

Causes of Dropping out the Program of Music and Art at the Faculty of Music

J. E. Zaragoza Loya^{*} M.C. Vergara de los Ríos^{**} M.J. Vargas Mendoza^{***}

Abstract: The students of the Baccalaureate Program of Music and Art at the Music Faculty shows a significant population decline during the first semester, so it was necessary to obtain information to understand the behavior, because there is no formal study to determine the causes of student dropouts; thus the aim of this study is to identify what are the reasons for students dropping out of the program, to provide a diagnosis to extent possible and analyze the situation to generate strategies to rectify these variables to achieve completion of the program. This study is an exploratory diagnostic research with a quantitative perspective; a questionnaire was used as instrument, made for academic research done on abandonment and desertion. In conclusion the study shows that the main causes of dropout are a set of interrelated variables that show a complex cultural and socioeconomic phenomenon that reflects the general feeling in our society.

Keywords: behavior, causes, dropout, cultural, socioeconomic.

This research arises from the observation at the Music Faculty of the Autonomous University of Tamaulipas to the defection of certain percentage of students of this center in recent years. Coinciding with current trends in work carried out studies to determine the causes of attrition of students in higher education (Glogowska, Young and Lockyer, 2007), the authors carried out an exploratory study and diagnosis later to take the necessary measures to correct the situation of attrition in the Faculty of Music of the UAT, assuming that students will continue to be necessary for various reasons to abandon his studies in it.

Background

In the 1970s when the Autonomous University of Tamaulipas is created in an accumulation phase flexible, with the Faculty of Medicine and the Faculty of Law, which speaks of educational guidance and the emerging needs of the state. A mode of regulation implies, as indicated Lipietz, normative guidelines and for that in this model of stabilizing development, education plays a key role.

What were the guidelines to create the university? Higher education in Tamaulipas was consolidated in the seventies. The creation of the Music School coincides with the beginning of the fall of the Fordist model, which starts an academization process. This process meant that teachers of popular music were allied with academic musicians and founded the faculty, enabling the popular musicians who taught in the popular musical medium from accessing academic accreditation of college. Thus was launched the professionalization of arts education in Tamaulip.

^{*} Universidad Autónoma de Tamaulipas (MEXICO), e-posta: zaragoza@uat.edu.mx

^{**} Universidad Autónoma de Tamaulipas (MEXICO), e-posta: cvergara@uat.edu.mx

^{***} Universidad Autónoma de Tamaulipas (MEXICO), e-posta: mjvargas@uat.edu.mx

Graduate from Baccaureate Music And Arts

Profile most graduates in Baccaureate of Music and Art should have the following characteristics:

- Will be able to spell a tonal musical dictation for three voices.
- Will be able to read fine tuning untempered and managing the speaking and singing voice. Will possess the skill of sight reading musical notes on piano pieces, and other instruments. Will demonstrate the ability to manage the voice on choral pieces, in plays and class presentations. Will take part in instrumental performance seminars playing different pieces of baroque and classical period.
- Will make simple improvised accompaniment to tonal melodies with traditional harmony and proper piano technique.
- Will possess the basic knowledge of harmony and improvisation of melodic-harmonic themes. Will have knowledge of literary forms, the rules of spelling and writing to express in his literary essays and research reports.
- Will appreciate the usefulness of psychology and communication within the artistic and educational framework. .
- Will use and understand local management for sound physical basis of sound, pitch, harmony, construction and operation of acoustic and electro acoustic musical instruments, as well as areas, and local scenarios for handling the sound

Curriculum

The organization of the curriculum begins with its determination that begins through the guidance of the educational work in upper secondary education. The work done to form the curriculum is composed of a series of cases from different levels of analysis, such as:

- a) Learning Objectives
- b) Organization and sequence of contents
- c) Criteria for didactic activities
- d) Linking all activities with social needs

Modular education is seen as an innovative alternative in the framework of formal education; This is characterized by the organization of the materials that make up the areas. The structure has been carefully horizontal and vertical coherence between the different materials (courses, seminars, professional practice, social service and graduate), that integrate to achieve continuity, sequence and integration of the various actions and instrumentation design and curriculum evaluation. This is a point that was exposed by Dr. Pablo Gonzalez Casanova, in his capacity as rector of UNAM, April 20, 1971; where important considerations between research and teaching does. He warns about the fragmentation of knowledge, appealing to the interaction of interdisciplinary work in combination with the knowledge we now put in vogue; a need to link research, teaching and society. One of the proposals of Dr. Pablo Gonzalez Casanova was the integration; the articulation of the various functions and services offered by the curriculum in a modular way. (Curriculum Document BEA, LEA and LM:1993).

