

**Artigo Original**

# Evasion And Permanence From A Students Optic: What Students Point As Influential Factors In Dropping Out And In Completing The Course Of Education

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## Abstract

This article aims to demonstrate the influential factors in the drop-out and permanence of students of the Pedagogy Degree Course in the Distance Education (DE) modality at the Federal University of São João Del-Rei (UFSJ). The data are presented based on field research that was developed from the application of a questionnaire with objective and dissertation questions, submitted to dropout students and graduates of the course. In all, 50 students participated, 17 dropouts and 33 graduates. The collected data were analyzed from a quantitative and qualitative perspective, focusing attention on student expression and opinion. The result of the analysis showed that factors endogenous to the student (lack of financial resources; lack of time to dedicate to the course; health, personal and family problems; lack of interest in the course; personal motivation; autonomy, organization and planning) were pointed out by the students themselves. students as the main influential factors in dropout and permanence in the Degree Course in Pedagogy EaD da

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UFSJ. Access to these data highlighted the relevance of student assistance policies and actions for maintaining students in higher education courses in distance learning, as well as the need for pedagogical and methodological improvements in the courses offered.

**Keywords:** Distance Education; Evasion; Permanence; Student Assistance.

## 1. Introduction

The current moment provokes constant reflection and attention on the educational scenario, not only in Brazil, but in the world, since education is a social right that must be guaranteed to all citizens. Recognition and the struggle for education for all have, in recent years, promoted the great expansion and development of educational services, with the most diverse teaching modalities and public policies for their guarantee and quality.

However, expanding the supply and access to education still faces many challenges. There is a path to be followed in order to overcome at least three of these great challenges for the universalization of education: access, permanence and quality. In higher education, in Brazil, there has been an expansion of access in the last decades with incentive policies, student assistance and the expansion of the offer, especially with the promotion and diffusion of distance education. However, with regard to the permanence and quality of education, it is necessary to stop a little more, investigating and promoting discussions on the field in search of the development of education and a comprehensive and quality training.

Distance education also shares these challenges and is based on the purpose of democratizing and facilitating access to education. It arises in the midst of changes in the field of education and establishes itself as a regular mode of teaching, dispensing with the initial idea of supplementation and emergency, and reaffirming its importance for the expansion of higher education and for continuing education (BELLONI, 2002). The offer of distance education courses has been expanding, as

well as the public served, and knowing it deeply is essential for the success of the teaching-learning process of students and the reduction of dropout rates, which are still a major problem in education Brazilian society as a whole.

The latest update of the EAD.BR Census (ABED, 2018), released in 2019, recorded that the highest percentage of institutions (22.2%) is found in dropout rates between 26% and 50%. In the course studied (Degree in Pedagogy EaD / UFSJ), the dropout rates vary according to the year of offer, ranging from 28% to 36%. Thus, in 2011, we have a percentage of 28% of dropouts, 30% in 2012 and 36% in 2014 (after graduating in August 2018), and this number is not yet definitive, since it will be concluded only in August 2020, when the maximum payment period for the 2014 class ends.

These indices and the social, economic and political impacts caused by evasion have stimulated and mobilized researchers to investigate the rates, their causes and the problems linked to this phenomenon, which result in the discontinuity of training. The growing academic researches published show the recurrence of high dropout rates and portray the reality of this field of knowledge in Brazilian education.

In view of this reality, some questions are recurrent: why does evasion present high rates in this modality? What are the influential factors in evasion? On the other hand, what motivates students to persevere in the face of various factors for dropping out? What measures are offered to students to avoid evasion?

In this sense, it is important to listen to the students and also pay attention to factors of influence for the permanence, because, although the causes for evasion serve as parameters for the management actions in facing the problem, examples, stimuli and positive experiences can be effective to better understand the factors that interfere in the success or failure of the DE student in his education trajectory. Although there is a tendency to look for the causes of failure, it is essential to reverse the perspective and also emphasize successful experiences.

In view of this, the research that supports this article, carried out at the master's level, aimed to foster reflection, by allowing rethinking the educational process of distance education, based on the student and his context, combining knowledge and information about the forms of access, of the conditions for the permanence and conclusion of the graduation, as well as the quality of the learning that they attribute to their formation process. To this end, evasion and permanence factors were considered from the perspective of the students, thus bringing elements that can contribute to the reflection on the adequacy of public policies, guidelines, curricula, methodologies used and the process of appropriation. knowledge itself. Therefore, the pedagogical aspects related to the students' evasion and permanence were focused. On this, Schnitman (2010) points out that:

It is important to know the profile of the student who opts for this educational modality, unveiling his desires, motivations and difficulties. The mapping of the online education student profile can contribute to: the design of models of virtual learning environments, the creation of didactic-pedagogical strategies, as well as the creation of appropriate evaluation processes, reducing who knows, dropout (SCHNITMAN, 2010, p. 2).

