

The issues of the writing and editing scientific articles for UREA writing system in Columbia University

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DOI: [10.1043/mester/49.2020.31](https://doi.org/10.1043/mester/49.2020.31)

Abstract *The AP is recognized by its classification capacity and connection to the evaluation and promotion of students, expressed through notes and grade points averages which name it objectively. Even so this condition is not valid, while it is integrated to subjective, personal and social factors which turn the fact into a phenomenological condition, with the need for identification and description. In this way it is proposed to write that shows the differences between students according to their classification of AP and qualitative analysis of social conditions such as family, school and socioeconomic status.*

Keywords: *Academic Performance, Social Characteristics, Psychology*

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Introduction

The performance academic (1), is understood as the system that measures achievements and construction of knowledge in students, developed by the intervention of strategies and educational didactics that are evaluated through qualitative and quantitative methods in a subject (Jiménez, 2000, in Navarro ER; 2003; Paba, 2008, in Zapata R, De Los Reyes, Lewis and Barceló, 2009; pp. 68). Its objectivity is in the fact of evaluating the knowledge expressed in notes, but in reality it is a phenomenon of complex characteristic that is the result of subjective characteristics, which are necessary to understand and link to the educational action, social sciences and education-

al psychology. (Lambating and Allen, 2002; in Caso NJ and Hernández GL, 2007; pp. 25; Casanova, De la Torre and De la villa, 2005, in Zapata, Delos Reyes, and Others; 2009; pp.75).

Currently, the Colombian Ministry of Education (MEN) defines five classification levels that are deficient, insufficient, acceptable, outstanding and excellent (MEN, 2002, Martínez, Lewis H and Moreno T, 2006, Case N. and Hernández G).. 2007), in some institutions are complemented with numerical and qualitative assessments, generally and in almost all the world, the classification is in four levels that are high, good and low performance and school failure.

The high performance, also named as excellent, outstanding or in valuation of 4 to 5 or 8 to 10, depending on the institutional system. (Zapata R, De Los Reyes, and others, 2009: pp. 68) Describes the condition of the student as possessor of learning with sufficiency and promotion to the next grade. (Martínez, Lewis H and Moreno T. 2006, Peralta 2009). The good is known as acceptable or with notes from 3 to 3.9 or 6 to 7.9, indicates the possession of knowledge in an irregular or imbalanced manner. The student achieves the promotion but with pedagogical, personal and family follow-up. The classification low or deficient, ranges from 2 to 2.9 or 3 to 5.9, describing the non-achievement of knowledge creation, the student having to recover through reinforcement and reevaluation, to obtain the promotion. (Martínez, Lewis H and Moreno T., 2006, Carranza VR, González R, and others, 2004). And the lower or school failure, is between 1 to 1.9 or 1 to 2.9, expresses the absence and emptiness of knowledge and the failure of pedagogical action in the construction of learning, (Gonzales BC, 2000; Beltrán and Bueno, 1998), is granted to the student who, in low performance, makes recovery and reevaluation and reoccurs in the loss, not obtaining the promotion of the matter and the school grade.

The review on the subject it shows, the existence of the RA, with objective characteristics that are represented in the note, political instances and evaluation systems, that justify it as an educational element in almost all the countries of the world. However, it also describes a subjective and complex condition phenomenon. (Peralta, 2009. pp.29; Nieto MS 2008; Rodríguez Espinar, 1982; pp. 37; González F. and Rodríguez P., 2008; Edel NR 2003), with integration to social factors such as family, school and socioeconomic

The literature Explain the positive relationship with the family conditions of the student, family conflict, intrafamily violence, affective climates, accompa-

niment in school activities and processes and schooling of parents. (Minuchin, 1985). With the scholar, the elements are referenced, infrastructure, school climate, organizational systems, learning strategies, perception of teachers according to the performance of the students and pedagogical accompaniment, (Luque D. and Rodríguez G., 2006, Cantaluppi RF 2005, Mella O. and Ortiz I. 1999). And in the socioeconomic, the relationship with the stratum, the culture, the neighborhood conditions, the family and school culture and the industriousness of the parents are described. (Enríquez G. 2008, Fernández G. and Rodríguez P. 2008, Peralta B. 2009, Farjas A. Madrigal C. 1994).

It also describes the scenarios and expectations, referencing that according to longitudinal studies, students with low performance and school failure, have greater frequency of difficulties in adulthood as little motivation, no structuring of life projects, less possibility of social mobility, criminal activities and early onset of alcohol and drug use. (González BC, 2003, OECD 2000, in González BC, 2003, Caso N. and Hernández G., 2007;), are also named studies of work condition that conclude that individuals with basic education obtain unfavorable working conditions in difference of people with secondary level in which a large number of people who are in informal jobs were deserters of school systems that placed them in low and failure classifications. (Calero, 2006 in Fernández GJ and Rodríguez P., 2008; pp. 324).

