

Causes associated with school dropping of students

Causas associadas à evasão escolar dos alunos

Causas asociadas al abandono escolar de los alumnos

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ABSTRACT

School dropouts, terminal efficiency, and low performance rates continue to be some of the concerns of educational institutions, managers, teachers, parents, and the entire educational system in Mexico. The results show that the most common problems were related to health problems as the main cause of school dropout, as a second cause they refer to the predominant family problems among students, followed by economic problems and unjustified absences on the part of students. young people for hanging out with their classmates during classes.

Keywords: Dropout, Students, Strategies to Learn, Lack of Economic.

RESUMO

A evasão escolar, a eficiência terminal e as baixas taxas de desempenho continuam a ser algumas das preocupações das instituições educacionais, dos gerentes, dos professores, dos pais e de todo o sistema educacional do México. Os resultados mostram que os problemas mais comuns estavam relacionados a problemas de saúde como a principal causa da evasão escolar; como segunda causa, referem-se aos problemas familiares predominantes entre os alunos, seguidos de problemas econômicos e faltas injustificadas por parte dos alunos.

Palavras-chave: Abandono Escolar, Alunos, Estratégias para Aprender, Falta de Recursos Econômicos.

RESUMEN

La deserción escolar, la eficiencia terminal y los bajos índices de rendimiento siguen siendo algunas de las preocupaciones de las instituciones educativas, directivos, docentes, padres de familia y de todo el sistema educativo en México. Los resultados muestran que los problemas más comunes estuvieron relacionados con problemas de salud como principal causa de deserción escolar, como segunda causa se refieren a los problemas familiares predominantes entre los estudiantes, seguido de problemas económicos y faltas injustificadas por parte de los estudiantes. jóvenes por andar con sus compañeros durante las clases.

Palabras clave: Abandono Escolar, Estudiantes, Estrategias para Aprender, Falta de Económicos.

1 INTRODUCTION

During the last two decades, the Educational System in Mexico has faced various problems that affect the advancement and development of education; On this occasion, attention is focused on school dropouts, this being one of the phenomena that requires attention; Although we have observed that the implementation of educational reforms and policies have achieved significant progress in educational centers to reduce the dropout of young students; However, this phenomenon still exists in schools and has affected a large number of students at all educational levels.

This is where the importance of carrying out this study prevails, with the intention of carrying out an analysis to know, identify and describe the causes associated with dropping out of school from the dropout students' own feelings.

As initial data, the United Nations Educational, Scientific and Cultural Organization ([UNESCO], 2021), has reconsidered that decades ago it was already facing a learning crisis due to multiple factors, including dropout. school: However, with the current Covid-19 pandemic, it is estimated that this situation will become even more acute in all parts of the world, presenting negative effects, such as the delay in human potential, as well as the time dedicated to progress decades ago.

In the case of Mexico, school dropout rates at the upper secondary level have decreased, however, if the number of students at a lower educational level is compared, a lower percentage of school dropouts will be observed, unlike the baccalaureate.

An example of this is the specific data provided by the National Institute for the Evaluation of Education ([INEE], 2019):

In the 2015-2016 school year, the coverage rate was 59.5%, in this same period the dropout rate in Higher Secondary Education (EMS) was 15.5%.

Despite this increase, it is possible to observe something complex in maintaining the permanence of young people within educational institutions; The data make it clear that students dropping out of school is due to economic, social, personal and school situations.

As relevant data at the national level, the population aged 15 years and older has 9.7 grades of schooling on average, which means a little more than completed secondary school:

Of one hundred people aged 15 years and older, three do not have any level of schooling, forty-eight have completed Basic Education, twenty-six have completed Higher Secondary Education, and twenty-three have completed Higher Education, (INEGI, 2020).

According to federal indicators, this phenomenon has increased between 0.2 and up to 2.0 percent from the 2016-2017 school year to date; In addition to this, this entity has percentages above the national average.

