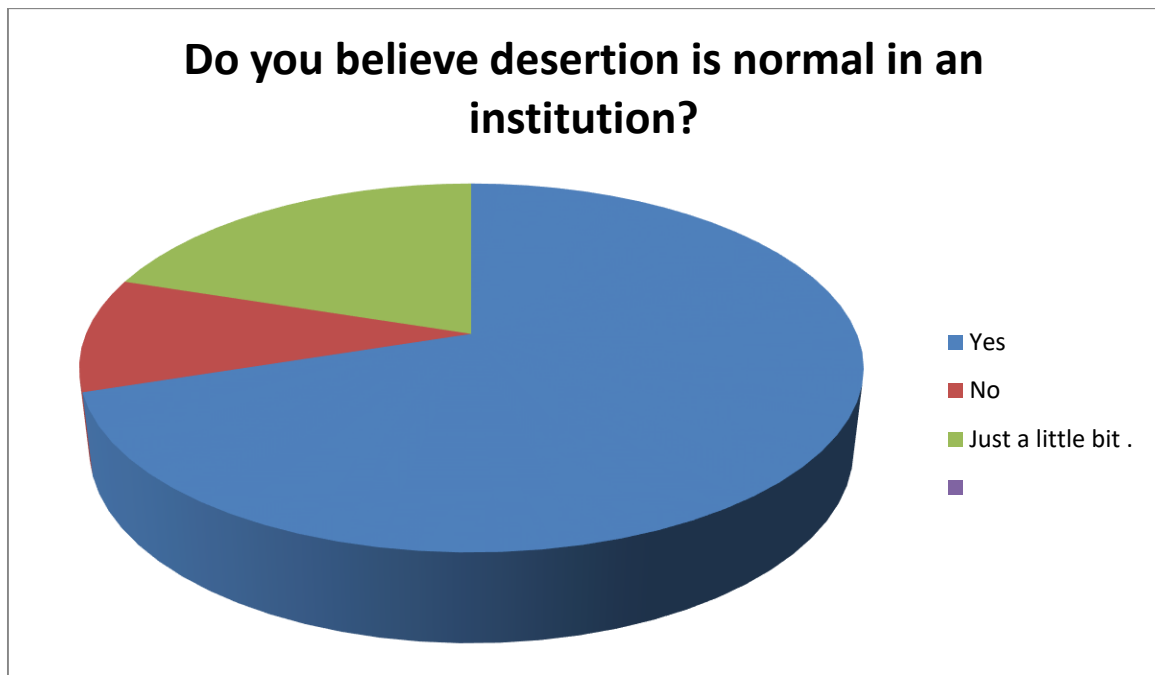
Ilustración 5 By which of these reasons do you believe that there is desertion in ITB?



Source: Questionnaire applied to teachers

The rubric used was divided into: Lack of interest, economic problems, and demotivation. Based on the results, the pre-test not only showed that the majority of teachers from ITB agree that the economic problems is the main cause of desertion in ITB; some of the teachers consulted believe that lack of interest can be the real cause, but this is only twenty percent, and ten percent of the teachers consulted agree that demotivation can be the real cause of desertion between students. According to Figure 5, teachers from ITB agree that lack of interest with 2 points obtained, economic problems with 7 points, and demotivation with 1 point. As the interview showed the majority of teacher agreed that economic problems can be the main cause of desertion.

Figure 6. Analysis of interviews with teachers at ITB .Results for the Pre- test applied to teachers from ITB.



Source: Questionnaire applied to teachers

The rubric used was divided into: Yes, no, and just a little bit. Based on the results, the pre-test not only showed that the majority of teachers from ITB agree that absolutely desertion is part in an educational place; Other teachers consulted believe that just a little of desertion is normal, and a very short amount of teachers believe that there is not desertion in an educational institute at all. According to Figure 6, teachers from ITB agree that absolutely desertion exist in all institutions with 7 points obtained, then some teachers believe just some desertion is normal with 2 points, and demotivation with 1 point. As the interview showed the majority of teacher agreed that desertion has been part and always will be in educational institutions.

In the case of what can be done to avoid desertion Teachers agree that making the most dynamic classes possible with a level adapted to the needs and profile of the student. In other cases as mentioned above one of the main causes of desertion is money and therefore some type of scholarship would be good for some of the students, some also comment that giving them more follow-up is important since with this you can reach some agreement between the student and the institution. Some of the professors surveyed also believe that motivation is essential in all their fields and in all the careers offered by the institution, since with motivation it is less likely that the dropout will go down.

Regarding the question that because he believes there is desertion, most teachers agree that the main reason is the economic problems, since many students cannot continue paying for the course, and all this leads to demotivation. Students who attend without breakfast and can barely pay the bus ticket begin to feel discouraged and lack interest that eventually becomes desertion, it is clear that one cause leads to the other and hence the teachers propose more motivation in the lessons .

According to teachers consulted on what they believe motivates students to move forward, most agree that the constant motivation and desire to excel are the main levers that keep a student in a course and also feel the support of the teacher and their colleagues and feel that they are learning day by day and that you are really investing your money in a good way. On the other hand, having good facilities can be an influential factor in the permanence of the student, because if they like the place where they are most willing to attend, they will feel, and something very important is to have teachers trained for the course and thereby guarantee that the teacher be a leader and constant support in the motivation and permanence of the student until the end.

With the strategies that the teachers propose so that the students feel motivated, there are some more related to the part of the coexistence in the classroom, such as giving more confidence to the student so that they can express what they feel, what they like and what they like. He does not like the class and do try to improve every time. Also, do many activities in the classroom that facilitate learning, such as making snacks and thus sharing and making the classmates have more trust each other and go creating more solid bases in the group and union, which in the long run all this will make the students' success in their learning.

To maintain a positive atmosphere in the classroom, the teachers agree that the positive attitude of the teacher is the key to having a positive atmosphere and a good atmosphere of coexistence in the classroom. However, getting all classmates also get along without leaving anyone out will influence the atmosphere of the lesson is more than positive. Third, to make classes more fun where the humor plays an important point is according to the teachers consulted is a very positive key since having the students relaxed will help that they do not get frustrated in the learning process. On the other hand, having an orderly class, and maintaining respect among all, teachers, students and administrators will encourage a much more pleasant atmosphere in the classroom.

As can be seen in the surveys carried out regarding dropout and motivation in classes, it is very important to emphasize that motivation, support, and a good atmosphere in the classroom are essential tools for a student to stay in the courses and graduate. and learn much more easily.

