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*Artículos científicos*

## **Factores que determinan la deserción escolar en una preparatoria de la Universidad Autónoma de Zacatecas**

***Factors that Determine School Dropout in a High School of the Universidad Autónoma de Zacatecas***

***Factores que determinam o abandono escolar numa escola secundária da Universidad Autónoma de Zacatecas***

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### **Resumen**

Este es un estudio sobre la deserción escolar en el Plantel VI de la Unidad Académica Preparatoria de la Universidad Autónoma de Zacatecas (UAPUAZ). El estudio se realizó con los alumnos de la generación 2016-2019, desde el momento que se inscribieron a primer semestre hasta que cursaron el cuarto semestre. El objetivo general fue conocer los factores que determinaron la deserción escolar de algunos de los integrantes de dicha generación 2016-2019. El diseño de la investigación fue mixto. Los resultados mostraron que de los 103 jóvenes que ingresaron al Plantel VI en el año 2016, solo 77 estudiantes la concluyeron en el año 2019; nueve más concluyó la preparatoria en otro año o plantel, el resto desertó. La situación socioeconómica y lo académico-administrativo influyeron en los adolescentes que desertaron. El contexto social dominó desfavorablemente en el progreso educativo y cultural de los estudiantes del Plantel VI. Los adolescentes desertores no se desprendieron de los patrones familiares. Asimismo, no se les ofreció una educación orientada a satisfacer sus intereses y necesidades. La deserción escolar fue multifactorial, agravada por el contexto. Los desertores dejaron de estudiar por las condiciones económicas en las que vivían, por la delincuencia, embarazos prematuros y una enseñanza tradicional desfasada de la realidad.

**Palabras clave:** deserción escolar, educación, pobreza, transición.

## **Abstract**

This is a study on school desertion in Plantel VI of the Academic Preparatory Unit of the Universidad Autónoma de Zacatecas (UAZ). The study was conducted with students of the 2016-2019 generation, from the time they enrolled in the first semester until they completed the fourth semester. The general objective was to know the factors that determined the school dropout of some of the members of the 2016-2019 generation. The research design was mixed. The results showed that of the 103 young people who entered Plantel VI in 2016, only 77 students concluded it in 2019; nine more concluded high school in another year or campus, the rest dropped out. The socioeconomic situation and the academic-administrative influenced the adolescents who dropped out. The social context dominated unfavorably in the educational and cultural progress of the students of Plantel VI. The adolescent dropouts did not break away from family patterns. Likewise, they were not offered an education oriented to satisfy their interests and needs. School dropout was multifactorial, aggravated by the context. Dropouts left school because of the economic conditions in which they lived, delinquency, early pregnancies and traditional teaching that was out of touch with reality.

**Keywords:** school dropout, education, poverty, transition.

## **Resumo**

Este é um estudo sobre o abandono escolar em Plantel VI da Unidade Preparatória Académica da Universidad Autónoma de Zacatecas (UAZ). O estudo foi realizado com os estudantes da geração 2016-2019, desde o momento em que se inscreveram no primeiro semestre até atingirem o quarto semestre. O objectivo geral era conhecer os factores que determinaram o abandono escolar de alguns dos membros da geração 2016-2019. O desenho da investigação foi misto. Os resultados mostraram que dos 103 jovens que entraram no Campus VI em 2016, apenas 77 estudantes terminaram em 2019; mais nove terminaram o liceu noutra ano ou campus, os restantes abandonaram o ensino secundário. A situação sócio-económica e académico-administrativa influenciou os adolescentes que abandonaram a escola. O contexto social dominou desfavoravelmente no progresso educacional e cultural dos estudantes no Campus VI. Os desistentes adolescentes não se separaram dos padrões familiares. Além disso, não lhes foi oferecida uma educação orientada para satisfazer os seus



interesses e necessidades. A desistência foi multifactorial, agravada pelo contexto. Os desistentes abandonaram a escola devido às condições económicas em que viviam, à delinquência, à gravidez precoce e ao ensino tradicional que estava desfasado da realidade.

**Palavras-chave:** abandono escolar, educação, pobreza, transição.

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## Introduction

School dropout at the upper secondary level has become an educational and social problem. Education is one of the paths that young people have to transform their reality, to face life being critical and committed to their actions. When they drop out of school, they get involved in activities that are not yet theirs to face, for example, they start working without preparation, receiving low wages, marrying at an early age, staying at home or on the streets, exposing themselves to situations considered Delicate such as drug use, alcohol or joining criminal groups and ending their dreams, the opportunity to boost their abilities and even, most alarmingly, they can end their lives.

