

# ACADEMIC PERFORMANCE ACCORDING TO REGION

**EVIDENCE MAGISTER IN EDUCATION PERIOD 2015 MENTION QUALITY  
MANAGEMENT, EDUCATION AND PEDAGOGICAL MANAGEMENT.**

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## ABSTRACT

The present study has the objective of comparing the academic performance, the agreement with the region of origin of the students belonging to the Magister in education of the year 2015, in its different mentions. For this study, 157 students from the following regions of Chile were considered:

- I Region
- II Region
- III Region
- IV Region
- V Region
- Región Metropolitana
- VI Region
- VII Region
- VIII Region
- IX Region
- X Region

In order to determine the academic performance of the students by region of belonging, the final academic situation of the student was considered, allowing to obtain accurate information of qualifications and condition of approval. This will allow determining which region presents the best approval percentage, in comparison to the one that shows lower percentages of approval.

Among the main findings of this study, when considering the variable geographic region of the academic program, I suggest that the regions with the highest number of graduates are the 1st Region of Tarapacá, 11 Region of Antofagasta and the Metropolitan Region, however, are not those that present the best percentage of

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approval in relation to the total of enrolled. The final report indicates in more detail each performance according to Region.

**KEYWORDS: Academic Performance. Percentage of approval.**

## **INTRODUCTION**

The inequality of opportunities in the educational context, is determined by the strong influence of the conditions of origin of the student, evidently the approach of variables associated with the student's academic performance, ability, effort, attitude and aptitudes, are a fundamental part to determine how prone to failure or success. Given the above, the evaluation of this situation opens the door to the analysis of other factors that affect the disparity of academic performance as a study phenomenon.

That is why the following report will address the academic performance according to geographical location or Region of origin of the student, probably one of the most important dimensions in the teaching process. Said analysis will be supported by evidence obtained from the Master's program in education period 2015 mention of quality management, education or pedagogical management.

Together with complementary information, it is intended to provide a starting point for those students, professors and researchers who wish to enter the study of academic progress.

## **THEORETICAL FRAMEWORK**

### **Academic performance by geographic region**

Academic performance is in the words of (Erazo, 2010) “The system that measures achievements and the construction of knowledge in students, which are created by the intervention of educational didactics that are evaluated through qualitative and quantitative methods in a matter”. This constitutes an indicator of the level of learning achieved by the students and represents the efficiency in achieving the curricular objectives in the various subjects of the school grade taken. Por este motivo, es enorme la importancia que tiene para docentes, directivos y profesionales de la educación, ya que les permite identificar y comprender los logros alcanzados en el nivel de formación. However, school performance can not be considered only as an indicator of the capabilities and development of different aspects of the student, but must take into

account other factors (internal and external) that affect their school performance. For the specific case of this study, the internal factors are linked to the motivation and interest placed by the students by the academic activities and the factors external to the family accompaniment, the rural context, the school institution and the teaching work.

Institutional actors recognize that there are other factors, beyond the student's interest in school work, which should be considered. These factors are directly linked to the context, the family, the relationship and the teacher's work. In this sense a teacher states that: "Academic performance depends on many things of the economic circumstance, the mood with which it comes, the emotional state, that is, it would be of multiple factors". (Delgado2)

### **School and higher education in different parts of the world.**

The formulas for school success are varied and depend on a combination of multiple factors, including teacher training, the inclusion of technology in the classroom, emotional containment, the locality of the country, among others.

The locality where the country is located, is one of the most important factors when analyzing academic performance, education is depending on each country, since, each government has different ways of analyzing education, among which we find the Finnish educational model, is one of the protagonists of the great documentary by Michael Moore "What did we invade now?". This model is characterized by being demanding in one aspect, but more flexible in another. The students have 5 hours of classes and do not take homework, so the children have a lot of time to use in extracurricular activities that stimulate and seduce their individual interests. The halls have play areas and are decorated to stimulate creativity to the maximum. Nothing of gray halls and bars to have is modality of study Finland is cataloged like the country of the best education at world-wide level.

