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AS PROPENSÕES DA EVASÃO, NO PERÍODO DA PANDEMIA, NO CURSO DE ADMINISTRAÇÃO DE UMA FACULDADE PRIVADA DO OESTE DO PARANÁ

EVASION PROPENSITIES IN THE PANDEMIC PERIOD IN THE BUSINESS ADMINISTRATION COURSE AT A PRIVATE COLLEGE IN WESTERN PARANÁ

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Dissertation presented in partial fulfilment of the requirements for the degree of **Master of Science in Administration** in the Department of Administration, Western Paraná State University.
Dissertation Supervisor: Professora Dra. Loreni Teresinha Brandalise

Dissertação apresentada ao Programa de Pós-Graduação em Administração (PPGAdm) – Mestrado Profissional, da Universidade Estadual do Oeste do Paraná, como requisito parcial para obtenção do grau de **Mestre em Administração**.
ORIENTADOR(A): Professora Dra. Loreni Teresinha Brandalise

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Cascavel. 15 de março de 2021

DEDICATION

I dedicate this study to GOD,
It was He who helped me
To make this dream come true.
Have I not commanded you?
Be strong and courageous.
Do not be afraid;
Do not be discouraged,
For the LORD
Your God
Will be with you
Wherever you go."
Joshua 1:9

ACKNOWLEDGMENT

RESUMO

Esta pesquisa analisou as propensões da evasão na educação superior privada, no período da pandemia da COVID-19 no ano de 2020, em uma Faculdade localizada no oeste do Paraná. A investigação utilizou-se de dados quantitativos de um questionário eletrônico, sendo a amostra composta por 93 acadêmicos, também utilizou-se da metodologia qualitativa com utilização das ferramentas Análise *Swot* e as Cinco forças de Porter, as informações foram coletadas através de entrevistas com a direção e equipe estratégica da IES. Os dados do questionário foram analisados através da estatística descritiva e por meio da técnica de Modelagem de Equações Estruturais – MEE, utilizando o método Partial Least Squares (PLS), com a utilização do software SmartPLS 3.3.3. Com base no planejamento estratégico desenvolvido foram elaboradas as propostas de ações para o aprimoramento da gestão da propensão à evasão da instituição e, por meio de um modelo reflexivo, os resultados do questionário aplicado demonstram que questões econômicas, práticas pedagógicas, questões sociais de complexidade, questões de tempo e estrutura do curso constituem e são importantes dimensões da propensão à evasão na educação superior privada, no período da pandemia do ano de 2020, na IES estudada. Não se pode deixar de mencionar a questão ambiental, uma variável importante, no momento em que se vive, pessoas com baixa educação tendem a ter menos informação e com isso menor conscientização ambiental, o que pode ocasionar grandes impactos sociais. Nesse sentido, é importante promover o desenvolvimento voltado para as pessoas, um avanço que proporcione verdadeiras melhorias na qualidade de vida humana, caso contrário será um problema que a sociedade e o governo terão de enfrentar. Assim, este estudo melhora o entendimento e apresenta uma contribuição à literatura ao compreender evasão na educação superior privada na pandemia da Covid-19 no ano de 2020.

Palavras-chave: Propensão a Evasão; Educação Superior; Permanência; Pandemia da Covid-19; Sustentabilidade na Educação Superior.

ABSTRACT

This research analyzed evasion propensities in private higher education, in the period of the COVID-19 pandemic in the year 2020, in a college located in western Paraná. In this investigation, quantitative data from an electronic questionnaire were used and the sample was composed of 93 academics. The qualitative methodology was also used through the tools Swot Analysis and Porter's Five forces. The information was collected by means of interviews with the management and strategic team of the Higher Education Institutions (HEI). The questionnaire data were analyzed by descriptive statistics and by means of the Structural Equation Modeling (SEM) technique, using the Partial Least Squares (PLS) method, with the use of the SmartPLS 3.3.3 software. Based on the strategic planning developed, the actions proposed to improve the management of the institution's evasion propensity were elaborated and, by means of a reflective model, the results of the questionnaire carried out show that economic, pedagogical practices, social complexity, time, and course structure issues are important dimensions of the evasion propensity in private higher education, in the pandemic period of the year 2020, at the studied HEI. We cannot fail to mention the environmental issue, an important variable in the times in which we live; people with low education tend to have less information and therefore less environmental awareness, which can cause major social impacts. Thus, it is important to promote people-oriented development, a breakthrough that provides real improvements in the quality of human life; otherwise, it will be a problem that society and government will have to face. Therefore, this study enhances comprehension and contributes to the literature by understanding evasion in private higher education in the pandemic of Covid-19 in the year 2020.

Keywords: Evasion Propensity; Higher Education; Permanence; Covid-19 Pandemic; Sustainability in Higher Education.

SUMMARY

1   INTRODUCTION

The expansion of Brazilian Higher Education in recent years is undeniable. Data released by the Anísio Teixeira National Institute of Educational Studies and Research, INEP (2020), inform that the educational landscape in recent years in Brazil experiences a significant increase in the number of enrollments, number of establishments and undergraduate courses in Higher Education Institutions (HEIs). Through the 2019 Census of Higher Education, it is recorded that the largest number of educational institutions in Brazil are private, representing 88.4%, with 2,306 HEIs (INEP, 2020).

In 2019, 3.6 million students entered undergraduate higher education courses. Of this total, 84.6% were in private institutions and more than one million students from the private system completed their education, representing 79.9%. The private network continues to expand and the increase in the number of entrants is caused exclusively by the distance learning modality, with a positive variation between 2018 and 2019 (INEP, 2020).

The Ministry of Education – MEC (2016) – reports that, for the first time, the Census of Higher Education traced a profile of students throughout graduation, considering permanence, completion, and dropout rates. The data were for the year 2015, released by INEP, and point to a disorderly increase in the evasion rate of the entry course and in the evaluation of the trajectory of students between 2010 and 2014. In 2010, 11.4% of students dropped out of the course in which they were approved. In 2014, this number reached 49%.

With the pandemic, according to data from the union of maintainers (Semesp, 2020), in July 2020, Brazilian private universities lost more than 260,000 students, due to the extended period of paralysis of activities in classrooms. In addition to the evasion in April in 2020, 1.6 million students were unable to pay their tuition fees. In the midst of the pandemic, many students lost their jobs and, unable to pay the tuition, dropped out of their courses.

Thus, it can be seen that the increase in dropouts in higher education is a very frequent reality in institutions all over the country. The national plans have facilitated access to education, but the permanence of students is still a challenge. The evasion phenomenon has brought losses to society in the social, economic, and cultural spheres as a whole, and presents difficulties for institutions, especially private education institutions, because it falls directly on the revenue of the entities, affecting the financial dimension.

Dropout has become a great challenge for HEIs in this pandemic moment experienced worldwide, as they need to seek solutions for the causes of students dropping out. This problem should not be solved by educational institutions alone. Society and government must be integrated and concerned about dropouts at all levels of education, otherwise the losses for both colleges and society will be complex.

1.1   RESEARCH PROBLEM

The level of education of a population is a determining factor in increasing income distribution, improving the quality of life, as well as contributing to the economic growth of a country (França, 2005).

Therefore, it is necessary to discuss the importance of education for a sustainable development, since through education people can improve their knowledge, and rise socially and thus economically, and also develop greater environmental awareness, which reflects in actions that can promote the economic, social, and environmental development of society.

This study is based on the fact that Higher Education is one of the best ways to build knowledge and development in a society. Higher Education plays a crucial role in the life of any human being since it can reduce social inequality and provide for the socioeconomic advancement of individuals.

According to Dias Sobrinho (2010), education is a public welfare and a social right. Offering quality education is a priority and essential aspect in the construction of society and materialization of the State's identity, as well as a tool for socioeconomic inclusion.

According to Saviani (2005), education is closely linked to human nature, because since our ancestors, the main human activity was to transfer knowledge to their descendants, in a work process. For Mello (1991), education is an essential element of development strategies; thus, it is extremely important for the elaboration of educational public policies.

There are several national scientific productions that address evasion in private Higher Education in Brazil, such as the studies by Bardagi and Hutz (2009); Baggi (2010); Furtado and Alves (2012); Almeida (2013); Fávero (2014); Fritsch, Rocha and Vitelli (2015); Silva (2015); Cunha, De Luca, Lima, Cornacchione and Ott (2015). Lourenço (2014); Oliveira (2017); Santos, Davoglio, Lettnin, Spagnolo and Nascimento, (2017); Ambiel, Santos and Dalbosco (2017); Santos (2018); Gonçalves (2018); Fonseca (2018); Mascena (2018); Alba (2018); David and Chaym (2019).

Starting from the theoretical assumption that many studies talk about evasion, there are few portraying specific actions or strategies that help private HEIs in combating evasion, and despite this vast literature, there are gaps linked to the context that deserve investigations, such as the great challenge of higher education institutions in retaining students during the COVID - 19 pandemic.

According to the executive director of the Union of Maintainers of Higher Education in the State of São Paulo (Semesp), Capelato (2019), the private Higher Education sector has done much to democratize and improve the quality of Brazilian education, increasingly expanding its role as an economic and social agent by allowing a growing portion of the country's population to have access to higher education.

Given the above, it is useful, from a theoretical and practical standpoint, to investigate dropouts in private Higher Education in this pandemic moment, and to guide the possibilities with actions that support or contribute to increase the permanence rates of undergraduates in the HEIs and help in the future rescue of these evaded students so they can finish their course. Thus, the research question of this dissertation is the following: during the Covid-19 pandemic in 2020, what are the evasion propensities of academic students in the Business Administration course of a private college? To answer this question, the objectives described below were elaborated.

1.2 OBJECTIVES

This research aims to collaborate with the aforementioned field of study and seeks to investigate and describe the propensity of evasion of academic students of the Business Administration course of a private college, located in western Paraná, in the year 2020, during the corona virus pandemic, exposing the main variables that may influence the decision of not completing the undergraduate course. Thus, it allows the inference of important contributions for institutions, society, and the entire Higher Education system.

1.2.1 General

Survey the evasion propensities of academic students in the Business Administration course of a private college during the period of the corona virus pandemic in 2020.

1.2.2   Specifics

    a) Survey the main determinants of dropout, in private higher education, pointed out in other studies in the period from 2009 to 2019.

    b) Evaluate among students the main propensities for dropping out in the pandemic period and which variables remain statistically significant.

    c) Perform a strategic evaluation of the faculty and propose actions that contribute to the studied HEI in order to prevent and/or reduce the dropout rates in the Business Administration course.

1.3   RATIONALE AND CONTRIBUTION OF THE TECHNICAL PRODUCT

A research was conducted, at the beginning of this dissertation, aimed at investigating the academic productions that dealt with dropout in private Higher Education and the actions that HEIs create to mitigate this problem. The database used was the theses and dissertations database (BDTD, acronym in Portuguese), the CAPES catalog, and periodicals on the Plataforma Sucupira between 2009 and 2019 *Qualis* A1, A2, B1, B2, or B3.

Twenty-three studies that contributed to this research proposal were selected, 18 of which were conducted in Brazilian universities and five in international institutions. Most studies addressed the reasons why students do not complete private higher education. Little is said about strategies or actions for student retention as presented in the studies of Almeida (2013), Lourenço (2014), and Silva (2015). This diagnosis was already proven by Baggi, (2010), in the literature survey in which the author states that there are few educational institutions, both public and private, that have specific programs to address the evasion problem. There is a lack of experiences in relation to dropout control and when they exist they are inefficient.

In these studies, no proposal similar to this research was found. The theme is still little explored in academic productions, with low expressiveness, allowing a vast opportunity for the advancement of studies on action strategies to combat dropout in private higher education.

The dropout phenomenon in Higher Education is a problem that must be tackled categorically by educational institutions, since it represents structural, financial, human, and social waste.

An increase in the offer of Higher Education courses is perceived, so that it is possible to raise the educational level of the population; however, the concern should not only be related to the access of students, but also to their permanence.

In this scenario, the importance of the topic for the academy is justified, as it adds knowledge and expands the literature on actions or strategies for the retention of academics in private Higher Education. This study is relevant in the theoretical field, as it will provide understanding on the theme and serve as support in the challenges that surround dropout for both researchers and managers of this institution.

1.4   DISSERTATION STRUCTURE

The dissertation is structured as follows:

- Chapter 1: Addresses the introduction, the study's research question, the general objective, the specific objectives, the justification, and also the work's contribution;
- Chapter 2: Exposes the theoretical referential about the institutions and the Brazilian higher education panorama, evasion concepts in higher education, the main causes of evasion in higher education, retention policies and permanence, the impact and sustainability of HEIs in higher education in the covid-19 pandemic, student retention strategies, and similar experiences in Brazil and worldwide;
- Chapter 3: Presents the research method and techniques of the technical production, the research design, the data collection procedures, the data analysis procedure, and the limitations of the research methods and techniques.
- Chapter 4: Presents the context of the problem situation;
- Chapter 5: Presents the analysis and interpretation of the results;
- Chapter 6: Presents the contributions to practice;
- Chapter 7: Presents the final considerations of the study and also the suggestions for future work.

2   THEORETICAL AND PRACTICAL REFERENCES

The chapter presents a synthesis of the theoretical concepts and definitions that underpinned this study: the institutions and the Brazilian higher education scenario, evasion concepts in higher education, main causes of evasion in higher education, public policies for retention and permanence, impact, and sustainability of HEIs in higher education during the Covid-19 pandemic, student retention strategies, and similar experiences in Brazil and worldwide.

