



University Dropout Problems and Educational Trends

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 01 Nov 2023	<i>School dropout is an issue that worries and threatens the permanence and student success in universities, becoming a decision factor that accounts for the lack of sensitive opportunities of the social purpose of universities. The lack of academic training constitutes them as relegated by society; from the research or it was possible to identify school dropout as a problem not particular to the educational institution but on the contrary, a serious problem that presents today's world, very marked in Latin America due to multiple factors that are encouraging adolescents to take the easiest path, which is the total neglect of their academic commitments.</i>
CC License CC-BY-NC-SA 4.0	Keywords: School Dropout, Curricular Strategies, Student Population, Dropout Factors And Social Impact

1. Introduction

It is a historical moment in which people live characterized by being a time of very drastic changes for the human being; what today is a novelty, tomorrow will be preterit, making our communities complex and diverse places in this way, the research carried out by Reátegui & Salas (2019), who, through their research entitled "Factors that influence school dropout: Simón Bolívar school case," allows to see school desertion as the need of the father of the family in search of better family opportunities, a constant life journey, generating emotional and social instability for the children, through the revision in antecedents in desertion and the significant impact that has had not only at the local level but on the contrary at a general level, the consultation of literature according to the problematic of this study and the documentation become key and punctual tools to understand in depth the whole context and the form as investigators and entities in charge approach this problematic. Delors (2019) provides data to collect regarding the issue of school dropouts in young people between the ages of 12 to 17 years and the consequences that this global phenomenon has brought quotes "4 out of 10 young people drop out of school due to external factors such as violence, society, family and school" those discriminated from the educational system become the most defenseless population of society, consequently leading governments to seek strategies to counteract the problem.

In Latin America, the figures and the problems surrounding the school dropout issue are more complex than one would think after a study conducted at the Second Ibero-American Symposium on Social Pedagogy in Colombia held in 2018. After having addressed students who were no longer part of the education system, figures such as "the answers of students as to why they do not return to the classroom are an academic failure (71%), cutting classes and truancy (38%) and chronic absenteeism (33%)" are revealed (Del Pozo – Serrano et al., 2018). The educational system presents serious deficiencies since it does not protect or meet the needs of children and adolescents in how education is being approached and the results obtained are even more worrying. The question was: What curricular management strategies should be implemented in grades 10 and 11 of educational institutions to prevent school dropout and strengthen the permanence of our young people in the classroom? In order to answer this question, it is found in Silvera (2016) that the evaluation and its incidence in school

dropout: Failure of a system, of the educational institutions, of the teacher or the student” offers a clear recognition of some causes of school dropout and the great influence that the school has on it, it is important to point out the obstacles that the same methodology presents and in this way establish a general reality about everything that entails school dropout and the social impact that concerns it, in that research, it was emphasized and explained how some factors related to school dropout and its strong influence regarding academics. The objectives proposed for the research were projected to recognize the factors that influence the increase in the dropout rate for the year 2020 in the middle grades in an educational institution and that allow energizing strategies through curriculum management, additionally identify the main factors, define the most important and possible causes of dropout present in middle education and establish the agents that exert greater school predominance through curriculum management thanks to the contribution of the authors in Hernandez et al. (2017), who affirm that the environment and human resources significantly affect the educational processes leading students to avoid studying.

To speak of limitations, Arias (2019) affirms that “a limiting factor in a research is any factor capable of influencing the quality of the study.” Based on this proposition, the first limiting factor for the research will be the lack of a detailed study on school dropouts in the research site, the established time conditions of the research and on the other hand, virtual education understood as the new educational challenge in Rincón et al. (2020). The impact is delimited when they assure that the lack of access to technological tools and the scarce or null connectivity result in high dropout rates in the young population, more specifically in the lower strata of the country. With time, research has emerged on school dropout and the serious consequences it brings to society. As a result, some governments, institutions and researchers have responded with specific strategies to the high rates that year after year present the educational instances and that seek in some way to curb as far as possible this great problem, To contribute to the progress of this study, Moreno (2013) states that “seeking equity and ensuring equal educational opportunities in society is the goal” is the greatest challenge if we seek a decrease in inequality for educational opportunities for children and young people regardless of their personal, family or social condition, the goal is the possibility of enjoying an inclusive, quality and permanent education.