In the second place we find South Korea which is a very different education from Finland, since South Korea is characterized by managing an environment in which high competitiveness among students is promoted. It is very strict and rigorous. One of the principles that govern this system is to stimulate study as a means to achieve the economic growth of the country. His motto is: "If you are the first in the class, you will be in life". The results obtained are positive. The government allocates almost 7% of

PIB to education. What is criticized in this system, supported by the high levels of demand of South Korean society in all areas, is the stress and competitiveness that sometimes leave aside other emotional issues that are also important for the development of healthy children, active and happy

### **Gap that exists between urban and rural areas in Latin America in the field of education.**

Considering the rural urban disparity, in all cases there are differences in favor of urban areas. The countries with the greatest disparity are Guatemala and Nicaragua. These distances are generally slight in attendance at the primary level, but are accentuated in secondary attendance. We can see by way of example that in the rural areas of Guatemala, 12.7% of adolescents of age to attend that level attend secondary education; while in urban areas of this country 47.2% attend. In other words, in urban areas adolescents' attendance at secondary education is more than three times higher than in rural areas.

### **Growth of education in rural and urban areas in Latin America.**

The objective of this section is to evaluate the academic performance according to the geographical region, for this purpose the current situation of Latin America should be analyzed, identifying different ways in which the recent trajectories were configured.

**Urban areas:** By focusing on the particular cases, it is possible to identify different ways in which the processes of expansion of assistance in the countries have been taking place. We find for example countries that have high levels of assistance at both the primary and secondary levels. This is the current situation in Brazil and Chile. However, both came to this condition through different paths: Chile, starting from a high floor and therefore with low growth, Brazil with a lower initial situation and with higher annual increments. Among the countries that had significant increases in secondary assistance are Costa Rica and Brazil. This growth caused in the two that today can have levels of class attendance quite high compared to other countries.

**Rural areas:** the evolution between the two periods was analyzed in which we see that, in Brazil, Costa Rica, Peru . At the initial moment there was, among adolescents, a theoretical age of attending secondary school, a higher proportion of adolescents attending primary school than at the level that would correspond to them. The first three

countries managed to reverse this situation in the 10-year period. How did they achieve it? With a greater incorporation of children and adolescents to school at the theoretical age that corresponds to them, both in primary and secondary school. This is reflected in the indicators on the high rates of annual growth of primary care on the one hand and on the fact that the annual growth of secondary net rates is higher than on the specific ones.

### **Education in Chile is affected by its geographical distribution.**

Education in Chile is affected in different ways, since education in the southernmost areas is very different from those in urban areas, since when enrollment figures in southern areas are and seem minor, behind them hide realities discursively sealed by frustration and discomfort. These are students who have lower learning outcomes than those from urban areas, have higher indicators of attrition, which also occurs at an earlier age, and overall, have lower levels of schooling than those of the urban population.

As is the case with a large number of Chileans, the expectations about education and the level of schooling to reach are in the field, as high as anywhere else in the country, and most students also want to complete higher education. Access to education, mainly in the transition to secondary education, translates into the desire of many young people to advance more than their parents. On the other hand, it is not less than for many of these families, the value of education is calibrated as the only inheritance that can leave their children.

With regard to school performance of children from Temuco in the region of Araucanía or Talca Maule region, they continue to have quite dramatic social inequality levels, noting that to achieve these children succeed school is a joint work family-school .

Improving the quality of education and with it the school performance of children from low socioeconomic families should be a national priority since the relationship between poverty and cultural and / or linguistic differences resulting from poor school performance overwhelm the country's global development efforts, in such a way that education is being challenged to develop approaches that reverse the educational disadvantages that affect poor children (Jadue, 1991)

Although the Metropolitan Region obtains scores superior to most of the regions, the worst results are obtained in the municipalized schools, since, no region reaches statistically superior or equal scores to the individuals who graduate from this type of schools in the Region. Metropolitan

A relevant aspect to consider is that regions that have the highest poverty rates such as the Seventh, Eighth and Ninth are not the ones that present major differences with the Metropolitan, which together with the Twelfth is the one that presents lower values in this indicator. This contrasts with the descriptive analysis that indicates that regions with lower poverty rates, such as the Twelfth, present better average results. In fact, the results obtained by the individuals in the Twelfth Region present greater differences with respect to the Metropolitan Region than those of a poorer region, such as the Ninth.