2.1   INSTITUTIONS AND THE BRAZILIAN HIGHER EDUCATION PANORAMA

Article 205 of the 1988 Federal Constitution (FC) determines that education is defined as a right for all and a duty of the State and Family, and that it should be encouraged and promoted with the collaboration of society. In Article 211, the FC/88 holds the Union, the States, the Federal District, and the Municipalities responsible for the organization of their educational systems with regard to supply and financing. Likewise, the aforementioned Charter establishes the contribution and responsibility of each entity of the Federation and the State for guaranteeing and making this right effective. Furthermore, the Law of Directives and Bases for National Education, Law No. 9.394/1996, establishes that school education is composed of basic education (early childhood education, elementary school, and high school) and higher education. It prescribes that education is a continuous process of individual development towards greater social integration (Pereira, 2003).

In 2014, the government approved the Brazilian National Education Plan (PNE, in Portuguese) that determines goals, guidelines, and strategies to be implemented from Early Childhood Education to Higher Education by 2024. One of the goals set by the PNE is to increase the enrollment rate of 18- to 24-year-olds in the Higher Education system. The goal is to increase the rate from 34.6% to 50% (PNE - LAW No. 13.005/2014).

According to the Census of Higher Education 2019, released by the Brazilian National Institute of Educational Studies and Research Anísio Teixeira (INEP, in Portuguese), it shows that Brazil has advanced very little in higher education and this confirms a worrisome outlook for the Ministry of Education. The government is far from the goals projected by the National

Education Plan for Higher Education in Brazil, i.e., almost half of the students who enter do not complete their degrees, (Census, 2019).

Brazil is behind countries such as Mexico, Chile, Colombia, Argentina, Portugal, Spain, France, the United States, the United Kingdom, Japan, Canada, Russia, and South Korea when evaluating the percentage of the population with higher education within the 25-34 age group. Only 19.6% have a degree (Augusto, 2019).

According to the federal government, in the 2018 Census, almost 40% of the population aged 18 to 24 have completed high school and do not attend university. In this universe, only 21.7% attend some higher education course (Brazil, 2020).

In-person education fell by -1.5% in 2019. Distance Learning (DL), in contrast, rose 15.9%. However, at the same time that enrollments grow, the supply increases much more. The number of centers, of institutions and of courses in the DL modality increased; thus, the supply was significantly higher than the demand (Semesp, 2020).

The Brazilian Higher Education system is composed of 302 public HEIs and 2,306 private HEIs. The private network is responsible for the growth of higher education institutions, representing 88.4% of the country's total HEIs (INEP, 2020).

In Brazil, there are 2.2 students enrolled in the private network for every student enrolled in the public network. In 2019, more than 16.4 million openings were offered in undergraduate courses; the private network offered 94.9% of this total (INEP, 2020).

The representativeness in Brazilian higher education in 2019, in terms of enrollments in private undergraduate courses, is large when compared to the public network. According to the Census of Higher Education (2020), the private network continues to expand. The number of entrants has increased by 8.7%, accounting for 3.6 million students. Of this total, 84.6% are in private institutions. In the period between 2009 and 2019, the private network grew 87.1%.

According to data released by INEP (2020) in 2019, almost 60% of entrants chose a bachelor's degree course. The choice continues to concentrate the majority of entrants in higher education (58.0%), followed by technological courses (22.7%) and undergraduate courses (20.2%). The increase in the number of entrants is caused, exclusively, by the distance learning modality and it also registers a dropout rate higher than in-class courses.

In Brazil, the majority of the young people are concentrated in in-class education. DL absorbs older students who are already in the job market. The lack of investment in classroom education is worrisome, since it is the modality that absorbs the youngest people who have just finished high school and who make up the calculation of the net schooling rate (Capelato, 2019).

According to Capelato (2019), the country cannot give up the classroom model as a strategy to raise the schooling rate of the population. However, this does not imply leaving distance learning aside. Brazil needs to end this division between modalities. All accredited institutions should be able to offer both modalities. This would improve the diversity of courses and the motivation of young people.

According to Barreiro and Terribili (2007), education has become a business segment, attracting entrepreneurs encouraged by the support present in the legislation, policies, and regulations aimed at the growing demand for education. According to the authors, the government facilitated the entry of students into private institutions to supply the required places, since public institutions could not offer them through other undergraduate courses.

Sguissardi (2014) states that the elitization of higher education is a worrying factor, because it is limited to different aspects, including social inequality, income, and socioeconomic factors. In this sense, it is essential that the State takes on a role as a generator of educational public policies and enables university expansion. Hofling (2001) instructs that the State must opt for universalizing public policies, which ensure that the popular classes have access to knowledge and that, in this way, social inequality indexes are reduced.

2.2   EVASION CONCEPTS IN HIGHER EDUCATION

The concept of dropout, at first, can be assimilated as something easy to understand. It is seen as the effect of the student leaving the course before obtaining the diploma. Therefore, the concepts of dropout in Higher Education can be interpreted, according to the researcher, depending on the study that is being conducted at the moment.

Evasion in Higher Education is defined as the student leaving or quitting the course, the HEI, or the system, voluntarily or not, definitively or temporarily, regardless of the reason or cause, without graduating (Costa, 1991, Mec/Andifes/Abruem/Sesu, 1996, Souza, 1999, Souza, Oliveira, Gonçalves 2003 & Lobo, 2012)

Baggi (2010) describes evasion as a complex social phenomenon, defined as an interruption in the study cycle. School dropout means giving up studies for any reason, except for its conclusion (Fritsch, 2017).

Melo *et al*. (2013) understand as an evaded student the individual who entered the HEI and who requested cancellation of enrollment at the academic registration sector. According to Polydoro *et al*. (2001), evasion can occur in the form of abandonment, transfer, or

termination, and is sometimes temporary or permanent. For Maciel, Lima, and Gimenez (2016), dropout represents the disconnection from the course or institution and interferes in the disruption of access to this level of education.

INEP (1998) differentiates dropout and evasion: The technical concept of dropout is different from evasion. Dropout means that the student leaves school one year but returns the next year. Evasion means that the student leaves school and does not return to the system.

The educational system classifies evasion as "the definitive leaving of the course of origin without completion, or the difference between entrants and completers, after a full generation," Brazil/Mec (1997, p.19).

To establish methodological parameters, the Special Commission for Studies on Evasion in Public HEIs Brazil/Mec (1997), as a way to guarantee the accuracy and comparability of results, "school evasion" occurs at three different levels (or types): of the course, of the institution, and of the system. Table 1 presents the definition of dropout and the respective definition for each level.

Levels	Aspects inherent to each level
Course Evasion	When students withdraw from the higher education course in different situations, such as: abandonment, withdrawal, transfer or reoption, cancellation, or exclusion by institutional norms.
Evasion from the institution	When students leave the institution in which they are enrolled.
System evasion	When the student permanently or temporarily drops out of higher education.

Chart 1. Definition of evasion levels
Source: MEC (1996)

Evasion is a highly damaging phenomenon to the higher education system because it represents the failure in the formation, also presenting moments of retraction and expansion in the last decade (Hoffmann, Nunes & Muller, 2019).

Evasion has become more frequent in private institutions. Lopes (2006) states that much is done to gain new students, but very little effort has been made to retain or increase the level of satisfaction. Dropout rates grow as new courses and new institutions are offered.

According to Cruz and Houri (2017), evasion is, no doubt, a feature of the structure (or unstructure) of Brazilian education at all levels of education, not only in higher education. It is a symptom of the Brazilian educational situation as a whole, and should be addressed with the centrality that it, in fact, has in our educational systems.

According to Lobo (2012), dropout is one of the biggest problems at any level of education and it is also one of the biggest problems in Brazilian higher education, both public and private. The abandonment of the student without finishing his studies represents a social, resource, and time loss for all those involved in the teaching process. It is a collective loss, because the student, his teachers, the educational institution, the education system, and the whole society (that is, the country) have lost.

Patto (1996) already stated that evasion was a problem and that, over the years, it could increase in proportion and cause damage to the country's educational policy, since the losses are for both students and institutions. For Costa *et al*. (2018), higher education dropout is an international problem that affects the outcome of educational systems. Thus, it is important to understand evasion, its causes, and especially its consequences (Gama, 2018).

According to Silva Filho *et al*. (2007), it is important and necessary to know the real reasons why students drop out of the course, since this can cause problems both for them and for the institutions

2.3   MAIN CAUSES OF DROPOUT IN HIGHER EDUCATION

Education Minister Mendonça Filho, in 2016, said that the Higher Education Census reinforces the thesis that there is a great need for high school reform in Brazil. According to him, the lack of vocational guidance during high school is one of the aggravating factors, which contributes to a significant dropout of young people in higher education.

According to Kuller (2011), Figure 1 shows the main causes of dropout: social, cultural, and structural issues. Added to this are other problems, such as: economic, unemployment, cyclical, family, and the unpreparedness of the student.
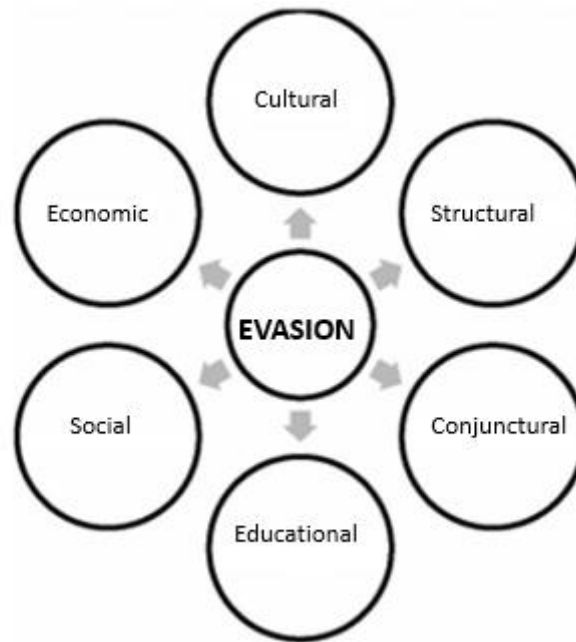
Figure 1. Main causes of evasions
Source: Kuller (2011)

It is noted that the evasion process has been going on for years. In his studies, Tinto (1975) states that it is a result of the student's level of social and academic integration into the educational institution. This integration into the academic environment is related to individual attributes (race, sex, academic skills), to previous experiences (education and school history, and resourcefulness in social relationships), and to the family context (socioeconomic status, family environment, values, and expectations), and these are the same problems that persist in the realm of academic dropout.

Evasion in private higher education is complex since students' decisions are very particular. There are several determining reasons, indicated in the literature studied, as shown in Chart 2.

Reason for Evasion	Authors
Lack of knowledge of the course	Almeida, (2013).
Frustration with the academic experience	Santos, (2018), Zając and Brodowska (2018).
Few career perspectives/ uncertainties about the job market	Fritsch, Rocha, Vitelli (2015). Ingholt, Sørensen, Andersen, Zinckernagel, Holmberg, Frank, Stock, Thomsen and Rod (2015). Ambiel, Santos and Dalbosco (2017). Ashour (2019)
Vocational issues	Bardagi and Hutz (2009). Almeida, (2013). Santos, Davoglio, Lettnin, Spagnolo and Nascimento (2017). Eegdeman, Meeter and Klaveren, (2018). Zając and Brodowska (2018).
Social Inequality/Social interaction	Baggi, 2010. Ingholt, Sørensen, Andersen, Zinckernagel, Holmberg, Frank, Stock, Thomsen and Rod (2015), Silva, (2015). Fritsch, Rocha, Vitelli (2015). Gonçalves, (2018).
Financial conditions	Baggi, (2010). Almeida, (2013). Lourenço, (2014). Fritsch, Rocha, Vitelli (2015). Gonçalves, (2018). Oliveira, (2018). Fonseca, (2018). Santos, (2018). Mascena, (2018). Alba, (2018). Oseguera and Rhee (2009). Ashour (2019). David and Chaym (2019)
Dissatisfaction with personal life	Fávero, (2014). Cunha, De Luca, Lima, Cornacchione and Ott (2015). Santos, Davoglio, Lettnin, Spagnolo and Nascimento (2017)
Living far from the HEI	Fonseca, (2018). Lourenço, (2014). Almeida, (2013). Santos, (2018).

Problems with infrastructure and institutional services	Almeida, (2013). Santos, (2018). Ashour (2019). David and Chaym (2019)
Didactic-pedagogical/methodological factors of the professors	Almeida, (2013). Silva, (2015). Santos, (2018). David and Chaym (2019).
Low grades or failing grades in subjects	Furtado and Alves (2012). Fritsch, Rocha, Vitelli (2015) Ingholt, Sørensen, Andersen, Zinckernagel, Holmberg, Frank, Stock, Thomsen and Rod (2015). Oliveira, (2018). Alba, (2018).
Time and difficulty of compatibility of the course to develop the activities and demands of the world of work	Oliveira, 2018. Mascena, (2018).
Dissatisfaction with the course (curriculum); little visibility on practice	Almeida, (2013). Silva, (2015). Santos, (2018).
Study shift (evening)	Fonseca, (2018) David and Chaym (2019)
University stress / demotivation	Gonçalves, (2018). Oliveira, (2018).
Difficulties in the family environment	Oliveira, (2018).
Pregnant Women	Lourenço, (2014).
Marital Status	Silva, (2015). Ashour (2019)
Gender (Male)	Silva, (2015). Fonseca, (2018)
Ige	Lourenço, (2014). Fonseca, (2018).
Much of it in courses in the Management Areas	Cunha, De Luca, Lima, Cornacchione and Ott (2015). Fonseca, (2018). David and Chaym (2019)
Gender (Female)	David and Chaym (2019)
Leaving the course in the 1st year	Zając and Brodowska (2018)
Time spent with friends (cigarette and cannabis use)	Ingholt, Sørensen, Andersen, Zinckernagel, Holmberg, Frank, Stock, Thomsen and Rod (2015)

Chart 2. Evasion reasons identified in the studies and respective authors
Source: Research data (2020)

Evasion in the academic field is worrisome, because it has consequences for society: academic, social, and economic, compromising the evaded students and the society in which they are inserted, besides impacting the educational institutions (Bueno, 1993) and, consequently, impacting the sustainable development of the region in which the context is inserted.

