Scholar Desertion in Non-Traditional students: an empirical Research Made at Training Centers from México

J. Jesús Merlos García

Centro de Investigación y Desarrollo de la Formación para el Trabajo

Abstract: *This investigation tries to find which ones are the principal causes of Scholar desertion at "Centros de Capacitación para el Trabajo (Cecati)". It was addressed the situation from "wear and tear in non-traditional students theory" before they leave their studies, this was proposed by Bean y Metzner in 1985. This kind of students represent who are signed up at Cecati, however was needed to adapt the variables to socioeconomically characteristics in Mexico. It was applied a poll to 313 ex-students from different Cecati around Mexican Republic. It was used central tendency and multiple regression analysis to analyze the data. The result that it got was that "they had no time enough to go to school" "Working at course hours" and "getting out late from their jobs" These are the factors that are more related with scholar desertion at Cecati.*
Keywords: *school desertion, school problems, education and jobs, training, student attitudes.*

I. Introduction

The Cecati in México are public institutions which develop competitions, knowledge, abilities, skills, in people who are 15 years old or more, to make a productive activity or to incorporate to the labor market. These institutions were created for attending the demographic situation in Mexico, for its nature they train people for working.

However as we know in every educative institution, there are problems waiting to be solve, because if we don´t solve them Cecati can be lingerer with all the demand the society and productive sector claim. One of these problems is Scholar desertion that maybe it doesn´t appear as a difficulty which affects Cecati in particular but it doesn´t mean it is favorable, because through the years things change, needs from people and companies change too, so it is needed to know which ones are the causes for Scholar desertion.

Scholar desertion at Cecati affects directly at each person, when this one incorporate to labor market to obtain economical benefits from working early experience, we have as a consequence through medial and long terms, negative effects to the individual for not having formal academic, so in the future this person won´t be able to get more economical benefits because the lack of education [1], as well it causes a strong cost for society who are the ones that pay most of the par of this training [2].

By the shown, the objective of this investigation is to define which ones are the causes for scholar desertion in students (men and women) at Cecati in Mexico, and analyze how this causes influenced according to the age of the student.

To accomplish with the planned objective suggested, this document approaches from non-traditional students perspective, because in spite of students from 15 years old are accepted at Cecati (this is the minimum age that a person should have to labor in Mexico),the training provided is aimed at people who work or want training to enter a job, therefore the goal of the Cecati students are mostly adult students with different responsibilities besides attending school, that is the reason why we suggest to measure scholar desertion in non-traditional students, we consider that is the best classification for this kind of students because they don´t have characterized homogeneity, as I shall present later.

To this end, the present work is primarily composed of the literature review about Scholar desertion in non-traditional students; then the methodology followed will be addressed for research; to continue with the results obtained in the field work and discussion; ending with the conclusions, limitations to the study, future research and consulted references.

II. Literature Review

2.1 Non-traditional students

For Metzner and Bean [3] traditional students are 25 years old or less and they are signed up and live in the university studying a full time college, ergo they just dedicate to go to school and their social life which is part of the school itself, however not all the students inside of a university are traditional, because there are people who are also studying and not just have the characteristics that define traditional students, because their uniqueness and nature are different [4], as a student who, besides studying works, can have other two responsibilities to fulfill: with his work and with his family [5], so all those students who are older than 18 years old work; They are in rural

populations; belong to any social class, they have any marital status; studying for a degree, a certificate or a hobby are called students "non-traditional" [6], because there is no homogeneity in their characteristics [7] and do have traditional students.

Hermida [8] for its part considers underprepared students are mostly non-traditional students, particularly mothers, indigenous people, immigrants and visible minorities increases more each day. Therefore the above definition can also include students from various groups, ethnic origin, disability or socioeconomic background [9].

Another feature that defines the lifestyle of non-traditional students is that when they enter an education program of work bring knowledge, experience, or any formalized study [10].