Projecting the phenomenon as a problem not only personal but also social and political, as he explains, Beguet, Corta de Kohan, Castro S. and Renault G. (2001), describing that the education of the 80s in the United States has failed while 60% of the students presented a low performance, reducing the capacity for scientific development and technological, necessary for the mobilization of the country. Similar conclusion Tedesco arrives (1981 in Tanaro I. 2004), referencing Latin America and concluding that the only thing education is offering is a social problem and a delay in the scientific development of the entire continent.

The economic cost of students in low and school failure, they are shown by the loss of time and the non-compensation of the efforts of families, society and the state, but according to the MEN, they are unsustainable costs (MEN, 2003. Carranza VR, González R., and Vivas, 2003), having to create policies that nullify the possibility of failure, such as the one named in 1994, which only accepts 5% of educational institutions. students in condition to repeat a grade school. (MEN, 2003), with the aim of motivating educational institu-

tions to reduce this phenomenon, which has reached 431 thousand repeaters, with a total cost of 326 billion pesos and represented in the 5.8% of total education spending. Resources that according to the MEN, could be used to increase net coverage of education by more than three percentage points (MEN, 2003, Carranza VR, González R. and others, 2003).

In spite of this, the situation does not stop worrying, as the international and national figures are not encouraging, for example, López M. and Schnitter M. (2010) and Apple tree; (2007) refer that in the United States, there is a 17% of students in school failure. In Europe, Fernández G. Y Rodríguez P.; (2008), show that in Spain, 26% of students of 15 years, have repeated a course and Ardevol M. (2010, pp7), describes that in the same country, 32% of students, between the ages of 20 and 24, do not achieve a degree, thus broadening the barrier of labor and social problems.

In Latin America, the situation does not change as described by Posso RM (2008), who reports that in Guatemala, low academic performance is one of the most frequent problems. Talero, Espinosa and Vélez, (2005), explain that in Bogotá - Colombia, similar figures are handled to those of the United States and Porta E. and Laguna J. (2007), describe that according to the evaluation made in 2008, with application of TIMSS test to 425 thousand fourth grade students from 37 countries Y eighth grade of 50 countries, it was identified that in eighth-grade mathematics no student, I was in the upper level and only 2% of the students were classified as high and 11% as intermediate, compared to 46% as the international average, the 39% of Colombian students were classified at a low level.

Fernández GJ and Rodríguez PJ (2008), who also analyze the results of the same tests, concluded that the results in mathematics and sciences are below the international average and that 50% of the students do not demonstrate the basic knowledge of the natural sciences. The author Treviño, Valdés and Others. (2010), They have carried out comparative studies between 1995 and 1998, finding that the Colombian student are in their vast majority at average performance levels below countries such as Cuba, Argentina and Brazil (Ortiz PM and Zabala JA, 2001). On the other hand, Enríquez GC (2008), explains that in Medellín and according to the National Survey of Demography and Health (ENDS, 2000), the repetition figures of students are higher in the first grade of primary school, reaching a 21 % and in sixth grade that is from 8%, repeating more children than girls and in municipalities such as Bolívar, Sucre, Córdoba and the Pacific Coast, the figures are higher than 40%, a situation that contrasts

with those of Bogotá that average 7%, Cali 13 % and Medellín, 16%. It also describes that in the official schools of Bogotá, there is a 25.6 %, of children classified as underperforming and on the Caribbean Coast, is 85% (Ortiz PM and Zabala JA 2010).

Figures what they call the attention, when it is had the conviction, that the present and the social future of our country depends on the capacity in the development of the thought and the intelligence of our students who may be able to improve technology, science and the generation of alternatives that solve the problems of humanity. For this it is necessary to have quality students and work for the transformation and improvement of individuals with difficulties in the RA situation, which could be achieved through the rigorous study of the subjectivity, phenomenological and in depth of the subjects that live the classification, leading the researchers to be questioned as, What are the social characteristics of the students, according to their academic performance in five educational institutions in the municipality of Popayán - Cauca? and in that his answer allow identify and describe factors and characteristics of the students according to their classification, defining risks and potentialities in its structures human and social

Methodology

The RA is a demonstrable phenomenon, as objective and able to be listed in the range of grades, a situation that allows the collection of information by the student's academic average and allows its classification into four levels that are, lower or failure, described by an average between 1 and 2, with loss of subject or grade. Low, identified between 2 to 3 but with recovery and approval of subjects and promotion. Well, referenced between 3 to 4 and high between 4 to 5. (Hernández S. Fernández C. and Baptista L. 1997). It should be explained that although the classification of the population is necessary, this is not the objective of the investigation, in as much what is looked for is the description of social characteristics, that the students possess, for it is necessary the integration of a methodology qualitative, able to create knowledge with descriptive depth, product of the analysis of real subjective experiences and expressed by students who live the classification. Allowing to discover the phenomenology of the fact, through the application of information gathering devices that privilege the narration and communication of thoughts, ideas and considerations that individuals have.