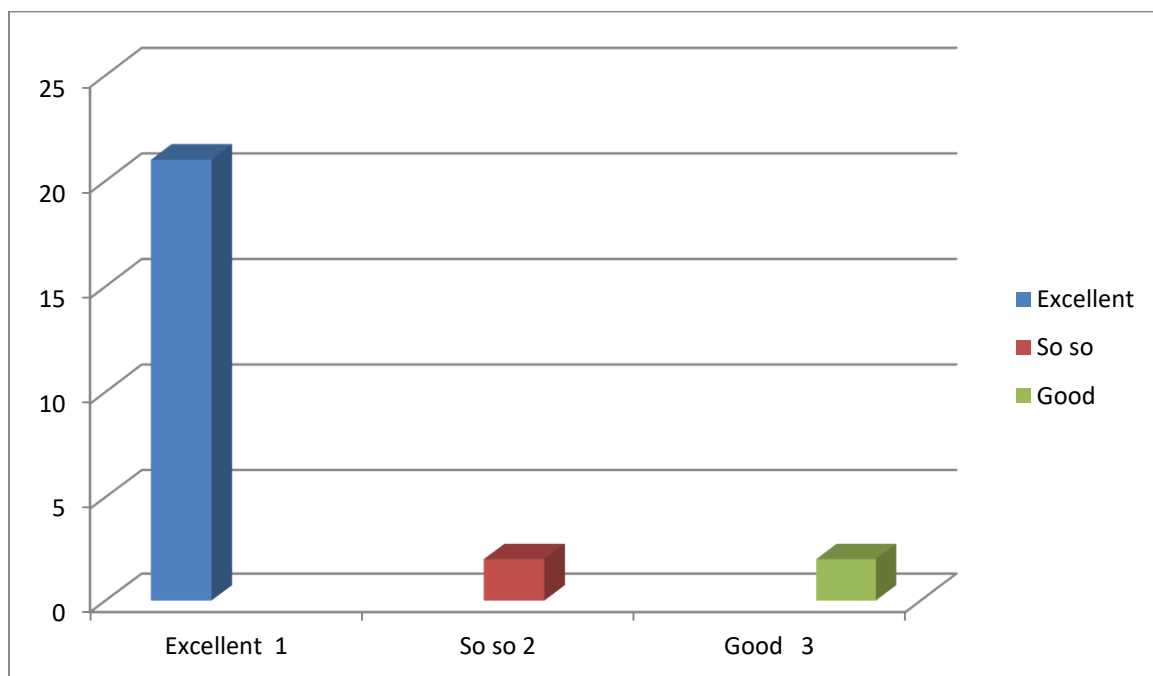
Not doing the same activities in the class, if not always doing different activities is very important so that the student does not get bored, many cases of desertion is due to

lack of interest in attending classes since being in the classroom only generates boredom and wishes not to continue

4.4 Analysis of the questioner applied to students at ITB.

Figure 7. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 6. How do you feel at the institute?

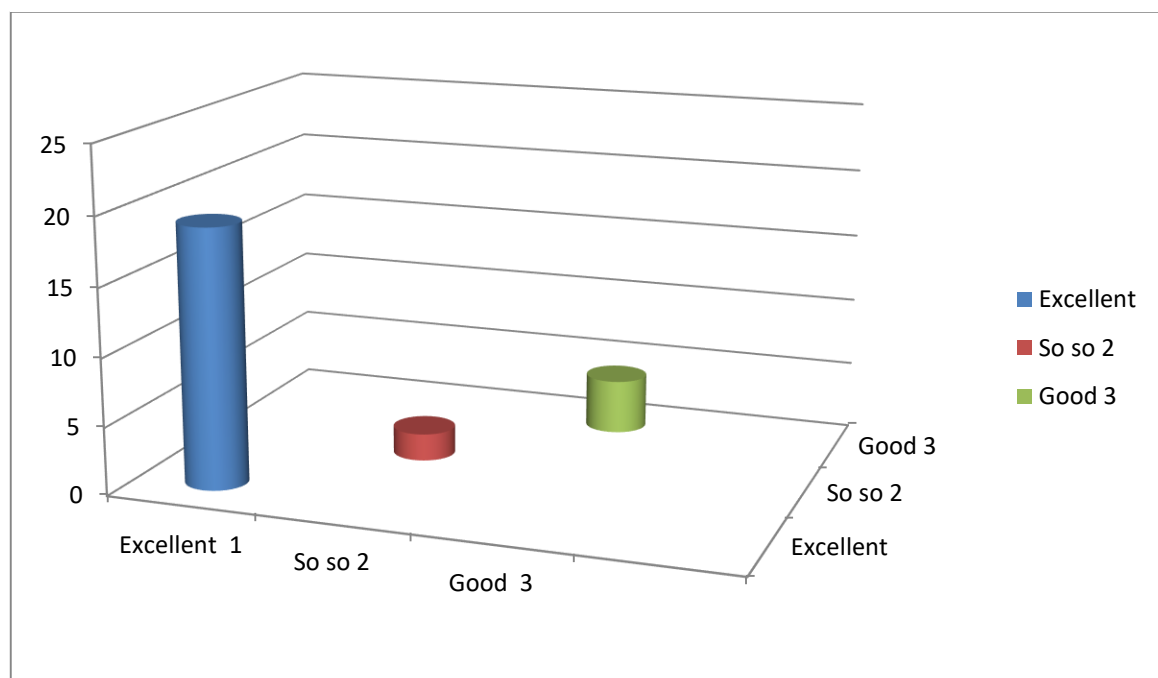


Source: Questionnaire applied to students

The rubric used was divided into: excellent, so so, and good. Based on the results, the pre-test not only showed that the majority of students from ITB feel excellent studying English and other courses; some of the students consulted feel good and the rest of them which is a very small amount feel so so. According to Figure 7, Students from ITB feel excellent and comfortable being part of ITB with 20 points obtained, with 3 points obtained students feel good but some complains appeared, with 2 points students feel so so. As the interview showed the majority of students are happy studying English and other courses at the institution.

Figure 8. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 8. Do you feel a positive atmosphere in clases?

