

# Higher Education in Administration: Discussions and Research Proposals on Student Permanence

## *Ensino Superior em Administração: Discussões e Proposição de Pesquisas Sobre a Permanência Estudantil*

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### ABSTRACT

When addressing higher education programs, the literature has predominantly focused on discussions regarding access to these programs and student completion rates, often disregarding student retention or prioritizing its material aspects. Based on this premise, a literature review on the topic reveals a theoretical gap concerning studies on retention that consider symbolic and cultural factors. Therefore, the objective of this theoretical essay is to discuss higher education in Business Administration, with a particular focus on student retention. In this regard, the essay contributes to the literature by presenting reflections that encompass these factors. It is understood that studying student retention in higher education is as fundamental as examining their admission and graduation. At the end of the discussion, research possibilities on the topic are suggested, emphasizing the need to understand students' academic trajectories, their interface with university management, affirmative action and assistance policies, as well as the strategies students adopt to remain engaged in their courses.

**Keywords:** Student permanence. Higher Education. Graduation in Administration.

### RESUMO

Ao tratar dos cursos ofertados no ensino superior, a literatura tem privilegiado as discussões sobre o acesso a eles e as taxas de conclusão dos estudantes, desconsiderando a permanência estudantil, ou priorizando os aspectos materiais relacionados a ela. Partindo disso, uma revisão bibliográfica sobre o tema indica uma lacuna teórica no que refere aos estudos sobre permanência contemplando fatores simbólicos e culturais. Portanto, o objetivo deste ensaio teórico é discutir sobre o ensino superior em Administração, focalizando a permanência estudantil. Neste sentido, o ensaio contribui com a literatura

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## RESUMO

sobre o tema, apresentando reflexões que compreendem tais fatores. Entende-se que estudar a permanência do estudante no ensino superior é tão fundamental quanto examinar o seu ingresso no curso e a conclusão de sua formação. Ao final das discussões apresentadas, são indicadas possibilidades de pesquisas sobre o tema, com destaque a necessidade de compreender o percurso acadêmico dos estudantes, sua interface com a gestão universitária, as políticas de ações afirmativas e assistenciais, bem como as ações dos estudantes para se manterem assíduos no curso.

**Palavras-chave:** Permanência Estudantil. Ensino Superior. Graduação em Administração.

## Introduction

In Brazil, studies on student permanence are gaining relevance as there are signs of improvement in completion rates for different undergraduate courses, but there is still little discussion about academic trajectories and the reasons that contribute to it (Mello et al., 2013). Therefore, addressing this issue is relevant, given the interests of different actors such as researchers, managers, and social groups, who demand an understanding of the minimum conditions necessary to prevent students from dropping out of the courses in which they are enrolled (Almeida, 2007).

Research on student permanence in higher education courses, such as that conducted by Almeida (2007), Silva (2017), and Maciel, Cunha, & Lima (2019), highlights that material issues impact the decision and possibilities of remaining in different courses, such as financial problems and, especially, the difficulty of balancing work and study (Ariño & Dalvan, 2018). However, mapping and problematizing symbolic and cultural challenges contributes to a broader understanding of this phenomenon.

Even when public and private investments are recognized, such as scholarships and financial credit systems like the Unified Selection System (SISU) and the University for All Program (PROUNI), student permanence can still be seen as a barrier. This reality reflects the historical situation of social, economic, cultural, and educational inequalities in the country, which is related to the massification of education in the area, where courses can be offered from a low-complexity physical structure, as in the case of courses such as Business Administration, Education, and

Law, which have the highest number of enrollments in Brazil (Bertero; 2006; Fontele; Crisóstemo, 2016).

This essay focuses the discussion specifically on the Business Administration course, considering two fundamental points: the first concerns the fact that the authors of the research have training in the area, which gives them familiarity with the academic path of the course; and the second is based on the assumption that the course represents one of the most prominent fields of study at different levels of education—specializations, master's, and doctoral degrees (Bertero, 2006; INEP, 2018), consolidating itself among the top ten courses with enrollments in PROUNI and SISU (Souza, Gonçalves & Souza, 2017).

Proposing an analysis of the symbolic and cultural factors of student permanence promotes a more effective understanding of the phenomenon (Almeida, 2007), considering different dimensions of analysis (material, cultural, symbolic, and psychological) and influences such as the cultural background that students bring to the university system, which is evaluated in this environment; and the effect of family socialization on an individual's academic trajectory and environment (Ariño & Dalvan, 2018). Therefore, considering these issues means being attentive to the routines of students from low-income backgrounds, especially as the number of university students increases.