Therefore research was developed with the principles of qualitative methodology and the use of phenomenological research models, (Sautu, 2003 in Cuenya Lucas, Ruetti Eliana, 2010), where the validity of knowledge he It

achieves by carrying out a refined and rigorous research, in the choice of the students according to their classification and the capture of the information that depends on their level of performance and with the use of spaces in natural contexts and those of students who experience the phenomenon. The information has been treated with the strategy of content analysis, to achieve maximum recovery of the subject's language and voice, capturing with greater validity the subjectivity of the participants, (Trabasso and Van den Broek, 1985 in Corredor Aristizabal J. 2010). Languages and discourses that are found through the meticulousness of the collection, passing to the analysis and transformation of categories, which comply with high levels of information saturation and allow to obtain deductions and differentiations of the phenomenon, the subjects and the classifications. (Anguera, 2010, Piñuel RJ 2002).

For the collection of information, in-depth interview devices have been used, with a program of open-ended guiding questions, which have been defined according to categories of analysis identified by the literature on the subject and for the time of application have been used tools for information storage such as, notebooks and voice and video recorders, the organization for the development of the devices was organized according to classification of RA (2), the treatment of the information consisted in the detailed analysis, in the definition of sentence by sentence, segmentation, (Hostile 1969 in Abela J. 2008). Each segmented sentence is integrated into a category according to criteria of semantic meaning, identity and intentionality, thus allowing its coding.

This coding is given a name and new information is integrated, which leads to a higher level of information saturation. Hostile (1969 in Abela, 2008).

Each category is revised, according to sentence and frequency of appearance, taking care, if not said by the same subject several times, in this revision of frequency to the sentence, it is granted an enumeration allowing to obtain a quantitative valuation and the demonstration by accumulation of sentences in a certain category. (Laurence Bardin, 1996) achieving analysis of presence, frequency, frequency of weight, intensity and contingency, objective condition that is complemented with discourses and qualitative and descriptive evaluations (Piñuel, 2002). The treatment of information with systematic rigor and the achievement of categorization, allows to obtain results descriptive of the investigation, which can be analyzed and from them obtain inferences, deduc-

tions and conclusions. (Hernández S., Fernández C. and Baptista L. 1997 ; Anguera M. 2010).

Population

It was counted with the participation of the educational institution Liceo Bello Horizonte, Carlos M. Simmons, Normal Superior of Popayán, Mother Laura School and Francisco de Paula Santander School. Where we work for F1, with 1662 academic averages belonging to the total number of students from grade 6 to 11 and for the identification of social factors, 1168 students were voluntarily linked.

Results

Through the process of information analysis, categorization and saturation, the following results have been obtained. In the F1, of RA it was found that in a lower level 10.52% of the population is located, in low 3%, in good 73.10% and in outstanding 13.35%. Identifying gender differences in which the relationship between RA and only female students and RA with male only was used for the analysis. Finding that at the lower level 13.91% of the students are 7.64% boys and 7.64% girls, under 3.76% are boys and 2.35% girls, in good, 72.33% are male and 73.76% female and in outstanding 10% are boys and 16.25% girls.

According to their age and RA, it is found that between the ages of 10 and 13 years, 4.81% of the total population is located at the bottom, at low 1.56%, good at 35.67% and outstanding at 8.24% and at ages of 14 to 17 years, in lower are 5.47%, in low the 1.44%, in good the 36.22% and in outstanding the 4.87%. And between 18 and 19 years old, at the bottom 0.24%, at low there are no classified students, in good is 1.20% and in outstanding the 0.24%.

In which according to their classification, students name the following characteristics, regarding the family factor, students are described according to the number of family members, with two members, in lower they comment it 4.8%, in good 9.4% and in outstanding 6%. With three and five members, lower students describe it 60.3%, under 61.5%, good 55% and outstanding 73%. With 6 and 8 members, they comment in lower 22.2%, under 38.5%, in good 21% and outstanding 12%, and with 9 or more members, in lower 6.3%, in good 7.3% and in outstanding 5.2%, commenting it in the following way, "2 people", "I live with my mom", "I live with my mom because my dad left", "I live

alone with my grandmother", "humnn we are 5 ", " We are 4 ", " we live 6 in the house ", " 7 ", " 6 people ", " we are six I do not know the age of any I have two younger brothers and one older one "; "We are 9", "we live like 10 in that house" "hummm we are quite like 11", (...).