Since the School of Art Education was formed, it has accommodated high school students and 40% of other high schools by 60%, with the following characteristics:

1. Students who have completed baccalaureate degrees in other educational institutions are such as Baccalaureates, CBTIS, CBTAS, Prepa Madero, Instituto de Estudios Superiores de Tamaulipas, Anglo Mexicano, Patria or the Single School State of Veracruz, San Luis Potosi.

2. Even if they have completed baccalaureate are forced to take the course without revalidation of the baccalaureate subjects such as Technical Documentary Research, Statistics, Introduction to Law, Introduction to Philosophy, among others.

3. In the first months of 1999 evaluation workshops in which students suggested that they would defend the material described above to reduce course load and that they had already completed.

4. They also mentioned that the educational materials were not entirely to their liking, and they wanted only music materials.

5. Likewise, at interviews with parents, they mentioned it is necessary that students be pursuing other baccalaureate that is valid outside the university if their children really do not have vocation for the arts.

Now the proposition that the school remains in force for Arts Education is a need for teachers, administrative and labor, to find an alternative to remedy the deficiencies that shows our training. Education in art and music in our country has serious problems of coordination and standardization. Basic education, designed for all Mexicans, addressed in a musical start nursery school through their sections Songs and Games, this initiation works if the kindergarten has qualified music teacher. In the next six years (primary education), arts education is relegated, even when it is mentioned in programs for primary schools, they do not have specialist teachers and those contents are not addressed. The secondary cycle covers in their arts education programs, in the case of the state of Tamaulipas, the first year is for plastic arts, the second year for music and to the third year for theater. Thereafter the arts education disappears from the educational scene.

Most applicants School of Music receives no artistic training, the more fortunate have received private tutoring, in any form can cover the academic requirements of a university profile for the arts. They have many gaps in skills training and skills. Therefore, as soon as possible it is necessary the psychomotor rehabilitation, before the end of the first stage of adolescence. This program is trying to do it through musical activities, visual and physical training.

As noted, in the subjects that cover the curriculum of the BEA is to train students in the disciplines of art, provide security, bases, knowledge and choice between two degrees to develop their careers successfully. There is also the possibility of students with baccalaureate, if they present attitudes, skills and dedication to the arts, offering a program in which they can develop psychomotor skills necessary to pursue bachelor's degrees, such aspiring would be enrolled matters purely artistic, in each case revalidating academics accreditation baccalaureate.

Employment, Unemployment and School Dropouts

A large portion of the graduates of the Music School is dedicated to serving as a performer in musical groups of different genre (symphony orchestras, bands and electric sets). Their work centers located from Cabo San Lucas, Baja California to Salina Cruz, Oaxaca, thirty of them have been established in Mexico city, lies a small number in the United States of America. Others combine both activities (teaching and performer), distinguishing in all cases the ability to achieve results.

With regard to the concerns that were presented at different forums in the faculty, the following questions were identified: - What is useful if a graduate degree in a technical course serves with good

results? - The wearing of baccalaureate is inclusive overload the student academically? - Is too much knowledge of harmony and music theory to students taught? - Are the baccalaureate subjects important? - Is it more important subject of harmony that the piano? - Should a student find more skillfully execute a musical instrument? - Instead of classes that students take of one or two instruments per semester in the program, wouldn't it be more appropriate to take piano lessons? (Curriculum Document BEA, LEA and LM: 1993).