To this end, a field research was carried out which involved the application of questionnaires to students of the three offers of the Pedagogy EaD course of a federal institution of higher education. These questionnaires contained a common part, with questions related to the socioeconomic context, and a second diversified part, aimed at dropouts and graduates. This differentiated part addressed discursive questions directed with the objective of making the students express their opinions regarding evasion or permanence. In this way, the answers were analyzed according to the quantitative and qualitative perspective, aiming at a knowledge about the profile and the mapping of the factors of permanence and evasion.

## 2. Development

### 2.1. Factors Influencing Evasion: The Student's Opinion

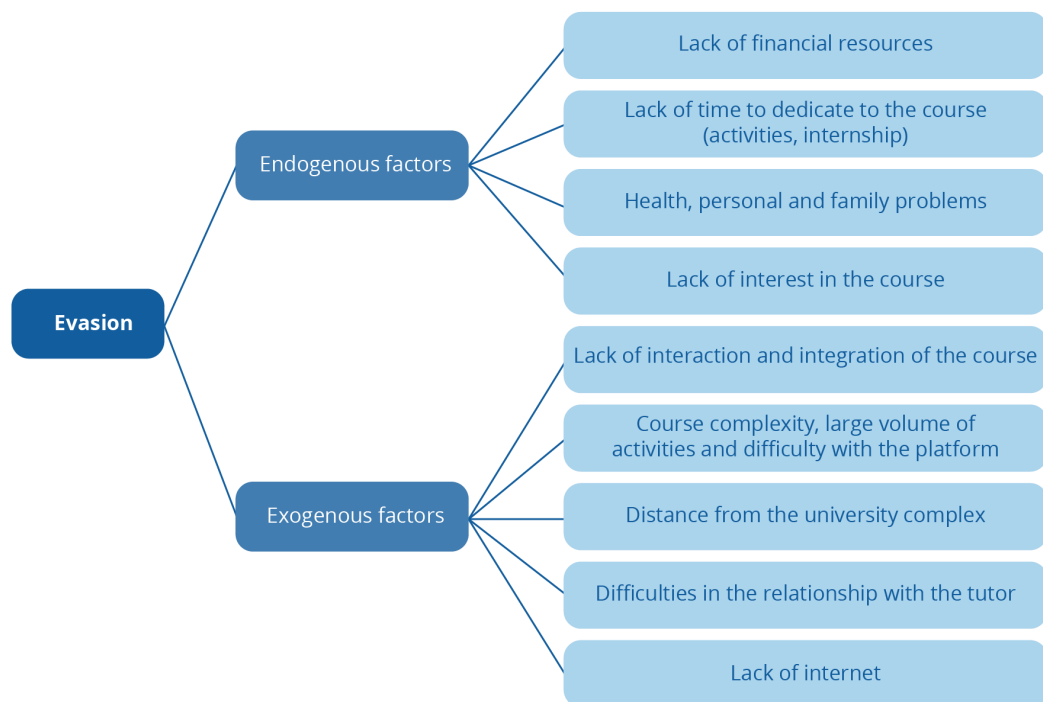
In view of the evasion rates raised during the editions of the Pedagogy Course, the aim was to open a space for students to express their ideas in relation to evasion and permanence. The questionnaire applied was divided into two parts, the first with common objective questions, both to the group of dropout students and to the group of students who concluded, bringing questions related to their socioeconomic contexts. The second part, on the other hand, consisted of diversified questions aimed at dropouts and graduates. This differentiated part addresses discursive issues in order to guarantee students a space to express their opinions regarding evasion or permanence.

Given the breadth of the research and the need to compile the data to compose this article, it was decided to present the student's opinion in relation to the influential factors in evasion and permanence. It opens up the space for students to describe, with total freedom, what really affected and motivated them throughout the course, thus favoring the understanding of permanence and reducing dropout in distance education. Altogether 50 students are part of the research, being 17 dropouts and 33 graduates.