It is notable that higher education has grown in numbers of courses, students, and educational institutions in recent years (Bardagi & Hutz, 2009). However, it is also observed the amount of students who do not conclude their graduation. In a general context, recent data from the Map of Brazilian Higher Education - Semesp (2019), in 2017, the dropout rate of in-class courses in the country reached the rate of 25.9%, slightly lower than that presented in 2016 (27.2%).

The representativeness of the dropout rate in the public HEIs in Brazil in 2017 remained stable. In the private network, a drop was recorded: the rate fell from 30.1% in 2016 to 28.5% in 2017. In distance learning courses, in the same year, the rate reached 34.9% in the

private network and 27.9% in the public network. In both cases, there was a drop compared to 2016: 36.6% in the private network and 30.4% in the public network.

There are several ways to calculate evasion, according to Silva Filho and Lobo (2012). First, when studying Higher Education Evasion, one must be clear and explicit about which Evasion we are talking about, Course Evasion, HEI Evasion, and System Evasion.

There is no ideal formula, because the calculation of evasion depends on the criteria and methodologies adopted. It is important to adopt a criterion and a methodology that do not vary significantly over time so that everyone can transparently and with the methodology and criteria adopted publicly known, whatever they may be, follow the evolution over time of the results, identifying the historical trends of the phenomenon, without risk of substantial errors (Silva Filho & Lobo, 2012).

Many Higher Education Institutions do not rely on assistance to assertively combat retention and dropout, as well as there is a scarcity of institutional policies for the permanence of students in the course (Silva Filho *et al*., 2007; Veloso & Almeida, 2013). According to Cislaghi (2008), studies on evasion require special attention from researchers.

2.4 PUBLIC POLICIES FOR RETENTION AND PERMANENCE

The Ministry of Education (MEC) has developed a series of public policies aimed at access, permanence, and expansion of Higher Education in Brazil, including: reformulation of the Higher Education Student Funding Fund (FIES) and the University for All Program (ProUni), both created for the private Higher Education network; the Open University of Brazil (UAB), the Support Program for Restructuring and Expansion Plans of Federal Universities (REUNI); and the National Student Assistance Program (PNAES).

In Chart 3, the educational public policies focused on Higher Education are presented.

Public Policy	Purpose	Legislation
Student Financing Program (FIES)	Its objective is to grant financing to students in non-free higher education courses, with positive evaluation in the processes conducted by MEC and offered by non-free higher education institutions that adhere to the program.	Established by Law No. 10,260, of 2001
University for All Program (PROUNI)	The University for All Program is a program of the Brazilian Federal Government created with the objective of granting partial or full scholarships for undergraduate courses and specific training courses at private higher education institutions.	Instituted by Law No. 11,096, of 2005
Open University of Brazil (UAB)	It is a joint program between the federal government and the federative entities that supports public institutions of higher education to offer undergraduate and graduate courses through distance learning.	Established by Decree No. 5,800, of June 08, 2006.
Support Program for Restructuring and Expansion Plans of Federal Universities (REUNI)	Expand access and permanence in higher education.	Designated by Decree No. 6,096, of 2007.
National Student Assistance Program (PNAES)	It supports the permanence of low-income students enrolled in undergraduate courses at federal institutions of higher education	Instituted by Decree No. 7,234, of July 19, 2010.

		(Ifes). The goal is to provide equal opportunities for all students and to contribute to the improvement of academic performance, through measures that seek to combat situations of failure and evasion.	

Chart 3. Educational public policies focused on Higher Education.
 Source: Research data (2020)

França (2018) points out that when proposing the democratization of education and the right to quality education, the State must ensure students' permanence in the educational sphere. Public educational policies will only be effective if, in addition to ensuring access and quality, they also promote the permanence of students.

In the scope of Higher Education, retention can be defined as the additional time students take to complete their higher education, taking as a reference the institutionally established completion time. In this sense, retained students are those who, despite the expiration of the deadline for completing the course, have not yet finished the course, and are still enrolled in the institution (Andifes, 1996).

The identification of the permanence concept is one of the aspects understood as essential to ensure that access becomes an entrance, permanence, and conclusion (Maciel; Lima & Gimenez, 2016).

Swail (1995) defines retention as a term used to describe the process of students' continued attendance at an institution to obtain their degree. In other words, retention is the institutional ability to keep and support students from admission to successful graduation (Gonçalves, 2016).

According to Argentina (2003), school retention is understood as the ability of the educational system to achieve students' permanence in the classroom, guaranteeing the completion of cycles and levels at the scheduled times and ensuring the mastery of the corresponding skills and knowledge.

Tibola (2010) and Fiuza and Sarriera (2013, p. 886) treat permanence and retention as synonymous and define that "retention/permanence is the continued participation of students in a learning event for the completion of what could be a course, program, discipline, or system in higher education."

The National Center for Educational Statistics (NCES) of the United States Department of Education says that retention represents the institutional perspective, that is, the institution's ability to retain its students and prevent them from going to another institution (NCES, 2000). For Astin (1975), retention is the institution's ability to keep students from one year to the following year.

Baggi (2010), in his bibliographic research, states that few educational institutions, both public and private, have specific programs to address the dropout problem. There is a lack of experience in dropout control and, when they exist, they are inefficient.

In this scenario, it is notorious that for each student who drops out of school, the problem goes far beyond economic and financial losses for the institutions; there are considerable losses for society in the social, economic, and cultural spheres.

The major challenge for public and private institutions today is student retention. Silva Filho, Lobo and Hipólito (2009) state that not having students represents a cost. This is one of the most serious problems of Brazilian education at all levels.

Pineda-Baez, Moreno, and Pedraza-Ortiz (2011) state that a student retention program comprises a set of actions adopted by an institution to ensure support for students during their academic career so that they can successfully complete their studies.

According to Silva Filho, *et al*. (2007) and Costa *et al*. (2018), there are very few Brazilian HEIs that have a professionalized institutional program to combat dropout, with action planning, monitoring of results, and collection of successful experiences.

Lopes (2006) states that the retention of their students is, increasingly, a shared concern. In this new scenario, the concern with student retention ends up making a big difference in the life of institutions.

Kotler and Fox (1994) state that retaining already enrolled students is as important as attracting and enrolling them. Thus, it should be noted that student retention is not a simple task, it is a diversity of facts that HEIs have to deal with every year. Improving retention rates in Higher Education institutions requires investments and flexibility.

Silva Filho, Lobo and Hipólito (2009) instruct that we should not forget, however, that some students will always drop out. Mistaken choice of course, excessive study requirements for those seeking only a diploma, and transfer to a more desirable HEI are reasons that will always exist. The important factor in the fight against dropout is to prevent students from leaving their courses for reasons that could be avoided.

There is no ready-made formula. The most efficient recommendation to stop evasion is prevention. According to Silva *et al*. (2007), the development of a preventive program that seeks students' satisfaction and permanence is the most efficient way to face the problem.

2.5   THE IMPACT AND SUSTAINABILITY OF HEIS IN HIGHER EDUCATION IN
      THE COVID-19 PANDEMIC

COVID-19, the name of the disease caused by the new coronavirus (SARS-CoV-2), was first detected in November 2019 after cases were reported in Wuhan, China. The cases have spread rapidly from Wuhan to the rest of the world, and in less than two months, on March 11, 2020, the World Health Organization (WHO) had already decreed the existence of an international-level pandemic (Brazil, 2020).

The rapid spread of this virus has resulted in countless deaths in more than a hundred countries, and the most vulnerable – considered a risk group – are elderly people, pregnant women, and immunosuppressed people, among others (Brazil, 2020).

Prior to COVID-19, coronavirus had already caused two epidemics:

•   SARS-CoV: known simply as SARS, was identified in 2002 in China and quickly spawned a worldwide outbreak, with over eight thousand confirmed cases, and by mid-2003 there were over 800 deaths (Merck, 2020);

•   MERS-CoV: known simply as MERS, the Middle East respiratory syndrome, was identified in 2012, initially in Jordan and Saudi Arabia. As of the year 2018, there were 2,220 confirmed cases and 790 deaths, mostly in Saudi Arabia, where new cases continue to emerge (Merck, 2020).

The high transmissibility of COVID-19 also motivated the suspension of the activities in several segments, in several cities and states of the Federation. Among these activities is the educational sector, which had the suspension decreed initially through State Decree No. 4,230, of March 16, 2020 and State Decree No. 4,258, of March 17, 2020.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), more than 1.3 billion students worldwide are being affected by the closure of schools and universities due to the social isolation necessary to fight the pandemic. This number represents approximately 80% of the world's student population (Semesp, 2020).

According to Semesp (2020), Brazilian private higher education is likely to suffer a considerable impact with an increase in the default rate and an increase in the number of dropouts in 2020. The pandemic brought with it one of the biggest economic crises in history. The priority so far has been to "save the business" and make adjustments, such as suspension of labor contracts, reduction of working hours, layoffs, budget reviews, agreements with students, funding policies, and reduction of tuition, among other measures (Semesp, 2020).

Data from searches regarding the interest in cancelling enrollments (data until 04/04/2020) show that this rate for in-class courses may grow around 11% and reach 34.4% in 2020. However, as the current scenario is unprecedented and highly uncertain, the number of students who will drop out in the coming months will depend exclusively on the actions taken by the competent bodies and also by the educational institutions themselves (Semesp, 2020).

Higher education will plummet if HEIs do not have an effective education strategy regarding financial problems. Inevitably, there will be a crisis and some HEIs may not be able to survive. All these aspects show the importance of Higher Education as a whole, especially Private Higher Education, which is responsible for training 79% of the qualified labor force in Brazil (Semesp, 2020).

The concern is that the pandemic will cause a lack of skilled labor in the coming years, just when the country will need to recover from the effects of the suspension of economic activities after the recession caused by the coronavirus. However, it is important to remember that HEIs are organizations of education, reflection, diversity, formation of citizens, generation of knowledge, and training of people for the world of work, among other functions (Semesp, 2020).

According to Oliveira (2020), the uncertain scenario in the economy after the pandemic, with reduced wages and job losses, may contribute to a drop in enrollments, dropouts, and increased evasion in higher education in the country. The private network will feel the economic impact directly on their tuition fees.

According to Bezerra (2019), academics who drop out of their studies usually have low self-esteem, which hinders their personal and also professional relationships. Entering the job market becomes more difficult, and the quality of the services rendered is leveled down, as is the remuneration. All this generates a strong feeling of demotivation, which ends up consolidating even more the social inequality in Brazil.

According to information from the General Registry of Employed and Unemployed – (CAGED - *Cadastro Geral de Empregados e Desempregados*) (2019), the job balance variation, in Brazil, in the period from 2009 to 2019, proved to be less affected by economic crises when the people employed had complete higher education.

Preparing young people to get jobs is fundamental. According to Agência Brasil (2020), unemployment in the country should grow and, as a result, the private educational sector should be negatively impacted. However, cancelling and dropping out of courses will be the trend. There will be an increase in the dropout rate and defaults will be frightening, as they will grow substantially.

Development education is an important dimension as it provides people at all educational levels, especially young people, with the skills, competencies, and knowledge needed to impart values that are indispensable for behavior and practices, and for societies that aspire to democratic citizenship (UNESCO, 2017).

We need to act responsibly based on the understanding that what we do today may have future implications for people's lives and for the planet. Education contributes to changing the way people think and act in order to achieve a sustainable future. Education holds the key to productivity and sustainable growth, as well as improving income levels and livelihoods. No country has ever raised its level of human development without constant investment in education. Therefore, education is a good and smart investment for building inclusive and sustainable societies (UNESCO, 2021).

2.6   STUDENT RETENTION STRATEGIES

The systematic literature review for this study has also identified the actions or control strategies for student retention that private HEIs are adopting to minimize the problem. The retention strategies identified in the literature review are presented in Chart 4, indicating the author and year.

Retention Strategies	Author/ year
The HEI where the research was performed controls evasion through permanence management. Through this tool, the authors were able to carry out this study: through reports, dropout information sheets that allowed and provided information from students enrolled for this research, and dropout forms, filled out by students who effectively left.	Silva, (2015)
The main strategies and actions developed by the university to reduce the dropout rate are the increase of capillarity, dissemination of distance learning, encouragement of the use of public financing and scholarships. Despite the efforts of the HEIs, these strategies have not shown results. The model used by the university needs a thorough restructuring and an adjustment to its target audience.	Lourenço (2014)
As for the retention actions performed by the HEI as a financial and psychological support, the author identified that they are pointed out as ineffective actions and that the HEI does not treat the dropout as a priority.	Almeida (2013)

Chart 4. Retention Strategies identified in the Surveys.
Source: Research data (2020).

With the outline of these studies, it can be seen that in most studies the institutions do not develop actions or strategies to promote the permanence of students. Only three studies

indicated the existence of institutional actions to promote retention and, still, they are pointed out as inefficient.

The main studies on evasion aim at identifying the reasons that led students to abandon their studies, and there are no contributions of actions or strategies for the institution.