Education is the instrument that provides those who study with a fairer reality, opens opportunities in the labor, academic, family and personal sectors. Studying is not synonymous with material wealth, but it is synonymous with spiritual wealth, positive transformation and individual growth. The appreciation of the world changes and life becomes more tolerable, less violent. If the adolescent continues in high school until obtaining the certificate, it will not only bring benefits for him, but it will also have an impact at the local and state level, in the economic, social, educational, and cultural spheres, since he will get better results from family and work relationships, if is implanted directly in the labor market. If he decides to enroll at the higher level, the results will be even more fruitful, he will be more prepared at the time of employment, and when he forms his own family, he will do so by being a person with greater tools to challenge life.

Based on the above, the research question is the following: what factors determine school dropout in the 2016-2019 generation in Campus VI of the Preparatory Academic Unit of the Autonomous University of Zacatecas (UAZ)?

The general objective of the research is to know the factors that determine school dropout in the 2016-2019 generation in Campus VI of the UAZ Preparatory Academic Unit. While the specific objectives are:

- 1) Analyze the influence of social and economic factors on the dropout of students of the 2016-2019 generation of Campus VI.
- 2) Examine the influence of academic and academic-administrative factors on the dropout rate of the students of the 2016-2019 generation of Campus VI.
- 3) Consider the influence of personal factors in the dropout rate of the students of the 2016-2019 generation of Campus VI.

## Context

Dropping out of school gets in the way of the adolescent's intellectual and personal growth. Furthermore, it not only affects the personal well-being of those who decide to desert, but also intervenes in the well-being of the municipality, the state and the country. Likewise, it increases unemployment, marginalization, violence and the consumption of illicit substances. The United Nations Organization [UN] (2011) defines it as the action of stopping going to school before the end of the school year. Dropout can be by choice or forced, as declared by the Ministry of Public Education [SEP], in collaboration with the Council for the Evaluation of Higher Middle School Education [Copeems] (2011): "Voluntary (at the initiative of the student) or forced (due to parental impediment, economic, migratory reasons, etc.) and involves social, individual or psychological aspects of the student, the school environment, etc." (p. 6).

The adolescent, lacking the necessary knowledge and skills, is more prone to engage in risky behaviors that endanger their safety, physical and emotional integrity, health, liberty, and life. Any young person who gives up studying is unlikely to get a stable job, with the minimum social security conditions. The hiring profile for most companies is, among other requirements, the completed high school. Then, the young person cannot be hired, which means that he cannot be part of lawful activities that include remuneration, which increases the probability of being influenced by dangerous individuals, falling into addictions and dangerous situations.

Dropping out of school is one of the problems that most affects the student community of Campus VI of the UAZ Preparatory Academic Unit. Enrolled adolescents are enough to be housed in the institution, according to the installed capacity. However, at the end of each semester, some drop out of school, and are only discharged, without investigating the possible factors that may be causing young people to separate from academic training.

Considering the economic situation of the majority of families in the municipality of Trancoso, Zacatecas, where the school in question is located, school dropout is even more alarming. When the adolescent decides to drop out of school, it directly impacts the family's economy, which increases poverty and scenes of violence.

In order to warn and reduce school dropout, the factors that produce it must be known, as well as the main causes in the social, economic, academic, family and personal spheres that cause adolescents from 14 to 17 years of age to choose to drop out of school. It is known that school dropout at the upper secondary level has increased considerably in recent years. In fact, for this reason, the federal government implemented, in 2007, the Comprehensive Reform of Higher Secondary Education (Riems), which establishes the obligation of the State to offer education at this level.

## Background

Among the articles that address school dropout in the upper secondary educational level, it was considered appropriate to highlight the study by Ocegüera (2017), who presents a comparison of school dropout in the upper secondary, differences and similarities in compulsory schooling between Portugal and Mexico. Mexico presents more alarming dropout figures than Portugal, a European country that already presents alarming data in this area. As mentioned in the study by Ocegüera (2017), these two countries have very high levels of socioeconomic inequality that increase school dropout rates. Portugal faces this problem supported and influenced by the European Union, thanks to which it has achieved significant progress in recent years. Mexico, for its part, has not had any revealing achievements in reducing socioeconomic inequalities; It is known that social policies in Latin America are not effective.