Students were asked to point out what was really relevant to evasion and permanence. In order to facilitate the visualization and analysis of the responses of the 50 students, we opted for the use of analysis categories that are divided into endogenous and exogenous factors for the students to map the factors influencing evasion and permanence. However, it is clear that exogenous and endogenous factors are inseparable in the subject's life, the nomenclature is only a resource to facilitate the visualization of the factors.

From this categorization it was possible to build flowcharts in order to group and highlight the factors that appear in the students' speech, facilitating visualization and understanding. The first depicts evasion by dividing the factors into the two categories, as shown below.

**Figure 1 – Flowchart of determining factors for dropout in students' opinions**



Source: Prepared by the author based on the responses to the questionnaire.

Four endogenous factors are mentioned: 1- Lack of financial resources; 2- Lack of time to dedicate to the course; 3- Health, personal and family problems; and 4- Lack of interest in the course. Together they appear in 10 responses out of the 17 analyzed, which corresponds to approximately 60% of the citations, that is, most students attribute the cause of dropout to endogenous factors.

With regard to evasion, these factors are also pointed out in other studies. Paulominas (2010), for example, mentions that the lack of time (53%) and financial resources (35%) appear as the two most evident reasons for evasion, according to the Brazilian Statistical Yearbook of Open and Distance Education (ABRAEAD, 2008). This quote is in line with this research, since the two factors together correspond to 50% of the endogenous reasons cited by the students, that is, they were factors cited by 5 students out of the 10 who pointed out endogenous factors in the questionnaire. The lack of time to dedicate to studies is the most

evident endogenous factor in this research, appearing in the quotation of 4 students. Most of the dropout students surveyed believed that the distance education course would be easier than the face-to-face course, requiring less time and dedication, an expectation that proved to be wrong. Distance education requires organization, discipline and time to fulfill the basic requirements and activities to complete the course.

Thus, the difficulty in managing the time dedicated to studies by students is presented as a recurring cause in research on dropout. Laham (2016) corroborates this point when saying that among the causes exogenous to the course, the lack of time for the study is more frequent among the students' records. As in Maurício (2015), which presents the lack of time as a factor that contributes to the evasion in the response of 23 students in their research.

It is evident, therefore, that the lack of time can be considered a recurring problem in distance education, demonstrating the difficulty in managing activities and reconciling studies with personal and professional activities. According to the profile of the student surveyed in this research, most of them are composed of married people, with children and who exercise some type of professional activity. This reveals that institutions need to pay attention to this indicator, which, although endogenous to the student, must be taken into account when planning the course. This data must also be brought to the attention of teachers, tutors, coordinators and all those involved, so that there is an effective monitoring of the student and an aid in understanding the dynamics of the course, the relationship of time and organization necessary for the permanence.

Palloff and Pratt (2004) emphasize that this assistance to students, especially those who enter Distance Education for the first time, is important to clarify what is expected of them and offers them guidelines and guidance about the online learning process and time necessary for dedication to the course. This practice of guiding and monitoring the student at the beginning of the course can prevent abandonment. It is worth noting that in this research, dropout in the first three periods reached the highest percentage and, therefore, could be avoided or, at least, mitigated with effective monitoring of the student.

From this perspective, Delgado (2018) reaffirms the need for assistance to students in time management, as well as signaling the importance of financial aid for maintaining the student in the course. The author opens a parenthesis for criticism by asking why financial aid is exclusive to the on-site teaching modality.

This research revealed the need to grant students of distance education a financial aid for Student Assistance to students regularly enrolled in a situation of socioeconomic vulnerability, because, through the questionnaire applied to distance learning students, it was revealed that the financial factor is a predictor of student dropout. Currently, all UFMS notices that offer student aid are aimed at face-to-face undergraduate courses, excluding distance learning students (DELGADO, 2018, p. 67).

Student assistance policies for distance learning students, as in the face-to-face modality, can be considered an important strategy in reducing dropout. They can provide the student with assistance to maintain them during graduation, also acting on the time factor, since the student could shorten the workday or even abstain from it for exclusive dedication to the course. The lack of financial resources to stay on course, associated with the lack of time are predictors of dropout. There is a predisposition to consider distance education as a modality that requires little investment to achieve a high demand. However, not only the institution needs to invest, but also the student. He needs to have resources for transportation to the classroom, which is often not in the city of residence. He needs power and invest in electronic equipment, as well as an efficient internet. Without neglecting personal, health, leisure and cultural needs.