Research Approach

This work is framed in the field of empirical method. For its development it has been used a quantitative description and a questionnaire created ad hoc from similar instruments made for academic research on abandonment and desertion, although in different contexts and populations. This research seeks to identify the causes that can explain the behavior of abandoning their studies in baccalaureate of music and art of the Music Faculty of the Autonomous University of Tamaulipas (Mexico), in order to make a diagnosis allowing as far as possible to correct the situation.

Objectives

- a) Determine what the main causes of dropout of students in academic studies of music and art school of the Music Faculty at the Autonomous University of Tamaulipas (Mexico).
- b) Establish what are the different types of variables which contribute to the staff and student academic setting and have a higher incidence in abandoning it.
- c) Prepare an assessment report allowing further minimize academic dropout rate and increase in time to track their studies prone to causing such abandonment.

Method

Participants. The sample used in the study is 66 participants. The characteristics and incidence of the sample, according to a number of identifying variables referred to in the information collection instrument, are as follows: By age, sex, municipality of residence, state where he attended the High School earlier studies, state of residence, for immediate previous studies to the Baccalaureate of Music and Art, By municipality where he attended the high school earlier study.

Instrument

The research used the questionnaire on Attrition of Students of Baccalaureate of Music and Art in the Music Faculty of the Autonomous University of Tamaulipas. This questionnaire comes from an adaptation of the questionnaire used by Chain (1995).

The questionnaire used consists of fifty-eight items grouped into five sections for collecting information and also incorporates indicative information about its purpose and method of response. The five sections are:

- Personally identifiable data of the participants.
- Family and socioeconomic data.
- Facts considering studies school, teachers and institution.
- Data on environment situation the student staff and study conditions.
- Data on causes of dropout.

Quality Parameters Measuring Instrument

It has been taken into account quality criteria of reliability and validity, consistency and coherence of the instrument, and whether it actually measures the sizes for which it was developed.

Reliability. Since it has a single administration of the measuring instrument and the nature of the vast majority of items composing it has variables measured on a nominal scale mutual answers or not mutually exclusive (Matthew and Martinez, 2008; Morales, 2008; Muñiz, 2003), will focus here on the reliability analysis of the questionnaire eleven items measured on an ordinal scale (Likert type). For reliability, we calculated the coefficient of greater use and accuracy in these cases, Cronbach's alpha coefficient, assuming some methodological license, since not all items have the same number of response categories. Anyway, the Cronbach Alpha has obtained a score of 0.894. Following Matthew and Martínez (2008) and Morales (2003-2008), we can say that it has gotten a really consistent reliability coefficient, denoting high inter correlation that keep the items together in relation to valued elements. Moreover, we also calculated the Cronbach's alpha removed item by item, having obtained lower ratios than that obtained globally, demonstrating that no item is expendable and, therefore, its presence is necessary in the measurement of the standard dimension.

Validity. In relation to the validity, items included concurrent criteria validity. This has made a correlation sum of all items, less involved (corrected total-item correlation) with each of the items, finding correlation coefficients and moderate all above 0.47. This denotes that the items individually measured in the same direction as the assembly thereof.

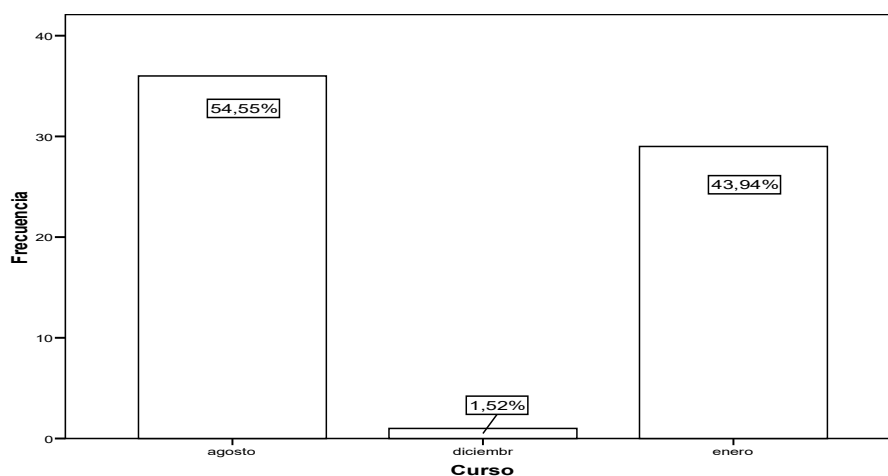
Procedure

Before application of questionnaires in 2009, was held at the Faculty's selection of students over the years taken into account in the work had left their studies. Subsequently telephone contact location and presentation of the study were conducted. Not all students agreed to participate in the research, so that the sample could have been higher

Mainly, the questionnaire was administered by telephone, since many of the students who left, no longer residing near the Faculty and was extremely difficult to hand deliver the questionnaire.