Some studies approach the reality of the deserter and the possible causes in the Theory of motivation and self-determination. There are many theories about human motivation, but it is not easy to find a definition that unifies the whole term and represents it. As a starting point, the point of departure (Ryan & Deci, 2000) refers to those who interpret motivation as the impulse to act conceived in two forms, the first one born from within the individual and the other as the response to external causes, marking personal development and academic trajectory. Some of the research prompted by TAD has sought to examine all the factors, including environmental ones, that lead to self-motivation, social relationships and personal well-being. Many of these results have been the subject of studies that have led to a specific reflection on how frustration with the basic needs of human beings is a large-scale affectation. Similarly, TAD seeks to study and apply everything related to the positive trends of development as a whole: social, environmental and the trends that society itself puts on human beings. For Tinto (1975), in The Theory of retention through the experience of inquiry in dropout, states that within the research about school dropouts, there are multiple hypotheses regarding this topic since the behaviors of individuals are multiple, challenging to predetermine and anticipate when talking about dropout, making it clear that, in order to define school dropout we must see every one of the components that are part of the problem starting from the psychological aspect of the student and reaching the external factors that are determining the dropout.

Dropout as individual behavior, abandonment brings with it multiple meanings, but all associated with the student’s behavior; for the people in charge, it becomes school failure, while for the student, it can be one of the many “goals” that he/she had projected in his/her life, understanding that he/she is no longer part of an academic structure that limits him/her in space, schedules and assigned tasks, it is difficult to recognize energy, motivation and ability in these students when they were part of the educational process, It is difficult to recognize energy, motivation and ability in these students when they were part of the educational process, which are undoubtedly the measure of the problem posed since, as indicated, they are the achievement of success that must be constantly worked on in a student to remain in the classroom. In authors such as Moeller et al. (2001), the ability to “control impulses is fundamental in most important descriptions of personality.” This statement seeks to identify the great importance of psychological support in educational institutions with vulnerable populations or “mental disorders” caused and effect by dysfunctional families, abuse, drug addiction, and violence, among others that have been the constant of this youth population and that are today the constant of

our establishments where hundreds of students congregate with these and many more problems that result in abandonment before finishing high school.

In the same way, Hernández & Díaz (2017) suggest that the need to avoid school dropouts should be given from an ethnographic study where it should be clear that each educational center has its identity. It is for this reason that they are unique places and therefore require to be treated in a particular way, understanding and learning from each of its factors, its influences and at the same time the impact that this generates and the possible ways to confront from the clear vision that is given. Moreover, this will only be possible by creating a common front where government, society, family and school work as a perfect gear to consolidate an inclusive education based on the needs of the environment, grounding the curriculum to the most pressing needs of the communities where the educational institutions are located. Significantly, the contribution is given by England (2012), who states that the school must reinvent itself from what it has and what it can offer and, in this way, guarantee permanence; it must be able to have and reach a clear follow-up and accompaniment to students who suggest or have a history of dropping out of school. Moreover, here undoubtedly starts the questioning to the educational institutions and more specifically to their teachers who are directly responsible for that permanence from the daily academic work, review and make an academic and personal reflection should bring positive results in a response, understand that education is projected for people should be understood as respect and acceptance of it, each being with its particularities and a foreign thought even to the content but with the need to deliver a result to himself and to society that expects a lot from him.