Socioeconomic inequalities in these two countries limit the access and retention of young people in educational institutions. The social and economic situation of the family marks the completion or abandonment of school; it depends on the economic conditions that the young person has so that they remain studying or decide to abandon academic training, get employed and contribute to the solvency of family expenses. Ocegüera (2017) states that Portugal and Mexico have a low school enrollment rate for adolescents between 15 and 19 years of age. "The OECD compares 39 countries, Portugal is in position number 12, while Mexico is located in position 37, being the third to last country with the worst rate in this

matter" (p. 18). Mexico's position is impressive; It has just under half of the young people of high school age out of school, that is, almost half of the adolescents do not attend the upper secondary level of education. Mexico is a country that shows that it has more social and economic inequality than Portugal, therefore, with greater inequalities, less education.

Continuing with the background of this problem, Román (2009) makes a brief introduction on school dropout. The author analyzes this situation both from the children and young dropouts who have decided to drop out of school of their own free will, as well as from those marginalized by social circumstances. Román (2009) mentions that, although attempts have been made to decipher and control the phenomenon of school dropout by improving the educational system, that is, the continuous training of teachers, the relevance and pertinence of the programs, the road has been long and without obtaining satisfactory results. In this problem, not only educational institutions have to do, but also the family and social context of the students who enter one of the country's high schools and other Latin American countries.

One of the possible causes of school dropout is the economic situation in the homes of some adolescents. These young people drop out of school to help their parents with family expenses. To be able to do this, they need to spend fewer hours in school and start working, regardless of conditions and salary. It is in the most remote and marginalized places from the cities that the problem of school dropout is most clearly observed, because in the majority of homes they live off farm work and school scholarships. It is known that sometimes working in the fields is not enough to survive and meet the minimum needs of the family. Regarding school scholarships, these are neither precise nor certain, they are held for a while, then social programs change and the young person stops receiving economic support, therefore, he abandons his school preparation to join work activities.

Put in numbers, the National Institute for the Evaluation of Education (INEE, 2019) registered a national dropout rate of 15.2%, and a terminal efficiency of 64.4%. For Zacatecas, the dropout rate was also 15.2% and a terminal efficiency of 63%. The factors that cause it are different in each school and in each student. "This situation also affects the social and cultural processes of national development; Likewise, this situation has internal causes such as: deficient use of didactic material, lack of motivation, lack of professor" (García, Cienfuegos and Trujillo, 2013, p. 5). It is not only family and economic problems that increase school dropout in the upper secondary level, but also the commitment of the educational institution, the preparation and updating of teachers to stimulate students.

Another possible cause for school dropout to originate is the transition from basic education to upper secondary education. This change is considered complex, from the perception of the students themselves. The rules they impose in middle school are rigid, while in high school "the authority of a counselor does not exist and therefore young people do not know how to control the freedom they have and behave irresponsibly, some no longer go to class and, in case weren't enough, they no longer show up at school" (García et al., 2013, p. 4). The consequences of this transition can be irremediable; young people trust themselves and at the end of the semester they have so many faults that the easiest thing to do is to withdraw from academic life. As Santiago Cardozo (2009) explains, both the transition from middle school to high school and the start of working life for adolescents are possible causes of school dropout.

School dropout does not have specific causes, the institution or the family, the government and its policies oriented to the educational sector cannot be fully held responsible. A host of factors interfere that causes students to decide to no longer attend school. In some educational centers, the student may abandon his studies for personal reasons, in others, for economic reasons and in still others, for academic reasons.

One of the works that have been carried out on school dropout at the upper secondary level, specifically in the state of Zacatecas, in the UAZ, is that of Vidales (2009), for whom school dropout occurs in two aspects: educational and social.

Educational, because students who fail in school are forced to interrupt their training process by leaving school without having learned or assimilated the knowledge and without having developed the skills (...) socially necessary for their age. Social, because they increase the chances of marginalization, unemployment, crime (p. 321).

Vidales (2009) considers failure and school dropout as the two phenomena that make up school failure. These two phenomena are also analyzed in the UAZ Preparatory Academic Unit. This study is an important antecedent in the present investigation. However, this research is carried out only in Campus VI of the UAZ, and specifically with the members of the 2016-2019 generation, while the study by Vidales (2009) covered more campuses and more generations. In the end, Vidales (2009) proposes to combat school dropout from within, proposing measures that are easy to carry out, and have positive effects in a short time. For example, that advanced students support classmates who show problems in understanding and managing new information.