2.2 Scholar desertion in non-traditional students

Research on school desertion has focused on analyzing how much influence academic preparation, socioeconomic status, family involvement and attitudes [11] of students who are enrolled in a university, traditional students as already mentioned share similar characteristics to each other, on the other hand, have also done research to analyze the reasons why non-traditional students drop out because such students to be adults, have financial commitments and family hindering them the term of its educational programs [12]. Unlike students at younger ages than ever seriously considered leaving school, adult learners should take active decisions to attend each class session, and even overcome strong barriers that prevent them from complying with the study schedule [13], so that non-traditional students who are enrolled in study programs long may be affected by factors that are not shared by younger students (who typically are full-time students), therefore adult learners have to devote to their studies part-time [6,10], resulting in a longer duration to reach their educational goals [14] time.

Similarly desertion in non-traditional students can submit negative toward education as a result of past failures [15] attitudes, by the distance that students have to travel to attend classes, not to attend appropriate institution to meet its goals, the lack of confidence that may have students to feel outdated and unable to succeed in an education program [14, 16, 12] or simply not have time to enroll and attend classes because they have no time enough of is also an obstacle that drives non-traditional students to leave their studies [17], so it is important to examine not only the school aspects that drive and motivate school desertion, but also external factors student [6]. Similarly, Alhassan [18] mentions that for a non-traditional student to succeed in their education, it is very important to get support of the environment, his family and teachers, for when these three supports are robust offset support weak academic, a situation that does not happen when it is the opposite.

2.3 Variables used to measure Scholar desertion in non-traditional students

Absenteeism. Hurkamp [19] mentions that adult students who miss three or more classes consecutively tend to abandon their studies, since attendance is an action directed toward the goal that supports the motivation for learning and persistence that students have to complete their studies [20], this same result came Georg [21] which states that students who have less commitment and spend less time in the classroom, have higher desertion trends.

Certainty that the chosen course is the right one. The degree of security and greater certainty to the course and the level of education are related to the persistence of adult learners, in fact non-traditional students have more security and certainty of the studies are realizing that traditional students [6].

Chosen course is different from what was expected. Willcoxson and Wynder [22] found that if students choose important professions there are less people leaving school. In addition, research conducted Comfort Baker and Cairns cited by McGivney [14], found that if the course is different than advertised, or course content is different from what is expected, people are prone to leave school, so they came to the following conclusion: students of all levels with better progress in their studies and therefore the proper completion thereof, are those who chose the right program; on the contrary, those who had a wrong choice left their programs of study, even faster than expected, conclusion arrived too.

Low grades obtained. Students from more mature are more likely to show concern in the academic aspects [9], Holder say that a key to the adult student have to persist in their studies and success factor is having good habits to study [23], keep up with the subjects. In studies Willcoxson and Wynder [22] made, found that students with low academic performance tend to leave school.

Not having enough level studies for optimal performance. When low-skilled adult learners are in an educational program, carry the burden of low academic self-sufficiency [12]. By contrast, students who have self-efficacy for learning and performance, have higher expectations of success and personal capacity in the education program [23].

Having not enough time. Having not enough time is a problem that happens in non-traditional students because of the responsibilities associated with work and family [24, 10], so they have to learn at their own time and at their own pace (unlike traditional students, who know they have to give up a certain number of hours week during school time), that is to say, they need to create a space of time to study and attend classes because of not doing it is easy students give in to pressure, work or responsibilities and continuity and study habit, putting students on the verge of desertion [14] is lost.

Transfer time. Students are unfavorable attitudes when schools are in remote locations [19], so the transfer time to school can be vital and a reason for dropout when non-traditional students have to travel long distances to attend classes [25]. It is for this reason that non-traditional students often select the school for its location, either near their workplace [26] or your home.

Lack of financial resources. For non-traditional students lack of economic resources is a concern [9], for adult learners usually experience greater financing problems than younger students, since the cost of education is related to professional and family barriers [27], which implies a strong academic sacrifice to achieve the goal [12] and often the need to abandon their studies [19].

Responsibility and family support. Family responsibility is a factor that is associated mostly with women, because as already mentioned, they are who often have care of the house and therefore children, making them abandon their studies [19, 17, 6, 28, 14]. Also, the fact of caring for a family member that does not necessarily need to be a child, produces non-traditional students both men and women have the need to abandon their studies [19, 29].
On the other hand, adult students who do not have support from family can be seen in the need to abandon their studies [14], so that having the support of family and friends and know they are not alone in their learning process is related to the persistence that adult learners have [23].