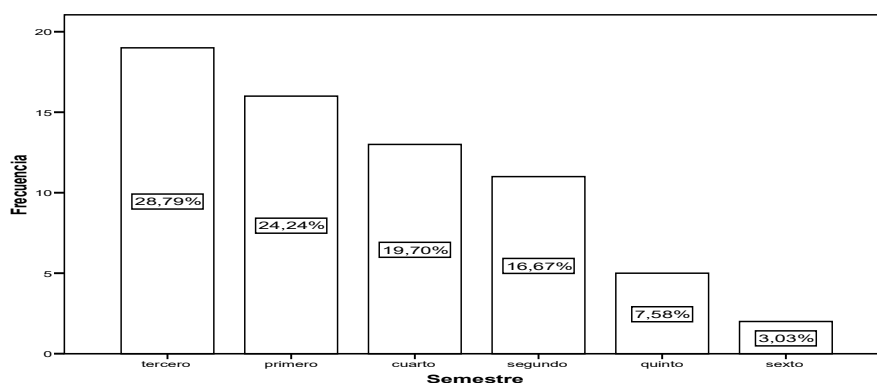
Results

Most respondents had dropped out the Baccalaureate of Music and Art courses in August (54.55%) and January (43.94%) with low percentage of those who have done in December (1.52 %).



Graphic1: Sample distribution, as course abandonment

With regard to the six-abandonment, are located mainly in the first semester, of which the third highest incidence with 28.79%.



Graphic 2: Sample distribution, according to the semester of abandonment.

Personal Opinion

Item 28: Level of Academic Challenge, from their point of view, their Bacallaureate considering 1: very high to 4: very low.

Table 2

Descriptive Statistics on Personal Opinion about the Level of Academic Rigor of Bacallaureate

		frequency	percentage	valid percent	cumulative percent	N	\bar{X}	S
Response levels	very high	8	12,1	12,1	12,1	66	2,06	0,53
	high	46	69,7	69,7	81,8			
	low	12	18,2	18,2	100			
	Total	66	100	100				

Item 29: Personal opinion about the level of academic preparation of the Baccalaureate of Music Degree subsequent studies, considering that 1: very good... until 4: bad

Table 3

Descriptive Statistics on Personal Opinion about Preparation Obtained at the UAT Baccalaureate.

		frequency	percentage	valid percent	cumulative percent	N	\bar{X}	S
Response levels	very good	26	39,4	39,4	39,4	66	1,88	0,55
	good	24	36,4	36,4	75,8			
	enough	14	21,2	21,2	97,0			
	bad	2	3	3	100			
	Total	66	100	100				

Item 30: Staff Qualification to all faculty of the School of Music, given that 1: very good..until 4: bad