To understand the repercussions that this extraordinarily complex situation of school dropout has left; In 2020, in Tamaulipas the average educational level of the population aged 15 years and older is 10.1, which is equivalent to just over the first year of high school (INEGI, 2020).

Alluding to the previous idea, we can reflect on the magnitude that school dropout brings with it, and the position that young students experience; Currently, some of them find it a challenge to remain and continue their studies, which only allows them to reach the first year of high school.

At the upper secondary level, that is, high school and high school, school dropouts in the state rose from 12.6 to 13.4 percent; being that the national average was 12.3 percent in the last year, (Zapata, 2019).

To conclude this section, we can say that today school dropout is a problem that affects not only young people in Tamaulipas; All of Mexico is stuck in this situation of school dropouts, with a greater incidence at the high school and higher education levels.

As a teacher, it is alarming to see the situation of thousands of young people in the country who find their lives cut short, where opportunities are limited, making the progress that allows personal, social and economic development more expensive.

Over the last decades, teachers and educational authorities have been concerned about the origin of this problem; Given this situation, studies carried out have mentioned a diversity of causes and reasons, considering that these may vary according to the geographical areas where the schools are located; some of these are outside educational institutions. Among them we can mention the economic, social and personal aspects of young people.

2 THEORIES ABOUT SCHOOL DROPOUTS

To begin this section, we start with the first definition: “school dropout is an educational problem that limits the human, social and economic development of the person and the country;” On the other hand, for Tinto (1992; cited by Ruiz et al., 2014) considers dropout as abandoning education.

On the other hand, the dropout problem must be analyzed in the social and economic context of the region, specifically under a general vision of the educational system; This is due to the importance and influence of the social factors that surround the individual, leading them to make decisions about their education (Díaz, 2008, cited by Dzay and Narvárez, 2012).

In this sense, dropping out has social consequences in terms of the expectations of students and families; emotional about young people's aspirations as well as achievements; Those who do not complete their studies find themselves in an unfavorable employment situation compared to those who complete their studies.

Dropping out of school is not recognized as part of the individual will of students to decide whether to abandon their studies; This situation is conditioned by family, contextual, and cultural factors.

School dropout is a phenomenon that occurs when a person of school age abandons their studies permanently to dedicate themselves to another activity:

This phenomenon occurs at all educational levels, and we can classify its causes into two aspects: internal and external to the school. Which are the protagonists of school dropout, and in this we can encompass the student, the institutional commitment, the educational institution, etc. Muñoz (1976, cited by Arredondo, 2014).

Students are a fundamental piece for the development of school institutions, however, it becomes complex to retain students after they enter for the first time, as well as to maintain young people until they complete their secondary education; On this journey, young people often experience situations that destabilize this commitment and desire to improve, which sometimes leads them to abandon their studies to pursue another activity.

Below are some definitions of the concept of school dropout, to understand the meaning that this phenomenon emerges in upper secondary education.

In the Mexican context Chain et al. (2001 cited by Velasco and Estrada 2012), describe desertion as: The abandonment of the courses or career in which a student has enrolled, ceasing to attend classes and not complying with previously established obligations, which has effects on the terminal efficiency indices of a cohort.

However, the definition closest to combining the previous ideas is the proposal of Tinto (1987 cited by Diaz, 2008), who considers deserters as:

- Students who permanently abandon their studies, abandoning all forms of education.
- That individual who, being a student at an educational institution, does not present academic activity for three consecutive academic semesters.
- Students who abandon their studies at one HEI to transfer to another.
- Students who abandon the career they are studying.

Another relevant concept of school dropout to know is proposed by the United Nations Children's Fund ([UNICEF]):

“The success or failure of children and adolescents in school and high school are complex processes in which various individual, family, social, material and cultural factors come together and are articulated” that reinforce and affect each other simultaneously (UNICEF, 2020)

It is important for the teacher to reflect that both the success and failure of students at school are processes that become complicated, since, if we add the age of the adolescent, with the family and personal problems that the student goes through, this can be a reason for not being able to cope with situations, leading to abandonment or dropping out of school.