The objective of this theoretical essay is to analyze the importance of studies focused on student permanence from the perspective of higher education in Business Administration, focusing on the symbolic and cultural aspects that influence student permanence. In research on the topic, such as that conducted by Felicetti (2014) and Silva (2017), the focus is on university students' admission and completion of the course. Other studies, when discussing student permanence, prioritize material aspects (Felinto, 2019; Maciel, Cunha & Lima, 2019). Therefore, there is a theoretical gap in studies on permanence, that is, a lack of studies focused on symbolic and cultural factors (Almeida, 2007), a contribution that can be made based on the present proposal.

The rationale for this study lies in the need for a more comprehensive and multifaceted understanding of the factors that influence student permanence in business administration programs. Despite increased completion rates and investments in student assistance programs, dropout rates remain a significant challenge.

ge, reflecting the country's structural inequalities. Understanding not only material factors, but also symbolic and cultural ones, is crucial to developing policies and strategies that effectively support students in their academic careers. This study seeks to fill this theoretical gap by offering insights that can help managers, educators, and policymakers create a more inclusive and equitable environment for business administration students.

## Student Permanence

It is important to define the term permanence, as it encompasses different understandings (Maciel, Cunha & Lima, 2019). In the field of public educational institutions, permanence is discussed from the perspective of permanence or assistance policies, as strategies for maintaining and guaranteeing students' rights throughout their academic careers (Mello et al., 2013; Silva, 2017; Maciel, Cunha & Lima, 2019). Mello et al. (2013) point out that there is a distinction between permanence policies and student assistance. While the former includes different ways of fully integrating into the university (tutoring, scientific and teaching initiation, support for participation in events, etc.), student assistance is contained in permanence policies, but focuses more on ensuring attendance at classes and other activities.

Still regarding the distinction between permanence policies and student assistance, Mello et al. (2013) and Silva (2017) highlight that permanence policies are designed for all students, while student assistance is more focused on socially vulnerable groups. On the other hand, it is also possible that the term permanence may be associated with student retention, which is common in the private education sector (Silva, 2017).

Permanence can also be understood as students' actions to remain and complete their studies, considering all the obstacles, the difficulties of the trajectory (material and symbolic demands), and motivational factors (Felinto, 2019; Maciel, Cunha & Lima, 2019). Felinto (2019) emphasizes that permanence cannot be seen only as an act of persistence, but as a possibility to continue within the system. Therefore, in addition to material, symbolic, and cultural issues, the author involves the institutional aspect, since permanence strategies are also dependent on the active

role of educational institutions. In this context, individual-institution confrontations are apparent and permeate the entire trajectory of students, given that they enter the university environment with prior educational experiences (academic performance, for example) and family characteristics (ethnicity, income, values, expectations, social status) and personal characteristics (Magalhães, 2013).

Tibola et al. (2012) look at the phenomenon of permanence from the perspective of educational management, focusing on the efficiency of the actions and strategies adopted in the relationship with current and future students, since strengthening ties and relationships with them helps to reduce student dropout rates. This is especially true because many higher education institutions tend to invest in promoting collaborative and shared learning between students and teachers, which encourages the creation of social and academic relationships and contributes to increased permanence rates in courses. Going further, Tibola et al. (2012) consider it relevant to understand the antecedents of permanence in undergraduate classes, which can be investigated in two ways, according to the authors: by persistence rates or by consulting students about their intentions and factors for permanence.

Family background, abilities and skills, and previous schooling are characteristics that precede entry into higher education. These characteristics underpin and consolidate personal commitments, commitments to the institution, and intentions upon entering the course. Once enrolled, students encounter an academic system (including structure, rules, and procedures) and a social interaction system, through which they undergo a process of personal and normative integration. The student makes an effort to remain in this system, which leads to educational results (learning). These results are compared with the commitments and objectives at the beginning of the student's journey, who then evaluates the result achieved (to remain or not) (Nagai & Cardoso, 2017).