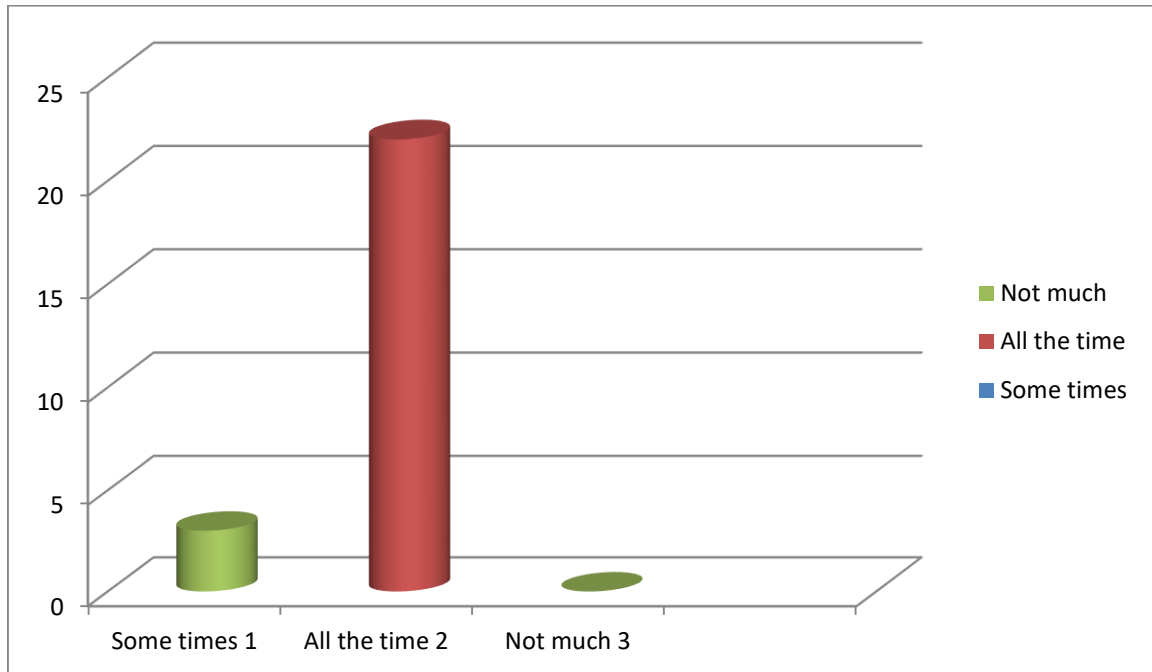


Source: Questionnaire applied to students

The rubric used was divided into: Excellent, so so, good. Based on the results, the pre-test not only showed that the majority of students from ITB believe there is a positive atmosphere in the class; some of the students consulted believe that the atmosphere in the classes is good, and five perfect of the students feel the atmosphere in classes is so so. According to Figure 7, students from ITB feel a positive atmosphere in the class with 18 points obtained, feel a good atmosphere with 5 points obtained, and with 2 points obtained students feel at not so good atmosphere in the class. As the interview showed the majority of students feel so good at the institution which is something important to take into account when it comes to feeling motivated in classes.

Figure 9. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 9. Do you feel interested in coming to the course?

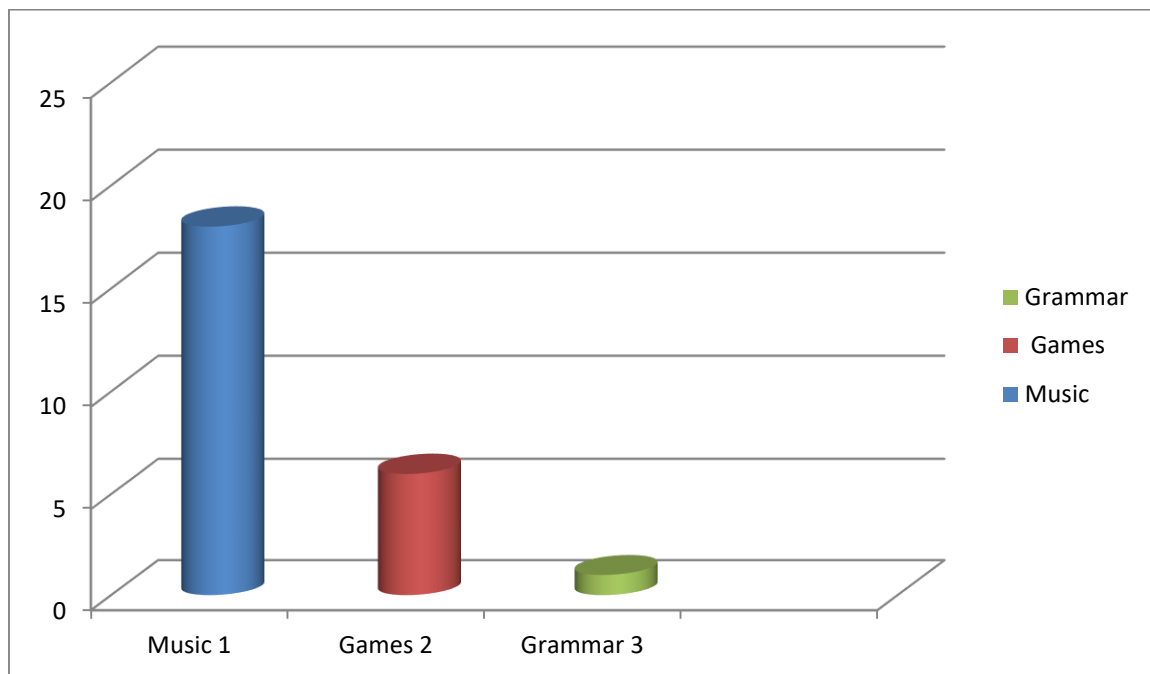


Source: Questionnaire applied to students

The rubric used was divided into: All the time, sometimes, not much. Based on the results, the pre-test not only showed that the majority of students from ITB are happy coming to classes and willing to learn, some of the students consulted sometimes feel motivated to attend the classes at ITB, interestingly none of the students consulted did not feel demotivated at all when it comes to coming to classes, which is a positive factor to take into account talking about desertion. According to Figure 9, students from ITB are so happy coming to the classes with 22 points obtained. On the other hand, students sometimes feel motivated in coming to classes with only three points obtained, and anyone did not feel desirous of not coming at all. As the interview showed the majority of students feel comfortable and willing of coming to classes.

Figure 10. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 10. What do you prefer of the following options?

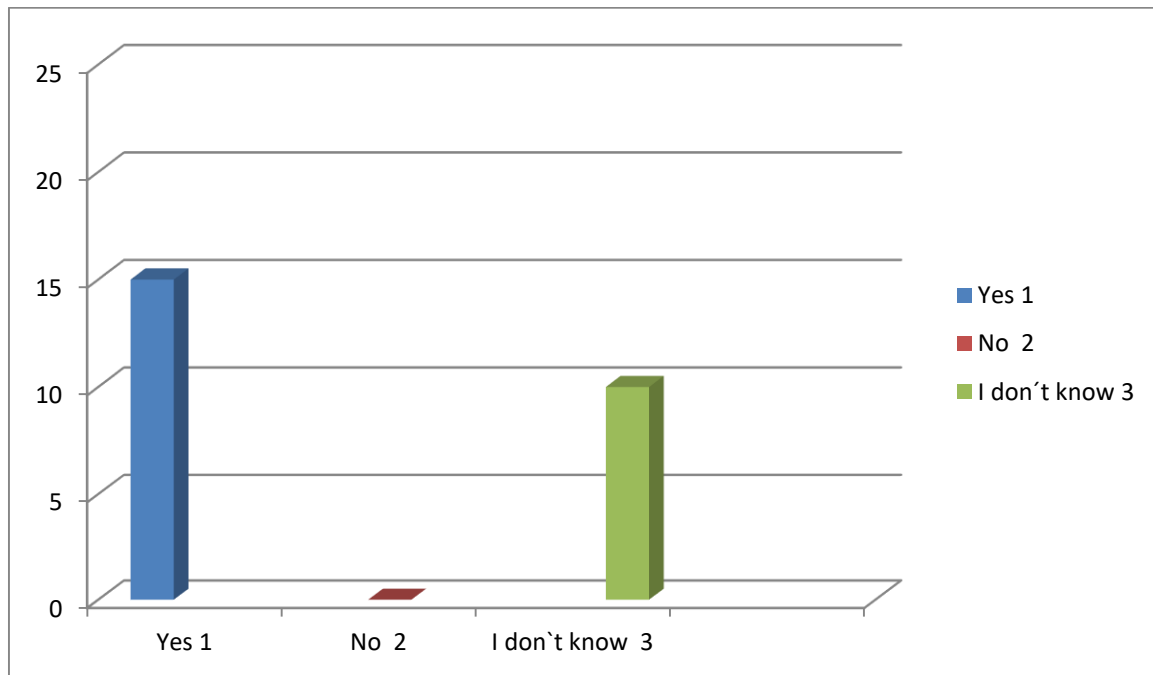


Source: Questionnaire applied to students

The rubric used was divided into: Music, games, grammar. Based on the results, the pre-test not only showed that the majority of students from ITB prefer to learn and to study with music in classes, because this is more interested and entertained to them, some of the students consulted sometimes feel motivated when they study with games too, and only two percent of the students consulted feel motivated when grammar is part of the learning process. about desertion. According to Figure 10, students from ITB are so happy coming to the classes with 22 points obtained. On the other hand, students sometimes feel motivated in coming to classes with only three points obtained, and anyone did not feel desires of not coming at all. As the interview showed the majority of students feel comfortable and willing of coming to classes.