Thus, it is understood that private higher education institutions already suffered difficulties in mitigating the dropout problem before the pandemic. Due to the scenario imposed by Covid-19, the student retention dilemma in HEIs has worsened even more.

This study proposes to perform a strategic evaluation of the internal and external environments of the institution in order to provide a better analysis of this challenging moment that the college is experiencing: the pandemic and the consequent scenario. It is the appropriate time for the organization to recognize its current situation and create a projection of the future, that is, where it intends to go.

According to Drucker (1962, p. 131), "planning does not concern future decisions, but the future implications of present decisions". For Chiavenato (2004, p. 152), "planning is the first of the administrative functions and is the one that determines in advance which the objectives to be achieved are and how to achieve them".

Quinn (1991) defines strategy as a pattern or plan that cohesively integrates the main objectives, policies, and actions of an organization. Rojo and Couto (2008) point out that the purpose of organizational strategy is the clear formulation of the means that will direct the achievement of the desired objectives; it is about keeping the organization focused on a final purpose, making it more competitive in the marketplace.

Porter (1986) defines strategy as creating a method to clarify the way the company will compete with its goals and policies to achieve its objectives. To this end, strategy must involve the commitment and dedication of the entire company (Henderson, 1980).

Strategic Planning is defined as a management tool, and this is one of the essential points to adjust problems found in organizations. It points out the positive measures that an enterprise must take to face threats and seize opportunities found in its environment, especially in small businesses that have been increasing these days, mainly in periods of crisis, standing out in the absorption of the workforce contingent and in economic aspects, and they usually do not have a professionalized management (Teixeira & Chaves, 2015).

Orso (2008) states that, through the strategic planning diagnosis, the organization will reach information that will guide its positioning. With the help of the strategic diagnosis, the organization will be able to draw and elaborate future strategies and anticipate the

increasingly competitive market changes. The strategic diagnosis comprises the starting point of a strategic planning, where it defines the current state of the organization (Orso, 2008).

Among the tools to assist in the preparation of a strategic diagnosis, Rodrigues, Rojo and Bertolini (2013) highlight the use of the Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis and Porter's 5 forces.

SWOT analysis is a basic management tool used to analyze the Strengths, Weaknesses, Opportunities, and Threats to evaluate the environment in which the organization is inserted. This tool helps in the elaboration of strategic planning, as it promotes an evaluation of the internal and external context, where managers can create an action plan to reduce risks and expand opportunities for success in organizations.

According to Ansoff (1990), the SWOT analysis is one of the main steps in developing the strategies of an organization and has two main purposes: it is able to identify the organization's weaknesses, which should be corrected, and the strengths, which can be developed, taking advantage of opportunities in the external environment.

Ferrell *et al.* (2000) state that the use of the SWOT matrix brings great benefits such as its low cost, because of its easy application. All that is needed is a global vision of the organization, without the need for complex information systems.

The strategic tool created by Michael Porter in 1979, known as Porter's five forces, aims to evaluate and analyze the external environment in which the organization is inserted. The objective of the model is to measure market competitiveness and show whether your business is inserted in it or not (Porter, 1979). With this, organizations can have a more comprehensive view of the competition, being able to assimilate and strengthen companies for a good result, which is fundamental for an enterprise.

According to Porter (2004), to have a competitive, planned, and appropriate strategy, one must compare the organization with the environment in which it operates. The strategies created by organizations are highly influenced by the industrial environment, which possesses the material resources that companies need, and, in turn, industries are influenced by external forces when compared to other companies.

According to the author, an industry is understood as an environment of company competition through the set of the five essential competitive forces. These forces establish the profit potential of such an industry: entry threat, rivalry threat, substitute threat, supplier threat, and buyer threat. They are demonstrated in Figure 2.
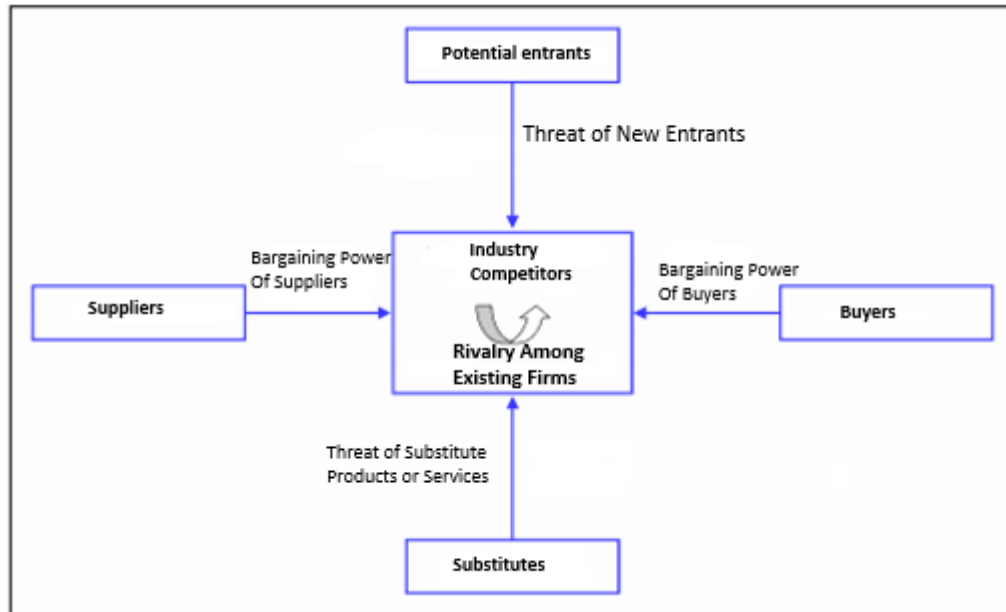
Figure 2: Forces that drive competition in industry
Source: PORTER, Michael E. Estratégia competitiva: técnicas para análise de indústrias e da concorrência. Rio de Janeiro: Campus, 1986. p. 23.

Strategic planning has a special function within an organization. To start this process, it is necessary to perform an assessment and recognition work in each environment of the company. Analyzing the external and internal environments, the strengths and weaknesses, and the existing opportunities and threats is necessary to contribute to the achievement of organizational objectives (Teixeira & Chaves, 2014).

2.7   SIMILAR EXPERIENCES IN BRAZIL AND WORLDWIDE

Next, we present the studies found in the systematic literature search, conducted in two phases, presented in Chapter 2, section 2.3. To analyze research similar to the present survey, the studies were divided into two topics, focusing on works that address dropout in private higher education in Brazil and worldwide.

2.7.1   SIMILAR EXPERIENCES IN BRAZIL

In this phase, we discuss the analysis of the Brazilian studies used to deepen this research, addressing the reasons that lead students of a higher education course to drop out and which retention measures the HEIs create to mitigate this problem. The studies mentioned in this article address the specific reality of Private Higher Education Institutions.

In his bibliographic research, Baggi (2010) analyzed the theoretical production called state of the art that deals with evasion problems in higher education. He concluded that the dropout results in higher education are the product of a series of factors existing in the educational structure, from students' own difficulties to those of a more institutional nature, starting from social inequality, which is the major responsible for dropout, since it appears directly and indirectly in all studies. He also adds that few educational institutions, public or private, offer specific programs to face the dropout problem, and there is a lack of experience in all the studies examined in relation to dropout and control to mitigate the problem.

The study of Gonçalves (2018) was developed focused on identifying the influence of factors on the intention to graduate from Brazilian Higher Education Institutions, using two HEIs located in the cities of São Paulo and Rio de Janeiro. As a conclusion, Gonçalves (2018) found that financial strain, social integration, and university stress contribute significantly to dropout. The author points out that the quality of academic services is a variable that influences the intention to conclude them, since they had a statistically significant positive relationship in all the models in which they were tested.

Oliveira (2018) investigated the variables that contribute to dropout in a private higher education institution in Manaus-AM, corroborating that the financial issue is a barrier to the completion of higher education. This research also shows that low grades, family difficulties, time to develop activities, students who feel unmotivated, or even pupils unwilling to study or study for reasons beyond their own control are factors that contribute to evasion.

In his study on evasion in higher education, conducted in a private HEI in the interior of São Paulo state, Silva (2015) showed that variables such as gender, marital status, reasons for choosing the course, and academic and social integration influence the student's decision. The research conducted controls evasion through permanence management, and by means of this software, through reports and evasion information sheets, the author used information from 2,411 enrolled students and 368 evasion information sheets filled out by students who effected their dismissal from the institution in the year 2013.

Fonseca (2018) conducted the research at a private non-profit university with over 40 years of operation in the higher education market in Fortaleza-Ceará. The intent of the work was the development of a continued predictive model. In this research, a model was created to identify the probability of a student dropping out at the beginning of the course, for students from the 1st to the 4th semester of the undergraduate course, in the in-class modality. After an extensive study of the main variables that affect the "evasion" phenomenon, it was found that men drop out more than women, that there is an association between age and evasion in all

age groups, especially from 26 on, that older students are associated with the evasion outcome, that high school students in public schools are more likely to drop out, and that students who are from the business administration area present higher evasion than technological courses. Regarding the study shift variable, the night shift presents higher evasion, and academics who do not receive financial support tend to drop out of the course more frequently.

Analyzing the evasion phenomenon in higher education in the Business Administration Course in the State of Rio de Janeiro from 2006 to 2012 at UNIGRANRIO, Lourenço (2014) found that some groups and situations more critical to evasion are, especially in the first weeks of class, the age group between 19 and 25 years, who live or work far from the campus, with economic difficulties, as well as pregnant women. The author also analyzed the main strategies and actions developed by the university to reduce dropouts, which are the increase of capillarity, dissemination of distance learning, and incentive to the use of public financing and scholarships. Despite the efforts of the HEIs, she concludes that the strategies and the results presented by the study are still not perceived and the model that the university has today needs a deep restructuring and adequacy to its target audience.

Almeida (2013) describes in his study the evasion-retention environment of nine private higher education institutions in the metropolitan region of São Paulo, and his research was subsidized by previous knowledge produced through the opinion of their managers about the causes of evasion and the statements about the retention actions applied. The author found that the socioeconomic profile, such as the students' financial difficulty, high school education in public schools, lack of knowledge about the course, disenchantment with the chosen course, lack of reference with higher education, and institutional dimension, such as lack of infrastructure and accumulation of activities under managers' responsibility, such as reduced time for students' guidance, are determinants for the non-completion of higher education. As for retention actions carried out by the HEI, the author identified that they are pointed out as non-effective actions and that the HEI does not treat them as a priority.

The research of Santos (2018) conducted at a confessional HEI in Vale do Paraíba raised the reasons that lead young people to abandon the business administration course before its end. It was evidenced that factors such as dissatisfaction or disappointment with the course, lack of relevance and practical/specific knowledge, dissatisfaction and frustration with the student experience, such as pedagogical, administrative, personal issues, lack of communication, plastered discount policies, and distance from the HEI are elements favorable to dropout. Fávero (2014), in a private higher education institution in the city of Blumenau,

states that dissatisfaction with personal life has a positive influence on dropout, presenting high significance for not completing the course.

Through a survey conducted with students in the Business Administration course at the private HEI called Faculdade Vale do Salgado (FVS), located specifically in the south-central region of the state, in the city of Icó, in the state of Ceará, Brazil, Mascena (2018) observed that the dropout process most of the time does not occur for a single reason.

When analyzing a private higher education institution in the southern region of Brazil, sample of this work, in 2017, Alba (2018) pointed out that failure in subjects and financial difficulties stand out among the main factors that influence students' decision to drop out of this institution.

The study conducted by Gomes (2018), aiming to seek an alternative solution to overcome the dropout phenomenon of a private HEI in northwestern Rio de Janeiro State, focused on the implementation of a prototype of a digital system for managing institutional permanence that would feed the Academic Management decisions. This allows understanding the main motivating elements for institutional policy planning. The author concludes that the proposal is effective and could minimize dropout indicators and allow a significant improvement in permanence within the HEI.

The study of Maciel, Cunha, and Lima (2019) seeks to unveil the publications on permanence and evasion in higher education, such as theses, dissertations, and articles, through a bibliographic research. The authors concluded that, regarding permanence, the studies focus on the themes of permanence and DL, permanence and ProUni, and permanence and students with disabilities, in the case of evasion. The studies are focused on dropout in a set of courses, in DL, and in a course of a specific institution. The Southern region of Brazil concentrates the most significant number of productions on these themes, noting that the number of inter-institutional cooperation is still incipient and lacks more dialogue between institutions.

The research of Ambiel, Santos, and Dalbosco (2017) analyzed whether the academic experience and career adaptability are associated with the evasion reasons in higher education. According to the course, the sample was 153 college students from a private institution located in a city in the interior of São Paulo. The studies show that the expectations of students about their future career may be closely related to the decisions of staying or quitting the course, and that the involvement with the career during the undergraduate course influences the decision to stay or leave the course.

Bardagi and Hutz (2009) explore career development in undergraduate studies and identify the reasons for career dissatisfaction and perceptions on the evasion of eight evicted students: three women and five men between 20 and 25 years of age from different fields, who dropped out at different times during their undergraduate studies. The authors identified the fragility of initial choices, little exploratory activity, and unrealistic career expectations. Furthermore, the dropout decision was mostly impulsive, caused by long-term dissatisfaction, and unrelated to new career choices. The authors conclude that these results point to the need for strategies that favor exploratory activity and support services for college students.

Fritsch, Rocha and Vitelli (2015), in their research on evasion in undergraduate courses at a private higher education institution, argue that the most likely variables for evasion are related to social, economic, academic performance, and professional choice factors. However, they found that when students are able to reconcile their preferences with their reality, the choice proves to be assertive.