On the other hand, it is necessary and fundamental to speak of curricular management for this research work, in which the learning process can be understood as an experience for life (Sacristán, 1991). The learning process can be understood as an experience for life, where the interaction between teacher and student results in an environment conducive to the development of both, a space of trust between the one who until then has the knowledge and the one who acquires it. This second assimilates it and puts it into practice; that is to say, a chain of processes is generated that leads to a fluid dynamic and the true transformation of the concept of education; the conditions proposed by the educational institution must seek by all means the quality of the experience for true teaching. It should also be said that school problems are the strongest factor in school dropout for students with learning difficulties and disorders, leading to them being stigmatized and even rejected by their peers and teachers (Paredes, 2011). The fact that school difficulties and learning disorders lead students to be stigmatized and even rejected by their peers and teachers, who, not having clarity about the term inclusion, generate a rejection towards this population, added to poverty and deficient health system that determines and supports these shortcomings, leads to only one path, which is a school dropout.

Páramo & Correa (2012), through a rigorous study on dropout, it is determined that this factor works in two ways, the first one is the abandonment of the classroom as school failure and the second one as the resignation to the educational system, which in other words is to stop their training process which will result in negative impacts for their adult life, an adolescent who abandons his studies will find it difficult to talk about basic needs since without educational training society condemns him to an informality that does not guarantee welfare for him or his family. On the other hand, Espinoza et al. (2014) considered an educational policy agenda for a country for the first time in this continent; they propose to talk about and put on the table every one of the possible factors when talking about desertion, highlighting the importance and rigor of the study to provide clear and timely answers that lead to seeking solutions to this negative impact that is affecting the youngest population, which will be the society of the future and can bring dire consequences.

The report shows the following results, which are worrying because they make clear how the school has a great influence on dropouts; this leads to a reflection and questioning about the role of the school, a bad environment in the school results in the child or adolescent deciding not to continue with his process because he finds violence in this place, The latter is not physical but rather is recognized as the filling out of forms that label them as good or bad. In this situation, teacher-student empathy is almost impossible due to the number of students in a classroom and the academic load teachers often manage, often oblivious to the needs of their students. Sepulveda & Opazo (2016) point out how in the middle or secondary education stage, the highest levels of desertion are reported, added to the poverty that some sectors live where these results were obtained through significant exploration gaps were found in the educational system since the institutions lack counselors to support students when they decide to abandon their studies, it was then launched from the national entity punctual actions that counteract this problem are raised; the Intersectoral Re-schooling Fund strategy and the Support Strategy for Priority and Preferential Educational Establishments.

The purpose of these strategies is to return children and adolescents to the educational institutions they had abandoned, declaring mandatory study for minors and generating awareness through outreach to communities about the importance of the study. On the other hand, inter-institutional support networks were created so that there are qualified and trained personnel to respond in a timely manner to the alarms triggered when a student is even thinking about the possibility of abandoning his or her studies. The results show how the government should take ownership of this type of problem and generate solutions such as the one that was given at the time, the reception of this research and its results were reflected in many sectors of the Chilean country, demonstrating with clear and timely figures the excellent impact it had and the results were to return hundreds of young people to the classroom from where they should not have left and significantly strengthened the quality of education in primary and high school which led to later years young professional population as they brought dreams and goals set. Román (2013) reaches the conclusion of how the external factors, among which the social, economic and political are determinants for a student to decide to abandon their training process, it is made clear how social inequality demarcates the school background this means the greater the need, the greater the abandonment due to the circumstances surrounding children and young people. Exogenous and endogenous factors are delimited, which are pointed out from the multiple circumstances that a student may go through before deciding to drop out of school, violence at school and home, malnutrition, a fundamental part of learning and the lack of articulation between the educational establishment and the home of these children and young people, stand out, Channels were opened where they could make their complaints and in this way, they could act, food programs were created so that these students had a guarantee of two food rations in the times they attended school, the results are the high level of schooling that currently has this country.