Regarding the schooling of parents, father with primary in lower classification is commented on 12.7%, under 38.4%, good at 16%, and outstanding at 8%, "My dad made up to 3", "my dad even as fifth", "primary", "my dad got to the 4th grade". Mother with primary in lower 19%, in low 15.3%, in good 14% and in outstanding 5.2%, thus, "primary", "my mother up to 3 did it as three times", "my mother up to fourth or fifth. " Father with baccalaureate, in lower 15.9%, in low 30.7%, in good 20.7% and in outstanding 24% and in the mother, in lower 44.4%, in low 38.4%, in good 12.5% and in outstanding, 26.7%, "my parents finished until the bachelor", "and I arrive until eleven", "both are high school graduates", "my dad baccalaureate ", " high school ", " mom up to eleven "; "Both up to eleven", (...). With technical schooling in the father, in inferior 3.2%, in good 6.3% and in outstanding 5.2%, in the mother it appears in inferior 6.3% and in good 8%, thus, "the two have hairdressing course", "my dad graduated from the Seine", "technical", "has a tailor's course". With undergraduate in the father, in the lower level 4.8%, in low 15.3%, in good 6.3% and in outstanding is 11.5% and in the mother in lower 9.5%, in low 15.3%, in good the 10.6% and outstanding 8.6%, described as follows, "both are university students", "higher education", "dad is a professor of physical education", "university", "professional", "university students, mom is a specialist in gerontology", "Mom was in college", "my mom is still studying but bone nursing that finished the whole baccalaureate", "university, masters", "my mom studied systems engineering and right now is studying a pedagogy" (...). And without schooling, the father bass is 1.6% and in good 2.3%, and the mother in good is 8.5%, "My dad did not study", "my mom was not given the study" (...)

With accompaniment of parents in the delivery of newsletters, in students of inferior they name it the 31.6% of the population, in under 61.5%, in good 32.6% and in outstanding 31.9%, expressed thus, "Yes, every time my mom comes for the newsletter", "yes, my dad is in the newsletter", "of course they pick up my newsletter", "my mom usually calls the rector or if my older sister does not come", (...) To school counseling, schools of parents or pedagogical meetings, in the lower they name it 47.6%, in low 69.2%, in good 38.7% and in

outstanding 70.2%, expressed thus, "my parents if they attend and are pending of everything, my notes and everything ", " go to the meetings and ask for everything ", " sometimes they come to ask for me with the teachers ", " if they attend events and meetings that the school teachers give notice ", (...). And accompaniment to homework, rehearsal or realization of projects, in lower 98% of the students it names that the Accompaniment is not carried out, expressing itself like this, "they do not help me", "me neither", "I do them alone", "not because they work", "mmm in my house nobody helps me" (...). And those who comment having assistance and support by family members in under 14% of the cases, in good 29% and in outstanding 56.1%, described as such, "yes, my dad"; "To my sister or the teacher if there is time", "in my house if they help me to do homework, my dad helps me in some subjects, my mom some subjects, my cousin some subjects", "my sister more than anything because my parents do not have any study, they help me by explaining or giving me ideas ", " I do it with my mom ", "If my mom also helps me," (...).

With perception of affective family climate, in lower 20.8% of discourses, in under 30%, in good 38% and in outstanding 54%, thus, "in my house we all do not get along very well", "they are amorosos ", " they are friendly and affectionate "and in negative, in lower 34.9% comment, in low 25%, in good 24% and in outstanding 4.2%, commenting like this, " my mom sometimes prefers me older sister ", " to me as nobody loves me much and rather they make me the ugly ", " they reject me when they leave me alone a lot of time with my grandmother ", " my parents do not love me, because they scold me a lot ", "My family always rejects me", "I'm always getting in my face what I do and I do not do", "I do not care anymore if they scold me or not, even everything I do will always be wrong", "they reject me because I'm not what they want that is ", " my parents are only interested in getting good grades, but not me ", " I believe that my parents do not want me they spend studio just because it's more important, not because it's born ", " sometimes it's my turn to lock myself in the room, because my brothers bother me a lot " (...).

And those who think that family communication is null, in inferior is 10.8%, in low it names it 9.6% and in good it is described by 1.2% of the students, thus, "my parents sometimes do not even speak, especially my dad who does not talk to anyone because he has another woman ", " there is no communication, they are cold ", " in my house they are not very communicative, everyone lives in their world ", (...) Those that describe neglect and affective neglect like

this, in inferior the 21.6%, in under 15.3%, in good the 2.2% and in outstanding the 2%, like this, "if I stay alone almost all the time", "if I stay alone all the time", "even my parents do not care about me", "I can even die that they do not even notice", (...)

With partner conflicts, under 17.6%, in good 3% and in outstanding 0.5%, well, "my dad when he has taken hit my mom ", "mom shouts all over to dad ", "my mom demands my dad but he does not pay attention to her and they start fighting ", "mama fights for everything and my dad does not have patience ", "my dad is late and they start fighting because my mom says that my dad was where the other ", "sometimes my parents fight that I do not like "(...).