Job responsibility and support of senior boss. Students who work too are required to make a considerable effort to achieve compliance with their studies and find a balance between the two occupations [9]. On the other hand, employers may be less likely to support workers who are studying [30]. The job responsibility does not leave much free time for study [17], so that students with work tend to leave school [22].

Lack of transportation. The lack of any kind of transportation to attend school, can be a very important factor contributing to desertion [19]. Munro [31] mentions that non-traditional students have a disadvantage when they are living in rural communities and have to move to the cities to study. In studies conducted Carp et al. [17] found that lack of transportation is a problem that affects students depending on the age range of the question, because while for younger students is a problem, for older students it is not the same situation.

Improper installations. Students also want schools with cozy conditions to study, want a strong institutional commitment to have a better learning environment [26]. Wyatt [10] found that non-traditional students surveyed mentioned that comfortable chairs and training in the use of technology can improve the environment in the classroom.

Deficient teacher performance. Non-traditional students may feel frustrated if they see no relevance in new teaching methods [32] tend to be participatory and engage in discussions in class when the instructor pleases them [10], because the students think when used properly teaching techniques improves learning and reduces dropout rate [33], however, Georg mentions that many researchers have argued that the advice of bad quality of teachers and low educational skills are sufficient grounds for adult students abandon their studies [21], she studies that he made poor quality teaching is the most important factor dropout. Instructor performance is a strong trigger in the perception of non-traditional students to abandon their studies [19].

Curriculum does not cover expectations. Students think that when the program has quality, increases their ability to participate and reduce desertion rates [33]. Since when programs and curricula are not aligned to the real objectives that students they want to achieve, cause they feel they are not making progress toward their personal goals, or perceive the degree of progress in their studies, so it is common to become discouraged and disappointed and could leave school [20].

Lack of internal integration based on friendship relationships. One of the characteristics that define non-traditional students is the lack of integration within the institution, as for non-traditional students social integration

is not a priority for attending school for a short time and this should be exploited to learn [6], unlike traditional students where lack of integration can be a cause of desertion [34].

There is not identity with the institution. Non-traditional students often have no identity and sense of belonging in the institutions where they are studying, so that sometimes causes not to complete their studies Metcalf (1993) y Cullen (1994) cited by McGivney [14]. McGivney mentions that these students to form weak bonds with the life of the institution of education and have less interaction with the student community, can make students feel isolated and therefore try to leave school because it is more likely that students continue their studies when they are in an appropriate social environment [14].

Course satisfaction. When a student has clearly defined goals, maintaining performance, interest and of course positively enjoys the classes, so is the value on the usefulness of the courses and how fit these studies in their future plans [35]. Conversely, lack of interest in students to lose, can influence scholar desertion [22].

Usefulness. All adults want to give meaning to their life, find answers and effectively become who they value [36], so the fact solve everyday problems or a profit as a result of learning are the strongest reasons they can encourage an adult to study [37, 33].
It is for this reason that the perception of not profit from the studies are pursuing is a strong reason for non-traditional students abandon their studies [19], as the social, economic pressure and development in their work are three strong factors that motivate non-traditional students to undergo educational programs [38] or abandon them when they perceive that they are studying courses that haven´t achieved these three objectives.

Stress. Georg found that an important factor of scholar desertion is stress [21], this is related to the time required and the amount of energy required to study, so for students non-traditional, the most important source of stress comes from the external environment to the school and produce the family, problems at work and a lot of subjects to study [6, 24].