This point of the research takes us, in turn, to the work of Bourdieu and Passeron (2009), which helps us to understand the social inequalities and the mechanisms of elimination of the popular strata in the access and permanence in higher education. As mechanisms of elimination can be mentioned: the absence of cultural capital and economic capital and the social origin of the student. According to Bourdieu and



Passeron (2009), the unavailability of financial resources impacts access to education and permanence at this level of education. Lima Junior, Ostermann and Rezende (2012), in the light of Bourdieu, point out that:

In the sociology of education, school success and failure tend to be considered mechanisms through which the educational system contributes to the reproduction of social classes and, on the other hand, the students' original position in the structure of class relations tends to be perceived as an influential factor with regard to your success and your school career. The recognition of this relationship is mainly due to the finding that in sufficiently heterogeneous populations, children of richer and more successful parents at school tend to develop longer and more prestigious school trajectories, while children of poor and less educated parents tend to be more subject to school failure and short trajectories (LIMA JUNIOR; OSTERMANN; REZENDE, 2012, p. 113).

In this perspective, relating social position to the availability of financial resources, Bourdieu and several researchers reveal that this factor impacts school success or failure. The student who has financial resources can invest in material elements, culture and knowledge, as well as having time to dedicate to studies.

Thus, there are studies that point out the lack of financial resources as the most influential factor in evasion, leaving the lack of time and the difficulty in reconciling studies with other activities in the background. This result corroborates the results found by Souza (2017), in which this factor presented a recurrence in 29% of the questionnaires, assuming the first position of causes of evasion. The predominance of this variable is also proven in the research by Sotero (2014), Gaioso (2005) and Delgado (2018).

The other endogenous factors cited by dropout students include: health, personal and family problems and lack of interest in the course. This may be associated with a lack of meaning, personal identification

and affinity with the course, factors cited by Fiuza (2012) as influential variables in the student's permanence. Finding meaning and identification with the chosen course is a motivating factor for persistence, however its reverse can influence and cause evasion, since the lack of a concrete goal causes discouragement.

This factor appears little in the studies on dropout, according to the studies carried out, its reverse, the personal interest in the course, appears more as a predictor of permanence. However, Sales Junior (2015) points out, as a result of his study on dropout, at the Federal University of Espírito Santo, the influence of disinterest, called in the research due to disillusionment with the course. This appears in third place among the individual reasons for evasion. Silva (2016) also presents dissatisfaction with the course among the causes of evasion, with 6%. Therefore, this proves to be a factor that deserves attention.

Disinterest is an element of subjective analysis, since it relates to forces intrinsic to the subject, in which the institution and teachers may not be able to access and collaborate in changing their position. However, it is possible to help the student in the process of choosing an undergraduate course, providing him with information on the field, on the demands of the labor market, on the curriculum, functions and activities. This can contribute to an assertive choice, saving the student from accessing the course and not identifying with him.

The last endogenous factor mentioned by the students brings problems related to health, personal and family issues, apparent in 4 answers. In addition to health problems, the others, personal and family, were not specified. Within personal and family problems, there are a range of issues inherent to the subject. This factor shows that the motivation to stay on the course was changed in the face of these incidents and unforeseen situations.

This variable appears in the research by Silva (2016), which inserts these problems globally in the personal factors identified as causes of evasion. Together, these factors add up to 56%, in the related survey. Laham (2016) also presents this factor in his research, which points out that issues related to personal or family health problems account for

18% of the reasons for evasion pointed out by students. Guidotti and Verdum (2016), in turn, corroborate this result, including this factor among the five most recurrent: personal or family problems, financial problems, personal reasons, health reasons and lack of time.

Although it is an intrinsic factor to the student, health, personal and family problems also need attention so that its effects on dropout can be mitigated. In relation to health, there are situations in which the monitoring of the student by the institution may favor the permanence when establishing strategies and adaptations. Introducing students to the possibility of attending and / or adapting to their needs demonstrates the attention and willingness to collaborate with their persistence. Personal and family problems, although not specified, can also be placed in this monitoring plan, respecting, of course, the limits placed by the student in his intimacy.

With regard to factors exogenous to the student, 40% of respondents who evaded pointed them out as determining factors in evasion, that is, 07 students pointed out this factor. They include interaction, methodological, pedagogical, structural and support problems, according to the following notes: lack of interaction and integration in the course; course complexity; large volume of activities and difficulty with the platform; pole distance; difficulty in the relationship with the tutor and lack of internet.