## History Of Business Administration Courses In Brazil

Before the formalization of higher education courses in Administration in the country, Business Schools, in the first half of the 20th century, played an important role in disseminating administrative knowledge in public and private businesses. It was in

1905, with the emergence of the Rio de Janeiro Academy of Commerce, the Juiz de Fora Academy of Commerce, and the São Paulo Practical School of Commerce (in 1902), that commercial education was definitively established. These schools offered courses aimed at low- and middle-income individuals, training them for technical or operational positions in the public and private sectors. Given this, leaders of the Brazilian elite did not attend such training programs, which were therefore restricted to those on the path to economic advancement (Barros, 2017).

The Federal Government only began regulating business administration courses in 1965. Nevertheless, until the end of the 1950s, the Higher School of Business Administration (ESAN), the Brazilian School of Public Administration (EBAP), the São Paulo School of Business Administration (EAESP), and the Federal University of Minas Gerais (UFMG) offered courses. However, only EBAP, EAESP, and UFMG met the higher education standards in force at the time. Higher education courses in Business Administration were initially intended for the public sector, given the demands of the State and doubts about the need for training in business administration (Barros, 2017).

Higher education courses in Business Administration in Brazil were forged from an American teaching logic, resulting from cooperation agreements with the United States between the 1940s and 1950s (Barros & Carrieri, 2013) that are still in place today. The agreements involved EBAP and EAESP (both linked to the Getúlio Vargas Foundation, FGV) — considered by the US as models for other schools in Brazil and Latin America — and aimed to consolidate the course in four federal universities (in the states of Bahia, Rio Grande do Sul, Minas Gerais, and Pernambuco).

However, federal institutions in Bahia and Rio Grande do Sul remained in the program. The United Nations (UN), given its program to expand business schools, not strictly higher education institutions, in underdeveloped countries (Barros & Carrieri, 2013), brokered support for EBAPE by the United States. The purpose of the first agreement, dated 1946, was to standardize technical schools in Brazilian states by importing theories, higher education models, and teacher training. Subsequent agreements dealt with sending US technical personnel to Brazil, training personnel in the country, and granting scholarships in the US (Barros & Carrieri, 2013).

With the expansion of business schools, it is noted that full careers in the field (positions ascending to senior management and more strategic positions, usually in

multinationals or large corporations) tend to be held by professionals trained in so-called top-tier schools, consisting of more educated individuals from higher social strata with a more qualified network of relationships (Bertero, 2006). Regarding the number of enrollments in the course, Moraes (2019) systematizes the data on business administration courses made available by the Anísio Teixeira National Institute for Educational Studies and Research (INEP) in the Statistical Synopses of Higher Education between 2001 and 2017, collecting data on admissions, enrollments, graduates, and teaching modalities (in-person and distance learning) in the public and private spheres for Business Administration and Public Administration courses. The Business Administration course shows a growth trend between 2001 and 2009, with an increase in enrollment of more than 50% (from 356,156 to 714,489 enrollments). Between 2010 and 2017, a curve indicates a gradual downward trend in student enrollment. In contrast, the Public Administration course continued to grow steadily during the same period analyzed (2001 to 2017) (Moraes, 2019).

In the public education sector, the growth trend for business administration courses is less pronounced when compared to private education. In the former (public education), the number of enrollments jumped from 45,606 in 2001 to 76,706 in 2017. In the latter (private education), the initial number of enrollments was 310,550 in 2001 and 405,062 in 2017. For the Public Administration course, the number of enrollments follows a different dynamic from the Business Administration course: in public and private institutions, for example, there was no reduction in the number of students enrolled between 2008 and 2009, and the growth curve in both cases is more evident. In 2010, the number of students enrolled in public education exceeded that of private education, and this difference grew each year until 2017, when the difference was more than 10,000 enrollments. In public education, the number of enrollments jumped from 5,449 in 2011 to 8,933 in 2012, while in private education, the approximate average number of students in the same period was just over 3,000 (Moraes, 2019).

Public Administration courses in the public and private sectors was also observed based on data consolidated by Moraes (2019). For the Business Administration course, there was a growing trend in the number of graduates between 2009 and 2012 in the public sector. In turn, in the private sphere, there was an average growth in the number of graduates from 2009 to 2017. Between 2015 and 2017, the

number of graduating students in private institutions was substantially higher than in public institutions.

The importance of studies focused on student permanence in Business Administration courses becomes apparent when comparing the number of enrolled students, new students, and graduates. In the data summary presented by Moraes (2019), which refers to the years 2016 and 2017, this comparison is made by region of the country. The author points out that “no data stratified by area and modality within the courses offered at the higher education level are available when classified by Brazilian region. In other words, there is no separation by course type (Business Administration and Public Administration, for example) or by modality (in-person and distance learning) (Moraes, 2019, p. 63).