It can be seen how each of the following authors and experts on this phenomenon have their own conception regarding desertion; In our country it may be common for this term to be used as school dropout and non-attendance at school by a student.

School dropout is understood as “the abandonment of the educational system by students, caused by a combination of factors that are generated both at school and in social, family and individual contexts.” (Gaviria et al. 2006, cited by López, 2017).

Other concepts of abandonment were assumed as follows:

Dropout or desertion can be defined as the voluntary or forced process by which a student does not continue her studies in the career in which she has

enrolled, due to the positive or negative influence of circumstances internal or external to him or her (Arriaga et al. al. 2012 cited by López, 2017).

It has been observed that a significant percentage of young people who enter high school abandon their studies; The first two semesters are considered as the filter as it is said colloquially, where it is known which student managed to pass the first year, and who dropped out of school.

We can understand that student desertion:

It is a definitive withdrawal, rarely is it, an unexpected event; rather, it is presented as a chain of events that increase the risk of dropping out as one advances in age and experiences increasing difficulties in performance and adaptation, especially when it is transmitted from the primary to the secondary cycle (Espíndola and León, 2002).).

To conclude this reflection, it can be said that the idea of school dropout is very diverse; it happens when the student permanently withdraws from an educational institution, due to various causes, including personal and family situations that are inherent to the young person, it can be said that these are the reasons that make their permanence in school more complex.

3 SOME CONCEPTIONS OF SCHOOL DROPPING OUT

To try to understand both concepts in a simpler way, other ideas about school dropout are presented below.

These figures are alarming, which has led us to think that school dropout is an educational problem, which, although it is known, is having a negative and direct impact on the students, since they do not continue their studies, who had originally enrolled. ; In addition, it can also be said that this phenomenon has an impact on the development of the country, since this would imply having human resources of low quality and efficiency.

To understand this concept, some definitions proposed by various authors are mentioned below.

School desertion and abandonment are terms whose idea could be the same, however, in Mexico it is quite common for the term to be used as school desertion; if the terms proposed by the Dictionary of the Spanish Language are analyzed (López, 2017).

They would be as follows:

Desertion. Intr. The soldier leaves his post or is absent without permission for more than three days. II Abandoning one's business, ideology, duty, school, etc. III Stop going to a gathering or abandon a friendship.

Abandonment. Action and effect of abandoning or abandoning oneself. Leave.tr. Left to their fate, discard. To become disinterested in something. II Leaving a place, an activity, competition, etc. III Release something. IV. Stop having something you had. Neglecting one's own interest or cleanliness.

Without a doubt, either of these two concepts does not show something positive for the well-being of students, we can discern the magnitude between both by referring to school failure affecting young people, particularly those who are in situations of poverty, which makes them more vulnerable in the different social strata that exist.

For the Secretary of Public Education, school dropout is: the “Number of students who leave school in the school year, for every one hundred students who enrolled at the beginning of courses of that same educational level,” (SEP, 2019).

Besides:

The United Nations Commission (ECLAC cited by Espíndola and León, 2002) reports that, on average, about 37% of Latin American adolescents who are between 15 and 19 years old drop out of school throughout the school year.

The Ministry of Public Education and the Economic Commission for Latin America and the Caribbean (ECLAC) tell us that school dropout refers to students who leave school in each school year, being those who enrolled at the beginning of the course and were unable to finish; 37% is an indicator that reflects school dropout in Latin America, where young adolescents are the ones affected in this situation.

To frame the study, it is considered pertinent to state that, for the National Autonomous University of Mexico ([UNAM]) and the Coordination of Open University, Educational Innovation and Distance Education ([CUAED]) there are four types of abandonment:

1. Dropping out of school: Situation in which a student, having been enrolled in one school year, does not re-enroll in subsequent school cycles.
2. Dropping out with zero credits: Situation in which a student has zero approved credits at the end of the time established in their study plan to take it (curricular time).
3. Permanent school dropout: Situation in which a student has not passed 100% of the credits at the end of the time established in article 24 of the General

Registration Regulations for the school system, or article 9 of the System Statute Regulations. of Open University and Distance Education, (UNAM, 2013).