Torres et al. (2016) on the issue of school dropout that has been increasing in recent years and the strong impact in Latin America, has left the worrying increase in poverty among the youth population; from this situation, sources of international contexts were taken giving as a result that the phenomenon of dropout is considered multicausal since various situations lead to dropout where the role of the family stands out since they are an essential element for children and young people to decide to abandon their studies. A conclusion is reached after this research that can be a navigation chart for Latin American countries, understanding that the socio-economic level is the external factor most associated with school dropout because of the connotation it has, the lower the income the family chooses to unschool their children and seek a contribution that they can make from an informal job not to spend more needs than they already have. It could be said, then, that as the information that shed light on this research was reviewed, the idea of the relationship that exists between family and dropout was strengthened in the following way (Amador et al., 2020). The family and the school are spaces where the human being is formed and develops multiple capacities thanks to the people in charge of this process, in the case of the family, the caregivers or parents, and for the academy, the teachers or tutors. Within the family, moral support plays an important role for the child or adolescent, as he/she feels the support and trust received from the people who know and accept him/her. The extended family is also part of the motivation that determines permanence in the academic training processes; economic resources, job stability and the level of education of their caregivers are external agents that make it possible to measure the results of the research processes.

Family disintegration leads the child or adolescent to present learning and adaptation problems in the face of the new situation; when there is no support for this difficulty that the student may experience, the nearest solution, according to the study, is the loss of schooling and later dropping out of school, as a response or outcome to the situation experienced, the initial precedent is the strength and value that the family has in the process of continuity or dropping out of school. Finally, Brofman (2000) supports this research on school dropouts. In this publication, there is extensive and detailed information on the relationship between family members and how ties determine to a large extent, the behavior of children in the situations that occur daily in their environment. The term living conditions is introduced, which in detail refers to every component that sustains and articulates a family; from its conformation, the couple determines their needs in the short, medium and long term and the need for the conception of the child or children who become the foundation of this relationship. As time goes by, the needs of the parents take second place to the needs of their descendants, who require optimal economic conditions to improve the family's quality of life in general. At this point, parents must have a fixed income in order to be able to sustain their children, and if this does not exist, they are condemned to poverty and lack of access to necessities, including education. It was detailed through writing how the poor performance of adults, mostly young couples, without studies and much less economic stability condemn their children to swell the ranks and statistics of poverty in third world

countries, and that later is reflected in the early abandonment of academic training as it follows the line of poverty and school exclusion, this as a result of children who do not find guarantees of permanence by their parents who do not feel the need to support the processes of education for their children. The projection or the result of the research that was developed for a given period of years is not at all encouraging; as the population grows, the needs and shortages increase, and the figures recorded by governments in terms of school dropouts worry many governments that have taken action on the matter among which Chile stands out, others, on the contrary, have been dedicated to creating public policies far from reality and the needs of those directly affected in this case children whose rights are violated, and education is one of them. For Moreno (2013), in his study on school dropout as a social problem, he proposes three definitions of this problem; the first is understood as an educational change where leaving school at an early age limits the evolutionary process for personal development, making it clear how childhood and its development is highly impacted by this situation that seems to be on the rise. In a second concept, it is proposed that desertion is the dismissal of the educational system by the students themselves, as a consequence of the multiple factors that intervene to make this desertion tangible and to deepen in those who are directly responsible for school permanence and the roles that they fulfill in the face of the problem, propose a third, much broader meaning, allowing to determine school dropout as a lack and violation of the rights of children and young people, the lack of guarantees for this vulnerable population as a consequence of clear and specific policies for education of access for all, the causes that this may have with the economy of a country, something that seems to be alien and even forgotten in government policies, since it is increasing poverty.