In the guidelines of upbringing, are described with physical punishment, in lower 9%, in low 15.3%, in good 4.2%, expressed thus, "my parents do not want me they hit me a lot", "my dad knows I scream at my mother or brothers, she knocks me down ", "my mom, she hits me horrible or she does not let me leave ", "they hit me ", "they are quite violent ". With psychological punishment, the lower is named by 100% of students, in under 30.7%, in good 28.2%, well, "sometimes they shout at me and tell me that I am very rough", "on Sundays because they always scold me because I do not do homework ", "when I get scolded, every two hours ", "they punish me by not letting me out for a week ", "if they punish me, I do not care ", "they scold me and they make me do a whole week's work ", "they take away the internet ", (...).

With permissive attitudes in lower names 3.2%, under 7.6%, good 11.1% and outstanding 10.5%, so, "let me do what I want", "I do not say anything always threaten and they do not comply ", "they do not punish me ", (...).

Students mention how they think they are perceived by their family members, in a positive way, in a lower the 32.5%, good at 23.6% and outstanding at 41.9%, referenced thus, "my mom says I'm smart", "my mom is happy because I'm a good student", "my parents always tell me I'm their pride", (...) With negative perception, in lower 22.7%, in low 23.1%, in good 24.3% and in outstanding 14.3%, describing it this way, "they never tell me, they always scold me nothing more", "they say that I do not serve for nothing, "" I'm a brute ", "my parents always scold me because they say I should be better ", "they do not trust me and what I do well ", "they know I'm going to disappoint them ",

"Everything I do is wrong for my dad" (...).

Where the emotions of the students are related to family and school conditions, commenting that they feel happy, in lower 4.8%, in low 7.6%, in good 21% and in outstanding 35%, "I feel very happy and calm", "I consider myself a very good person and that makes me happy", "and that's why I feel very happy", "very happy", "that gives me great joy, (...). The origin of this joy, for the 21% of students are, "The notes", "for a note", and for him 11.2% of the population is when they are emotionally reinforced by their family members, "when they congratulate me," "when they tell me they love me," "when I'm with my family," "when my dad says I'm a good student," (...) They feel sad, in lower they name it 24.8% of the cases, in under 38%, in good 4.3% and in outstanding 2%, thus, "sad", "I always want to cry", "I do not want to do anything or that people talk to me and I walk away", (...).

The origin, is abandonment and loneliness in the 27.2 % of cases like this, "because my parents work a lot and I do not see them at lunch", "sometimes I feel very lonely and I feel like crying", "I'm always alone". By conditions relatives in 27% of the cases, "when I'm very sad especially when I remember that I do not live with my dad and I'm alone, my mom realizes", "I remember that my parents fought years ago and I wanted to leave of the house", "when my parents separated". By notes in the 10.2 % of the cases, "when I get a bad note", (...).

They feel anger, in inferior 15.9%, in good 4.3% and in outstanding 0.5%, well, "I have a lot of anger because nothing works out for me", "because I do not like to get into my things and that's why I get rage with others", "I get angry and I tear my hair", "I get brave and poke notebooks", "I like to chuce things, throw them on the floor and step on them" (...). The origin of the rage, is in 27% of the cases is by family characteristics, "my parents scold me every time and that makes me angry", "it makes me angry that my parents do not care about me", "that I always have to do things alone in my house", in 5% of the cases they comment that it is due to negligence and abandonment, thus, "in my house when I arrive they do not leave me food", "it is that I arrive and I do not they leave food", "because nobody is in the house and I have to stay alone", (...) and also they report not expressing emotions in low in 38.4% of cases, in good 15.4% and in outstanding 6.2%.

They also report that there are parents who motivate their children towards school processes, in a lower one they describe 74%, in under 69%, in good 79% and 98.5% in outstanding, well, "they tell me that I must be a good professional to put batteries", "they are always motivating me and supporting me", "they always tell me that if I do not study I will go wrong in the life ", " in my house they advise me that I must make an effort to get ahead, to be an important person and my mother and grandmother support me "(...). Y those who motivate to work activities, in low does 23% and in good 2.4%, well, "my dad tells me that I have to help at home, working in the hardware store helping him to sell", "to me, my Dad tells me that if I continue like this he will take me to the farm to get coffee and in the harvest he will take me and I will have to go ", " I work as a staff in the Popayán municipal theater ", " I help my mother work in the gallery of beautiful horizon ", " I work with my dad fixing bicycles and I win a talk "(...).

In some cases they explain that their greater motivation to school and study is caused by family pressure and the tendency to avoid punishments like this, in 82.5% lower, 34.4% in good and in outstanding 2%, expressing, "If I care because if I do wrong, they punish me", "Yes, because if I do badly, they scold me", "I study, because if they do not put me to work", "I go to school, why not I can stand my mom ", (...).