The study by Cunha, De Luca, Lima, Cornacchione, and Ott (2015) analyzes the dropout behavior of students enrolled in undergraduate courses in Business Administration and Accounting Sciences at Brazilian HEIs between 2001 and 2010, based on official data published by INEP in 2012, with the main purpose of determining the profile of dropout and course completion. They concluded that statistics showed higher dropout levels in Business Administration courses than in Accounting Science; nevertheless, the ideal course completion rate was higher for Accounting Science, and the factor that leads to non-completion is personal frustration, and evasion is associated with significant social and economic losses.

Furtado and Alves (2012) sought to analyze the determinants of university dropout at the Universidade do Vale do Rio dos Sinos (UNISINOS). In their results, they highlighted variables such as subject cancellations, in which a higher number of cancellations resulted in a higher probability of evasion, and that a higher number of subjects taken per semester reduced the chances of students dropping out.

The research of David and Chaym (2019) identified the main causes of dropout in higher education institutions and constructed a satisfaction scale of undergraduates. As a result, they observed that professor, pedagogical project, female sex, and production engineering course were the variables that most contributed to predict the occurrence of dropout, although other variables (infrastructure, physical safety, and student support - shift and family income factors) also contributed to dropout, but to a lesser extent.

The research of Santos, Davoglio, Lettnin, Spagnolo, and Nascimento (2017) analyzed the motivations for dropping out and staying in Higher Education in a private HEI in Southern

Brazil. Among their findings, it was evident that the subjectivities of the students expressed in the personal category were the most frequent justifications for both staying and dropping out. The authors conclude that there is a need for research focused on these aspects, considering the transition period between Basic and Higher Education. Actions aimed at preparing students to enter the HEI are essential, in order to bring them closer to the knowledge of the course and profession reality and to reduce possible doubts regarding the intended career.

Thus, it is understood that there are multiple variables found in theses, dissertations, and articles for evasion in private higher education. The financial issue is the most frequently found variable that influences the dropout in private higher education, followed by the variables career perspectives/ uncertainty about the job market, living far from the HEI, dissatisfaction with the course (curriculum) little visibility on the practice, didactic-pedagogical/methodological factors of the professors, vocational and social issues, and others.

2.7.2   SIMILAR EXPERIENCES WORLDWIDE

International studies that are used to deepen this research are presented. These studies analyze the reasons that lead students to drop out of a higher education course and which retention measures are created by HEIs to mitigate this problem. The studies mentioned here address the specific reality of Private Higher Education Institutions.

In a study in vocational education at a Dutch college, Eegdeman, Meeter, and Klaveren, (2018) analyze how cognitive skills, personality traits, and dropout in the first year are associated with cognitive ability and personality traits. The study did not provide robust evidence pointing to an association of first-year dropout in vocational education, nor does it support the idea that dropout may be simultaneously influenced by cognitive abilities and personality traits. This indicates that cognitive skills and personality traits are less important for vocational education dropouts than for general high school and college dropouts, which may be related to the focus on vocations that require profession-oriented actions rather than general cognitive skills or specific personality traits.

In Zając and Brodowska's (2018) study on dropout behavior at the University of Warsaw, the largest higher education institution in Poland, the main results were: students drop out mainly during the first year of studies. There are three main types of evasion: planned dropout, academic failure, and that in which students are disappointed with their studies. One of the reasons for this lies in the process of choosing a study program. They

concluded that improving this decision process by providing more information and support to applicants should help reduce evasion rates.

Ingholt, Sørensen, Andersen, Zinckernagel, Holmberg, Frank, Stock, Thomsen, and Rod's (2015) research evaluates four Danish vocational schools and seeks to understand the rationale and content of an intervention program aimed at strengthening students' social relationships in order to reduce dropout in vocational schools in Denmark. The study was developed through interviews with students aged 17-19 and students aged 16-25 over a 40-day period, including informal interviews and discussion meetings with managers, teachers, counselors, and students.

In their results, the authors concluded that there is no typical dropout for evasion. It can be seen as a process of disengagement from school, perhaps for social or academic reasons that culminates in the final act of leaving and can be considered in a variety of ways; some students drop out due to social and personal difficulties that result in a general lack of well-being. Other students drop out because school performance is poor or because they perceive their future prospects as bad, regardless of whether or not they finish the educational program. Some students prioritize time spent with friends, centered on smoking cigarettes and, for some, *cannabis*. Some students drop out because they are bored, even though they are doing well in school (Ingholt *et al*., 2015).

Therefore, this study showed that reducing evasion requires a multifaceted intervention program, including new initiatives and changes at the organizational level and in relation to teachers' practices. The program proposed by the intervention study is to improve the way teachers welcome new students, enable greater integration of social and educational activities, and increase the capacity of teachers and counselors to deal with problems among students. According to the authors, this intervention model presents challenges because developing a basic understanding of these school processes before developing an intervention program requires change and many practices in the daily life of the professional school; however, students' experiences of positive social relationships promote overall well-being in the school setting and can lead to a positive focus on school (Ingholt *et al*., 2015).

Oseguera and Rhee (2009) analyzed the influence of institutional retention climates on student persistence to graduate from the University of California and stated that family expectations and socioeconomic status influence students' persistence behavior. They found that the institutional retention climate of students' withdrawing intentions independently determined whether or not a student would persist. The authors state that the results of this

work may encourage the campus to devote more attention to student attitudes and highlight yet another reason for campus administrators to pay attention to institutional climates.

Ashour (2019) conducted a survey of students who discontinued their studies at universities in the UAE to understand the situations that led them to drop out. The findings revealed that institutional factors, lack of college preparation, environmental factors (conflict between education and work), early marriage responsibilities, well-paid job opportunities, and financial concerns were the most influential for college evasion. The author recommends corrective and early intervention strategies by the Ministry of Education and universities that address the needs of at-risk students at local, regional, and international levels.

The studies on evasion in Brazil and worldwide presented in this chapter reveal that multiple factors in the educational structure lead to dropout in private higher education, and show that HEIs have difficulties in creating measures, actions, or strategies to promote students' permanence. It is understood that colleges can solve or at least mitigate this problem; thus, the search for management alignment provided by strategic tools is of great importance.

According to the dimensions found in the systematic literature review, the variables that were elected to be part of this research are economic issues, personal issues, course structure, institution's physical structure, pedagogical practices, social issues, complexity issues, course structure issues, and time issues.

Chapter 3 will present the method and research design of the technical production, as well as the population, data collection procedures, data analysis, and limitations.

3   RESEARCH METHOD AND TECHNIQUES OF TECHNICAL PRODUCTION

3.1   RESEARCH DESIGN

It can be stated that this study has a quantitative and qualitative approach, as it aims to understand and interpret evasion propensity in the business administration course of a private college, during the COVID-19 pandemic in 2020.

According to Silva and Menezes (2005), quantitative research considers that everything can be translated into numbers, whether it is information or opinions, in order to classify and analyze them, requiring the use of statistical techniques.

According to Soares (2003), the amount of data obtained will contribute to answer the research on evasion propensities and, in this context, it is quantitative. It has a qualitative approach, for interpreting the facts in search of alternatives to minimize the problem.

This analysis is also characterized as a case study, as it will correspond to the observation of a specific object, allowing for a better understanding of it.

In outlining the technical procedures, the bibliographical research in which a literature review was conducted for a better theoretical approach on the subject was initially used. According to Gil (2002), bibliographical research is developed based on previously prepared material, consisting of books and scientific articles whose main advantage is allowing researchers to cover a much wider range of phenomena than they could research directly.

The research was initiated through the documentary approach. The use of documents in research brings a wealth of information, since they can be used in various areas of human and social sciences, approaching the understanding of the object in its historical and sociocultural contextualization (Sá-Silva; Almeida & Guindani, 2009).

For the strategic analysis of the HEI, the qualitative methodology was used, since Marconi and Lakatos (2004, p. 269) state that "qualitative research is concerned with analyzing and interpreting deeper aspects, describing the complexity of human behavior. It provides more detailed analysis about investigations, habits, attitudes, behavior trends, etc".

This study has an exploratory approach, since it provides better familiarity with the problem. The research was carried out, using as an instrument a questionnaire with closed questions, applied to all students in the Business Administration course aimed at raising the propensities that can lead to evasion.

According to Parasuraman (1991), a questionnaire is just a set of questions, designed to generate the data needed to achieve the project objectives. For Malhotra (2011), this research segment aims to explore a problem to obtain its understanding.

As for the objectives, this study is characterized as a descriptive research, as it aimed to expose the population features, as well as to establish relationships between the variables of the problem in question, evasion propensities, respondents' demographic profile, etc.

Descriptive research demands from the researcher a series of information about what he wants to research. This type of study aims to describe the facts and phenomena of a given reality (Triviños, 1987).

3.2   DATA COLLECTION PROCEDURES

Data collection for this study was carried out through a systematic literature review, participant observation, interviews with the general management and strategic team, documentary research, and the application of questionnaires to students during the pandemic period in the Business Administration course at a private college located in western Paraná.

The first stage of data collection consisted of gathering information related to the theme (secondary data), through a search for theses, dissertations, and scientific articles. Twenty-three studies were selected: 18 Brazilian and 5 international. As a database, we used the theses and dissertations database (BDTD), the CAPES catalog, and periodicals from Plataforma Sucupira between 2009 and 2019.

Studies that contributed to developing this research proposal were selected. Participant observation was also used, considering that the researcher has been an employee of the institution for over 14 years and is currently the coordinator of the Business Administration course at the college. The data collection method, in participant observation, consists in the participation of the researcher in daily activities, related to an area of social life, in order to study aspects of life through the observation of events in their natural contexts (Given, 2008).

In the development of the strategic diagnosis of the HEI, interviews were conducted with the management and strategic team for developing and identifying strengths and weaknesses and analyzing the internal and external environment of the institution.

For the research with the academics, the data collection method initially used was document analysis. The study was conducted in two stages: documentary research and an online questionnaire. Access to the students' information was provided by the IES, a field of

study that will have its name preserved, through the database of the student registry, where contacts were collected from phones, e-mail, social networks, and others.

The documentary research was conducted by means of records of reports from the Academic System of the undergraduate Business Administration Course called SAGRES, containing all the data from the students of the course. The information collected occurred in the month of August 2020. After this documentary analysis and organization of the information, the questionnaires were applied with the students in September 2020.

The application of the research instrument was through the Google Docs tool (online). The set of questions in the questionnaires was built through the systematic study on the various evasion determinants, pointed out in the literature studied, as presented in Chart 2.

To collect information, the questionnaire applied was structured with closed questions. The Likert scale was used, which, as defined by Lima (2000), consists of a set of questions used so that the interviewees express their level of agreement or disagreement about a theme. Normally, this scale is composed of five levels of answers, such as: totally agree (5), agree (4), indifferent (3), disagree (2), totally disagree (1).

A pre-test of the survey questionnaire was conducted with 15 students. They answered a preliminary version online via Google Docs. They were asked to evaluate the questions, content, as well as the time required to fill it out. All of them reported that there were no difficulties in interpreting the questions and answered the questionnaire in about three minutes. The pre-test was essential for the observation to be carried out without major problems by the researcher and understood by the interviewees, thus increasing the efficiency and effectiveness of the research.

According to Widelfet *et al*. (2005), the pre-test is a crucial phase of the research in which it is possible to verify whether the scale interpretation can be understood and interpreted correctly, allowing the pre-test to increase the instrument's validity. Once this stage was completed, data collection began.

The applied questionnaire had 36 questions. It was subdivided into two sets. The first set raised data to understand the socioeconomic profile of the students, with eight questions, and the second set verified the evasion propensity in the pandemic period in 2020, with 28 questions, according to Appendix A.

The research sample involved all the students of the HEI in the Business Administration course in 2020. The questionnaire was sent through the institution's WhatsApp group in which all students are grouped. The respondents were asked to adhere voluntarily, with a guarantee of the confidentiality of the answers, obtaining a return of 93 respondents out

of 94 academics. The survey was applied in September 2020. Of the total respondents, 17 students are considered evaded from the course due to different situations, such as abandonment, withdrawal, transfer or reoption, cancellation, exclusion by institutional norms, i.e., they interrupted the study cycle before the end.

Thus, it is expected that the description and application of the instruments of this research will provide guidelines for a better direction of the evasion propensity. To facilitate the understanding of the data collection procedure and meet each specific objective, Chart 5 was prepared.

Research Objectives	Procedures
Raise the main evasion determinants in private higher education pointed out in other studies, in the period from 2009 to 2019.	Systematic literature review in the databases of the Thesis and Dissertation Database (BDTD), the CAPES catalog, and periodicals on the Plataforma Sucupira.
Evaluate with the students the main propensities for evasion in the pandemic period and which variables remain statistically significant	Application of an online survey instrument (APPENDIX A)
Perform a strategic evaluation of the faculty and propose actions that contribute to the studied HEI in order to prevent and/or reduce the dropout rates in the Business Administration course.	Identification of actions through literature and document research and analysis of the HEI's strategic planning through interviews conducted with the management and strategic team.

Chart 5. Data Collection Procedure
Source: Research data (2020)

For interpretation and analysis of the results, a descriptive analysis was performed. The data obtained in the surveys were organized in electronic spreadsheets with the objective of performing cross-references and reflections with greater reliability and rigor of scientific research, as presented in section 3.3.

3.3 SCALING OF THE APPLIED QUESTIONNAIRE

Seeking to understand the variables that best contribute to evasion propensity in this study, and as the questions came from empirical studies applied in different institutions, it was necessary to scale all the questions of the instrument after the application of the survey. As a result, variable adjustments and exclusion were necessary for adjusting the proposed model.