The above are considerations that up to now have been carried out in Campus VI, however, they have not given positive results as expected; desertion persists and is visible. These considerations have not had the impact because they have not been implemented in the best conditions, that is, on time, by trained and responsible personnel, with the necessary human and financial resources, with the interest and commitment that is administered to a project. on which the growth of human beings depends, future adults capable of choosing a dignified life. School dropouts are kept in the UAZ Preparatory Academic Unit.

Vidales (2009), as we said, concludes his research by offering suggestions on what should be done to avoid school failure in the UAZ high schools. He proposes that both the students who have dropped out or are at risk of doing so be interviewed, as well as the teachers and authorities of the institution aware of the problem and with sufficient experience to propose alternatives that help reduce school dropout.

The last study that was considered was that of Estrada (2015), who addresses the problem of school dropout in the upper secondary level from an attractive aspect, which has been little studied and exposed, which is school dropout from the perspective of the young people who dropped out of school preparation and the impact it had on their life stories. The study was developed in the years 2012 and 2013, in Hermosillo, Sonora, Mexico.

Its general objective was to know the main factors involved in youth desertion in technical professional education and in technological baccalaureates, as well as the vulnerability conditions to which this sector of the population is exposed after desertion. (p. 996).

He found as results that "the different situations of vulnerability to which they are exposed after dropping out, which represent turns in their lives that are, at the same time, points of no return in their school trajectory" (p. 995).

Estrada (2015) emphasizes that young women drop out of school due to a combination of factors related to gender and youth social status. Likewise, it turned out that the adolescents who dropped out did so driven by the economic and family situation they lived; due to dating or pregnancy. These teenagers dropped out of school, and also dropped out of a free life. In educational institutions, knowledge and intellectual, personal, emotional growth of experiences of young people are offered. When they drop out, adolescents are forced to stay at home, being guarded by their partner or parents. These studies are antecedents that mark the way for new studies, new evidence and possibilities of progress in this problem that worries at the state, national and international level.

## Method

The focus of this research is mixed, although with a predominance of the qualitative over the quantitative. The mixed approach is characterized by the union of quantitative and qualitative methods with the aim of achieving a deeper analysis and understanding of the phenomenon studied. "In the mixed methods approach, the researcher is based on conceptions of knowledge based on pragmatism (oriented to the consequences and focused on the problem)" (Guzmán and Alvarado, 2009, p. 45). Numerical data is obtained using this method, as well as data presented in the form of text.

In this research, the theory of hermeneutic phenomenology is used to understand first-hand the causes that cause young people to decide to drop out of school. Hermeneutic phenomenology is based on the understanding of reality and the way in which it is lived and perceived by people in a given context, which is a reality of each human being. This theory allows the researcher to have a direct approach with the participants that he is studying, it also allows to analyze the problem from the experience of the participants themselves, what really happens to them and what they feel, considering in a particular way their experiences and the way in which they are planted. before the events that have corresponded to them to live.

### Design of the investigation

The design is explanatory sequential. In the first stage, quantitative data was collected and analyzed through the application of a sociodemographic data questionnaire and a questionnaire on school scholarships; Subsequently, qualitative data was collected and analyzed through observation and a semi-structured interview. Priority is given to the qualitative, as already mentioned, in the modality of hermeneutic phenomenology, which refers to an approach to individual lived experience. "A phenomenological study describes the meanings of a lived experience. The role of the researcher is to recover how individuals decipher the meaning of a certain experience or situation" (Barboza, 2008, p. 18). It is convenient to consider the inner experience of the individual to find his essence, to consider the human-world relationship in which each person perceives reality, transforms it and, at the same time, the way in which the person is transformed by that reality.

## **Participants**

The population consisted of 103 students who entered Campus VI in 2016. Non-probabilistic, accidental sampling was used. The elements available at the time were considered, as well as the researcher's criteria to choose the elements of the sample that were analyzed, which allowed an approximation of the factors that cause school dropout in Campus VI of the UAZ Preparatory Academic Unit, at least according to the perspective of the students of the 2016-2019 generation, this from the time they completed the first semester until the end of the fourth semester. It was determined that the type of sample is non-probabilistic due to the elements or units of analysis that are available; They are students who drop out as they progress through the semesters. It is necessary to wait a prudent time to find out if the dropout students decided to enroll again in Campus VI or decided to enroll in another subsystem, or if they definitively abandoned their academic preparation. The foregoing has been achieved through the application of a sociodemographic data questionnaire and later observation and a semi-structured interview. The sample that was considered in the application of the sociodemographic data questionnaire was 70 students of the 2016-2019 generation, made up of a total of 103 students. For the questionnaire on school scholarships, for its part, the sample was 62 participants. While for the semi-structured interview the sample was 16 participants who dropped out of high school studies. These 16 participants did not return to study. Regarding the observation, it was carried out from the first semester to the fourth semester, of the six semesters that make up the study plan of the Preparatory Academic Unit.