Figure 11. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 11. Would you like to study another course at ITB?

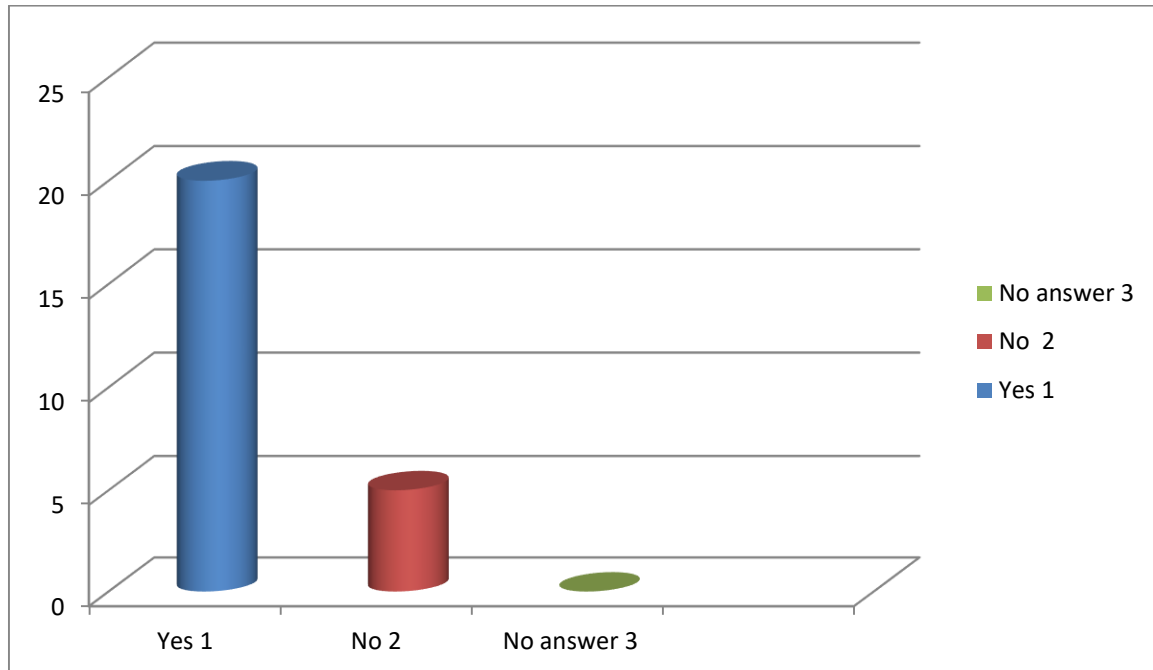


Source: Questionnaire applied to students

The rubric used was divided into: Yes, I do not know, no. Based on the results, the pre-test not only showed that the majority of students from ITB would like to study another course in the institution which means they are really happy being part of ITB, some of the students consulted do not know if they really want or not to study another course, but they are thinking in that possibility, and interestingly none of the students consulted did not write no when it comes to studying more courses at ITB. According to Figure 11, students from ITB are more than willing to study other courses at ITB with 15 points and the rest of the students consulted said maybe with 10 points. As the interview showed the majority of students would like to study another course at ITB.

Figure 12. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 12. Do you feel fear when you speak in English?

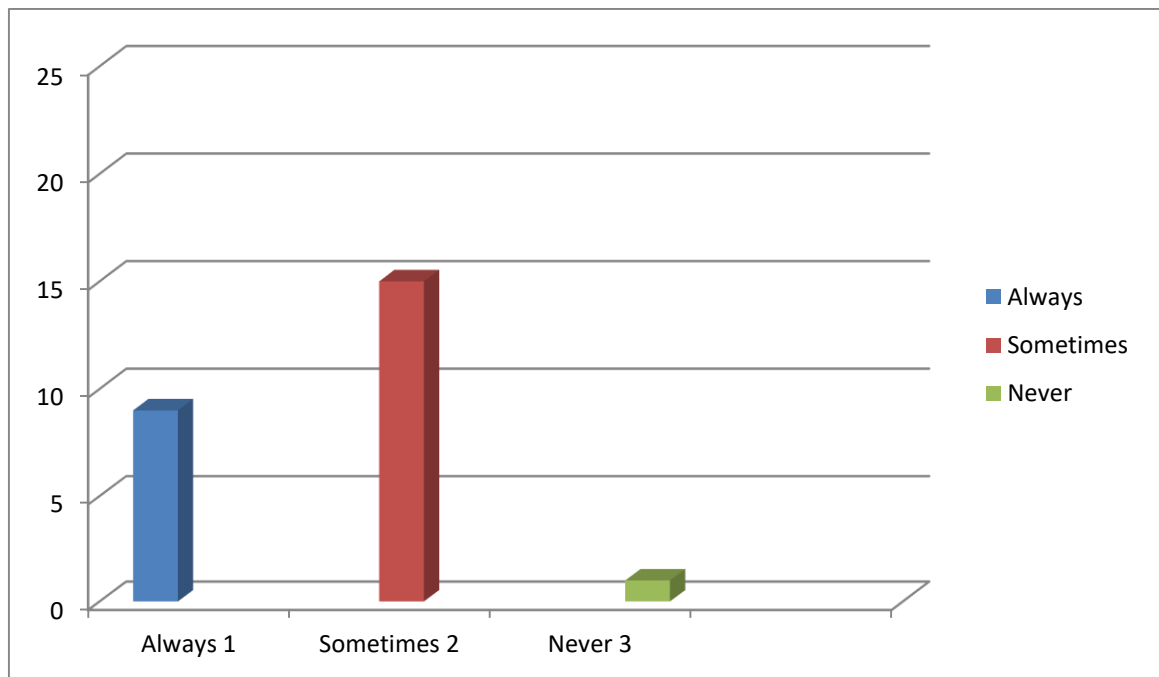


Source: Questionnaire applied to students

The rubric used was divided into: Yes, no, no answer. Based on the results, the pre-test not only showed that the majority of students from ITB feel fear of speaking in another language; some of the students consulted do not feel any fear of speaking in another language, the rest did not answer. According to Figure 12, in the survey of twenty five questions, twenty students feel fear or shame at the moment of speaking in English which is something curious because this shows a cause of desertion which is the fear or shame at the moment of coming to a course, then five students consulted feel some fear but just in some moments of speaking. As the interview showed the majority of students feel fear or shame at the moment of speaking in English.