2.4 Cecati students
Lopez and Lara mention that to understand the importance of Cecati in Mexico is essential to understand their students because the particular characteristics of the Cecati, its student population is very diverse. Beginning with the age range is from 15 years onwards; and followed by the socio-economic and cultural level, because by offering a wide range of specialties, not only of interest to people who want to train for and work, but also the educational offer is of interest to unemployed people, housewives, pensioners or youth who are not working but are waiting to enter another educational institution or want to acquire a skill or dexterity to help with their studies at another institution or in the future [39]. So before Lopez and Lara classify students of Cecati as follows:

* Employees. These are students who are now working or expect to enter a job after completing their training.
* Employees for promotion. Students studying to get a better employment situation and / or economic, or migrate to another job.
* Students in need of improvement. Whether to improve their cultural situation or be more efficient in their work.
* External Students. Students are found in another school, but in Cecati seeking to acquire skills and abilities that offer them in their primary schools.
* Students seniors. They are students who still want to feel useful or acquire skills and abilities that will help them in today's world.
* Students with disabilities. Students who want to be trained, because in many cases is denied them this opportunity in other institutions.
* Students without intending to derive economic, labor and cultural benefits. They are enrolling to training courses to engage a social group as a means of therapy or social reintegration.
* Students trained by the employer or employer. Such students are those who work for a public or private organization, where your boss or employer seeks training to improve productivity and efficiency of your organization.

III. Method
3.1 Population and size of the sample.
The national register of the Dirección General de Centros de Formación para el Trabajo that controls and governs the fate of Cecati, reported a dropout of 25,621 people in the 2013-2014 school year, this universe of dropouts was calculated size the sample survey on 378 individuals.
The confidence level in the sample was 95% and the maximum accepted error of 5%. The sample was stratified to obtain the number of dropouts necessary to survey by Cecati according to statistics dropout in the

school year above each of the 199 Cecati there at the national level, as each squad had different rates desertion. I do not answer all Cecati was obtained, so that the number of completed surveys was 313 representing 82% effective with respect to the projected sample surveys lift.

3.2 Desertion Causes

Several of the causative model of Bean and Metzner [6] were used in this work however were not all, they even added some more, because it was necessary to adapt the variables and model Bean and Metzner [6] itself to characteristics and type of institution that are Cecati, as well as the characteristics of students Cecati and people living in Mexico, since as the authors indicate: the model must be modified between more evidence exists, as it is a base that serves to understand previous models and a guide for future research on the subject, because it can be used to identify the study variables in individual institutions and to specify the relationship between these variables and the model is flexible enough to guide studies of different populations in different institutional settings [6].

The causes of dropout used for this study are: Absenteeism, Low grades obtained amount of energy, Certainty that the course chosen is the appropriate course with few employment opportunities, course chosen for study is different from what was expected, poor teacher performance, the cost of the shuttle is high, the course was boring, the course did not cover your needs, the curriculum does not meet expectations, Find work, stress, lack of any means of transportation to attend classes , Lack of support from the head of work, lack of support at home, lack of identity with the institution, lack of internal integration based on friendly relations, lack of financial resources, lack of funds for relocation, lack of time to attend, inadequate facilities, long distances to go to school, would not get economic benefits of the course, not you like to work with what I learned in the course, would not have professional development with the chosen course, do not have the level of sufficient studies for optimal performance, Responsibility at home with a family, leaving late working, dedicated time to work and work on the course schedule.

3.3 Instrument

The measuring instrument was composed of 32 closed questions that could be accessed through a link on the Internet questionnaire. Each of these questions does the question of whether any of the causes of dropout mentioned in the previous point was why they left school. The response options used were those that correspond to the measuring scale Likert, these answers are: *definitely yes, probably yes, Indecisive, probably not, definitely not*. With respect to the valuation given to the responses, positive number is 1 coding and the score is on the rise according to the order of the answers until you reach the negative answer is number 5.

3.4 Data collection and processing

Fieldwork was conducted in January and February 2015. The management of each Cecati was responsible for randomly choose and deliver the league defectors students so they could access the questionnaire and answer it, or applying the instrument measuring themselves and then register online data from the quiz.

3.5 Analysis of results.

For the analysis of results the mean, standard deviation and frequencies to know the main causes of dropout, depending on gender and age of the people who participated in the survey they were used. Subsequently, an analysis of standardized regression coefficient to discover what are the greatest predictors involved in dropout was performed.