The first factors include the lack of interaction and integration in the course and the difficulty in the relationship with the tutor, who, as well as the difficulty with the development of the course and the lack of available internet, were pointed out by the students as contributing factors in dropout. Therefore, these four factors appear as both contributors and determinants for evasion.

The lack of interaction and the establishment of a healthy relationship between students and teachers, tutors and colleagues, present themselves as a recurring problem in distance education. Favero (2006) found that the interaction and the effective participation of students in the course favor the permanence, since those who were more involved were those who stayed longer or completed the course. The author

emphasizes the importance of tutoring and cooperation between students for the construction of knowledge and for maintaining interaction with students, thus avoiding a higher dropout rate.

[...] in the perspective of doing distance education and not teaching, tutoring takes on an important role, as it is the responsibility of ensuring the interaction, necessary for the construction of knowledge, to answer the students' theoretical doubts and, still, , to minimize the high dropout rates that systematically occur in distance education, which becomes very difficult, since there is still no model - as a reference, and not as a paradigm - both for training and for the performance of tutors. [...] We realized that many dropout students did not access the collective spaces for discussion once, not least because, in our time, the culture of sharing and cooperating, in the Piagetian sense, has been very little valued. Most of the students who did so were the graduates who revealed a significant level of autonomy and independence in navigating and conducting the course (OLIVEIRA et al. apud FAVERO, 2006, p.56).

Thus, it should be noted that interaction and dialogue are social processes that encourage collectivity, cooperation and solidarity between people. It allows the construction of interpersonal relationships and the discovery of affinities, it is the materialization of presence in distance education. The institution, in the voice of the teacher and the tutor, needs to combine the discourse and actions to promote interaction and an effective dialogue space during the course, motivating participation in the forums, creating group activities, strengthening the feeling of collectivity among the students. students and, mainly, awakening in them the certainty that they are part of an undergraduate class within an educational institution.

The students' reports reveal the feeling of loneliness and not belonging to the educational space. Other research also corroborates this result, for example, Laham (2016, p. 405) shows that the subcategory "lack of interaction and interactivity in the virtual learning environment

(feeling of loneliness)” appears among the endogenous causes of the course. Likewise, Souza (2009) reveals that the quality of the interaction promoted by tutoring was pointed out as the main factor for the low dropout rate and warns:

These data point us in the direction that the institutions that offer or intend to offer courses in distance learning should follow. The increase in the quality of interaction, minimizing the issue of geographic distance, and the concern to have, in its staff, trained teachers will cause the society to have the correct perception of quality, causing, consequently, to decrease evasion levels of distance learning, throughout the country (SOUZA, 2009, p. 62).

Thus, in order for society to recognize the important role of distance education and the quality of education it can achieve, there is a need for an effective work of attention to the student who chooses this modality. In this sense, another factor pointed out by the students corresponds to methodological, pedagogical and instructional design issues. The students revealed that the complexity of the course, the large volume of activities and the difficulty with the platform were decisive for evasion.

These factors are directly related to the course structure established by the institution. Regarding the complexity of the course, there are several issues that can lead the student to this perception, for example: the difficulty in completing high school and other school stages; the distance from studies for a prolonged period, remembering that the majority of students in the course are over 30 years old; the lack of time to devote more time to content; the confrontation of being in front of a new field of knowledge, which initially may cause a difficulty in understanding and learning difficulties. However, the problem may also be in the curriculum structure of the course that distances itself from its target audience.

In this perspective, there is a tendency to give the student the responsibility to adapt to the course, to fulfill all tasks and requirements and to become familiar with the platform. However, the central reason for building and offering a course is the student. The curricular,

methodological and instructional designer structure must be designed to reach the target audience, paying attention to their characteristics and making adaptations so that students can develop knowledge in a satisfactory way. The volume of activities, for example, should be thought of to favor the student who, for the most part, works, without dispensing with the basic requirements for a good higher education. A platform with easy access and interactivity is also required, in addition to proposing a basic course to develop the skills necessary for online learning.

In this way, these exogenous factors could be mitigated, providing the student with a more comfortable learning process and attentive to their needs. These factors are recurrent and arranged by several researches. Sotero (2014) states that, although mentioned by a smaller number of students, the difficulty with the disciplines impacts the student's permanence. Faced with the challenge of not understanding the didactic materials provided and not adapting to the methodology, the evasion materializes.