Figure 13. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 13. How often do you feel fear or shame when you speak in front of the class?



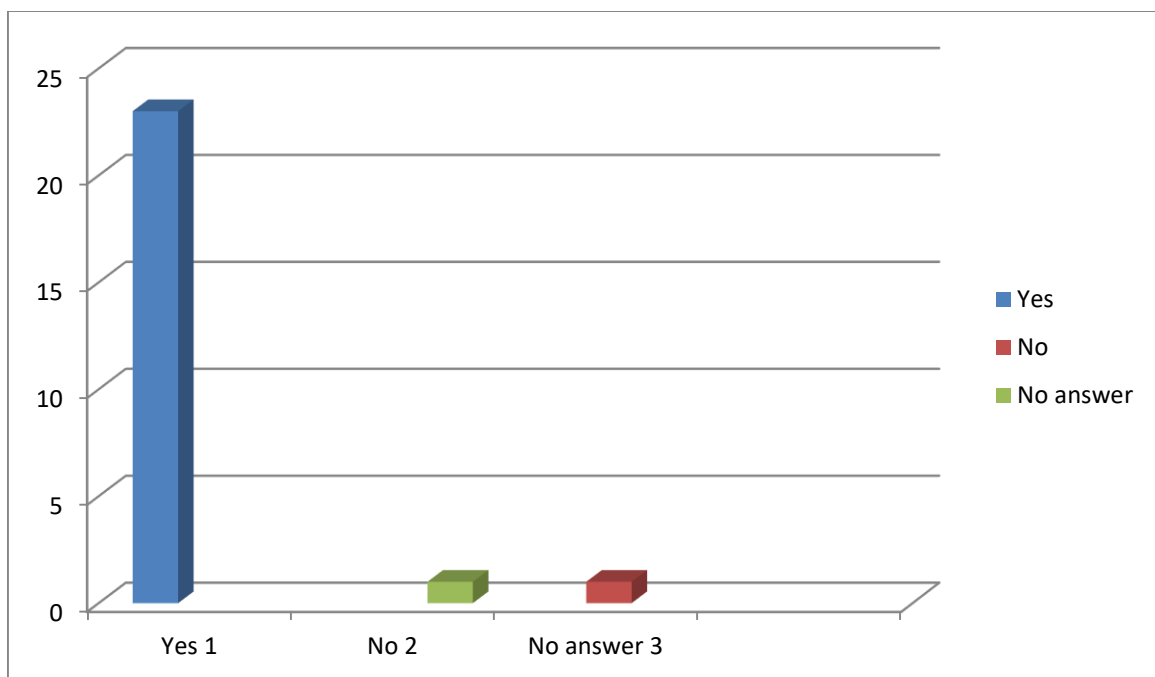
Source: Questionnaire applied to students

The rubric used was divided into: Always, sometimes, never. Based on the results, the pre-test not only showed that the majority of students from ITB sometimes feel fear of speaking in front of their classmates; some of the students consulted replied always feel fear of speaking in another language in front of people, the rest did answer that never feel fear. According to Figure 13, in the survey of twenty five questions, fifteen students sometimes feel fear or shame at the moment of speaking in English which is something curious because this shows a cause of desertion which is the fear or shame at the moment of coming to a course, then seven students consulted feel always fear but just in some moments of speaking and three of them never feel fear of speaking. As the interview

showed the majority of students feel fear or shame at the moment of speaking in English in front of their classmates.

Figure 14. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 14. Do you feel motivation given by the profesor in order to improve your English?

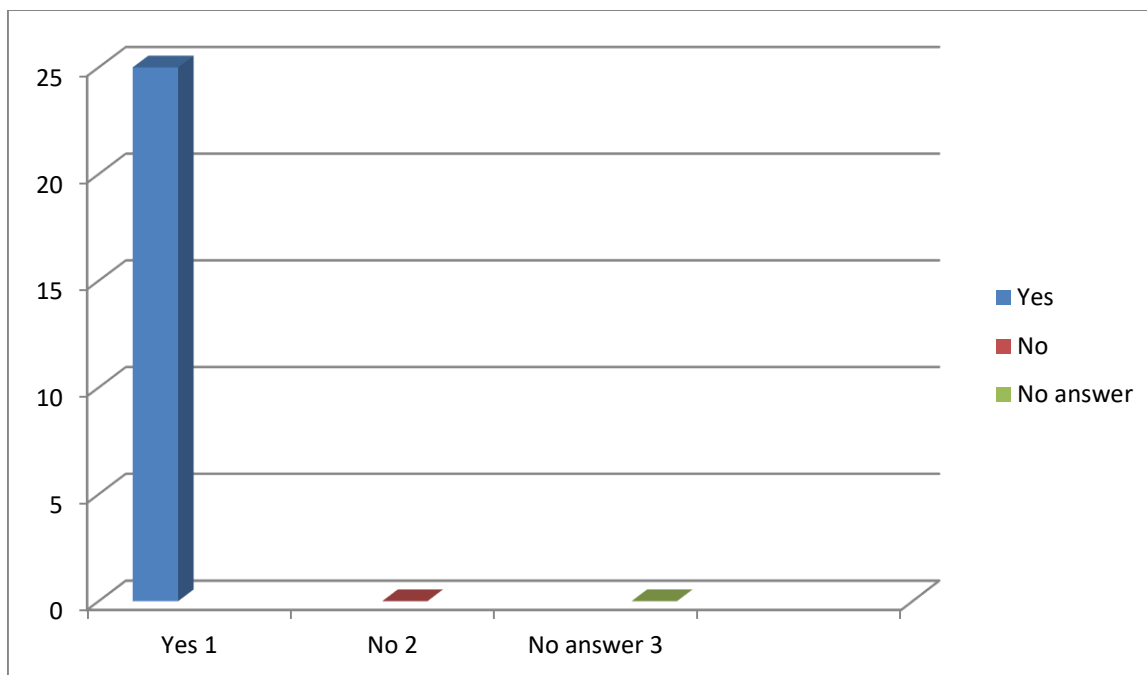


Source: Questionnaire applied to students

The rubric used was divided into: Yes, no, no answer. Based on the results, the pre-test not only showed that the majority of students from ITB agree that the teacher give them some motivation in order to improve their English; According to Figure 14, students from ITB agree that teachers really push them to speak in English all the time with 23 points obtained, with 1 point obtained not at all and no answer 1 point too that the teachers do not motivate them to speak in English. As the interview showed the majority of students agreed that teachers really motivate them to speak and improve their English.

Figure 15. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 15 Do you consider the activities shown by the profesor are positive to speak in English?