## **Information collection instruments**

Four instruments were used to collect the information, two with a quantitative approach, a sociodemographic data questionnaire and a questionnaire on school scholarships, and two with a qualitative approach, observation and semi-structured interview. In the analysis of the quantitative data, the SPSS software was used. While in the analysis of the qualitative data the ATLAS.ti software was used. These instruments were validated, perfected and applied to obtain objective information.

## Results

The analysis began with the collection of quantitative data. An analysis of the sociodemographic data of the students of the Campus VI generation 2016-2019 was carried out, later qualitative data was collected and interpreted including quantitative data. The latter were useful when collecting qualitative data, since the second stage was built on the results of the first stage. A combined statistical and text analysis was made, as well as an interpretation by mixing the information.

### Sociodemographic questionnaire

Participants answered 26 questions, mostly open ended, some multiple choice. The 2016-2019 generation was made up of 103 students who entered Campus VI, of which 70 were applied the instrument. Of this number, 39 were women and 31 men. Table 1 shows the ages of the respondents.

**Table 1.** Age of the students surveyed generation 2016-2019 of Campus VI

|        |         | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|--------|---------|------------|------------|----------------------|-------------------------|
| Válido | 14 a 15 | 60         | 85.7       | 85.7                 | 85.7                    |
|        | 16 a 17 | 10         | 14.3       | 14.3                 | 100.0                   |
|        | Total   | 70         | 100.0      | 100.0                |                         |

Source: self made

Of all the students surveyed, 60 were between 14 and 15 years old, while 10 students were between 16 and 17 years old. All 70 students were single. This data is important due to the high rate of pregnancies at an early age that exists in the municipality of Trancoso. Therefore, there are marriages or free unions between adolescents who are not yet economically independent, do not have the emotional capacity to face the responsibilities of being parents and respond to the demands of living as a couple. The students who entered Campus VI in 2016 were single and without children. Regarding nationality, the 70 respondents are Mexican. This information is equally relevant, because in the municipality of Trancoso a considerable percentage of the students that enter Campus VI are foreigners, were born in the United States, and for family and legal reasons returned to their parents' place of origin. Regarding the age of the mothers of the students, it was found that most of

the mothers had children at an early age, between 16 and 18 years of age. According to the results, only 10 of the 70 mothers had children between 14 and 15 years of age, being minors, as shown in Table 2.

**Table 2.** Age of the mother of the students of the 2016-2019 generation of Campus VI

|        |                      | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|--------|----------------------|------------|------------|----------------------|-------------------------|
| Válido | De 30 a 33           | 10         | 14.3       | 14.3                 | 14.3                    |
|        | De 34 a 40           | 36         | 51.4       | 51.4                 | 65.7                    |
|        | De 41 a 45           | 11         | 15.7       | 15.7                 | 81.4                    |
|        | De 46 a 50           | 10         | 14.3       | 14.3                 | 95.7                    |
|        | De 51 en<br>adelante | 3          | 4.3        | 4.3                  | 100.0                   |
|        | Total                | 70         | 100.0      | 100.0                |                         |

Source: self made

Regarding the schooling of the mother, the majority obtained the high school certificate, a smaller percentage finished a degree or engineering. A minority obtained postgraduate studies, as presented in Table 3.

**Table 3.** Schooling of the mother of the students of the 2016-2019 generation of Campus

VI

|        |                              | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|--------|------------------------------|------------|------------|----------------------|-------------------------|
| Válido | Primaria                     | 11         | 15.7       | 15.7                 | 15.7                    |
|        | Secundaria                   | 33         | 47.1       | 47.1                 | 62.9                    |
|        | Preparatoria                 | 16         | 22.9       | 22.9                 | 85.7                    |
|        | Licenciatura o<br>ingeniería | 7          | 10.0       | 10.0                 | 95.7                    |
|        | Posgrado                     | 2          | 2.9        | 2.9                  | 98.6                    |
|        | Carrera<br>técnica           | 1          | 1.4        | 1.4                  | 100.0                   |
|        | Total                        | 70         | 100.0      | 100.0                |                         |

Source: self made

Regarding the occupation of the mother, the majority was dedicated to domestic service indoors, followed by mothers who were professionals or worked in municipal or state government offices. A smaller percentage worked as a merchant, an even smaller percentage was a worker, and a minimal percentage worked as a domestic employee, as can be seen in Table 4.