### Scenario of undergraduate and postgraduate education in Chile.

From the point of view of the regional distribution of Total Registrations 2016, it is stated that this is mainly concentrated in the Metropolitan, Valparaíso and Biobío regions, adding between the three regions 895,552 students, which is equivalent to 71.5% of the Total 2016 (Higher education information service, 2017) see graphic N °1.

**Table N°1. Evolution of total registrations by Region**

Region	2012	2013	2014	2015	2016	Δ % 2012 - 2016	Δ % 2015 - 2016	% Enrollment distribution 2016
XV Region	15.473	16.712	17.001	16.012	16.216	4,8%	1,3%	1,3%
I Region	15.696	16.787	17.519	18.120	17.806	13,4%	-1,7%	1,4%
II Region	38.426	40.705	41.752	42.313	40.548	5,5%	-4,2%	3,3%
III Region	10.724	11.079	12.033	10.521	12.128	13,1%	15,3%	1,0%
IV Region	40.414	41.822	42.277	42.727	43.601	7,9%	2,0%	3,5%
V Region	125.397	132.435	134.320	136.046	136.793	9,1%	0,5%	11,0%
Region Metropolitana	535.531	559.124	582.406	590.537	598.002	11,7%	1,3%	48,0%
VI Region	25.134	26.371	28.465	28.893	28.829	14,7%	-0,2%	2,3%
VII Region	58.780	61.057	51.784	52.978	55.349	-5,8%	4,5%	4,4%
VIII Region	147.081	155.415	159.345	162.394	160.757	9,3%	-1,0%	12,9%
IX Region	50.381	53.793	56.535	57.775	60.320	19,7%	4,4%	4,8%
XIV Region	20.396	21.885	22.415	22.620	23.379	14,6%	3,4%	1,9%
X Region	34.618	38.038	39.883	41.982	42.889	23,9%	2,2%	3,4%
XI Region	1.606	1.723	1.987	2.215	2.471	53,9%	11,6%	0,2%
XII Region	7.263	7.425	7.588	7.910	8.047	10,8%	1,7%	0,6%
<b>Total quantity</b>	<b>1.126.920</b>	<b>1.184.371</b>	<b>1.215.310</b>	<b>1.233.043</b>	<b>1.247.135</b>	<b>10,7%</b>	<b>1,1%</b>	<b>100,0%</b>

**Source:** Higher education information service, September 2016.

If the undergraduate and postgraduate qualification Total 2016 is analyzed at a regional level, it can be seen that the Metropolitan Region, with 111,846 degrees, concentrates 48.9% of the total number of degrees in the country. It is followed by the regions of Biobío (30,218) and Valparaíso (23,562), which are consistently the regions, together with the Metropolitan region, which concentrate most of the tertiary education offer in Chile. In contrast, the regions with the lowest number of degrees are Aysén (446) and Magallanes (1,198), which in turn have a low offer of programs and enrollment in higher education. (Higher education information service, 2017) see graphic N °2.