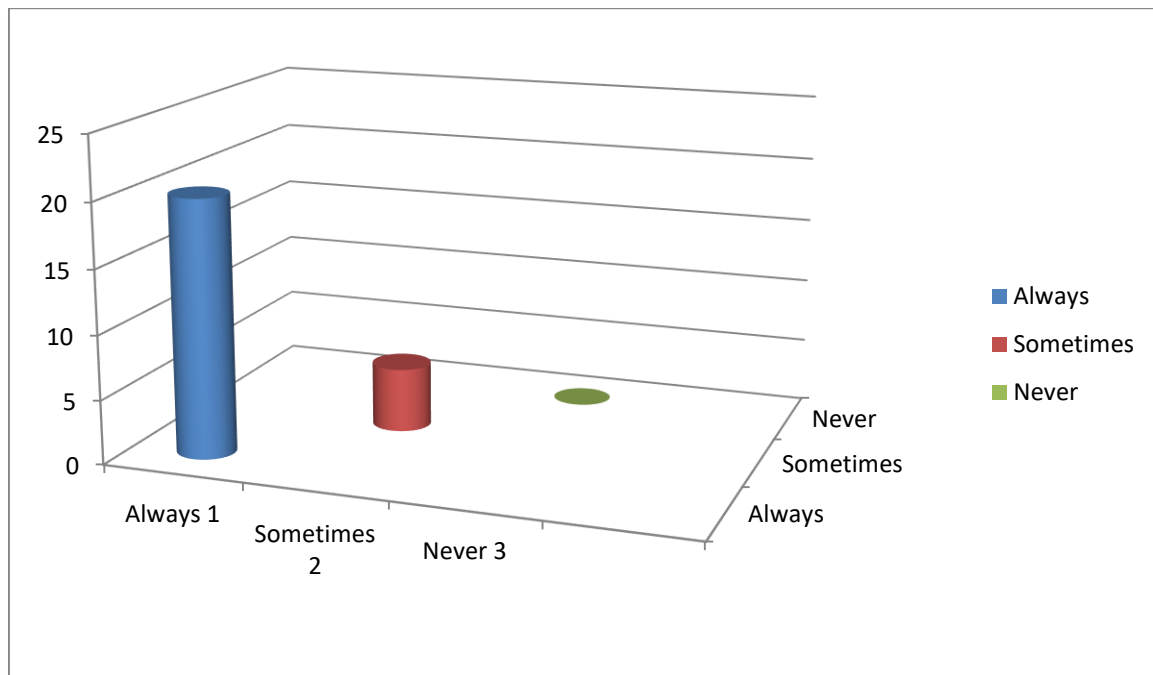


Source: Questionnaire applied to students

The rubric used was divided into: Yes, no, no answer. Based on the results, the pre-test showed that the activities brought by the professors are positive to speak in English; According to Figure 15, students from ITB agree that the activities brought by the professors are positive to speak in English with 25 points obtained of 25 students consulted. As the interview showed all students interviewed agreed that teachers bring positive activities to speak in English.

Figure 16. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 16. How often do you feel motivated to come to class?

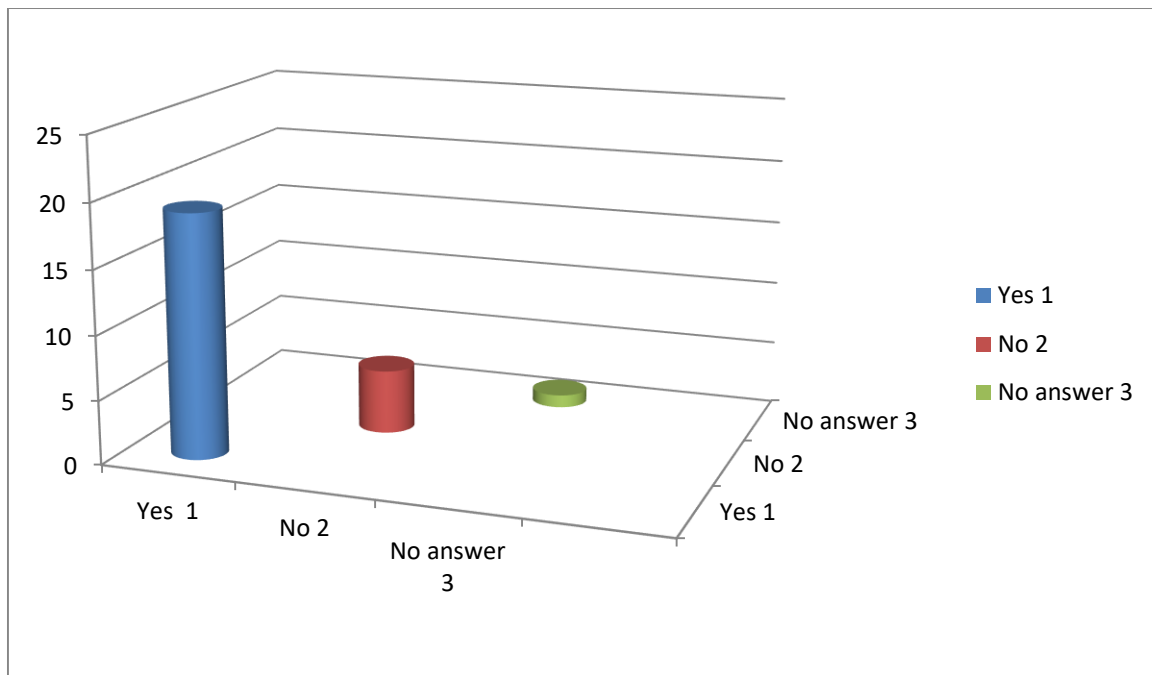


Source: Questionnaire applied to students

The rubric used was divided into: Always, sometimes, and never. Based on the results, the pre-test showed that almost all students interviewed feel motivation in attending the classes at ITB. On the other hand, some of the students said that only sometimes feel some motivation of coming, and no one said feeling not motivation at all of coming to the course. According to Figure 16, with 18 points obtained, students feel so motivated in coming to classes all the time, with 7 points obtained of the students interviewed sometimes feel motivated to come to classes but not all the time, and with no points anyone replied. As the interview showed students feel motivated of coming to classes mostly.

Figure 17. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 17. Do you consider the classroom motivate students to come to classes?