**Table 4.** Occupation of the mother of the students of the 2016-2019 generation of Campus

VI

|        |  | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|--------|--|------------|------------|----------------------|-------------------------|
| Válido | Servicio<br>doméstico<br>puertas adentro | 45         | 64.3       | 64.3                 | 64.3                    |
|        | Servicio<br>doméstico<br>puertas afuera  | 3          | 4.3        | 4.3                  | 68.6                    |
|        | Obrera                                   | 5          | 7.1        | 7.1                  | 75.7                    |
|        | Comerciante                              | 7          | 10.0       | 10.0                 | 85.7                    |
|        | Servidora<br>pública                     | 10         | 14.3       | 14.3                 | 100.0                   |
|        | Total                                    | 70         | 100.0      | 100.0                |                         |

Source: self made

Table 5 illustrates that the majority of the parents were between 34 and 40 years of age and the majority had children as minors, similar to the result found in the mothers of the participants.

**Table 5.** Age of the parent or guardian of the students of the 2016-2019 generation of  
Campus VI

|          |                      | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|----------|----------------------|------------|------------|----------------------|-------------------------|
| Válido   | De 30 a<br>33        | 2          | 2.9        | 3.0                  | 3.0                     |
|          | De 34 a<br>40        | 27         | 38.6       | 40.3                 | 43.3                    |
|          | De 41 a<br>45        | 21         | 30.0       | 31.3                 | 74.6                    |
|          | De 46 a<br>50        | 8          | 11.4       | 11.9                 | 86.6                    |
|          | De 51 en<br>adelante | 9          | 12.9       | 13.4                 | 100.0                   |
|          | Total                | 67         | 95.7       | 100.0                |                         |
| Perdidos | Sistema              | 3          | 4.3        |                      |                         |
| Total    |                      | 70         | 100.0      |                      |                         |

Source: self made

Regarding the schooling of the parent or guardian, most finished high school and did not continue studying. A higher percentage of parents have high school as an academic preparation. This situation has become a limitation, since they cannot be employed in jobs that offer better working conditions, and a salary that covers family needs. These data are visible in table 6.

**Table 6.** Schooling of the parent or guardian of the students of the 2016-2019 generation of Campus VI

|          |                           | Frecuencia | Porcentaje | Porcentaje válido | Porcentaje acumulado |
|----------|---------------------------|------------|------------|-------------------|----------------------|
| Válido   | Primaria                  | 13         | 18.6       | 19.1              | 19.1                 |
|          | Secundaria                | 29         | 41.4       | 42.6              | 61.8                 |
|          | Preparatoria              | 20         | 28.6       | 29.4              | 91.2                 |
|          | Licenciatura o ingeniería | 6          | 8.6        | 8.8               | 100.0                |
|          | Total                     | 68         | 97.1       | 100.0             |                      |
| Perdidos | Sistema                   | 2          | 2.9        |                   |                      |
| Total    |                           | 70         | 100.0      |                   |                      |

Source: self made

Regarding the occupation of the father or guardian, it was found that the majority worked as workers in transnational factories, they also worked as bricklayers, product distributors, loaders, at gas stations, among other occupations. A smaller percentage worked in municipal or state government offices, they also worked as municipal or state police officers or as professionals. While a considerable percentage were merchants, that is, vendors in the tianguis in the municipality of Trancoso and in the municipalities of Guadalupe and Zacatecas, others were street vendors, going house to house offering products made in the municipality. A minimum percentage was dedicated to farm work. This information is observed in Table 7.