IV. Results

The results indicate that 51% of alumni respondents belonged to male and female rest 49%.Table 1 shows the top ten reasons that motivated male students to leave their training in Cecati. The main cause is the "lack of time to attend" the training center, followed by "work on the course schedule," "find work", "leave work late" and "time spent working", the latter reasons all relate to work.

Table 1: Classification in progressive order of the 10 leading causes of dropout according to the male gender.

Causes of desertion scholar	Male		
	N	Mean	S.D.
Having not enough time to assist	161	2.94	1.685
Working on course schedule	161	3.39	1.757
Finding job	161	3.42	1.730
Getting out late from work	161	3.48	1.754
Time dedicated to job	161	3.58	1.672
Lack of economical resources	161	3.63	1.568
Responsibility in home with a related	161	3.65	1.663
Absenteeism	161	3.69	1.566

There is not economical resources for transfer	161	3.82	1.520
Transfer time	161	3.86	1.508

Source: Compiled from data obtained in fieldwork.

As for the female scholar desertion reasons in order of importance changed as shown in Table 2. As can be seen, also the "having not enough time" is the main reason that prompted the surveyed women to abandon their studies. In the second of this classification is the "lack of economic resources" of what can be inferred that many of these women who defected are economically dependent, so in their priorities household spending is before the training.

Third in importance is a "responsibility at home with a family", being the children who represent the main relationship of this cause, followed by the care of the mother. The "do not have support at home" it is the fourth leading cause of school dropout in women, perhaps because of the same sex discrimination that still lives in Mexican society. As for labor reasons for the surveyed students to abandon their studies can be mentioned that are from the number seven because of the classification, a very large compared to the male sex difference, where labor reasons are first count of his own causes of desertion.

Table 2: Classification in progressive order of the 10 leading causes of desertion according to the female gender.

Causes of desertion scholar	Female		
	N	Mean	S.D.
Having not enough time to assist	152	2.99	1.738
Lack of economical resources	152	3.12	1.718
Responsibility in home with a related	152	3.57	1.682
There is no support in home	152	3.62	1.644
There is not economical resources for transfer	152	3.63	1.590
Absenteeism	152	3.63	1.642
Working on course schedule	152	3.88	1.613
Transfer time	152	3.93	1.427
Time dedicated to job	152	3.97	1.592
Getting out late from work	152	3.99	1.593

Source: Compiled from data obtained in fieldwork.

In relation to the age of respondents, it can be seen that the age range of students where the highest number of cases of school abandonment is ranging from 16 to 20 years accounted for 39.6% incidence.

The main cause of dropout in almost all age ranges was the "lack of time" except for alumni in the age range that goes from 36 to 40 years was the main cause is a "responsibility at home with a family member".

The second leading cause of various school leavers in importance in all age ranges, because while for younger students was the "lack of economic resources" for respondents who are age 26 to 35 years was "work on the course schedule", and finally, after 46 years and older the cause is a "responsibility at home with a related from family".

Table 3: Age range of respondents and main causes of desertion.

Age range	%Scholar Desertion	Mainreason	Secondmainreason	Third main reason
16 a 20	39.6%	Having no time enough	Lack of economical necessary resources	Absenteeism
21 a 25	15.7%	Having no time enough	Lack of economical necessary resources	Time dedicated to job
26 a 30	10.5%	Responsability in home with a related	Working on course schedule	Having no time enough
31 a 35	07.3%	Having no time enough	Working on the course schedule	Findingjob
36 a 40	07.0%	Having no time enough	Lack of economical necessary resources	Responsability in home with a related
41 a 45	05.4%	Having no time enough	There is no support in home	Responsability in home with a related
46 a 50	03.3%	Having no time enough	Responsability in home with a related	Getting out late from work
51 a 55	04.2%	Having no time enough	Responsability in home with a related	Working on course schedule
56 a 60	02.9%	Having no time enough	Responsability in home with a related	Lack ofinternal integration in friendship relationships
61 y más	04.2%	Having no time	Responsability in home with a related	Insufficientstudieslevel

Source: Compiled from data obtained in fieldwork.

It should be mentioned that people in the age range that goes from 36 to 40 years again is the "lack of economic resources" the second leading cause of scholar desertion, this may be due to economic responsibilities there at home with the children, because it is presumed to be an age range in which parents make strong economic costs for them.