Source: Questionnaire applied to students

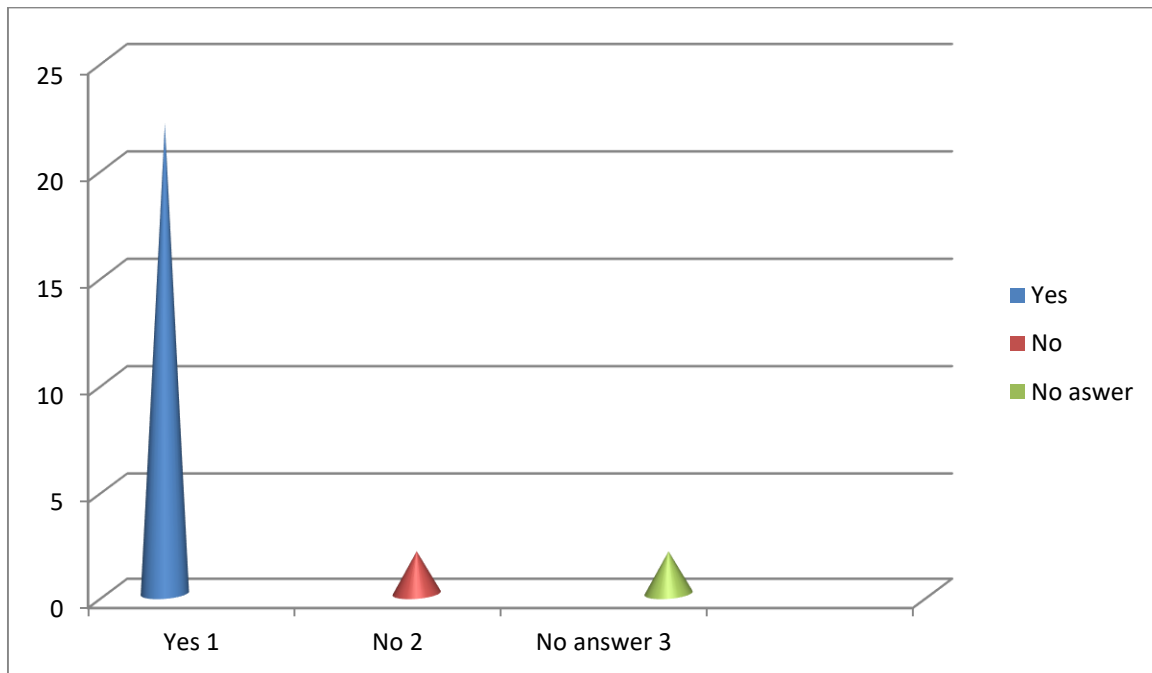
The rubric used was divided into: Yes, no, and no answer. Based on the results, the pre-test showed that the majority of students from ITB agree that the structure of the class is not so bad that they like to stay there; some of the students consulted believe that the structure of the class is not so good and they would like to have better conditions, such as: new fans, better windows and more technology devices to facilitate the learning process at ITB. .

According to Figure 17, that the majority of students from ITB agree that the structure of the class is not so bad that they like to stay there with 18 points obtained, also with 5 points obtained students interviewed, think the class needs to have more improvements

and only 2 students did not answer at all. As the interview showed the majority of students believe the classroom is not a problem for them to learn and stay motivated at ITB.

Figure 18. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 18. Do you feel any progress on your speaking skills?

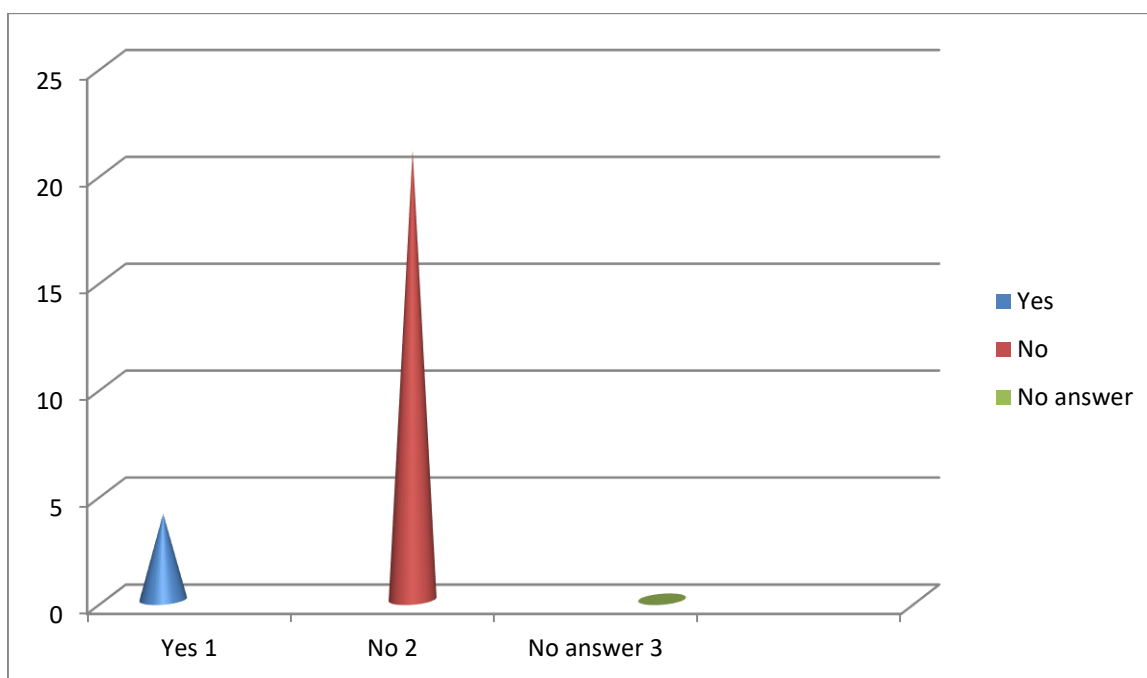


Source: Questionnaire applied to students

The rubric used was divided into: Yes, no, and no answer. Based on the results, the pre-test showed that the majority of students have seen a progress on their English which of course motivate them to continue to study. . According to figure 18 all students have learnt so much in the courses. As the interview showed the majority of students have learnt so much , and they are willing to continue at the institute.

Figure 19. Analysis of interviews applied to students at ITB .Results for the Pre- test applied to students ITB.

Ilustración 19. Do you consider the teacher need to plan more the lessons?



Source: Questionnaire applied to students

The rubric used was divided into: Yes, no, and no answer. Based on the results, the pre-test showed that students agreed teachers do not have to plan more the lessons, because students believe the teachers from ITB plan the lessons in a good way. Nevertheless; some of the students interviewed, agreed that teachers from ITB need to plan more the lessons in order to get a better English and feel more motivated to come continue to study. According to Figure 19, 20 of the 25 students interviewed at ITB agree teachers do not have to plan the lesson more and with only 5 points obtained, students believe teachers need to plan more the lessons. As the interview showed the majority of students agreed that teachers do not need to plan more the lessons, which shows students feel comfortable with the classes.

In what tries to make some changes in the lesson some of the students surveyed consider it important that the teacher speaks more in English and also does not speak so

fast, students believe that doing different dynamics always in each class is important so that they do not They bore quickly and so are more motivated to come. On the other hand some of the students surveyed really like the music in the lessons since it relaxes them and they learn a little bit at the same time.

With the query concerning the atmosphere of the class most of all the infrastructure was quite criticized because they believe that to be quite motivated they have to have a more pleasant and pleasant environment, like having fans in good conditions, with the classroom well painted and a colors that motivates them, and screens among other articles of importance. As you can see the atmosphere of the class, the walls, windows, the structure in general is very important to keep students motivated when studying.

Among many of the questions, a very important one was that it motivates you to come to the course, and among the answers are very similar, such as: family, getting a new employee, the desire to communicate with those who speak English and can understand the songs and movies. In other words it can be deduced that there are many reasons that impel the students to move forward and this is an important key that must be taken into account to gradually reduce the dropout rate.

CHAPTER V

Conclusions and recommendations

5.1. Conclusions

According to Perez (2016), “Conclusion is a Greek word that came from Latin to our language. It is known as the act and the consequence of concluding: finalizing, finishing or completing something” (p, 14).

In the next chapter it will be seen how the researcher was able to determine the relationship between various possible factors and strategies to prevent desertion; also, some recommendations will be provided.

5.1.1 • To identify lack of motivation issues and its influence on students’ desertion

Students start the first classes motivated with many desires to learn, participate and share with their peers; hence, their behavior is very respectful and that facilitates the development of the lesson. On the other hand, all students have their own motives and motivation to finish the course.