**Table 7.** Occupation of the parent or guardian of the students of the class 2016-2019 of  
Campus VI

|          |                           | Frecuencia | Porcentaje | Porcentaje<br>válido | Porcentaje<br>acumulado |
|----------|---------------------------|------------|------------|----------------------|-------------------------|
| Válido   | Actividades agropecuarias | 4          | 5.7        | 6.1                  | 6.1                     |
|          | Obrero                    | 33         | 47.1       | 50.0                 | 56.1                    |
|          | Comerciante               | 13         | 18.6       | 19.7                 | 75.8                    |
|          | Servidor público          | 16         | 22.9       | 24.2                 | 100.0                   |
|          | Total                     | 66         | 94.3       | 100.0                |                         |
| Perdidos | Sistema                   | 4          | 5.7        |                      |                         |
| Total    |                           | 70         | 100.0      |                      |                         |

Source: self made

Regarding the place where the surveyed students lived, 87.1% of the students lived with their parents, 10.0% only with their mother and 2.9% with a relative, with grandparents, uncles or a close relative; 90% of the students lived in their own home, while 10% did not live in their own home. Some lived in a house borrowed, rented or with grandparents.

Now, have students failed any subject in their school career? Of the 70 students surveyed, none have failed any school cycle, primary, secondary or telesecundaria. Likewise, in the 2016-2019 generation, 94.3% of the students were not repeaters, only 5.7% were repeating the semester; 4 of the 70 students mentioned that they were repeating the semester. Almost all the students reported that, regarding the question of whether they work in addition to studying, they did not work, they dedicated themselves only to studying (98.6%; the rest, in addition to studying, did work, 1.4%). Regarding the area of knowledge of the subjects that have been provided to the students surveyed, 55.7% answered that it has been Reading and Writing Workshop I, English I and Computer Science I; 21.4% of the students answered that Mathematics I; while 14.3% answered that Humanities I and 8.6% answered that Social Sciences I.

On the contrary, among the subjects that have been most difficult for students, 92.9% expressed that Physics I, followed by Mathematics I; 4.3% answered that English I and Reading and Writing Workshop I, and 2.9% answered that Social Sciences I. Referring to

the activities that students do in their free time, 45.7% practice some sport, soccer, baseball, basketball, rebounding, athletics, among the most frequent answers; 30.0% spend their free time doing another activity different from the one listed in the options: they listen to music, draw, paint, play a musical instrument, walk with friends, rest, visit grandparents, uncles and cousins. Finally, 14.3% read in their free time, 7.1% spend their free time browsing the Internet and social networks, and 2.9% do nothing in their free time.

## Observation

The observation guide was carried out from the first to the fourth semester of the 2016-2019 generation. It was carried out personally, it was not recorded, nor were photographs taken of the students in the different activities, only a guide was followed and notes were made on the behavior of the students both inside and outside the classroom, as well as the facilities of Campus VI and the infrastructure that it had. The observation began in the first semester, with the authorization and permission of the management of Campus VI. As a teacher of this educational establishment, I expanded what was observed, by pointing out aspects that could not be captured in direct observation: the students, on some occasions, came to act in a prepared and different way from how they behaved normally. The observation began in the August-December 2016 semester and ended in the January-July 2018 semester. During the four semesters, the students enrolled in this generation were followed up. Likewise, the facilities of Plantel VI were analyzed, which were the same during these two years of study.

The observation began with the analysis of Campus VI facilities. It was found that the resources it had were not enough to serve the student community. Campus VI had 11 classrooms in general, a chemistry laboratory, which on some occasions was used as a classroom for other subjects, a computer center, a library, an audiovisual room, a small psychological care and guidance office, and a multipurpose room. The bathrooms did not cover the student population, teachers and workers. A bathroom was offered for male students, male teachers and mayors, another bathroom for female students, female teachers and mayors, two bathrooms in the address. In total, the campus offered four restrooms, distributed as indicated above. Regarding sports spaces and green areas, it had a soccer field, a rebound court, a basketball court, a civic square, and a parking lot. In addition, it offered the library service. A library that most of the times was used as a meeting room for teachers,

workers and administrators and the students themselves, as well as a dining room for teachers. He did not have a considerable number of bibliographical material. It did not offer film material. The tables and chairs were not enough for more than eight students to study and use it at the same time. The internet and computer service was meager, it had four obsolete computer sets and discontinuous internet service. The photocopying service was also offered within the library at a considerably expensive price. Although most working days this service was not available due to lack of electricity. The service of portable projectors was also offered, a total of four for all the teachers and students that made up the campus.