After performing the statistical tests, the dimensions comprising this study were 15 variables and 6 dimensions, as shown in Chart 6.

Construct	Dimension	Variables
Evasion	Complexity	Q.COM_2 Can learning difficulties influence course dropout? Q.COM_3 Can difficulties in some subjects influence course dropout? Q.COM_4 Can failure or low grades influence course dropout?
	Economic	Q.E_1 Can financial problems compromise the continuity of studies? Q.E_2 Can reasons specific to the institution cause course dropout? Q.E_3 Can frustration, in the academic experience, few career perspectives, and uncertainties regarding the job market influence course dropout?
	Course Structure	EST_2 Can the quality of the course chosen influence course dropout? EST_3 Can dissatisfaction and lack of visibility about the course (curriculum) influence course dropout?
	Pedagogical Practices	P.PED_1 Pedagogical didactic factors/methodology of teachers can influence course dropout. P.PED_2 Does the lack of educational assistance influence course dropout?
	Social	Q.S_4 Do you have difficulty in accessing and relating to some classmates? Q.S_5 Can family problems compromise the continuity of studies? Q.S_6 Can behavioral attitudes of teachers and/or technical staff influence course dropout?
	Time	Q.TEM_2 Does lack of time for study influence course dropout? Q.TEM_3 Could the difficulty to conciliate with work influence course dropout?

Chart 6. Dimensions comprising the study.
Source: Prepared by the author (2020)

The variables that comprised this model refer to the constructs: Social issue, Time issue, Course structure, Pedagogical practices, Complexity, and Economic issue. The measurement model sought to verify the existence or not of relationships between the variables researched and the correlations between the constructs.

3.4 PROCEDURES AND DATA ANALYSIS

To verify evasion propensities in the Business Administration course during the 2020 COVID-19 pandemic, the data analysis and interpretation phase occurred according to Cervo, Bervian, and Silva (2007). Merely presenting the collected data in graphs and tables is not sufficient. Data must be rigorously analyzed and interpreted. The research was elaborated statistically by means of collected data, aiming to subsidize the construction of the scale to assess the propensity of future dropouts.

For data interpretation and analysis, descriptive statistics was used, and all the information collected from the questionnaires was tabulated in Excel software. This technique allows the researcher to understand the data with the description and interpretation of graphs, charts, tables, and numerical summaries; to identify trends, variability, and atypical values. Its main objective is to study in depth the behavior of a given variable at a time in relation to central values, dispersion, or shapes of its values around the mean (Favero *et al.,* 2009).

To validate the instrument, the statistical method of Structural Equation Model Analysis (SEM) was used. According to Tenenhaus *et al.* (2005), the two modeling stages were followed: first, the validity of the measurement model was verified and then the

structural model (Jöreskog; Sörbom, 2002). By means of a reflective model, it was possible to measure the importance of each of the instrument's dimensions for the construct evasion.

Data were analyzed using SmartPLS 3.3.3 software. According to Hair, Hult, Ringle & Sarstedt (2013) and Malhotra (2012), the choice for MEE-PLS allows analyzing the relationship between multiple variables simultaneously, whether latent or observed, providing estimates and parameters that maximize the explained variance (R^2 values).

According to Malhotra, Lopes, & Veiga (2014), structural equation modeling is a method used to estimate a set of dependent relationships among a group of constructs represented by multiple variables, which are measured and incorporated into an integrated model.

The variables that comprised the model refer to the constructs: social issue, time issue, course structure, pedagogical practices, complexity, and economic issue. Convergent validity, discriminant validity of each variable, and reliability were evaluated in the analyses.

3.5 LIMITATIONS OF RESEARCH METHODS AND TECHNIQUES

As for the limitations of this research, it was verified that due to the fact that the questionnaire is directly related to what the theory brings on evasion determinants, there may be a failure in some question about evasion in the pandemic period and not contemplate the reality of the HEI. Another limitation was the number of students who answered the survey. And because it was only a single college, it is not possible to generalize the results, since the application of this research questionnaire in other studies may reinforce these results.

Another limiting aspect of this work is the fact that the researcher maintains professional relations with the faculty under study, as the interpretation of the data may be biased according to her perception, which becomes a limitation of the study. However, it should be noted that measures were taken to minimize such bias.

4   PROBLEM-SITUATION CONTEXT

Figure 3 shows the college where the research was developed. The academic activities of this institution began on February 10, 2003, with two undergraduate courses: Business Administration, with emphasis in Foreign Trade, and Information Systems. In 2006, the course Portuguese/English Letters was created. Currently, only the Business Administration course is maintained.

Figure 3. Location of the college under study
Source: Google Maps, 2020.

In 2008, the College won first place among other institutions in western Paraná and ranked as the 7th best in the state. In 2009, another evaluation by Inep pointed the college as the 6th (sixth) best score in the state and the best score in the west.

Currently, the School offers a bachelor's degree in Business Administration, providing the community and the region with the best teaching conditions, aiming at forming professionals capable of acting within the new social, economic, and national policies.

Specialization courses are also offered in the areas of Business and Public Management, with the objective of deepening or improving academic and professional training. Thus, this type of continuing education aims to prepare the student adequately, according to the effective demands of professional performance.

In the last visit to renew the course accreditation, the bachelor's degree in Administration at the college was awarded concept 04 (CC), published by the Anísio Teixeira National Institute for Educational Studies and Research (INEP) of the Ministry of Education

(MEC), which evaluates the quality of higher education institutions in Brazil, assigning grades from 1 to 5, where institutions with grades 4 and 5 are considered excellent.

It is important to point out that the College participates in the educational public policies offered by the government, the Student Funding Program (FIES), and the University for All Program (PROUNI), and also provides the institution's own institutional funding policy for the academics.

The COVID-19 pandemic has pushed dropout rates in Brazil and worldwide. In the systematic literature review, it was possible to notice that there are several forms of dropout in private higher education and that HEIs are creating few actions or strategies for retention. Colleges have difficulties and there is a need to create methods that can alleviate this problem within their organizational sphere. It was not possible to identify important plans adopted by the HEIs to keep students in classrooms in the researched studies.

It is evident from the studies that have been conducted that the dropout rate goes far beyond financial losses for colleges; there is considerable social, economic, and cultural damage to society. In order for higher education institutions to mitigate this problem, it is important to conduct a study using strategic tools, such as SWOT analysis and Porter's five forces, to identify strengths and weaknesses and analyze the internal and external environment to better conduct activities aimed at improving management processes.

Therefore, a strategic evaluation of the internal and external environment of the studied institution was conducted to provide a better analysis of this challenging moment experienced by the college, the pandemic scenario. This is the right moment for the organization to recognize its current situation and create a projection for the future. A diagnosis of the college's pandemic setting is presented below, using strategic tools: SWOT analysis and Porter's Five forces.

4.1   SWOT ANALYSIS

To analyze the institution's positioning in the market, the SWOT matrix was used. A SWOT matrix that covers the internal environment (strengths and weaknesses) and the external environment (opportunities and threats) was built, as presented in Chart 7.

Opportunity	Force
1. Offer or transform the Business Administration course into blended learning; 2. Flexibilize the curricular matrix with proportional reduction of the monthly fee; 3. Gamification; 4. Create new agreements; partnerships; 5. Create semi-attendance post-graduation courses;	1. Score on the MEC evaluation; 2. In-class and remote classes; 3. Commitment of the faculty; 4. Only in-class education HEI in the municipality where it operates.
Threats 1. Fierce competition with DL offerings; 2. Competitors' prices; 3. Evasion for any occurring reason; 4. Digital platforms.	**Weaknesses** 1. Located in a municipality with only 18,120 Inhabitants. IBGE 2019; 2. Need for investments; 3. Competitiveness in attracting students; 4. A single course in operation; **5.** Training / titration of professors.

Chart 7. SWOT analysis of the institution
Source: Prepared by the author (2020).

At the HEI, the **strengths** are clearly perceived: the good historical factor in the region, with an excellent score in the MEC evaluation, employability. The partnerships with cooperatives active in the region should also be taken into consideration. The close teacher-student relationship, teachers engaged in remote teaching in this period of pandemic are important points for retention.

Weaknesses are perceptible at the HEI: there is only one course in operation and a lot of competition to attract students; depending on only one course to fill classroom vacancies is very complex; its location in a municipality with a little over 18 thousand inhabitants; and the faculty has a deficient title, as there are few teachers with a master's or doctoral degree. There is concern about the budgets, because the more students are lost, the less there is revenue from tuition fees.

Regarding **threats**, the HEI has not yet invested in a digital platform for classes. The professors use the free ones. There is a need to open new courses to inject capital into the HEI, but there is bureaucracy to open them, generating costs, making it even more difficult for the financial balance and sustainability of the college. With the pandemic and institutions

offering remote education, competition has become fierce. With lower prices and a diversity of courses, it is more convenient for students to take other education modalities.

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To sum up, the SWOT Matrix was used to analyze the institution by means of the information collected in the interviews with the general management and the strategic team. Its internal strengths and weaknesses were identified, as well as its opportunities and threats from the external environment. For the internal environment, it is necessary for the HEI to create plans to minimize the weaknesses or mitigate their impact in relation to competitiveness in the academic market. As for the external environment, there is no control; the HEI must keep monitoring the academic sector in order to take advantage of opportunities and immediately avoid threats.

4.2 PORTER'S FIVE FORCES ANALYSIS

Porter's five forces tool was used to analyze the college's position in relation to its competitors. Chart 8 presents the analysis of the HEI's position in relation to the five competitive forces indicated by Porter (Porter, 1986).

Threat of new entrants	DL colleges in the municipality where it operates.
Supplier bargaining power	Teachers have mechanisms and bargaining power to improve their salaries. Teachers (knowledge generators). Paid platforms for teaching classes. The demands of MEC, new ordinances, and decrees.
Customer bargaining power	Students have mechanisms to reduce tuition fees. Prospective entrants find alternatives, especially financial options, and reduced fees for DL and technologists courses during the pandemic period.
Substitute products	Other modalities and substitute forms of the Business Administration course compete with the HEI (Distance Learning, Corporate Universities). DL courses offer lower prices. Technological courses offer less time.
Rivalry among competitors	Increase in the number of competitors by offering remote education at more affordable prices.

Chart 8. Analysis of Porter's five forces of the institution
Source: research data (2020).

Chart 5 allows inferring the considerations described below.

Threats from new entrants and barriers to entry: At the moment, there are significant barriers to entry, including the requirements of the MEC that may discourage future investments in the area. As threats, new entrants in the sector are the nearby colleges, offering the same course and the same modality for more attractive prices.

Supplier bargaining power: Since the main supplier for the HEI's course are the professors, they have mechanisms and bargaining power to improve their salaries. In addition, the professors can demand paid digital platforms to deliver the classes. Another main supplier is the MEC requirements, as well as the evaluation criteria that controlled the whole system.

Customer bargaining power: In this sense, undergraduate students are understood as holders of negotiating power with the HEIs. In part, this particularity is justified due to the redundancy in the supply of vacancies and the lack of demand in the sector. Students have mechanisms to reduce tuition prices; potential entrants find alternatives, especially financial ones, such as reduced tuition for distance learning and technological courses.

Threat of substitute services: DL is recognized as the main threat to HEIs today. This is because they offer lower tuition fees and also technological courses with shorter completion times. In part, this shows a concern in terms of the impacts that this substitute service generates to the sector, both currently and in the future.

Rivalry between competitors: Rivalry between competitors is recognized as high. The increase in the number of DL institutions in the city and the fact that students can enroll in courses in other regions of the country in the DL mode are major competitors for offering remote education at more affordable prices.

These data show that there is significant competition in the academic market in which the HEI operates, and that this intensity causes reduced profitability potential of the sector (Porter, 1986). Barriers to entry are considered high by MEC requirements and so are the other forces, showing the sector's high competitiveness.

J.M Chagas, R.L.C.P Chagas and Silva (2020) emphasize that the year 2020 has proven to be unique in history due to the pandemic. With the interruption of in-class academic activities in Brazil and the beginning of online classes, HEIs found themselves facing a new process, dependent on the internet, virtual learning environments, and remote classroom platforms.

The pandemic forced a transformation, and in this scenario, private HEIs had to move fast in order to avoid suffering with evasion and default, a ghost always present in the private sector (J.M. Chagas; R.L.C.P. Chagas & Silva, 2020).

At the moment, it is necessary and important to use strategies, efforts, and actions to mitigate losses and survive. It is time for the HEIs, in their Institutional Development Plans (IDP), bodies, and colleges to take advantage of autonomy in the same way that they are responsible for the development of the institutions in elaborating their institutional policies.

The academic responsibility adopted by the collegiate bodies, when establishing the social responsibility policies, has to contemplate the institutional mission when planning actions that provide access and enable the academics to remain in the institution.

The actions used by higher education institutions to encourage retention should avoid cancellation of enrollments, course dropouts, or abandonment, among other forms of evasion. In this sense, retaining students until they finish the course requires that HEI managers commit themselves to securing their students.

This is not what is perceived in the literature studied in the great majority of the studies. The institutions do not promote appropriate actions to enable the permanence of students and, when they exist, they are considered ineffective. There is a need to build permanence management policies in these institutions.

Therefore, this is the appropriate time for the institution to outline its goals in order to reduce all possible risks regarding possible evasion threats and to know how to see the opportunities brought by the Covid-19 pandemic to the higher education market in designing a retention policy. Improving academic and administrative services and creating strategies are crucial for the future of the college.

5   ANALYSIS AND INTERPRETATION OF RESULTS

Through the data collection from the questionnaire applied to the students of the Business Administration course, the information on the sex and age of the students who answered the survey are presented in Table 1.