The third main reason is varied among all age ranges of respondents, different reasons related to work and "responsibility at home with a familiar" different causes of dropout spread, however highlight "absenteeism" in the range of from 16 to 20 years. In the ranks of higher age, i.e., those ranging from 56 to 60 years and 60 years

and over, the causes were "lack of internal integration based on friendly relations" and "do not have the level of education sufficient for optimal performance in the course "respectively, in Table 3 shows the above.

"The direct effect between two variables is the coefficient of route (coefficient of standardized partial regression)" [3], and in this sense, Table 4 shows the results of standardized regression dropout.

As you can see, the variables that predict dropout mostly are "lack of time" and "work on the course schedule" both with *beta coefficient* of 0.085. The following variables are most important: "leave work late" with a *beta coefficient* of 0.084, followed by a "family responsibility", "find work" and "lack of economic resources" with a *beta coefficient* of 0.083.

These variables are the most important in the regression equation as its coefficient has the largest absolute value, apart from indicating the amount of change in the standard scores that occur in school leaving for each one-unit change in the cause corresponding. It is also important to mention that all cases are reasonably fit the line with positive slope.

Table 4: standardized regression coefficient variables of scholar desertion.

Model		Standardized coefficients	Ranking
		Beta	
1	(Constant)		
	Having no time enough to assist	0.085	1
	Working on course Schedule	0.085	2
	Getting out late from work	0.084	3
	Responsibilities in home with a related	0.083	4
	Finding job	0.083	5
	Lack of economical resources	0.083	6
	Time dedicated to job	0.082	7
	Absenteeism	0.080	8
	There is not economical resource transfer	0.077	9
	There is not support in home	0.077	10
	Walking long distances to school	0.073	11
	Lack of support from labor boss	0.073	12
	The course did not cover your needs	0.073	13
	Curriculum does not cover expectations	0.071	14
	Improper installations	0.069	15
	The cost of the transportation is expensive	0.068	16
	Chosen course is different from what I expected	0.066	17
	There is no identity with the Institution	0.064	18
	Not having enough level studies for optimal performance	0.063	19
	There is no transportation for going to school	0.063	20
	You would not like to work with what they have learned in the course	0.063	21
	Certainty that the course chosen is the right	0.062	22
	Deficient teacher performance	0.061	23
	Stress	0.061	24
	You wouldn´t have professional development with the chosen course	0.060	25
	Energy amount	0.060	26
	Low grades obtained	0.058	27
	You wouldn´t get economic benefits of the course	0.057	28
	Course with few employment opportunities	0.057	29
	There is no internal integration base on friendship relationships	0.055	30
	The course was boring	0.049	31

Source: Compiled from data obtained in fieldwork.

V. Discussion

In this investigation it was found that the factors that are related to Scholar desertion are "having no time enough", "working on course schedule," "Getting out late from work", "responsibility at home with a related from the family", " finding work "and" lack of economic resources ", this result is different to that found by Metzner and Bean [3] who obtained as main causes: the GPA, followed by quit attempt, enrolled hours, study skills and absenteeism, this perhaps it is because although in both cases are non-traditional students in this study dropout discussed in technical schools, while studies Metzner and Bean (and generally all other studies conducted on the subject) they were university students. As the "having no time enough" the leading cause of school dropout is confirmed that found by Carp et al. [17] who mentioned that non-traditional students have multiple obligations in their busy lives and school is more so the lack of time is a cause that leads to school dropout, described is also confirmed by McGivney [14], who suggests that students succumb to the everyday pressures, work or responsibilities, resulting in the loss of continuity in their studies and desertion.