The workload and extra-class activities, as well as the difficulty with the virtual environment, also share the weight of being considered a cause of evasion. Paulominas (2010) points out the recurrence of these factors in his research. The researcher associates the students' speech about the volume of activities with the short time available for the study, since they need to reconcile the study with work and other activities, in addition to the difficulty of understanding in some disciplines. It also highlights the difficulty of dealing with the virtual environment, using the platform and the internet in general. This fact, according to this research, may be associated not only to the lack of training in the use of technologies, but also to generational issues. According to the profile identified in the research, the students are mostly over 30 years old, so the experience of the technologies may have been late, which requires more dedication for the development of these skills.

The last exogenous factors include the lack of internet and the distance from the classroom. The location of the university complex is designed according to a series of requirements and parameters established by public policies and institutions, aiming to serve regions lacking the

offer of higher education courses. This factor can be mitigated with the provision of aids for the displacement of the student and the objectivity of face-to-face meetings, or even the creation of partnerships with public spaces that provide internet for classes and meetings by conference, when the student's presence is not viable. These partnerships also favor students who do not have internet available at home and cannot easily access the center.

According to Laham (2016), 78% of the students surveyed live 10 to 25 km from the classroom and 8% between 50 and 200 km. This reveals that the majority of students do not live in the city where the center is located, only 13% live in the same location. Sotero (2014) presents a timid result in relation to this factor and evasion, but its presence is undeniable.

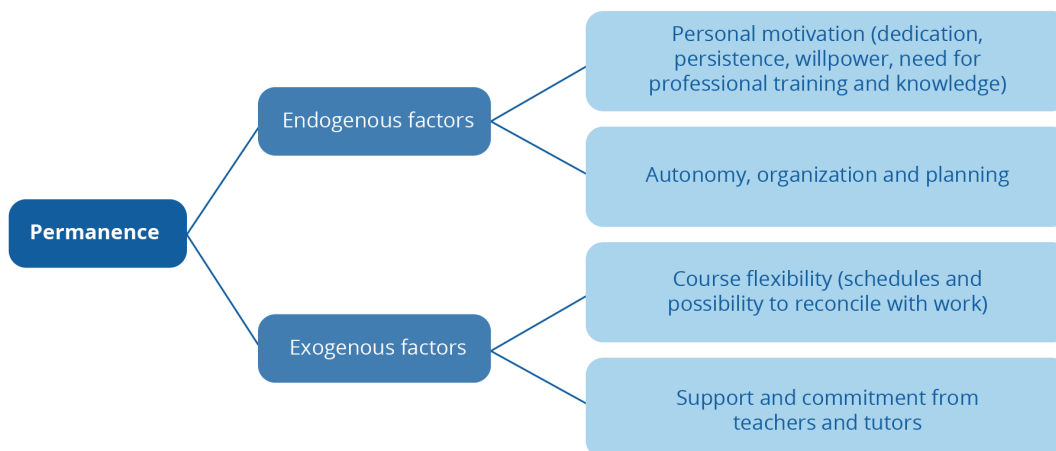
The difficulty of accessing the internet, which is the target of questioning in view of the expansion of this network around the world, is not yet democratized in Brazil. According to the IBGE, there are still households that do not have internet due to the lack of service provision and the high price.

Together, all of these conditions make up the picture of endogenous and exogenous factors that led part of the students of the three offers of the distance education course to leave the course.

## 2.2. Determining Factors In Permanence: What Students Reveal

Graduating students were also given the opportunity to position themselves in relation to permanence. They were asked to point out what they considered to be decisive for staying and completing the course. The answers, as well as those of the dropout students, were shown in the flowchart below, following the same logic of categorizing the answers for better analysis.

**Figure 2 – Flowchart of the determining factors for permanence, in the opinion of the students**



eVGC Educacional

Source: Prepared by the author based on the responses to the questionnaire.

The endogenous determining factors for permanence are mentioned by 27 students, which corresponds to about 82% and comprise: personal motivation (dedication, persistence, willpower and need for training) and autonomy, organization and planning. Personal motivation is the factor most cited by students, with 20 of the 33 responses collected. Therefore, it demonstrates that forces intrinsic to the student were paramount for the permanence throughout the graduation.

Personal motivation was also cited by most students as a contributing factor in permanence, with 13% of recurrence, present in the responses of 04 students. As stated earlier, this factor brings with it the subjectivity of the subject, who finds support in his desires, but also in the social, cultural and affective relationships that he establishes in the complex system of social life.