## Debating Studies on Permanence

For Pacheco et al. (2007), recent research on permanence should propose the analysis of students’ socioeconomic and political aspects, individual characteristics, circumstances (family), and professional vocation, as well as institutional structures (physical and pedagogical structures, teaching methods) and student monitoring as a strategy to prevent possible dropouts. Authors such as Abbad, Carvalho, and Zerbini (2006), Carneiro, Silva, and Bizarria (2014), and Rangel et al. (2019) highlight that academic vulnerabilities are interconnected and influence whether students remain in or abandon the course, signaling an understanding of the emotional ties, vocational guidance, family, culture, and basic education of students.

In this context, when researching PROUNI scholarship recipients, Ariño and Dalvan (2018) state that the family contributes to the student’s permanence, since for many families, the child is the first to access this level of education. In addition to the family, friends and high school teachers are influential for both admission and permanence, as they act as motivators and, specifically, the former play a significant role in financial difficulties. Financial issues are a central aspect in university students’ decisions about staying in school, as it is necessary to subsidize living costs (food, housing, transportation, personal expenses in general) and course expenses (purchase of materials, photocopies, institutional fees, among others).

The impact of background on differences extends across educational trajectories: the ethnic, social, and national background of young people and their families; place of residence (suburb, city center, urban, rural); and gender. Schools (in this study, the higher education system) tend to penalize students from working-class backgrounds, who are mostly Black, young people from rural areas, or those living in poor housing (in the city center or suburbs). Thus, the dilemmas of permanence have a greater impact on young people living in inland cities or further away from the city center (Seabra, 2019). The student's location can also influence their permanence, given the inconvenience of commuting, the family's financial situation, and precarious access to information (Sampaio, 2011).

Many young people from low-income backgrounds drop out of higher education for a variety of reasons, such as socioeconomic conditions, poor performance and failing grades, difficulties in balancing study and work, career prospects and uncertainties about the job market, inadequate teaching methods and methodology, shortcomings in the institution's infrastructure and services, learning gaps brought over from basic education, distance from home, dissatisfaction with the course, weak ties with classmates, teachers, and course coordinators; difficulty accessing student assistance programs, public (in)security, and pregnancy (Kampff, Cássia & Mentges, 2018).

The results of the study conducted by Silva (2017) corroborate some of the findings presented by Kampff, Cássia, and Mentges (2018), in which the author highlights some of the difficulties young people face in remaining in higher education, based on his research with university students from the Complexo da Maré (in Rio de Janeiro): lack of incentive in the form of scholarships from the institution, lack of a study environment outside the educational institution, internal conflicts in the neighborhood (with impacts on the movement of young people), understanding of what is taught, lack of family support, and difficulty in reconciling academic activities (such as tutoring, extension courses, scientific initiation).

Analyzing the context of remote education, Carneiro, Silva & Bizarria (2014) list three categories of elements that affect course permanence: factors associated with students, factors associated with the course, and environmental factors. Regarding students, the authors highlight performance in high school, especially academic performance, which is indicated as a potential enabler for good performance in higher

education and greater dedication to the course. In addition, computer skills, reading and writing habits, interaction with other people, and the management of work, leisure, and family time are factors considered to influence permanence. Regarding the course, the authors emphasize that programs, policies, and procedures adopted in the course, teaching and pedagogical support, identification with the institution, relationships with other colleagues, and support for the technological tools used are some of the determining factors for individuals to decide to continue studying.

Taking a critical look at permanence, despite institutional actions (such as policies and scholarship distribution) and students' individual difficulties, Mendes (2020) emphasizes that analyses of non-permanence must be made more complex, transcending the direct relationship with financial difficulties in order to understand class inequalities, symbolic violence, and racial, sexist, ableist, and gender discrimination as factors that also hinder student permanence in the education system. In this context, Mendes (2020) stresses that the analysis of these aspects must be articulated, as it is necessary to reflect on ways to enable concrete permanence policies.