**Table N ° 2. Evolution of Total Titling by Region**

Region	2012	2013	2014	2015	2016	Δ % 2012 - 2016	Δ % 2015 - 2016	% Titling distribution 2016
Arica y Parinacota	2.080	2.364	2.771	2.578	2.514	20,9%	-2,5%	1,1%
Tarapacá	1.591	1.911	2.200	2.548	2.544	59,9%	-0,2%	1,1%
Antofagasta	5.180	6.102	6.592	8.260	7.592	46,6%	-8,1%	3,3%
Atacama	1.063	1.177	1.368	1.586	1.923	80,9%	21,2%	0,8%
Coquimbo	4.449	6.011	5.966	6.364	7.091	59,4%	11,4%	3,1%
Valparaíso	17.602	19.126	21.085	22.716	23.562	33,9%	3,7%	10,3%
Metropolitana	77.949	91.307	96.666	104.307	111.846	43,5%	7,2%	48,9%
Lib. Gral B. O'Higgins	3.821	4.637	5.229	6.348	7.103	85,9%	11,9%	3,1%
Maule	6.664	7.544	8.307	9.211	9.950	49,3%	8,0%	4,4%
Biobío	20.162	24.721	26.566	29.264	30.218	49,9%	3,3%	13,2%
La Araucanía	6.811	7.750	9.349	10.192	11.338	66,5%	11,2%	5,0%
Los Ríos	2.263	2.768	3.064	3.313	3.493	54,4%	5,4%	1,5%
Los Lagos	4.838	5.116	5.605	6.471	7.843	62,1%	21,2%	3,4%
Aysén	173	211	408	402	446	157,8%	10,9%	0,2%
Magallanes	1.002	1.214	1.236	1.408	1.198	19,6%	-14,9%	0,5%
<b>Total quantity</b>	<b>155.648</b>	<b>181.959</b>	<b>196.412</b>	<b>214.968</b>	<b>228.661</b>	<b>46,9%</b>	<b>6,4%</b>	<b>100,0%</b>

**Source:** Higher education information service, June 2017.

## METHODOLOGICAL FRAMEWORK

The academic performance information associated with the region of origin of the student, which is a Master in Education, taught by the University under study, has its origin in the institution that provides the program, which provides a complete record of the academic performance of 157 students, from from eleven different regions of Chile, of which 81 students correspond to the mention of quality management, 67 curriculum

and evaluation and 9 to pedagogical management. The data crossing was done in conjunction with information obtained from the higher education information service (SIES) of the Ministry of Education. This information is available on its website.

## RESULTS

### Evidence for the master's degree in education period 2015 mention of quality management, education and pedagogical management.

Table N°. 3 shows the total number of students enrolled for each mention of the Master in Education taught at the University under study, according to the region of origin of the student.

**Table N ° 3. Total Students Enrolled in the Master in Education, by Region.**

REGIONS	M. degree in quality management	M. curriculum and evaluation	M. in pedagogical management	Total students enrolled by region
I Region	11	15	3	29
II Region	9	13	0	22
III Region	1	9	0	10
IV Region	4	4	1	9
V Region	1	2	0	3
Region Metropolitana	16	9	2	27
VI Region	11	0	1	12
VII Region	7	4	1	12
VIII Region	11	5	0	16
IX Region	6	2	0	8
X Region	4	4	1	9
<b>Total Students enrolled</b>	<b>81</b>	<b>67</b>	<b>9</b>	<b>157</b>

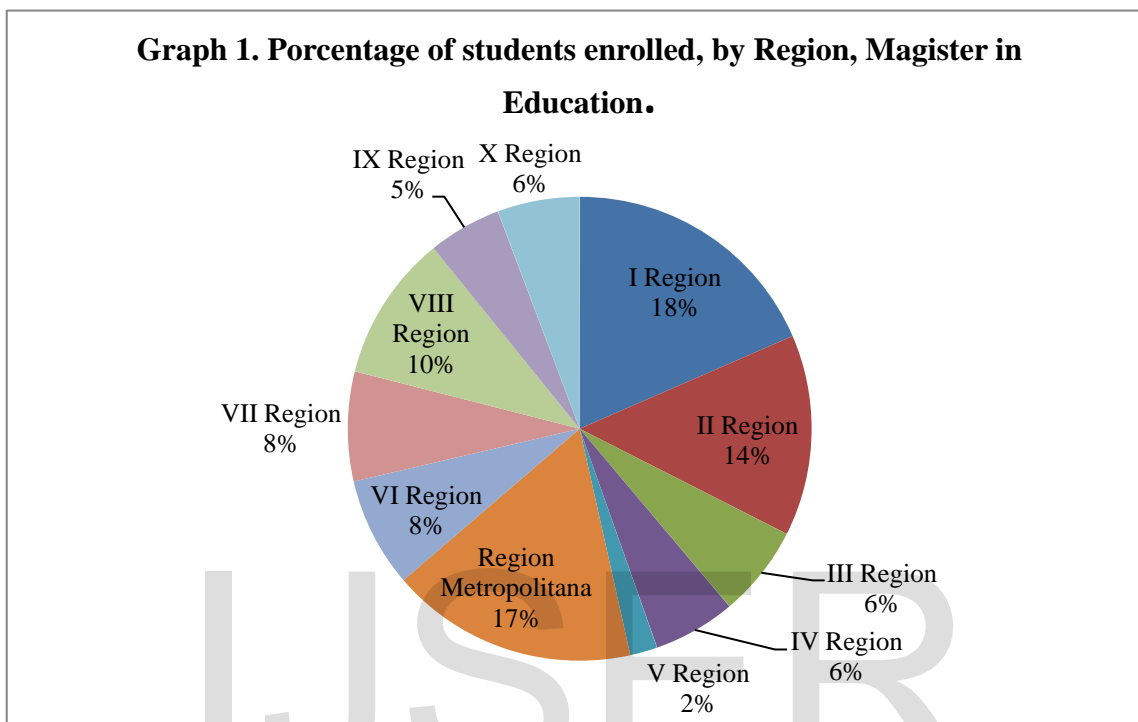
**Source:** own elaboration.