It is observed that most students are male (60.22%). Regarding age, the main age group is young people from 20 to 25 years of age, with 54.84%. The second most frequent age group is young people under 20, with 31.18%. Therefore, it is evident that the main audience of this higher education institution is young people.

Sex	No. of respondents	%
Female	37	39.78
Male	56	60.22
Total	93	100%
Age	No. of respondents	%
Less than 20 years old	29	31.18
From 20 to 25 years old	51	54.84
26 to 29 years old	7	7.53
More than 30 years old	6	6.45
Total	93	100%

Table 1. Profile of respondents
Source: Survey data (2020)

The first step performed was about using the method of estimating the measurement model, which measures the latent relationship and manifest association to the observed variables. In the first analysis layout generated, the factorial loadings of the paths between the latent variables were observed.

Variables with values below 0.7 were eliminated, as suggested by Hair *et al*. (2014), which is the minimum to be considered satisfactory. Performing the test resulted in the structure of analysis in the final model, as shown in Figure 4.
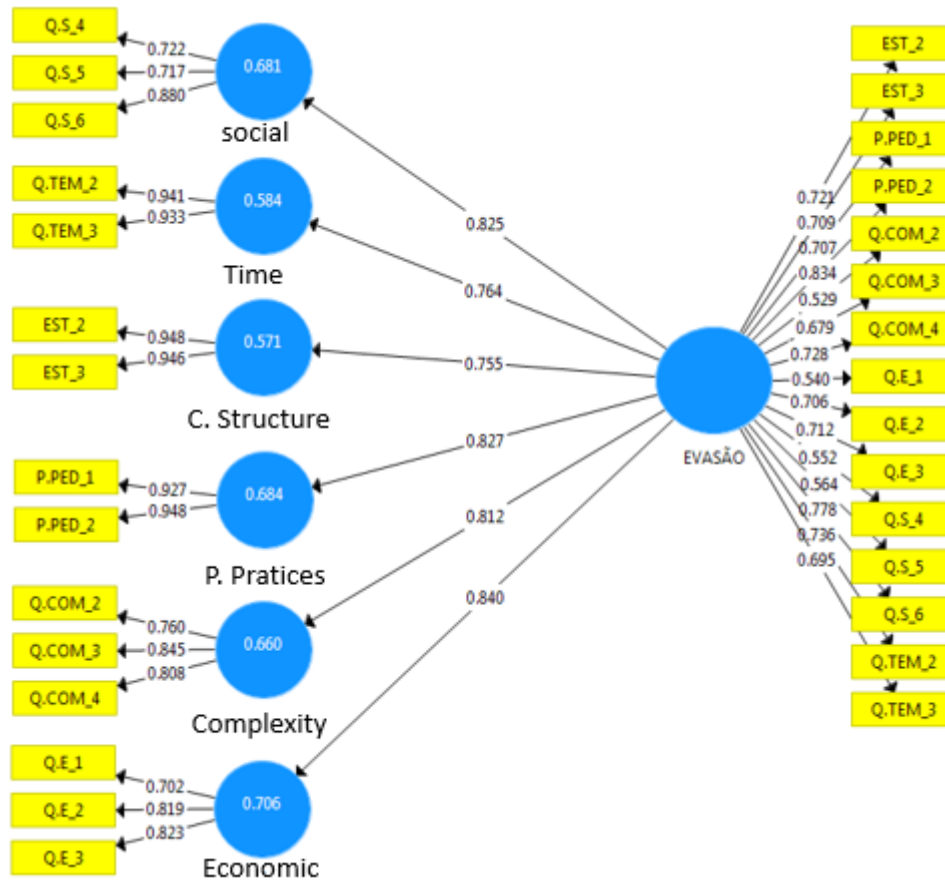
Figure 4. final quantitative analysis framework
Source: research data, (2020)

The second step of the quantitative data analysis refers to the performance of reliability and convergent validity of the constructs. They were evaluated by means of the internal consistency of the constructs, using Cronbach's Alpha and Composite Reliability (CC). Cronbach's Alpha coefficient ranges from 0 to 1, where a value of 0.6 or greater generally indicates unsatisfactory internal consistency reliability (Malhotra, 2012).

The composite reliability must present values greater than 0.6 to be considered acceptable (Nunnally & Bernstein, 1994). In Table 2, we observe that the composite reliability values are adequate for all items. The Cronbach Alpha value was also satisfactory for all constructs.

Constructs	Cronbach's alpha	Composite Reliability	Average Extracted Variance
Complexity	0.731	0.847	0.649
Economic Issues	0.685	0.826	0.613
Course Structure	0.885	0.945	0.896

Pedagogical Practices	0.863	0.936	0.879
Social Issues	0.695	0.812	0.523
Time Issues	0.740	0.855	0.665

Table 2. Cronbach's Alpha, Composite Reliability and AVE
Source: Prepared by the author (2021).

For discriminant validity in this research, Fornell and Larcker's (1981) criterion is used, because their goal is to compare the square roots of each construct's Average Variance Extracted (AVE) with the correlations (Pearson's) between the constructs (latent variables) (Henseler, Ringle & Sinkovics, 2009; Hair, Ringle & Sarstedt, 2011).

Discriminant validity indicates the extent to which latent variables are independent of each other (Hair, Hult, Ringle & Sarstedt, 2013). According to Table 3, all AVE values are higher than the other correlations presented, which indicates discriminant validity among the constructs.

The values in bold are the square root of the AVE, the other values are the correlations between the variables, as shown in Table 3.

Construct	complexity	Economic Issues	Course Structure	Pedagogical Practices	Social Issues	Time Issues
Complexity	**0.806**					
Economic Issues	0.518	**0.783**				
Course Structure	0.479	0.676	**0.947**			
Evasion	0.820	0.835	0.749			
Pedagogical Practices	0.617	0.616	0.516	**0.938**		
Social Issues	0.618	0.663	0.456	0.718	**0.723**	
Time Issues	0.762	0.637	0.612	0.571	0.559	**0.815**

Table 3. Discriminant Validity of the Model
Source: Prepared by the author (2021)

Table 4 shows the path coefficients of the structural model that can be interpreted as beta (β) coefficients. Path coefficients indicate how much one construct relates to another.

According to Hair, Hult, Ringle, and Sarstedt (2013), β values are comprised in the range from -1 to +1. Values close to 1 indicate strong positive relationship between the constructs, values close to -1 indicate negative relationship between the constructs, and values close to 0 indicate weak relationship between the constructs.

For this analysis, the t-student test values and the p-value are also checked to verify the significance of the data. For 5% significance, the values should be below 0.05 for p-value and above 1.96 for t-student to be considered significant at the 5% level (Hair, *et al*., 2005)

Construct	Path coefficients (β)	T Test	P Value
Evasion → Complexity	0.812	23.762	0.000
Evasion → Economic Issues	0.840	21.003	0.000
Evasion → Course Structure	0.755	11.483	0.000
Evasion → Pedagogical Practices	0.827	21.034	0.000
Evasion → Social Issues	0.825	29.468	0.000
Evasion → Time Issues	0.764	16.115	0.000

Table 4. Correlation coefficients between the constructs
Source: Prepared by the author (2021)

We observe that the constructs exposed in Table 4: complexity, economic issues, course structure, pedagogical practices, social issues, and time issues were within the parameters proposed by Hair *et al*. (2005), which confirms a strong and significant positive relationship with the evasion propensity in this study.

The results show that the six dimensions that made up the reflective model of the evasion propensity in higher education at a private college in the pandemic period are significant and have a direct association with evasion propensity.

The first one was the 'social issue' ($\beta = 0.825$ $p < 0.05$), because the result supports that this construct has a positive relationship with the propensity to drop out. Therefore, the factors that make up this construct are access difficulties, relationships with classmates, family problems, and some behavioral attitudes of teachers and staff. These are factors that have a positive impact on evasion propensity.

This means that the students surveyed have difficulties regarding these factors and were more likely to drop out, confirming the findings of Baggi, (2010), in which social inequality is the major responsible for dropout and it is present directly and indirectly in all studies, not allowing the entering student to remain in private HEIs. According to Silva (2015), academic integration, integration with the faculty, integration with the administrative sector, and social integration may influence students' decision to drop out of the course.

The second factor was the 'time issue' ($\beta = 0.764$ $p < 0.05$), which was also significant and has a positive association with the evasion propensity. Therefore, the lack of time to study and the difficulty in reconciling study and work, variables that make up this construct, have a positive impact on evasion propensity. This result is in line with Lourenço's (2014) study that some groups and situations that are more critical for dropout are those who live or work "far from the campus."

'Course structure' was the third factor observed ($\beta = 0.755$ $p < 0.05$). This construct refers to course quality and dissatisfaction with the curriculum. It is observed that there is a significant and positive association with the propensity to drop out. In this sense, the research

by Santos (2018) evidences that factors such as "dissatisfaction or disappointments" with the course, the lack of "relevance and practical/specific knowledge", "lack of communication", and "plastered discount policies" are elements favorable to evasion.

Almeida (2013) found, in his studies, that the "lack of knowledge of the course", "disenchantment with the chosen course", "lack of reference with higher education", and institutional dimensions such as "lack of infrastructure" and "accumulation of activities under the responsibility of managers", such as "reduced time for students' guidance", are determinants for the non-completion of higher education. Bardagi and Hutz (2009) identified that "fragility of initial choices", "little exploratory activity", and "unrealistic career expectations" are important dimensions for evasion propensity.

The fourth factor tested was 'pedagogical practices' ($\beta = 0.827$ $p < 0.05$). This factor showed significance and positive relationship with evasion propensity; moreover, it was the second most important dimension in terms of β coefficient impact. The result also corroborates the research of David and Chaym (2019), who observed that "teacher" and "pedagogical project" were the variables that contributed the most to predicting the occurrence of dropout.

"Complexity" was the fifth factor that composed the final model ($\beta = 0.812$ $p < 0.05$), and the result considers this dimension as being significant and with a direct association with the evasion propensity. It is important to note that this construct was formed by questions related to learning difficulty, difficulty in some subjects, and failure or low grades. Therefore, these complexities have a positive impact on evasion propensity.

This confirms the findings presented in Oliveira's (2018) research, which highlights that 'low grades' are factors for evasion. Furtado and Alves (2012) highlighted variables such as 'subject cancellations', in which a higher number of cancellations resulted in a higher probability of evading, and that a higher number of subjects taken per semester reduced the chances of students dropping out.

The sixth and last factor consisted of the 'economic issue' ($\beta = 0.840$ $p < 0.05$), a dimension that showed significance and positive relationship with evasion propensity. Moreover, this dimension showed higher β coefficient. Thus, the economic issue is the main factor influencing evasion propensity in the HEI.

As evidenced by Alba (2018), "financial difficulties" stand out among the main factors influencing students' decision to drop out of the institution. According to Fritsch, Rocha, and Vitelli (2015), one of the variables with more significant evasion probabilities relates to

"economic factors". The study by Gonçalves (2018) found that "financial strain", "social integration" and "university stress" contribute significantly to dropout.

The economic issue is the most present dimension in the literature when researching evasion in private higher education, which can be verified in the studies of Baggi (2010); Almeida (2013); Lourenço (2014); Fritsch, Rocha, and Vitelli (2015); Gonçalves (2018); Oliveira (2018); Fonseca (2018); Santos (2018); Mascena (2018); Alba (2018); Oseguera and Rhee (2009); Ashour (2019); David and Chaym (2019).

The pandemic impacted students' evasion, which aggravated even more the economic and social issues, leading to the non-training of several students, compromising their professional qualification, causing underemployment, or even unemployment.

According to Delazaro and Barbieri (1994), everything leads us to believe that the unemployment issue will increasingly become a social problem, because people with low education tend to have less information and therefore less environmental awareness. This can cause social impacts, and in this sense, it is also a variable of an environmental nature that companies and governments will have to deal with. For Tayra (2002), the notions of economic growth, environment, and labor are thus related and make explicit a broader crisis, that of the sustainability of the economic system itself.

This scenario compromises sustainability, corroborating the concept of Delazaro and Barbieri (1994) in our common future: the World Commission on Environment and Development (WCDD), which defines sustainable development as "that which meets the needs of the present without compromising the ability of future generations to meet their own needs.

6   CONTRIBUTIONS TO PRACTICE

As for the theoretical contribution of this research, through the literature review on evasion in private higher education, presented in this study, we perceive that evasion is a problem for which HEIs do not have strategies and are not prepared to mitigate.

Based on the strategic planning, carried out through the analysis of the HEI's internal and external environment, an action plan was created through the use of SWOT and Porter's Five Forces tools and through the applied questionnaire, as a proposal for the institution of the 5W1H (What; Why; Where; Who; When; and How).

The questionnaire applied and the strategic planning provided interesting and important evidence on evasion propensity with the results of the questionnaire applied to students. Now, the college has information that allows it to visualize its opportunities for improvement along the various dimensions of the academic community and thus define the most urgent propensities to be optimized and strengthen its actions regarding dropout.

"The 5W1H action plan allows considering all tasks to be performed or selected in a careful and objective manner, ensuring their implementation in an organized way" (Lenzi, *et al.*, 2010, p.185). For Guelbert (2012, p.97), "Action plan is a simple but powerful tool to assist the planning of all actions, deadlines, and other information needed to achieve a goal".

The elaboration of the Action Plan aims to leave a document for the institution and suggestions of the steps to be followed in order to implement the recommended improvements based on the author's perception. The data are shown in Chart 9.