4. Temporary abandonment: "Situation in which the student, despite having passed at least one subject, suspends his studies and has not re-enrolled in any subject to date," (Pérez and Martínez, 2017).

Referring to the idea proposed by the Council for the Evaluation of Higher Secondary Education (COPEEMS):

School Dropout is a phenomenon that is due to a variety of factors, such as those of internal and external origin, and the latter are often outside the reach of educational institutions, such as conditions of marginality, poverty, vulnerability. social, entry into the labor field, social segmentation, economic instability, and high unemployment in societies, (SEP, 2012).

4 INTERNATIONAL ORGANIZATIONS AND THE BACKGROUND OF SCHOOL DROPOUTS

An analysis will be made of the deficiency in relation to school dropouts, which persists in the Higher Secondary Education System (SEMS) in Mexico; as well as the consequences attributed to this phenomenon, which results in the total number of young people enrolled in high school failing to finish successfully, which leads to dropping out of the educational level. To provide a broad overview of this phenomenon, it is necessary to first mention the current International Organizations.

UNESCO establishes that education is a human right for life and that access must be compatible with quality. The Organization is the only United Nations agency mandated to cover all aspects of education. It has been tasked with leading the 2030 Global Education Agenda through Sustainable Development Goal 4.

Education is a human right and a force for sustainable development and peace. Each goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live with dignity, build their lives and contribute to their societies.

The ambitions for education are captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda which aims to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all" by 2030, (UNESCO, 2019).

Poverty, geographic isolation, minority status, disability, early marriage and pregnancy, gender violence, and traditional attitudes about the status and role of women are among the many obstacles that stand in the way of the path for children and young people to fully exercise their right to participate, complete and benefit from education.

Although it is necessary that governments have the primary responsibility of guaranteeing the right to quality education, the 2030 Agenda is a universal commitment of all; The collaboration and participation of society, the private sector, as well as young people, and the United Nations is necessary, in order to address educational challenges and build systems that are inclusive, equitable and relevant for all young people in the country.

Today there are gender gaps in access, learning achievement and continuation of education in many settings, often at the expense of girls, although in some regions boys are disadvantaged. It is important not only to provide access to education, but also to ensure that young students successfully complete their studies until they graduate.

Mexico is the country that is part of the Organization for Economic Cooperation and Development (OECD), with the lowest levels of qualifications in upper secondary education (65% of adults lack studies at this level, compared to an average of 22% in the OECD).

Although compulsory education ends at age 17 in Mexico, enrollment rates in upper secondary education are lower than the average of OECD countries, in all age groups: in the country, 82% of 15-year-olds, 72% of 16-year-olds and 57% of 17-year-olds are enrolled, compared to an average of 90% or more in OECD countries for these ages. High school graduation rates have increased since 2005, when only a 40% graduation rate was expected.

In 2016, Mexico's first-time graduate rate was 57%, but this was lower than the OECD average of 87%, and only surpassed by Costa Rica (36%) and India. (33%).

Returning to the aforementioned background, we can recognize the progress that upper secondary education has had in Mexico, since young people have managed to enroll in some school institution; However, the OECD recognizes that it is difficult for students to complete the entire educational level, even some students for some reason repeated a school year.

Currently, Article 3 of the Political Constitution of the United Mexican States decrees that upper secondary education will be mandatory in the country; Considering this new provision, an assumption can be made to infer that it is possible to achieve the OECD's considerable goal.

The world has made great strides in providing access to quality learning opportunities for all children. Globally, there are more children than ever in school, and overall, children are attending school in about the same numbers.

However, school dropouts are placed as an issue of need and concern; It has been observed that despite the implementation of public policies and these provide greater facilities for children and adolescents to attend schools; School dropouts in Latin America continue to be one of the main causes of academic lag.

Despite these achievements, many children are left behind. Progress has been uneven in many places, and unprecedented numbers of children have seen their education interrupted by conflict and emergencies.