The two endogenous factors cited by the graduating students (personal motivation and autonomy, planning and organization) are recurrent and make this research corroborate the result of so many others that portray not only evasion, but also the permanence of students. Both



personal motivation, as well as the possibility of flexibility and autonomy in the management of studies were mentioned earlier, which reaffirms the impacts caused at the conclusion of the undergraduate course.

Thus, it is interesting to note that endogenous factors are determinants of dropout, with 60%, and, permanently, with 82%, of students' notes. Therefore, it is emphasized the attention that should be given to issues intrinsic to the student, since they can represent student failure or success. Institutions need to pay attention both to the student's profile and to their subjectivity, closely monitoring the development, performance and presence of students in the learning process.

Thus, many of the endogenous factors could leave the list of causes of evasion and take the front of the reasons for the permanence and conclusion of the course. There is still a perpetuation of prejudice and the misunderstanding that distance education has easier processes, which spends less financial resources, requires less time and can be easily accumulated with other daily activities. However, these statements are not confirmed, on the contrary, the distance education modality requires a lot of discipline, dedication, time, financial resources and material resources (electronic equipment, internet). The resources required to maintain a student in distance education, as we have seen, are similar to the face-to-face.

It is perceived that the student recognizes and assumes his responsibilities when exposing endogenous factors as contributors to evasion and demonstrates the need for the attention of institutions and public policies to at least alleviate the factors that he alone cannot overcome. It is necessary to break with the stigma that Bourdieu denounces in his sociological studies, namely: the tendency to hold only the student responsible for his school failure. The institution and the public authorities can act to favor the student's permanence, creating a monitoring plan and strategies to, together, alleviate the problems and reduce evasion.

At the same time, it is necessary to know the institutional or exogenous factors to the student, which were identified as determinants in the conclusion, seeking to highlight and improve them. In this survey, only 02 students, representing 8%, pointed out this category, the

factors are: flexibility of the course (schedules and possibility to reconcile with work) and support and commitment from teachers and tutors. The flexibility of time and space for studies and carrying out activities also appears as a contributing factor in permanence and as the main reason for choosing EaD, both for dropouts (52.9%) and for graduates (48.5 %). Schlickmann (2008) corroborates this result and points out that the flexibility provided by the modality was the main reason for choosing EaD, as it favors the reconciliation between studies and the student's routine.

The possibility for the student to choose the place and time at which they carry out their studies favors those who work and who need to reconcile several activities at the same time. However, for that, discipline, planning and organization is necessary so that this factor does not become a cause of evasion. So, with autonomy, comes the responsibility to adapt the learning process to the personal routine.

Fiuza (2012) reveals, in his research, flexibility in studies as a contributing factor in the permanence of students and presents associated terms that corroborate the perception of students in this research. The autonomy of schedules, the administration of schedules and the availability of schedules appear again, emphasizing the relationship and the perception of time by students. This factor appears in last place among the 13 presented, which highlights, as well as this research, the prevalence of factors endogenous to the student and linked to personal motivation in favoring permanence.

Therefore, if the majority of students choose distance education because they need the space-time flexibility to study and affirm that this condition favors the conclusion of the course, this factor cannot be lost sight of. The pedagogical conception of the course needs to be guided by this need presented by the target audience. In this sense, Maurício (2015) states that:

The pedagogical conception of the course allows for “space-time flexibility and autonomy in the management of the teaching-learning process, which is so necessary for a significant portion of the population that, without such an alternative, would be excluded from this process” (Researched Institution, PPC, p. 7 ), in a critical-social perspective that supports transformative actions with a view to improving the Brazilian Educational System. A pedagogical conception makes the institution's view explicit, that is, the way it perceives the subject in its entirety and formation. All works must converge in order to reach the final objective, which is to form a subject who understands himself in the world and with the world (MAURÍCIO, 2015, p. 95).

Several researchers reaffirm the need to pay attention to the need of the individual who chooses distance education, most of them workers and with families who depend on their material resources for subsistence. Spatio-temporal flexibility and the possibility of reconciling studies with different activities are factors that determine the choice and permanence in an EaD course, as well as the difficulty of its establishment is responsible for the evasion of many students (FIUZA, 2012; SOTERO, 2014; MAURÍCIO, 2015; DELGADO, 2018).