Table 4

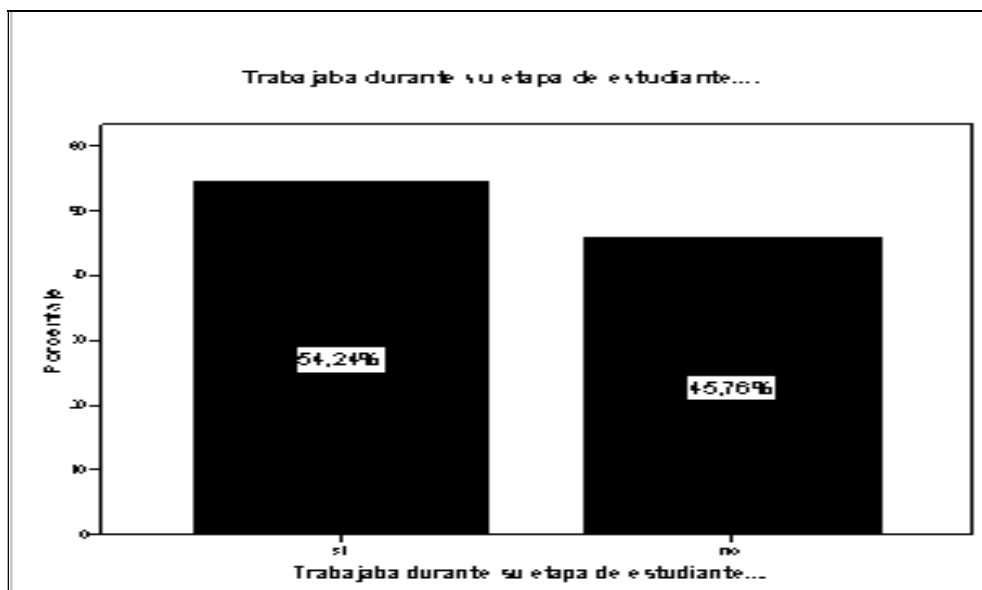
Descriptive Statistics on Personal Opinion about Music School Teachers

		frequency	percentage	valid percent	cumulative percent	N	\bar{X}	S
Response levels	very good	29	43,9	43,9	43,9	66	1,76	0,88
	good	27	40,9	40,9	84,8			
	enough	7	10,6	10,6	95,5			
	bad	3	4,5	4,5	100			
	Total	66	100	100				

Given that values close to 1 are considered favorable, we can see that all dimensions have been evaluated positively. Thus, the academic requirements may be considered high (= 2.06); academic preparation as good or very good (= 1.88); global opinion about the faculty also good to very good (= 1.76); and the academic level of teachers also as high or very high (= 1.79).

Finally, we have developed a number of crosses between the identifying variables and the set of items related to the assessment of the qualifications, UAT, ... by graduates, both personally, and in the opinion of the family. This task has been implemented accordingly numerous hypothesis tests, which, given the failure of some parametric assumptions, it was decided to have a nonparametric character. More precisely, U test Mann-Whitney test (for two independent samples) and the Kruskal-Wallis H ("n" independent samples) were calculated. In no case were obtained empirical evidence ($p \leq 0.05$) to suspect that the assessment made by the graduates is different, depending on the level of the identifying variables considered. In this sense, sex, age, previous studies, the course or semester of neglect ... have not been statistically significant ($p > 0.05$) when crossed with opinion variables on the degree.

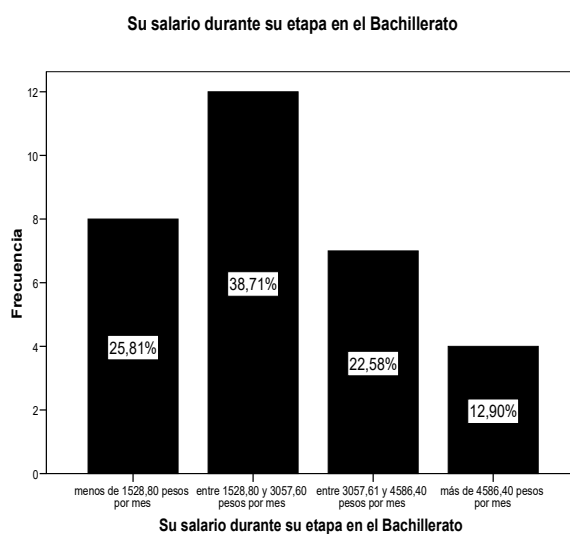
Item 34: Worked during the time as a student of Bacallaureate of Music and Art



Graphic 4: Percentages of employability of graduates during their studies

As seen were more graduates (54.24%) who worked during her students who did not (45.76%). However, it has not been reported statistically significant differences ($p > 0.05$) when comparing two percentages by nonparametric test χ^2 contrast with $\alpha = 0.05$. In the rest of these comparisons, a similar one, has also been used such a test.