Regarding the factor denominated as school, the perception of the students according to the infrastructure is described in a positive way, in lower 28.2%, in good 18.8% and in outstanding 42.4% as well, "I love the spaces it has", "because one has enough space to pick up", "because you can have a good space for one as a student", "The plant is good", "is very beautiful", negatively at lower 63.1%, at low 40%, good at 13.8% and outstanding at 7%, thus expressing, "we do not have books bone anything of libraries ", " but they should put windows in the living rooms ", " the physical floor, because it lacks a lot ", " it is very hot ", " there are leaks ", " I do not like the living room because it is ugly ", " much cold ", " I think the rooms look like a very lonely classroom, very wide, it looks like a prison, only windows and 2 little windows that do not "(...).

Regarding the perception of the school climate in a positive way, the lower one names it 67%, in low 40%, in good 39% and in outstanding 20.9%, expressed thus, "it has a good atmosphere", "it is a very welcoming school ", " the

school environment is fine no problem, nothing happens ", " it is good and there is a lot of discipline ", but perceive negatively, at lower 20.6%, good 12.4% and outstanding 16.8%, naming themselves, "there is a very bad atmosphere, because they bother about everything", "there are people who make a bad environment", "the atmosphere in the school is more or less because they do not do anything for us", "besides not I'm not interested in anything at school because it's so boring ", " I do not like the daily routine "(...).

In positive condition towards the administrative, in lower 17%, in low 30%, in good 49% and in outstanding 47%, well, "they care about the students", "I think they worry that we do well in school ", " we do not have problems as an institution ", " as well as she and therefore the good director and the regular coordinator ", " because it is very good because they are aware of the most important problems of the institution", (...). With negative perception they are in 48% lower, in good 25.9% and in outstanding is 1.9%, thus, "Sometimes they make mistakes", "sometimes they do not care much", "in the matter of the institution they are fresh", "little interest in our needs", "rector is almost not in school" (...). With the teachers, the positive perception, in lower is of 12%, in low of 50%, in good of 61% and in outstanding 58%, expressing this way, "with teachers who are good people", "they are good at their job", "they are good people", "I like how teachers teach me", "I have learned to be a better person through teachers", (...). With negative perception, in 37.4% inferior, 23.5% in good and 8% in excellent, well, "those cuchos sometimes only is to fuck one who is mounted", "that lady of Spanish annoys a lot and is always typing one ", " I think there are preferences in the room because they only prefer the most judicious ", " I think there are differences in the room with the smartest and the most gross because the good ones have a good concept and because they are intelligent and those who do not even want to take them into account "(...).

And the student believes is perceived positively by the teachers, lower the 33.9%, 37.7% in low, at 47% good and 67% outstanding as well, "the teacher always tells me I can ", " the teacher tells me that I have many abilities ", " I am the representative of my room because my teacher says I am the best "(...). For their peers, good at 1% and outstanding at 3%, well, "I am friendly and my friends love me", "my friends are the only ones who support me", "my colleagues like me to represent them", (...). But with negative consideration for teachers in inferior the 53.3%, in low 45.4%, in good 20% and in outstanding 1%, explaining it like this, "they are tired, assemblers", "they are always scold-

ing, they tell me that I am lazy", "I never they say nothing, they do not care ", " they are always scolding me ", " that teacher has it on me ", " they only see the negative ", " they are always brave and they scold me a lot "(...). For his companions, in under 15.4%, in good 2% and in outstanding 1%, expressed thus, "they make fun of me, they say that I am rough", "I do not like to work with anyone because they speak ill of me ", " I do not like talking to them because they are hypocrites ", " they speak bad things about me ", (...).

Regarding the discipline in the classroom is said to be negative, in lower 7.1% of cases and outstanding 14%, well, "is heavy because they bother a lot", "are very rarely those that I concentrate in class but It is because of the same noise, of my partner that the past of papers and that and then I do the same ", " the noise of the students on the side deconcentrate me a lot and then I talk to my other partner as long as the teacher do not realize ", " it is tiresome when some colleagues begin to talk and talk ", " is that sometimes my colleagues if you talk a lot or participate a lot in class, they make fun of you and that is tiresome "(...).

And there are those who express that there is psychological intimidation in the classroom, in the lower 46.3% of the students, in under 23% and in outstanding 10%, expressing themselves, "because there are pelados that have me mounted ", " They reject me because I walk alone my classmates ignore me and do not love me ", " some of my classmates make me ugly ", " they reject me when they do not want to do work with me ", " my classmates make fun of me, because sometimes I do not understand ", " until now I can not adapt to the room because my classmates bother me a lot ", " for some classmates who insult me very often I do not like ", " sometimes they reject me and that's why I do not want to go to school ", (...).

They describe that teachers have adequate learning strategies, in lower 30.3% comments, 46.5% in good and 55.1% in good, so, "because teachers explain themselves well", "teachers are good because they use good techniques to teach us ", " biology is a very cool teacher ", " good in a positive and loving way ", " the teaching of the teachers seems very good "(...). And those who think that it is inadequate in inferior 54.9%, in good 20% and in outstanding is 23%, expressed thus, "It does not explain well", "some use very boring techniques", "the most bad are the natural science classes, because that lady lulls you", "I do not like Spanish, it does not explain well", "it gives me Lazy to come to school because I

do not like the classes only one is that it makes me very sleepy ", " would be more cool if they put us do more things in the classes so that we would not be sleepy ", " less to the teacher (...) and to the teacher (...), because they do not express themselves well and speak very softly they are English and biology but in the others if I can concentrate ", " sometimes in a class that dictates us very fast as social ", (...).