As we can see from the total number of students enrolled at the regional level in the academic program, it can be seen that the first Region of Tarapacá, with 29 students studying the Master in Education in its different mentions, concentrates the largest number of students enrolled. It is followed by the Metropolitan Region with 27 students



and the Second Region of Antofagasta with 22 students, concentrating 49% of the total enrolled students among them (see chart 1).

Graph N°. 1 shows the total percentage results, with respect to the number of students enrolled in the Master in Education, according to the Region of origin.



**Source:** own elaboration.

The regions with the lowest percentage of students enrolled are the X Region of the Araucanía and the V region of Valparaíso with 5% and 2% in that same order.

The Regions that do not present students enrolled in the academic program are the regions of XV Árica and Parinacota, XIV Region of the Rivers, XI Region of Aysén and the XII Region of Magallanes.

### **Distribution of approval according to the region of origin of the student, Magister in Education.**

The data in table N° 4, consider the number of students approved by region in the Magister in education, considering each of their mentions.

**Table N ° 4. Total of Students Approved in the Master in Education, by Region.**

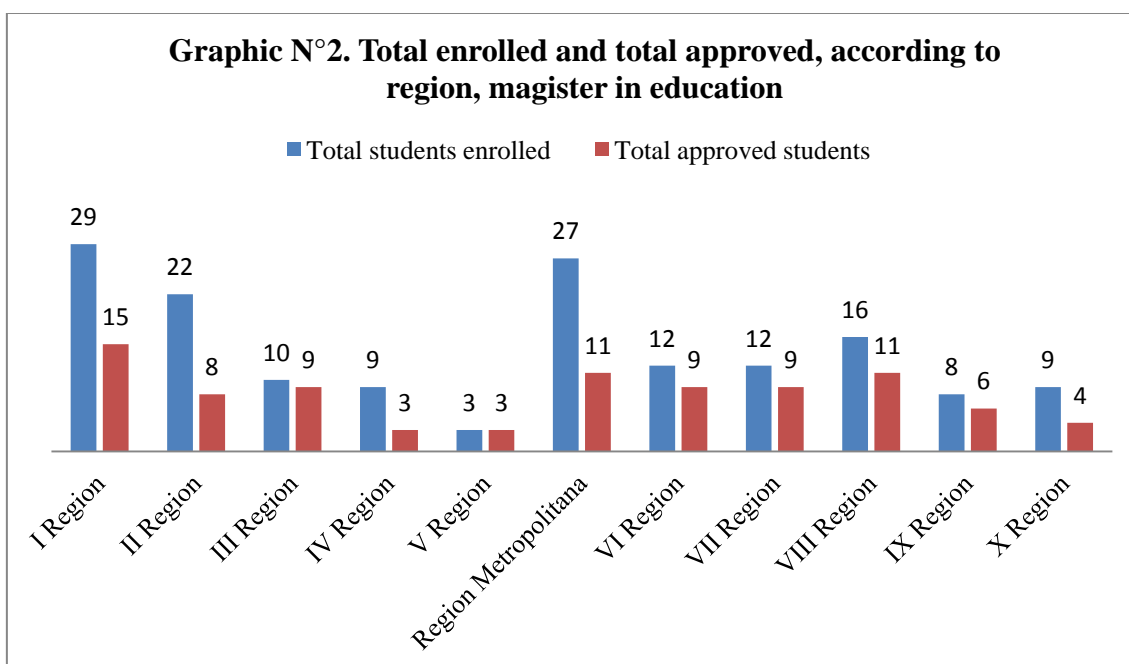
Regions	M. degree in quality management	Regional distribution of approval (%)	M. curriculum and evaluation	Regional distribution of approval (%)	M. in pedagogical management	Regional distribution of approval (%)
I Region	3	7%	10	24%	2	50%
II Region	3	7%	5	12%	0	0%
III Region	1	2%	8	20%	0	0%
IV Region	2	5%	1	2%	0	0%
V Region	1	2%	2	5%	0	0%
Region Metropolitana	3	7%	7	17%	1	25%
VI Region	9	21%	0	0%	0	0%
VII Region	6	14%	2	5%	1	25%
VIII Region	9	21%	2	5%	0	0%
IX Region	4	9%	2	5%	0	0%
X Region	2	5%	2	5%	0	0%
<b>Total students approved</b>	<b>43</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