To reflect on the data that UNICEF releases, it is relevant to refer to School Dropping Out as a phenomenon that is due to a variety of factors, internal and external, and the latter are often outside the reach of educational institutions. (SEP, 2012).

It mentions that there are other problems, which, although they occur to a lesser extent, are more common among young people, referring to addictions and early pregnancy in adolescents.

Despite these conditions of social vulnerability suffered by families around the world, we can see the commitment and work that this international organization (UNICEF) does for the benefit of all boys, girls, adolescents and young people so that they have access and equality. to quality education, and thus be able to provide the opportunity for everyone to go to school and not run the risk of dropping out, doing everything possible to reinforce this path by successfully completing academic studies.

5 SCHOOL DROPOUTS IN LATIN AMERICA (LA) AND THE CARIBBEAN

In the educational field, ECLAC mentions that most Latin American countries have registered progress during the past decade; Espíndola and León (2002) referring to access to education at the primary level where student attendance was 90% in most countries and 70% in secondary school.

In addition to this, access to education in Latin America has been progressively increasing, however, school dropouts are a complex problem that persists throughout the region; being that vulnerable young people are the students who make up the elevated levels of dropouts.

The problem of education systems in Latin America is the poor retention of girls, boys and adolescents in schools; This is why most countries have high school dropout rates, which is why there is a dwindling number of years of education completed.

On average:

About 37% (15 million) of Latin American adolescents between 15 and 19 years old drop out of school throughout the school year and almost half of those who drop out do so early before completing primary education (ECLAC, 2002). cited in Gajardo, 2003).

However, in several countries most dropouts occur once in that cycle and frequently during the first year of secondary education.

The sustainable development goals that frame the agenda have made progress in recent years, however, there has been stagnation on the issue of school dropouts:

In Latin America and the Caribbean, fourteen million girls, boys and adolescents between 7 and 18 years old are outside the educational system; The most critical situation is at the secondary level where 2.8 million children and adolescents drop out of lower secondary school and 7.6 million do so in upper secondary school (UNICEF, 2019).

On the other hand, ECLAC (2002, cited by Ruiz, García, and Olvera, 2014), determined that in most Latin American countries such as Honduras, Guatemala, El Salvador, Mexico and Nicaragua, school dropout rates are extremely high.

The previous data refers to the fact that there is a low educational level in the population, affecting human and educational capital, in this way it will be difficult for this population to enter the labor field.

In addition to school dropouts in Latin America, the educational systems of some countries share to a greater or lesser extent the following features: insufficient coverage of preschool education, high access to the basic cycle, and poor retention capacity at both the primary and secondary levels. the secondary; Thus, school repetition and delay, phenomena that frequently precede school dropout.

The background information presented below provides evidence on the magnitude of school dropout among adolescents before completing secondary school in 18 Latin American countries, and its changes during the past decade, up to the present day.

Currently, Espíndola and León (2002) mention that about 37% of Latin American adolescents between 15 and 19 years old drop out of school throughout the school year, and almost half of them do so early.

From this perspective we will begin with the case of Mexico where, in a context of practically universal access to the primary level, it is observed that, at the age of 14, the last year of the section corresponding to lower secondary school, 17% of adolescents are out of school and 68% of them never accessed the middle level.

In the case of Mexico and Uruguay, they have levels of generalized access to the middle level like Argentina, Peru and Bolivia; However, the proportion of students who suspend their school careers during their time at the secondary level is the highest in the region, particularly in Uruguay.

In Mexico only 39% and in Uruguay only 36% of young people have completed their secondary education.

The last section of secondary education, upper secondary school, is mandatory in twelve of the 19 Latin American countries. Colombia, Costa Rica, Cuba, El Salvador, Guatemala, Nicaragua, and Panama have not established the mandatory nature of the entire level.

The group of countries with greater access to the middle level is made up of Chile, Peru, Argentina, Bolivia, Colombia, Panama and Brazil. More than 80% of young people between 25 and 35 years old accessed the intermediate level and 78% of those who accessed the level managed to graduate.