Along with the flexibility of studies, the support of teachers and tutors is also mentioned by students as a determining factor in permanence. This factor can be associated with interaction and a positive interpersonal relationship between DE actors. The reverse was presented by the evaded students as a determining factor in evasion, that is, interaction and support, when they exist, privilege the students, their absence, however, destabilizes and can cause evasion.

This demonstrates the need to establish a close and affinity relationship between DE actors. Learning happens when there is affection, when there is a union of goals, support, solidarity, the feeling of approval, encouragement, admiration and, especially, the bond. Feeling integrated and inserted in a learning space can favor persistence, since the student feels welcomed and supported to overcome the obstacles that

arise along the academic trajectory. Therefore, before any institutional action, it is necessary to see the student as a subject, who is there to learn, to graduate, but which brings with it human and affective needs.

Once again, the great value of monitoring the student in the course is emphasized, paying attention to his speech and complaint, and becoming aware of the endogenous and exogenous factors that cause the motivation for evasion or permanence, seeking the establishment of a close and trusting relationship. And, of course, with the full view that an educational institution, the teacher and the tutor exist and are mobilized for a single purpose: the training of the student, which transcends professional training and is also responsible for human training. May this vision always guide the conceptions and strategies proposed by the institutions that propose education, be it DE or face-to-face.

Thus, the analysis of the factors pointed out by the students as determinants for evasion and permanence ends.

### 3. Final Considerations

The research reported in this article focused attention on the factors pointed out by dropout students and graduates of three offers in a distance learning Pedagogy course. It was observed that dropout students pointed to endogenous factors as the main causes of dropout, with percentages around 60%, that is, 10 students. These expressed the following factors: 1 - Lack of financial resources; 2 - Lack of time to dedicate to the course; 3 - Health, personal and family problems; and 4 - Lack of interest in the course. Exogenous factors are also a source of influence, with a considerable 40% (07 responses) of students' mentions, and they are: 1 - Lack of interaction and integration in the course; 2 - Complexity of the course, large volume of activities and difficulty with the platform; 3 - Distance from the university complex; 4 - Difficulty in the relationship with the tutor; and 5 - Lack of internet.

The graduating students were also heard and revealed that endogenous factors are responsible for 82% of the permanence in the course, which were pointed out by 27 students, namely: 1 - Personal

motivation (dedication, persistence, willpower and need for training) ; 2 - Autonomy, organization and planning. As for the exogenous factors, a small portion was attributed, 8% (02 students), and comprise: 1 - Flexibility of the course (schedules and possibility to reconcile with work) and 2 - Support and commitment of teachers and tutors.

The information listed and its analysis make it possible to look at the apprentice subject, endowed with his subjectivities, in addition to placing him at the center of the teaching-learning process, guiding the construction of education projects more consistent with the target audience. The elaboration of a course, regardless of the teaching modality, requires a thorough planning, attentive to pedagogical issues, learning styles and the human formation project. Therefore, planning must be thought about how to reach this audience so that the learning process is effective, form critical and reflective subjects and circumvent dropout rates.

It is believed that the discussions presented and the reflections that will be made in addition to the results of this research can contribute to the understanding of the phenomenon of dropout in distance education and can subsidize the institutions offering these courses in the fight against the abandonment of courses by students. It is known that combating evasion is a task, in a way, ambitious and that requires thorough work by all the actors involved in education, but that, with this research, it is possible to raise awareness and encourage new reflections and actions to minimize the problem evasion in distance education.

It is understood that Distance Education has great potential in meeting the demand for higher education in Brazil, providing educational opportunities for those who may never have had the chance to study. Therefore, it is visible that distance education can be a great ally in the democratization of education, expanding the offer and reach of higher education, which gives it an important status in Brazilian society and in the world in general. Given its relevance, distance education needs to be supported by consistent public policies, which aim at the quality of education and the minimization of dropout.

In this sense, this research highlights, above all, the need to extend

student assistance policies also to the public of distance education. Considering that about 60% of dropout students presented endogenous factors as determinants for dropping out of the course, with emphasis on the limitations imposed by the lack of financial resources and the lack of time, it becomes visible that material actions to support the permanence of the students could revert this number of dropout students to graduating students, significantly migrating this amount of failure to a success amount. These student support actions, combined with methodological and pedagogical improvements in the courses offered, can be identified as the two major axes for advancing the quality and efficiency of educational processes in distance education. Achieving such success, distance education will certainly promote education for the construction of the critical, reflective and active subject, as well as learning for life, through greater and more effective democratization in access to higher education in our country.

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