**Source:** own elaboration.

Given the above, if the total of approved 2015 of the Magister in education is analyzed, considering the three mentions of the academic program at a regional level, it is observed that the I Tarapacá Region has the highest approval rate with 15 students, followed by the Metropolitan Region with 11 students and the VIII Region of Biobío with the same number. It should be considered that consistently the Tarapacá Region and the Metropolitan Region have the highest number of students enrolled.

The regions with the least number of approved students are the IV Region of Coquimbo and the V Region of Valparaíso, both with 3 students. Given the above, it should be noted that the V Region of Valparaíso only has 3 students enrolled (see graph N°. 2).

Graph N°. 2 shows the comparison of the number of students enrolled and approved by the Magister in Education, by region of origin, considering all of the 3 mentions of the academic program, while table N°4 presents the percentage of approval total with respect to the number of students enrolled in the academic program by region



**Source:** own elaboration.

As can be seen, the 1st Region of Trapacá, II Region of Antofagasta and the Metropolitan Region have the highest number of students enrolled, however, these regions are not those that present the best percentage of approval (see table N ° 4). It should also be noted that the V Region of Valparaíso has the lowest number of students enrolled (3) and the best percentage of approval (100%).

**Table N ° 4 Percentage of approval by region, Master in education.**

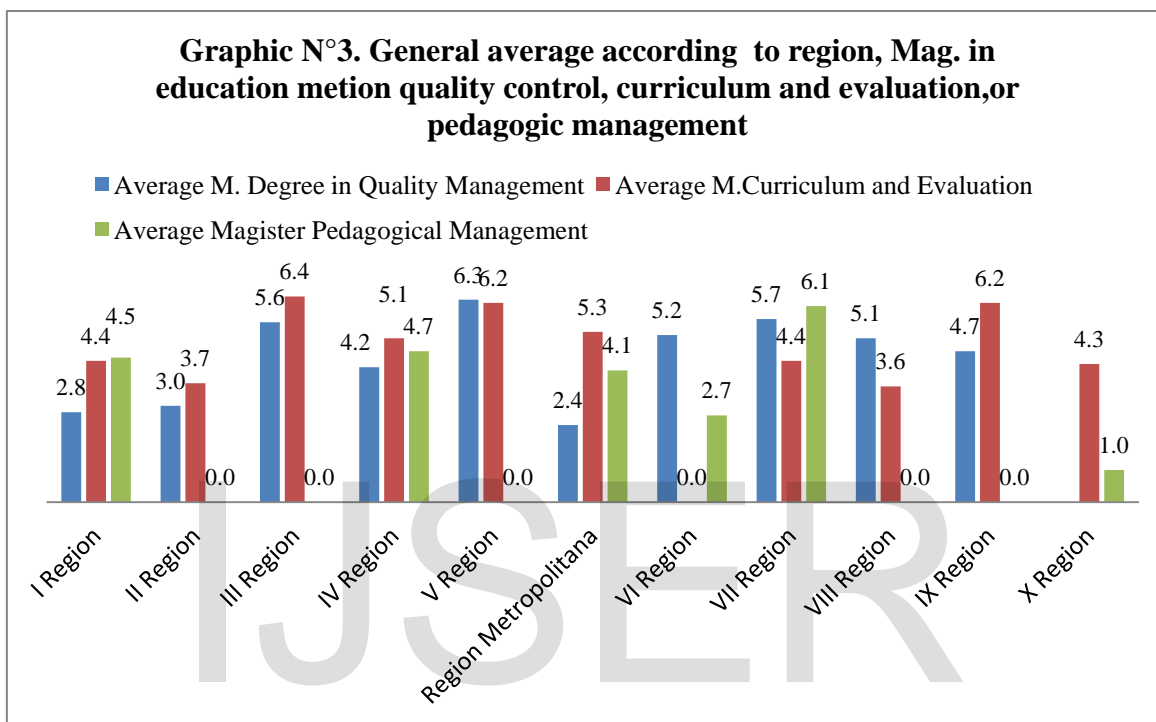
Regions	Percentage of approval by region
I Region	52%
II Region	36%
III Region	90%
IV Region	33%
V Region	100%
Region Metropolitana	41%
VI Region	75%
VII Region	75%
VIII Region	69%
IX Region	75%
X Region	44%

**Source:** own elaboration.

On the other hand, it can be seen that the lowest percentage of approval is centered in Region II with 36% and Region IV with 33%.

**Performance by region according to general average.**

Graph N°. 3 shows the general average by region, in each of the mentions of the Magister in education. 157 students of the academic program were considered, of which 81 students correspond to the mention Management of quality, 67 Curriculum and Evaluation, and 9 to the mention Pedagogic Management. In regions that do not present an average, it is mainly due to the absence of students taking the mention in study.