Article 3 of the National Constitution establishes that “education is compulsory and free of charge.” In other words, it indicates that guarantees must be offered so that children initially have the right to education by completing their primary school studies and almost immediately they can enter secondary school, remaining in it and concluding it as a strategy against the evils they may encounter if they drop out and take unequivocal paths that may generate serious problems for society. Likewise, it should be noted that according to the provisions of the National Development Plan 2018-2022 “Pact for Colombia, Pact for Equity” in its Chapter Sustainable Growth and Competitiveness, quality of education and development of competencies, seeks as the main driver of this program established for four years to improve quality, understood that this is the only and capable of reducing extreme poverty and that it would potentiate the productive society that is the youth, an educated society is conceived with opportunities that will boost the country’s economy and inject development in all sectors of society that takes the flags of entrepreneurship and generates new business ideas with entrepreneurial figures or sustainable development. Article 4 of the “General Education Law” states: “It is the responsibility of the State, Society and the Family to ensure the quality of education and promote access to the public educational service, and it is the responsibility of the Nation and territorial entities, to guarantee its coverage” reaffirming that the State must generate policies that develop and promote the educational sector in the aspects of quality understood as the improvement in education, access and permanence and allowing the resources to arrive to generate and create research from the classrooms where teachers and students create new concepts about the word education.

2. Materials And Methods

The design proposed for the research is transversal longitudinal, the former understood as the non-experimental method that allows the reception and analysis of data at a specific time (Hernández et al., 2010). It is highly employed in the social sciences, having a specific human group as the subject. It determines the information collected at a period of the project for 2020; within one of its characteristics, the results of descriptive type stand out, fundamental for the research process that is being carried out, within the three types of transversal design from its objectives and methods we punctuate our study in the causal correctional design since it allows the relationship of two different variables. The second design, the longitudinal design, is an observational type of research determined in a group and, additionally, because of the handling of important statistical data for the projection, and, unlike the cross-sectional design, this can be done at various times, allowing the accumulation of a much larger number of variables (Hernández et al., 2010). and that, unlike the cross-sectional design, this can be done at various times, allowing the accumulation of a much larger number of variables. The middle school students of the educational institution were the selected population since they present the highest levels of dropout at the end of the academic year, primarily young minors who easily fall prey to the street when they drop out. This, in turn, shelters them from problems of criminal behavior, as stated in the following statement (UNESCO, 2015), “there is a correlation between delinquency and the lack of educational and work opportunities,” the middle school grades of an educational institution were taken for the research.

Table 1: The categorization taken into account to obtain the results

Specific objectives	Research categories	Subcategories	Instruments
<i>Identify the main dropout factors present in grades 10 and 11 of the La Campiña Educational Institution.</i>	To recognize the internal and external variables to which students are subjected consciously and unconsciously in their daily lives, leading them to choose to drop out of school, either willingly or unwillingly.	Pressure Demotivation	Virtual or telephone survey
	Classify the satisfaction of the environment at all levels (school, family, individual and society).	Approval	
<i>Define the most important and possible causes of desertion present in the secondary education of the La Campiña Educational Institution that negatively affect curriculum management.</i>	To highlight and emphasize the main variables and governmental instances that act positively to contribute to school permanence.	Support	Virtual or telephone survey
	Research on the psychological implications for school dropout.		
	Examine the influence on the young person and the effects of the established relationship.	Multiple behaviors	
<i>To establish the agents that have the greatest influence on school dropout in levels 10 and 11 of the educational establishment through curricular management.</i>	Understanding how the environment is key and fundamental to make decisions that go against their own interests.	Impulse control	Virtual or telephone survey
	Proving how external factors play against school permanence.		
	Establish the strengths and weaknesses of the current school dropout rate.		
	Infer on academic relevance to student needs.	Methodological processes	
	Interpret academic successes or failures, and degrees of commitment to school retention	Containment	

The consultation of literary sources in order with the research topic begins to emphasize the specific instruments and following what is sought to be achieved; in this way, a consistency matrix is initially recognized, understanding the usefulness and approach that characterizes it “presents and summarizes in a general way the basic elements of a research project” (Pérez & Lugo, 2016). A second instrument will be the survey through the longitudinal panel design. “This type of design is used to study more specific populations or groups and is convenient when there is a relatively static population.” (Hernández et al., 2010). For the planning of the instruments, the family, academic, personal and

social aspects were taken into account, and topics from which the data will be obtained are to be taken into account when coding the information; the second instrument was applied to students, parents and teachers.