Regarding the Business Administration course, Souza and Reinert (2009) conducted a survey with 400 students and alumni from a federal university with the aim of verifying the reasons that led them to enroll and remain in the course. Regarding retention, the authors observed that identification or satisfaction with business administration education and careers in the field, course characteristics, perseverance, personal and professional development, the desire to obtain a college degree, and improving one's financial situation were latent and motivating factors for retention, among others. In addition to personal motivators and the Business Administration course, geographical conditions also attracted attention, especially regarding access conditions, the unavailability or absence of public transportation, or "rides." On the other hand, students emphasized that learning difficulties, personal and family problems, lack of time and organization, and lack of study aids were key factors in their decision to drop out of the program.

Fiuza and Sarriera (2013) argue for the need for a model of permanence analysis based on three dimensions (personal, academic, and contextual) that involves student and course-related issues, in order to explore and systematize factors that relate to students' actions for their permanence in the course. Bisinoto (2016) corroborates this by summarizing three motivating factors for student per-

manence (or non-permanence) in higher education: personal characteristics; and characteristics internal and external to educational institutions. Table 1 summarizes these characteristics.

**Table 1.** Factors contributing to student non-permanence.

Personal characteristics	Internal characteristics of educational institutions	External characteristics of educational institutions
+ Study skills; + Personality; + Previous education; + Early career choice; + Difficulties adapting to university life; + Incompatibility between academic demands and labor market demands; + Demotivation resulting from courses chosen as second or third options; + Misinformation about courses; + Difficulties in the teaching-learning relationship (constant failures and/or low attendance).	+ Outdated and/or lengthy curricula; + High prerequisite requirements and lack of clarity about the course's pedagogical design; + Didactic and pedagogical issues with inappropriate performance evaluation criteria; + Lack of pedagogical training or teacher disinterest; + Absence of institutional student support programs; + Institutional culture of devaluing teaching; + Insufficient teaching support structure.	+ Job market; + Social recognition of careers in the field; + Economic climate; + Devaluation of the profession; + Students' financial difficulties; + Educational institutions' difficulties in keeping up with technological, economic, and social advances; + Lack of consistent and ongoing government policies focused on undergraduate education.

**Source:** Adapted from Bisinoto (2016).

A search of the Scientific Periodicals Electronic Library (SPELL) database, which is relevant in the field of Administration in Brazil, found six articles on Administration using the search term “permanence,” with no limitation on the publication

period, but only four of them refer to permanence in the school context (Tibola et al., 2012; Alvarenga et al., 2012; Carneiro, Silva & Bizarria, 2014; Pacheco, Nakayama & Rissi, 2015). When articles were searched using the term “dropout,” 13 studies in the field of Administration were identified, of which 11 discuss student dropout in courses in the field (Abbad, Carvalho & Zerbini, 2006; Nascimento & Esper, 2009; Santos et al., 2011; Mendonça et al., 2012; Gonzalez, Nascimento & Leite, 2016; Costa, Bispo & Pereira, 2018; Ensslin et al., 2018; Lott et al., 2018; Cielo et al., 2020) and touch on the analysis of permanence (Carneiro, Silva & Bizarria, 2014; Pacheco, Nakayama & Rissi, 2015).

In the Scientific Electronic Library Online (SciELO) database, 292 articles were found with the keyword “permanence,” without a definition of historical series, based on the descriptor “permanence,” but only three studies (Felicetti, 2014; Darwich; Garcia, 2019; Mendes, 2020) analyze this phenomenon in the field of education. In addition, 252 articles were identified using the search term “dropout,” without defining the publication period, based on the descriptor “dropout,” of which 73 describe dropout and its consequences (management, permanence, strategies, motivations, among others) in different realities and educational levels. Regarding the events of the National Association of Graduate Studies and Research in Administration (ANPAD), 20 studies were found using the term “permanence,” however, only four papers presented at the events discuss educational permanence (Lacerda, Reis & Santos, 2007; Souza & Reinert, 2009; Pinto & Onusic, 2016). On the other hand, of the 21 papers presented at ANPAD events using the search term “dropout,” 12 discuss this phenomenon in the academic environment.

It should be noted that even though the studies mention the word “permanence” in their titles, most of them focus their analysis on the causes or motivations for dropout, as well as on management possibilities and strategies for retaining or reducing the rates of students who have dropped out or are in the process of doing so. It is clear that permanence is portrayed exclusively as a counterpoint to dropout. Above all, it was observed that permanence is a phenomenon commonly addressed in research in the field of Administration in conjunction with the terms dropout, abandonment, permanence, and persistence, as indicated by the keywords in the research.