**Source:** own elaboration.

It is observed that the III Region of Atacama presents the highest general average in the mention Curriculum and Evaluation with 6.4 and a standard deviation of 0.85. While the lowest average in the same mention is in the VIII Region of Biobío with 3.6, presenting a deviation of 2.47.

On the other hand, the mention of the Quality Management of the Valparaíso Region shows the highest average with 6.3. On the other hand, the Metropolitan Region reveals the lowest average 2.4 with a deviation of 2.0.

Finally, as evidenced in the mention "Pedagogical Management", it is observed that the V Region of Maule indicates the highest average with 6.1. The region that shows the lowest average is the X of Los Lagos.

## CONCLUSION

As a conclusion, it can be established that, in the first place, the southernmost regions of Chile do not have students enrolled in the academic program, a fact that coincides with the information given in the theoretical framework, which indicates that the number of students in the regions XI de Aysen and XIII Magallanes are considerably lower than the other regions of Chile, this is explained in turn by the low supply of programs and enrollment in higher education in these regions, an aspect that directly affects the learning outcomes and academic performance negative found in the area.

Secondly, due to the high concentration of students, mainly in the Tarapacá Region, the Metropolitan Region and the 11th Region of Antofagasta, they are the ones with the highest number of approved students, despite the above, they are the ones with the lowest percentage of approval given. the number of students enrolled. On the contrary, the V region of Valparaíso stands out as the one that shows the highest percentage of approval and general average in the Magister in education of the University under study.

Finally, note that there are specific elements associated with the development of education in each region of Chile, which influences the academic performance of each of the students, the availability of educational establishments, as well as the preferences and tastes of families. the modality of distance study, explain to a large extent the disparate figures found in each of the regions under study. This research leaves open the doors for future studies in the academic field of non-contact programs in its wide range of platforms and areas of study.

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