3. Results and Discussion

Tabla 1

	1. ¿Cuál es el nivel de satisfacción con la escuela?	2. ¿La familia cumple con los deberes educativos?	3. ¿La familia cumple con las obligaciones educativas?	4. ¿Cómo es el ambiente familiar?	5. ¿Cómo es el nivel de ingresos de la familia?	6. ¿Cómo es el nivel de apoyo emocional de la familia?	7. ¿Cómo es el nivel de apoyo académico de la familia?	8. ¿Cómo es el nivel de apoyo psicológico de la familia?	9. ¿Cómo es el nivel de apoyo social de la familia?	10. ¿Cómo es el nivel de apoyo cultural de la familia?	11. ¿Cómo es el nivel de apoyo deportivo de la familia?	12. ¿Cómo es el nivel de apoyo artístico de la familia?	13. ¿Cómo es el nivel de apoyo científico de la familia?	14. ¿Cómo es el nivel de apoyo tecnológico de la familia?	15. ¿Cómo es el nivel de apoyo ambiental de la familia?
Si	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Media	2,07	2,21	2,19	2,04	1,84	2,04	2,04	1,84	2,27	2,10	2,04	2,04	2,04	2,04	2,04
Desviación estándar	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89
Varianza	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79
Coeficiente de correlación	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79
Correlación	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79	0,79
Error estándar de estimación	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89	0,89
Fuente	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Grados de libertad	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Fuente	200	195	200	195	200	195	200	195	200	195	200	195	200	195	200
Percepciones	20	200	200	200	200	200	200	200	200	200	200	200	200	200	200
N	220	220	220	220	220	220	220	220	220	220	220	220	220	220	220
T	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00

It is determined through the information presented by the statistical table that there are some factors with more significant impact when talking about desertion among middle-grade students of the educational institution, the family environment, educational factors and social aspects a high tendency for the student to choose to abandon the process of academic training and not achieve the goal of finishing their studies, It is found that these three factors were certain that the adolescent deserts and linked to the psychological maturity this decides to interrupt their training process with the palliative of virtual education that was presented for this year 2020.

The research question is answered: What curricular management strategies should be implemented in the middle school grades of the educational institution to avoid school dropout and strengthen the permanence of our young people in the classroom? Having clear and present the importance of strengthening the curricular management in the approach of methodological strategies, applying accompaniment through an action plan where parents understand the importance of support and protection for their children in the educational processes, thus solving almost immediately in a targeted problem, making school - family and others (secretary of education, and other competent entities in the protection and care of children and adolescents) a collaborative work where spaces for dialogue are generated and opportunities are sought to counteract the desertion, (Sacristán, 1991) instructing parents about the serious situation that occurs when a child drops out of school and the chain that follows, since it is condemning him/her to poverty and even that his/her history repeats itself, understanding that we are all part of the solution and that the institution will provide spaces for meeting, listening and support for parents and children, in other words, an institution that articulates and reinvents itself to support the permanence of its students.

4. Conclusion

It is clear from the teaching work and, as an educational institution, the call to transform the reality of students decision-making before abandoning their studies (Del Pozo – Serrano et al., 2018). For this reason, the curricular management must create mechanisms that counteract the desertion by linking families initially and then society to seek together to curb this evil, which is notorious and consequent to the current time where many of the dropouts currently generate social problems of act impact. Seeking cooperation between national or international agents may be the key at this crucial moment for students to remain in the institution, to ensure among all agents: family - school and society that students complete their high school studies in some way guarantees in some way to improve the quality of life.

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