In reference to age this study is consistent with Carp et al.[17], who found that education problems affect differently according to the student's age, because like Pieck Gochicoa [40] found that students under 20 drop out because of the "lack of time "" lack of economic resources "and" absenteeism ", with increasing age of people

surveyed also increase labor reasons and family responsibilities as major causes of dropout, which strongly shows the responsibility of adult learners both family labor as the result confirming studies Metzner and Bean [3]. This research also showed that students who are above 56 years is an age that would mean that you are retired people, the reasons for dropout are the "responsibility with a family member" (which in most cases they are the grandchildren) and "lack of internal integration based on relations of friendship" because in Cecati students can live as people of all ages from 16 years. Now, Wardley et al. [26] indicate that among the greater the student, the greater are the risks of early school leaving, however, the results of this study indicated that younger students are the ones who abandoned their studies Cecati, perhaps for the same instability how old they are,

It is also confirmed what has been described by authors such as Carp, et al. [17], Metzner and Bean [3], McGivney [14] indicate that the causes of desertion may vary depending on the gender of the student, because while women tend to abandon their studies for some family responsibilities, men do due to factors related to work, however, it should be mentioned that with work that is becoming more common in females, factors related to work are also present among the top 10 causes that drive women to leave her studies.

As for absenteeism as a cause of school dropout, this study confirmed the findings of Georg [21] who indicates that students who have less commitment and spend less time in the classroom, have higher tendencies of early school leavers, because in the results obtained in this investigation it was found that a strong cause of dropout for younger student was precisely the "absenteeism", i.e., 86% of these young people under 20 respondents mentioned that they do not have family responsibilities, and therefore no commitments, however are likely to spend less time in the classroom, resulting in the lost of the thread of the course topics and later desertion.

Regarding the factor: lack of sufficient level for optimal performance studies where O'Neill and Thomson [12] mention that low-skilled adult learners carry the burden of low academic self-sufficiency, this study confirms that suggestion, because respondents over 61 considered as third leading cause of school drop not having the necessary level to study the course.

As for financial resources, unlike McGivney [14] indicating that the funding problem affects more strongly students more adults than young people, this study found otherwise. Where he also strongly reflected the lack of financial resources as a cause of dropout was in females, it may be because many women economically dependent on their husbands.

Family responsibility is a factor that is associated mostly with women [19, 6, 28, 14], and this study confirms it, so it is ratified described Holder [23] who claims that not having the support of friends or family influences the persistence of students, in this case, in females was where mostly presented this problem.

The job responsibility and its different factors were the main causes of Scholar desertion, especially in males, these results confirm what was described by Polidano and Zakirova [30] who found that job responsibility does not leave much free time for study.

VI. Conclusions

This research had as main objective to define what are the main reasons why the scholar desertion happens in Cecati, resulting that the main cause is "having no time enough" followed "working on course schedule" "getting out late from work", "responsibility at home with a family" "finding work" and "lack of resources to continue studies". Not having time to attend the campus and working on course schedule, are the main causes of male, while the female having no time enough to attend the Cecati and lack of economic resources were the main reasons for school leaving.

This result is extremely important because it allows the Cecati formulate appropriate measures to reduce desertion and improve terminal efficiency strategies for the development of this research very accurate data dropout were obtained in terms of age, gender, study habits, school and academic background level of dropouts and times where most often give up.

But the result also suggests a rethink about who the students who currently have greater presence in the Cecati are therefore as can be seen in this research, scholar desertion affects differently according to age, gender, educational level and background of students, it is necessary to adjust to the characteristics of the current students to reduce dropout and offer better training services that suit their needs, since as noted, they are influenced by external factors that hinder their continuity, despite wanting to follow training, because as mentioned Pieck Gochicoa [40] people seek training to obtain a specialization associated with a trade, the desire to overcome with the acquisition of new knowledge or instructed to get a job, so the importance of Cecati today is to be greater than at the beginning, and therefore should consider offering training differently as it has been doing in the traditional manner and presence within the facility the Cecati, this can be used for example, information technology and communication as a strategy to provide training services online anytime for students who have no time to attend the campus can be trained on site and when they want and could do it.

Lines

The limitation that was presented was operational, because when we were doing fieldwork were several Cecati who did not respond to the request to apply the polls due them, which causes that reached were just representative sample proposal.

Implications for future research

It is proposed to make a research to approach and really know the students that make up today's Cecati, and the reason that drives them to do so are, as it was observed that most of the students are under 20 years old. Most of them are traditional students who have no responsibilities apart from going to school.

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