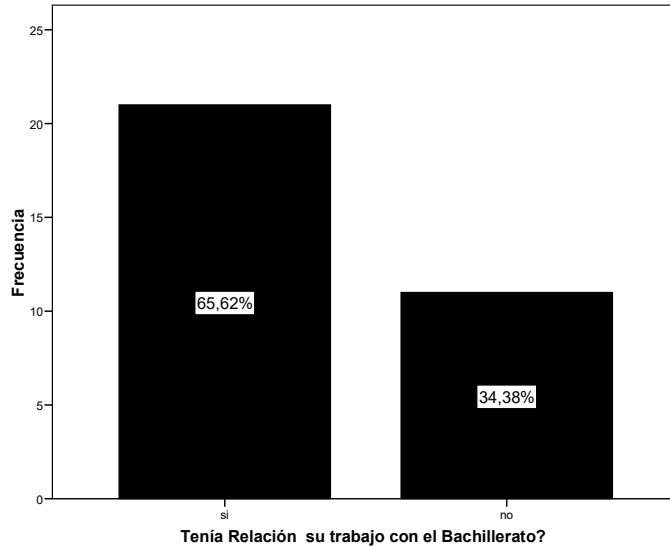
Item 40: Ranges income of graduates in jobs developed during the stage of bacallaureate students of Music and Art UAT.



Graphic 5: Percentage of income levels of graduates in work activities during their studies.

It can be seen that 64.5% of graduates felt rather low rents less 1528.80 pesos per month (25.81%) and between 1528.60 to 3057.60 pesos / month 38.71%. At higher levels of income are situated only the remaining 35.5% of the same. However, no statistically significant differences among the four to level of income together ($p > 0.05$) are reported

Item 41: Relationship of work activity of baccalaureate graduates with.



Graphic 6 Percentages link (yes vs no) work activities developed by graduates

Obviously, the most statistically significant ($p \leq 0.05$) of graduates has developed related Baccalaureate (65.62%) vs 34.38% who were not, work as before since the majority have explicit occupational sector has been to professional musician.

Conclusions

Each individual constructs his world view and act on it by a set of social, cultural and economic determinants. At the same time, their choices and actions will affect the immediate short and long-term context. The subject positions in a social structure can be examined in terms of their occupation, which would show a clearer relationship with your lifestyle and therefore, a set of cultural practices and economic determinants that motivate the subject to stay or drop out of their studies, in this case of the School of Music has been taken as a center of study for this research. The observation of the data allows to appreciate, with respect to the occupation sector, some differences.

When students work and study, motivation for study may be impaired. Those who have left school to be primarily engaged in professional musicians skilled workers or work on commission. This suggests that the ability to perform music from some of them developed "enough", in his view, while studying at the university, allowing him working as a musician and this was the basic training "needed", considering the social and cultural capital that their parents have. (Lujan and Resendiz, 1981). This raises the question of how students manage to motivate persist and deepen their learning despite their cultural and social capital. Obviously, most graduates have developed related Baccalaureate (65.62%) vs 34.38% who were not, because the major occupational sector has been the professional musician.

References

- Fernández, A. y Fernández, I. (2009). *Crítica y alternativas a la significación estadística en el contraste de hipótesis*. Madrid: La Muralla.
- Glogowska, M., Young P. & Lockyer, L. (2007). *Should I go or should I stay? A study of factors influencing students' decisions on early leaving'*. *Active learning in higher education*. University of the West of England, UK: SAGE.
- Lujan, J. R. y Resendiz, A.N. (1981). *Hacia la construcción de un modelo causal en el análisis de la deserción*. México: Universidad Autónoma Metropolitana Iztapalapa.
- Mateo, J. y Martínez, F. (2008). *Medición y evaluación educativa*. Madrid: La Muralla.
- Morales, P. (2008). *Estadística aplicada a las Ciencias Sociales*. Madrid: Universidad Pontificia Comillas.
- Morales, P. y otros (2003). *Construcción de Escalas de Actitudes tipo Likert*. Madrid: La Muralla.
- Muñiz, J. (2003). *Teoría Clásica de los Tests*. Madrid: Pirámide.
- Tukey, J.W. (1977). *Exploratory data analysis*. Reading: Addison Wesley