In the socioeconomic factor, it was found that students described being in strata one, in good the 23.6% and 10.9% outstanding, well, "I am stratum 1", "I am stratum 1" (...). In stratum two, in lower 7.6% of the population, in good 44.2% and in outstanding 23.9%, thus, "2" "stratum 2". In stratum three, 61.5% are described as inferior, 35% as good and 33.9% as outstanding, thus, "3", "3", (...). In stratum four, 2% are mastered, 1.6% are good, and 20% are outstanding, thus, "4", "4", (...).

The working conditions are named, of the parents, with father with independent work, in inferior 55%, in good 34.5%, and in outstanding 35.6%, "my dad works with merchandise", "my dad is official of work ", " My dad is a coterio ", " my dad builder ", " my dad works in several jobs ", " my dad works in a workshop ", " my dad is a systems engineer ", " independent ", (...). In public companies, as a military professional, at 5.8%, well, "my dad is a policeman", "my dad is a military man" and in the official sector, at 8.6%, in good 6.5% and in outstanding 7.2%, like this, "my dad is a contractor", "he works in the aqueduct"; "Works in the courts", "my dad is a social teacher in a school of cajibío", in private companies, they describe in good the 8.9% and in outstanding the 4.1%, like this, "bavaria", "selling products of alpina" ", " My dad in a telecommunications company ", " my dad works in empaques del Cauca, "" my dad guard ", " he works in a bank ", " my dad works in alkanes as commercial advisor ", (...).

Regarding the mother, the students comment that they are housewives, in lower 30.7%, in good 18.5% and in outstanding 28.6%, expressing thus, "my mom loves house", "my mom is a housewife ", With independent work in lower 15.3%, in good 17.4% and in outstanding 12.5%, " my mother works in the avon magazine ", " my mom works independently ", " my mom sells arepas ", " well my family has a family business ", " dressmaking "" hairdressing ". In public companies, in inferior 7.6%, good 5.8% and outstanding 10.9%, well, "my mom is a commissioner has money", "mom, cardboard Colombia", "teacher", "my

mom is treasurer of a mayor in a village, a municipality, "" my mother is a community mother, "" and my mother works as a secretary in the mayor's office "and in private companies are in 7.3%, in good 2.2% and in outstanding 1.5%, like this, "my mom works where a university doctora", "my mom works in a local of totto", "my mom in a funeral home", "in a supermarket", "in carantanta" "mom secretary of environmental management", "Cashier", "watchman", (...). And there are also those who report that parents do not have a job, at 3.5% lower and in good 2.3%, like this, "my dad does not have work for now"; "Now he is in the house and he does not do anything", "Papa, vet, but he does not work" (...).

Conclusions

The qualitative methodology and the content analysis are adequate strategies in the identification of characteristics and subjectivities that students have according to their RA Allowing to link relationships between personal and social characteristics and their level of classification, generating deductions about the risk factors and the potential conditions that could lead to the development of low or high performance students. However, it should be understood that the results allow coherent but not conclusive relationships, needing to continue structuring research methods that allow greater accuracy in these relationships, this does not mean that the results have not been validated, on the contrary, they are able to define characteristics, perceptions and conditions among students and their relationship with each of the classifications, which are explained as follows.

It is specified that the RA is a phenomenon of complex nature and characteristic, that presents an objective dimension, since it is a fact of quantitative - numerical and qualitative - subjective characteristics, the last two are crossed with personal and social factors, intervening, in a condition of deficiency or resource in the structuring of learning, the schooling fact and the evaluative functions. It is precisely in the integration of all these elements that the RA phenomenon results, hence the need to understand and reflect on each one of these factors and to assess the potential of the phenomenon.

Likewise, it has been found that the contents and characteristic frequencies of the factors are different depending on the level of classification, in which if for one level the accumulation of frequencies proves to be a resource that en-

ables learning for another, it is a deficiency that worsens the school event, a situation that is demonstrated in the following differentiations.