What?	Why?	How?	When ?	Who?	Where?
Structuring a retention/permanence department	Improvements in student retention rates	Through enlightenment/advice so that students never drop out of college	February 2021	Management and coordination	IES
Create strategies to reduce dropout	So that students do not drop out	Offering incentive programs for students to stay	October 2020	Management and strategic team	IES
Retention event	So that students are satisfied and want to continue their studies	With more essential content or learning objectives to ensure learning	One per academic semester	Coordination	IES
Service to delight and surprise students	So that students are satisfied and want to continue their studies	Offering a graduate course, discounts, a teaching internship, a referral to work for some company.	One per semester	Assign a team	IES
Accept the complaint as a contribution	It is important to hear the dissatisfactions of the students with the HEI	Accepting the complaints raised by the academics	Whenever there is demand	IES	IES
Agents involved	To prevent evasion	Staff engaged not to let students drop out	One per semester	Assign a team	IES
Evasion for any occurring reason	To speed up processes and minimize problems	Interviews with evasion-prone students	Whenever there is demand	Coordination	IES
Study evasion during the pandemic period, in view of the resulting diagnoses	To obtain indicators that configure the educational framework	Through interviews with active and evaded students	August 2020	Management	IES
Diagnose the possible reasons for dropouts	For a possible future rescue of those evaded	Contact by phone, e-mail, or social networks	January 2021	Coordination	IES
Define policies for student retention	o avoid dropouts throughout the course	The Coordination should define policies and strategies for each alleged reason for evasion, in order to minimize the problem	January 2021	Management and strategic team	IES
Creation of new agreements, partnerships, (possibility Sescoop/PR)	Raise the financial dimension of the HEI.	Create a group to seek new partnerships	January 2021	Marketing Department	IES
Creation of semi-attendance post-graduation courses	Raise the financial dimension of the HEI.	Contact the egresses, cooperatives, and trade association	March 2021	P.I Academic Director Coordination	IES
Training/education of the teaching staff	Professors with higher degrees	Encouraging Master's and PhD programs	January 2021	Collegiate of the Course	IES
Competitiveness in attracting students	Attracting students - Focus on promoting the course	Defining a nomenclature according to the MEC norms that define the course as semi-attendance and a marketing strategy	May 2021	Marketing Department	IES
Carry out financial analysis of the HEI to identify the impact of evasion	Financial sustainability	Financial analysis of revenue reports and Statement of Income for the Year (DRE)	July 2021	Accounting	IES

Chart 9. Action Plan

Analyzing the current context, it is concluded that the educational sector, as well as the others, are being strongly impacted, at the moment of the epidemic, since the coronavirus made it even more difficult to face evasion in HEIs, leading to losses. According to Oliveira (2017), evasion implies the order of the country's development, since part of the resources are destined to the educational sphere and, when they are not well applied, they bring losses to all social, business, and personal levels.

The results found in the studied projects show that there is an urgent need to structure and give greater visibility to intelligent and strategic actions aimed at the permanence of students, which is why it is important to use the application of strategic planning tools to better conduct and plan the various scenarios.

Understanding the factors related to evasion becomes essential for developing strategies and defining assertive practices in the search for organizational efficiency and, consequently, its sustainability. Maintaining the sustainability of the HEI requires agility and dynamism in corporate actions, and, through them, seek alternatives to minimize dropout (Oliveira, 2017).

The use of SWOT analysis and Porter's five forces tools was crucial to identify the context in which the HEI is inserted and to suggest improvements that might contribute towards solving the problems arising from the Covid-19. The diagnosis allowed affirming that the HEI is limited to only one product segment in the market; it is restricted to offering one undergraduate course, the in-class course, which contributes negatively to its financial impact.

It is noted that the HEI has a high participation in the market in which it operates, but this might be seen as a disadvantage given that it is not the only success factor; however, market growth is not the only attractiveness indicator. There is an opportunity to invest in strategies for the creation of new courses and new modalities, despite the problem of lack of financial resources available. An important point is the disclosure of the score of the Course Evaluation that has a good concept and thus reduce investments.

It is noteworthy that the analysis of the internal and external environment of the organization was critical to assist in the proposal process for improvement suggestions with the fulfillment of the objectives, strategies, and actions listed in this study for the construction of an action plan at this time of the pandemic. Its aim is to improve the processes of the evasion problem, as a strategy to avoid or minimize future consequences as much as possible.

7   FINAL CONSIDERATIONS

This research analyzed the evasion propensities in private higher education in the period of the Covid-19 pandemic in the year 2020. Through a reflective model, the results demonstrate that social issues, time issues, course structure, pedagogical practices, complexity, and economic issues comprise and are important dimensions of dropout propensity in private higher education during the epidemic period.

Thus, this study achieved the proposed objectives, starting with the specific objective "a" that raised the main determinants of evasion in private higher education pointed out in other studies in the period from 2009 to 2019 through literature review.

Specific objective "b" evaluated the important propensities for students to drop out during the pandemic period and which variables remain statistically significant by means of the reflective instrument present in Appendix A.

Lastly, specific objective "c" was met by proposing strategies through an action plan that contribute to the studied HEI in order to prevent and/or reduce dropout rates in the Business Administration course, explained in Chapter 6.

The world was taken by surprise by the epidemic, and the need for social, economic, and educational changes impacted the pre-established norms for living together. The closure of educational institutions has brought an unprecedented challenge to world education, in which the coronavirus has forced human beings to integrate digital ways of teaching, learning, working, instructing, understanding, and sharing.

Covid-19 triggered great challenges, impacts, and a chaotic reality in which many students lost their economic capacity, and the effects on education were felt. The need for measures to combat evasion is extremely essential and changes will only be possible with the transformation, mobilization, and commitment of society and the government.

In this new context, it is necessary to reinvent, assist, act, and coordinate the innovations and possibilities arising from the pandemic. The coronavirus crisis has brought about new habits, new structures, new behaviors, and also the obligation to review a series of educational configurations. It has fragmented the traditional teaching model and imposed the creation of strategies to close classrooms without halting learning.

Education is the way to transform society; however, isolation made it clear that Brazil needs to make changes in the quality of education, and it must go through a training that dialogues with society.

Brazilian problems are closely linked to socioeconomic inequalities, not allowing institutions to promote learning for all. Support from other areas is fundamental to minimize the circumstances imposed by the pandemic, since dropout is a chronic problem, with high human, social, and economic costs.

It is suggested that college directors, professors, and coordinators pay attention to the signs of evasion propensity and can, through efficient measures, avoid or soften the chaos in society and in HEIs caused by dropouts.

As suggestions for future research, even with the limitations that this study presents, the sample of 93 respondents can provide important evidence on evasion propensity in the context of private higher education.

Further research in this area can advance the investigation of the propensity to drop out in private higher education during epidemic periods, using these dimensions and/or incorporating new elements, improving the questionnaire for other questions that have not been explored and that can meet the needs of other HEIs or courses.

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APPENDIX A - APPLIED RESEARCH QUESTIONNAIRE

Dear,

As a student of the Professional Master's Degree in Business Administration of the State University of Western Paraná, I am developing, under the guidance of Prof. Dr. Loreni Teresinha Brandalise, this research, **which aims to raise the evasion propensity of academic students during the period of the coronavirus pandemic in the Business Administration course of a private college during the year 2020**. Your opinion is very important for this research. Thus, I count on your participation and take this opportunity to emphasize that all information provided will be treated with due confidentiality. If you are interested, please request the results of this research by phone (45) 8812-7251 or e-mail: edineiacasagrande@hotmail.com.

Guidelines for filling out the survey:

Responses should be weighted from 1 to 5 according to the options below:

Answer options:
1. Strongly disagree
2. Partially Disagree
3. Indifferent
4. Partially Agree
5. Totally Agree

Thank you in advance for your cooperation.

Edineia Casagrande

SET I - Student Profile

1 - Sex:

    a) ( ) Female

    b) ( ) Male

2 - Your age:

    a) ( ) Less than 20 years

    b) ( ) Between 20 and 25 years old

    c) ( ) Between 26 and 29 years old

    d) ( ) More than 30 years old

3 - Current marital status:

    a) ( ) Single

    b) ( ) Married

    c) ( ) Stable Union

    d) ( ) Separated/Divorced

    e) ( ) Widow(er)

4 - Schooling:

    a) ( ) Not completed Higher Education

    b) ( ) Complete Higher Education

    c) ( ) Not completed Post-graduation

    d) ( ) Complete Post-graduation

    e) ( ) Master's degree

    f) ( ) Doctorate

5 - Family Income:

    a) ( ) up to R$ 1,045.00

    b) ( ) from R$ 1,045 to R$ 2,090.00

    c) ( ) from R$ 2,091.00 to R$ 3,135.00

    d) ( ) from R$ 3,13,600 to R$ 4,180.00

    e) ( ) from R$ 4,181.00 to R$ 5,225.00

    f) ( ) Above R$ 5,226.00

6 - Means of transportation used to go to the College:

   a) ( ) own

   b) ( ) public/collective

7 - Where did you finish high school?

   a) ( ) Totally in Public School

   b) ( ) Totally in Private School

   c) ( ) Partially in both

8 - How is the relationship with colleagues?

   a) ( ) Non-existent

   b) ( ) Weak, low involvement

   c) ( ) Moderate

   d) ( ) Excellent

SET II - Abandonment Propensities

9 – In which period are you enrolled?

   a) ( ) 1st Term

   b) ( ) 2nd Term

   c) ( ) 3rd Term

   d) ( ) 4th Term

   e) ( ) 5th Term

   f) ( ) 6th Term

   g) ( ) 7th Term

   h) ( ) 8th Term

Evaluate the factors that may contribute to dropouts:

Questions	1) Totally Disagree	2) Partially Disagree	3) Indifferent	4) Partially Agree	5) Totally Agree
10) Before entering the Business Administration course at the College of Cafelândia - PR, did I have enough information about the chosen course?					
11) When I entered the Business Administration course at the College of Cafelândia - PR, did I receive instructions about the course and the College?					
12) Was I frustrated with the expectations of the course?					
13) Did I find out that I do not have a vocational focus for the chosen course?					
14) Do I have difficulties with social interaction?					
15) Can difficulties with remote teaching, in the pandemic period, influence me to drop out of the course?					
16) Can learning difficulties influence me to drop out of the course?					
17) Do I have the support of friends to continue attending college?					
18) Do I have difficulty in accessing and relating to some teachers?					
19) Do I have difficulty in access and relationship with some classmates?					
20) Can family problems compromise the continuity of my studies?					
21) Can financial problems compromise the continuity of my studies?					
22) Can reasons proper to the institution influence me in quitting the course?					
23) Can College location influence me in quitting the course?					
24) Can problems with the College's infrastructure and institutional services influence me to drop out of the course?					
25) Can didactic, pedagogical, and methodological factors of the professors influence me to drop out of the course?					
26) Can behavioral attitudes of professors and/or technical staff influence me to drop out of the course?					
27) Can the lack of educational assistance influence me to drop out of the course?					
28) Can difficulties in some subjects influence me to drop out of the course?					
29) Can failure or low grades influence me to drop out of the course?					
30) Can the quality of the course chosen influence me to drop out of the course?					
31) Can lack of time for study influence me to drop out of the course?					
32) Can the difficulty to conciliate with work influence me to drop out of the course?					
33) Can personal issues influence me to drop out of the course?					
34) Can dissatisfaction with the course (curriculum) and little visibility on practice influence me to drop out of the course?					
35) Can frustration in the academic experience and few career perspectives/uncertainties (as to the job market) influence me to drop out of the course?					
36) Can the study shift influence me to drop out of the course?					

APPENDIX B - SCALING OF ALL QUESTIONS IN THE INSTRUMENT AFTER APPLYING THE SURVEY

QUESTIONS	DIMENSIONS
10) Before entering the Business Administration course at the Faculdade de Cafelândia - PR, did I have enough information about the chosen course?	Previous knowledge on the course
11) When I entered the Business Administration course at the Faculdade de Cafelândia - PR, did I receive instructions about the course and the Faculty? 30) Can the quality of the chosen course influence me to drop out of the course? 34) Can the dissatisfaction with the course (curriculum) and little visibility on the practice influence me to drop out of the course?	Course structure
12) Was I frustrated with the expectations of the course? 13) Did I find out that I do not have a professional vocation for the course chosen? 33) Can personal issues influence me to drop out of the course?	Personal Issues
14) Do I have difficulties in social interaction? 17) Do I have the support of friends to continue attending college? 18) Do I have difficulty in accessing and relating to some professors? 19) Do I have difficulty in accessing and relating to some classmates? 20) Can family problems compromise the continuity of my studies? 26) Can behavioral attitudes of professors and/or technical staff influence me to give up the course?	Social Issues
15) Can difficulties with remote teaching, in the pandemic period, influence me to drop out of the course? 16) Can learning difficulties influence me to drop out of the course? 28) Can difficulties in some subjects influence me to drop out of the course? 29) Can failure or low grades influence me to drop out of the course?	Complexity
21) Can financial problems compromise the continuity of my studies? 22) Can reasons of the institution itself influence me to drop out of the course? 35) Can frustration in the academic experience and few career perspectives/uncertainties (as to the job market) influence me to drop out of the course?	Economic Issues
24) Can infrastructure problems and institutional services at the College influence me to drop out of the course?	Physical Structure
25) Can didactic, pedagogical, and methodological factors of professors influence me to drop out of the course? 27) Can the lack of educational assistance influence me to drop out of the course?	Pedagogical Practices
23) Can College location influence me to drop out of the course? 31) Can the lack of time for study influence me to drop out of the course? 32) Can the difficulty to conciliate with work influence me to drop out of the course? 36) Can the study shift influence me to drop out of the course?	Time