Of this group, Chile stands out, where the high school graduation rate exceeds 76%; This indicator shows that the country has a solid and extensive history in Latin America.

In the 2010s, this country confirmed access to the highest level in the region, in addition to having an elevated level of retention during transit through the level.

The proportion of young people who manage to access the level and who manage to graduate is lower than that of Chile, but equally important. Argentina, Peru and Bolivia are the three Latin American countries, particularly Peru, with the highest probability that adolescents who enter the level will graduate.

Finally, Colombia, Panama and Brazil present elevated levels of access, retention and graduation at the middle level, but lower than countries such as Argentina, Peru and Bolivia.

At the opposite extreme are three Central American countries “Guatemala, Nicaragua and Honduras,” in these countries only 38% of young people accessed the secondary level and just over half of those who enter manage to graduate.

In another group of countries (Costa Rica, Ecuador, El Salvador, Mexico, Nicaragua, Paraguay, Uruguay and Venezuela) school dropout affected a percentage

between 25% and 35% of adolescents, while in Honduras and Guatemala This rate reached 40% and 47%, respectively.

The Dominican Republic has low generalized access to the level and a high school dropout rate during the level, but the features are not as marked as in Mexico and Uruguay.

In Paraguay and Ecuador seven out of ten young students accessed the level and in Costa Rica 65%, the retention rate ranges between 69% in Costa Rica and 77% in Ecuador.

6 CONCEPTIONS OF TERMINAL EFFICIENCY

Terminal efficiency is a relevant indicator and has been an important challenge for the SEP and in particular for Higher Secondary Education (EMS); By virtue of this indicator and its importance, in 2011 this educational level was made mandatory, with the commitment to universalize coverage in the service to the entire population until completing the levels that make up basic education and now also secondary education. superior.

Terminal Efficiency refers to the “Number of students who graduate from a certain educational level in a school year, for every one hundred students enrolled in the initial school cohort of the same level,” (SEP, 2019).

The initial enrollment of a generation is not maintained throughout the school training process, which has a deadline; there are regular students and students who fall by the wayside because they fail, others drop out, others simply fall behind.

This has been defined as “the proportion of students who complete a program at a certain time, compared to the total of those who started it a certain number of years before” (ANUIES, 2003). Although it would also be more precise to understand it simply as the proportion of those who completed a program in relation to those who started it.

On the other hand, it refers to “Terminal Efficiency as the percentage of students who timely complete their studies at the level according to the number of years programmed” (SEP, 2015).

The highest dropout rates occur in upper secondary and higher education, in which they have not been able to significantly reduce “The terminal efficiency rates are estimated at values of the order of 59% for the first case and 32% for the second”, (SEP, 2001).

Terminal efficiency has been defined by the Ministry of Public Education in Mexico in numerical terms as “the proportion between the number of students who finish an educational level regularly (in an established time) and the percentage of students who complete it untimely.” (SEP, 2008).

For the SEP, terminal efficiency is “the proportion between the number of students entering and those graduating from the same generation, considering the year of entry and the year of graduation according to the duration of the study plan,” (SEP, 2015).

According to these definitions, it can be said that there are some factors that determine the functioning of the institutions and the educational system itself. There is a great relationship between those students who enter a certain year and subsequently how many of them manage to finish it according to the established time.

The State here plays a significant role, when it invests in education, to create adequate conditions so that this process does not have delays and thus avoid high dropout and desertion rates, which are part of the statistics of terminal efficiency.

7 THE MAIN REASONS WHY STUDENTS HAD TO LEAVE SCHOOL PERMANENTLY

The lack of economic income and the union in marriage as the causes that had a great dominance, a third situation that caused school dropout, were health problems, both of the young man himself and on the part of a close family member; Failing subjects, family problems, and changing residence to another city were other causes with a lower incidence of school dropouts.

Only one member of the family contributed income for household expenses; Thirty-three percent indicate that only two people supported them in the family; and a minimum percentage of three to four people.

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