Of the F1, denominated RA it is concluded that there is more frequency of children in lower and lower levels than girls, differing in 7% of the amount, similar situation is presented in low. Only in good RA seems to be the balance balanced with a difference of 1% that favors the female gender, but in outstanding girls are the ones who are located at this level with a difference of 8% of the population, it is clarified that in all the levels there is presence of both genders. Regarding age, it is concluded that there are no significant comparative differences, since the lower level, the difference is of 1% in population between the ages of 10 to 13 years relative to those of 14 to 17, the latter is which favors the frequency. For the level of low the difference is 0.1% and for good the difference again is 1%, only in outstanding the frequencies are accumulated by 4% in favor of students between 10 to 13 years. Concluding that between the different ages there are no significant differences in the change of RA

In the family factor, features such as number of members named in the family structure and, two members of the population is 10% and is more frequent for the students good. Those who have between three and five members in their families, do not exceed 73% of the total of students and where the largest population are students of higher classification, those of lower, show a reduced difference by almost 10%. With six and eight members, they name it more frequently in lower and lower than those in the standout, differing in almost 35% of cases. And with more than nine members, is common in 6.3% of the cases in the lower level and in the higher level in 5.2% of the cases.

Another feature named are the forms of accompaniment and participation of parents in school processes, naming as assistance and accompaniment to the delivery of newsletters in almost 35% of parents. However, students change their speeches when commenting on accompanying parents or relatives before homework or school projects, where the students of inferior named almost never accompany explaining in 98% of cases, a situation that is different in outstanding where the accompaniment to tasks is appointed by 56.1% of cases.

Also they accompany speeches characteristics regarding family dynamics, as is the perception of a positive emotional climate, naming him in less than the

21% of students and outstanding by 54% and negative perception, on the lower they name 34.9 % and in outstanding the 4.2%, this means, that the affective and pleasant atmosphere of the familiar systems is common in the students of high classification that the ones of low and inferior. Is named the consideration of the students who specify that in their families there is no communication or affective interaction, in the students in the bottom it comments almost 10.8%, in low 9.6%, but in good the situation changes when having the perception 1.2% of the students, there are also the comments of feeling abandoned and alone, in 21.6% of the students in the lower classification and in the outstanding by 2.2%, differing in almost 20%, being a negative reference for the first population.

In spite of this it is good to identify that there is a high frequency of parents who motivate their children to continue with their school procedures, the only difficulty is that this motivation is more verbal than fact, it is more advice, talk or of scolding that of help and support in tasks, investigations, revision of notebooks, among others.

In the school factor it is identified that the students, according to their level of academic performance, perceive the institutional physical structure. Positively defined, outstanding in 42.45% of cases and good in 28.2%, differing in almost 15% perception. There are also those who describe that the school climate is positive, at the bottom it is 67% of the students, but it differs from the outstanding, which discriminate with a greater number of speeches than the structure is pleasant, but do not support the idea that the school climate is positive, naming it in 20.9% of students. Similar frequency of percentages and speeches are those that describe a negative school climate, where for lower is 20.6% and outstanding is 6.8%, differing by almost 13%.

Likewise, the school climate perception approach in a positive way towards the actors of the educational community, such as the administrative and its management in outstanding with 47% and in 17% inferior in the cases, towards the teachers in inferior is of the 12% and outstanding is 58% and those who think about a negative school climate, the balance changes placing a large number of speeches for students in lower 37.4% than in outstanding, naming it 8% of students. Therefore it is identified that the positive or negative perception of administrative and teaching staff is named depending on the level of RA in

which the students are located. This situation is similar also in the perception of the learning strategies used by teachers.

Regarding the classroom conditions, with negative reference they describe it in inferior 7% and in outstanding 14%, informing that in the courses there is indiscipline, noise, noise and are not appropriate spaces to learn, likewise they explain that there is bullying of psychological type, being a common condition in inferior in 46.3% in difference of the outstanding one that names it 10%, showing that it is more common the process of harassment and intimidation in the students of lower level than in the other levels.

And regarding the socioeconomic, it is described that in stratum one there is a percentage of almost 34% of students, of which there is a higher frequency of students in good and excellent classification. In stratum two, students of good and outstanding levels are linked, in a total of 68% of the cases and where for the lower the population is 7.6%. In stratum three it is reported that the students of inferior are almost 62% and in outstanding of 34%, differing in almost 32% and in stratum four there is a greater number of outstanding population being 20% of students, in difference of the lower that is 2% and good of 1.6%. It is identified in this way, that there are students in good and outstanding, in strata one and two and that the vast majority of students who are in lower classes are in stratum three, however there is a greater population of students in stratum four.

Regarding the industriousness of the parents are described, that for the largest population of students in inferior, their parents work independently being common for 55% of the cases in inferior in difference of good that is of 34.5% and outstanding that is of 35.6% and where for the last two classifications it is more common to find the father working in public and private companies. It is interesting to note that at all levels of academic performance, there are mothers with industriousness of a housewife, for the lower one it is 30.7 % but it differs in good that it is 18.5% and in outstanding 28.6%, that they work independently in a common average of almost 15% for all levels and in public companies and officers is common for the outstanding level in almost 11% of cases, which in inferior or good. In private, it is more common for lower levels on one 7.3% in outstanding which is 1.5%. It is concluded that at the lower level, the parents in the vast majority of cases work independently and the

mother is a housewife and outstanding, the father works in the public or private sector in most cases and the mother is often housewife, independent or be in the public sector.

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