On the other hand, the institute is concerned that the groups are small in order to facilitate learning in a faster and more personalized way, and at the same time, achieve a better understanding and ease when learning a language.

One of the main causes of desertion is the fear that students feel when speaking in front of the class because for some of them it is very shameful to make some mistakes, so they end up leaving the course. When asked about the classroom environment, despite the fact that some students like the infrastructure a considerable percentage believe that the physical environment, such as walls, windows, lack of fans, among others, sometimes discourages them a little and that some students have wanted to leave the course, even though they liked the classes.

Undoubtedly, the main causes of desertion in the institute are economic problems. The students, the teachers and the principal of the institute recognize it as the main cause. The students start well, but with the pass of time, it becomes a bit complicated to afford the course and in the end, despite of having the desire to continue in the institute, they have to leave it.

The attitude of the teachers towards the students is excellent, and the students feel happy and they feel that they are learning in the institution. Most of the students answered the questions about their teachers and their teaching styles in a very positive way. The methodology used by the teachers is very well accepted by their students, who believe that it is the best way to learn with dynamics, games and music that was the one that had the highest response. The researcher can say that as an observer in general there are many areas of opportunity that must be improved in the institution since the activities carried out by the teachers have been very good and of great help, so that the students can acquire more fluency when speaking. However, in some cases students had to describe an image in English with all its characteristics and some of them read everything and did not really study the characteristics. It was evident that many of the students were not really learning, so in the long run, if they feel that they are not having any progress, this may generate desertion.

Also, it was noticed, when the teachers made them talk in a circle, that the topics were very interesting since they were about family, values, such as respect, responsibility, among many others, but only some students participated in the activity and others did not do it at all, which generates lack of self-confidence and then desertion.

The person in charge of the institution is clear that the students leave the institution due to economic problems and lack of interest, and at the same time agree that the classes have to be more interactive, and dynamic for the student to continue in the institution.

5.1.2 • To apply motivation strategies in order to decrease student desertion

The second objective has as purpose to have a clearer notion of how to decrease the dropout with the techniques applied in the students and also to be able to train the professors and staff of the institution more and more and apply future projects in order to reduce the dropouts of students.

Students were given a more personalized attention by teachers and administrators as well as the director to help them and talk with them in order to have a follow-up of each one in a more individualized way. On the other hand, it was essential to develop positive school environment with coexistence activities; it was possible to have a more positive atmosphere in the classroom, since the students acquired more confidence among themselves and with their professors, which in the long run will help them maintain the courses, thanks to the support and help of all.

Students with more weaknesses were found in the courses and some reinforcement was given to them, such as tutorials; thus, motivation was achieved. With these tutorials many of them managed to acquire a better level in English and a new opportunity to continue with their studies, and address the academic and social progress of children, all this managed to diminish the desertion of some students who wanted to quit because their classmates knew more, but definitely with more personalized classes and tutorials this changed.

The proposal is given to implement a program for students at risk, based primarily on the areas of cognition and economics that have most influenced the dropout, and thus work as a tool, to avoid so much attrition in the Institute. Also, the purpose is to provide a diversity of instructional programs for the students at risk, magnet schools, alternative schools, a program for children who are fluent in English, compensatory education, and study and work experiences are a plus.

In addition to the academic teaching at the institution, it was implemented that the professors treat conversation topics in the classes that have to do with values and areas of improvement, establish high expectations in the areas of attendance, academic achievement and discipline, such as respect, responsibility, companionship, among many others and this way it is possible to keep the students more motivated and with high expectations of coping in the classes, since by fostering responsibility and punctuality among them, the attendance to classes has been more notorious.

The institution worked with the teachers apart with workshops that will teach them how to deal with students at risk for a better reception of the possible problems of students in the classes and so that each teacher had a better idea of how to help their students to move forward in their studies and select and train teachers according to the needs of the students at risk. They also were trained in meetings to know how to deal with problematic students and how to face the future students and thus fulfill the final objective that is to keep all the students motivated in the classroom.

5.1.3 • To evaluate the effects of the motivation strategies applied and their importance of the decision of students to leave or to continue with their studies

First of all, when applying all the strategies mentioned above, it was possible to define that really the simple fact of paying more attention to the students, with more personalized classes, and doing tutorials, the dropout was reduced. On the other hand, it is important to mention that performing food activities, classes with music and games motivated them much more to attend classes, and of course, it is impossible to leave aside the conversions of coexistence of values, such as punctuality, respect and perseverance that has motivated them a lot to realize that once they start something, they have to finish it.

5.2 Recommendations

. It is important to generate very good confidence and communication with students to know what they do not like and immediately make necessary changes.

.It is recommended to plan strategies well to avoid this unfortunate problem of desertion in educational institutions.

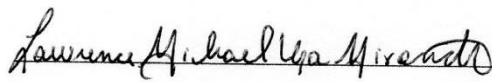
. It is essential to create agreements with institutions to help low-income students to continue, so that economic problems are not an obstacle.

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza.



Lic. Leslie Elizondo Mora
Tutor



M.Ed. Lawrence Vega Miranda

Lector



M.Ed. Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés

Carta de la Directora de Carrera

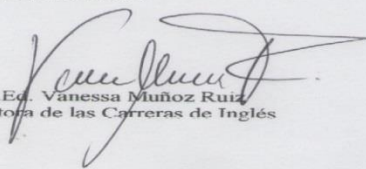
San José, 29/03 de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

La suscrita M.Ed. Vanessa Muñoz Ruiz, Directora de las Carreras de Inglés, hace constar que ha revisado la Tesina de la estudiante, César Calderón Martínez, portador de la cédula de identidad no. 1-1264-0327, que ha titulado: **Motivations Strategies as Tools to Prevent Student's Desertion at Instituto Técnico Bilingüe during the First Quarter of 2019.**

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Ed. Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés

Carta del Lector

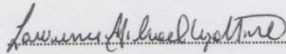
San José, 29/03 de 2019

Máster
Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimada señora:

El estudiante César Calderón Martínez, portador de la cédula de identidad no. I-1264-0327, ha presentado para su lectura y corrección de estilo la tesina denominada **Motivations Strategies as Tools to Prevent Student's Desertion at Instituto Técnico Bilingüe during the First Quarter of 2019**. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra lista para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Nombre tutor externo
Lawrence Vega

Carta del Revisor

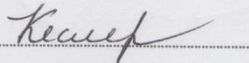
Jueves, 29 de Marzo de 2019

Máster
Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimada señora:

El estudiante César Calderón Martínez, portador de la cédula de identidad no. 1-1264-0327, ha presentado para su lectura y corrección de estilo la tesina denominada **Motivations Strategies as Tools to Prevent Student's Desertion at Instituto Técnico Bilingüe during the First Quarter of 2019**. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Lic. Anna Kesler Kesler
Ced: 800790798



Universidad Internacional de las Américas Código de Ética

El suscrito **César Calderón Martínez**, número de camé.111157 Ced: 1-1264-0327 graduado del grado de **Bachiller en Inglés con Énfasis en Enseñanza** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

César Calderón Martínez

1-1264-0327