Regarding the public researched in studies where permanence is a central factor of analysis, the studies by Felicetti (2014), Alvarenga et al. (2012), Pinto and

Onusic (2016), Darwich and Garcia (2019), and Mendes (2020) cover relevant discussions: research on the reality of young students in public schools; scholarship students in the University for All Program (PROUNI); social markers of difference (class, race, gender, sexuality, disability) in conjunction with policies of recognition and redistribution in student retention; the right of access to education for disadvantaged social groups; and the implementation of permanence policies in federal universities.

Regarding the suggestions for future research on student permanence indicated by the studies, a multiplicity of paths was notable. Mendes (2020) highlights the possibility of new epistemologies and problematizations regarding the presence of new subjects in universities (minority social groups), emphasizing the responsibility of educational institutions for student permanence. Felicetti (2014) points to the understanding of personal effort for permanence, as well as the characteristics of the path to completion of higher education. Darwich and Garcia (2019) corroborate Felicetti (2014) by emphasizing that permanence is the result of individual choices and decisions – socially constructed and shared responsibility. Lacerda, Reis, and Santos (2008) focus on understanding the motivational factors for permanence or dropout and the implications for academic performance, serving as a basis for actions by educational institutions and course coordinators.

## Final Considerations

The objective of this theoretical essay was to analyze the importance of studies focused on student permanence from the perspective of higher education in Business Administration, focusing on the symbolic and cultural aspects that influence student permanence. Throughout the text, we developed a comprehensive analysis of the various factors that affect student permanence, highlighting both material, symbolic and cultural issues. The historical trajectory of business administration programs in Brazil was reviewed, highlighting the evolution of institutions and the challenges faced over time.

In the section on student permanence, we discuss the definition of the term and the different perspectives adopted by permanence and student assistance po-

licies. We highlight the importance of institutional actions, as well as the individual efforts of students to remain in the program, considering material, symbolic, and cultural obstacles. Next, we conducted a detailed discussion of studies in the field, highlighting academic vulnerabilities and factors that influence course permanence or dropout rates. We presented data on permanence in Business Administration and Public Administration courses, emphasizing regional differences and the characteristics of students and institutions.

We conclude that student permanence is a complex phenomenon, influenced by a combination of individual, institutional, and contextual factors. An integrated analysis of these factors allows for a deeper understanding of the dynamics involved in students' academic trajectories. We believe that research focused on student permanence is important for several reasons: it is crucial to understand the interface with university management, affirmative action and assistance policies, and the student's own agency to continue studying; to foster discussions and concrete proposals for educational institutions aimed at ensuring student permanence in higher education; to elucidate the realities of different youth groups in higher education, as well as the realities of life that influence decisions about permanence.

For future research on student permanence in business administration courses, we suggest exploring ethnic, social, and gender differences, investigating how these variables influences students' academic trajectories, considering the specificities of each group. In addition, it is important to study the influence of place of residence and commuting difficulties, especially for those from rural or peripheral areas, as well as to deepen the relationship between financial conditions, satisfaction with the course and the institution, and students' motivation to continue their studies.

Another relevant area for future research involves institutional characteristics, such as physical structure, support policies, organizational culture, and academic climate, and their influence on permanence. In addition, external factors, such as labor market dynamics and social recognition of a career in Business Administration, can also affect the decision to continue studying and deserve greater attention in the literature.

With regard to methodological approaches, we suggest adopting diverse strategies to capture the complexity of the phenomenon of student permanence. Qualitative research, for example, can benefit from methods such as case studies,

biographical narratives, and institutional ethnographies, which enable a deeper understanding of students' experiences and perceptions. Mixed approaches, which combine quantitative and qualitative techniques, such as triangulation of methods, can be useful for integrating different perspectives and providing a broader view of the topic. Comparative studies between public and private institutions, for example, can employ statistical analysis of permanence indicators combined with in-depth interviews to capture institutional and contextual nuances.

Finally, it is essential to evaluate the effectiveness of existing student assistance policies and programs, identifying their limitations and proposing new strategies to support students equitably. Research on impact evaluation, using methods such as natural experiments or longitudinal studies, can contribute to a more accurate understanding of the effects of these policies on student permanence and academic performance.

These recommendations aim to foster a research agenda that contributes to a deeper and more comprehensive understanding of student permanence, enabling the development of more effective and equitable interventions in higher education.

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