Campus VI did not provide the service of a dining room, nor a cafeteria so that the students had an appropriate place at breakfast time; They did this in the corridors, in the classrooms, in the cooperative, on the fields or green areas. Nor did it offer the service of drinking fountains; the drinking water service was scarce, most of the time there was no drinking water to supply the bathrooms and satisfy the needs of the school community, both students, teachers and workers as well as administrative staff. Two of the four baths discharged into a pit; the installations were made in this way. If you wanted to have drinking water service, you went to the municipal water pipes. Internet service was intermittent; it did not supply and did not meet the needs of students and teachers. While the electric power service did not respond as required. Many days of the week you studied and worked without this service. The administration argued that the electrical installation was “very old”, therefore, it was overloaded, which caused blackouts in the classrooms and in the other facilities of the school.

The computer center had a static projector and 25 obsolete computer equipment, which did not function properly. The computer room had a small space, with poor lighting and ventilation. Some students were forced to share equipment; There were no computers for all the students enrolled in the groups that attended Computer Science classes, as indicated in the study plan for the first and second semesters. The number of seats in most classrooms was not appropriate, therefore, some students were forced to go to other classrooms for chairs in order to take classes. Some classrooms did not have proper ventilation; they were not completely clean. The lighting was not favorable. The bulbs were low wattage, and some windows were painted dull colors. The classrooms gave off an unpleasant odor, there was a sensation of heat and little ventilation. With the didactic material that the classrooms had, it

was only a blackboard. During the study time of the 2016-2019 generation, no artistic, cultural or sports workshops were held at Campus VI.

### **Questionnaire to find out if scholarships contribute to the reduction of school dropouts**

It was applied to 62 students of the 2016-2019 generation of Campus VI of the UAZ Preparatory Academic Unit. The students answered 15 questions, mostly open ended, some multiple choice. Of the 62 interviewees, 32 were women and 30 men. It was identified that 82.3% had received a scholarship in their upper secondary level studies, while 17.7% answered that they had not received a scholarship in their high school studies. For their part, 83.9% of the students responded that they received the scholarship bimonthly, while 1.6% mentioned that they received the scholarship quarterly. It was identified that 41.9% did not receive the scholarship in a timely manner; 40.3% answered that they did receive the scholarship in a timely manner. Most of the students, 77.4%, received between 1,000 and 2,000 pesos per month in financial support, 3.22% mentioned that they received between 500 and 1,000 pesos per month, while 1.6% answered that they received between 2,000 and 3,000 pesos per month. What did they use the money they received? 33.9% responded that they used it for school supplies, 19.4% spent it on clothing and footwear, 11.3% gave the money to their parents, 9.7% responded that they bought food at school, 4.8% used it to buy school uniforms and 1.6% he used the money for fun. Of the percentage of students who answered whether the scholarship had been useful for them to remain in high school, 61.13% answered yes, while 21.0% answered no.

### **Analysis of the semi-structured interview on the factors that determine school dropout in the first to fourth semesters, generation 2016-2019, Campus VI**

The semi-structured interview was carried out in the months of January and February 2020. In July 2019, the young people completed upper secondary education. Information was sought from the administration of the UAZ Preparatory Academic Unit, Campus VI and the remaining XII campuses, as well as other educational institutions in the state of Zacatecas, to find out if the young people who did not obtain the certificate were enrolled in another educational program. . These young people did not appear registered, so they began to locate

them to interview them and find out the reasons that led them to drop out of academic preparation.

Of the 103 young people enrolled in Campus VI of the UAZ in 2016, 77 young people managed to finish high school in 2019, 41 men and 36 women. That is, 26 adolescents did not complete it. Of those 26 young people who did not finish their studies in 2019, seven adolescents failed a semester of preparation, however, they once again enrolled in Campus VI, attended the failed semester for the second time and concluded upper secondary education in the year 2020. Of the 19 adolescents who did not appear in the certificate register of Campus VI, two enrolled in another campus of the UAZ Preparatory Academic Unit to take the Economic-Administrative baccalaureate, which Campus VI does not offer due to insufficient students. inscribed. Thus, 17 students of the 103 enrolled in 2016 dropped out of upper secondary education. They did not enroll in another educational program in the state. It should be noted that one of the 17 young people who did not finish high school committed suicide in March 2017, when he was in his second semester. In this case, it is not considered school dropout.

There were 16 young people interviewed, 13 men and 3 women, from whom valuable information was obtained on the factors that influenced when these adolescents chose to drop out of their school preparation. In this research, the young people were first interviewed by making a recording, later transcribed. The semi-structured interview consisted of 10 open questions. The general data of the 16 young people interviewed are presented in Table 8.

**Table 8.** General data on deserters

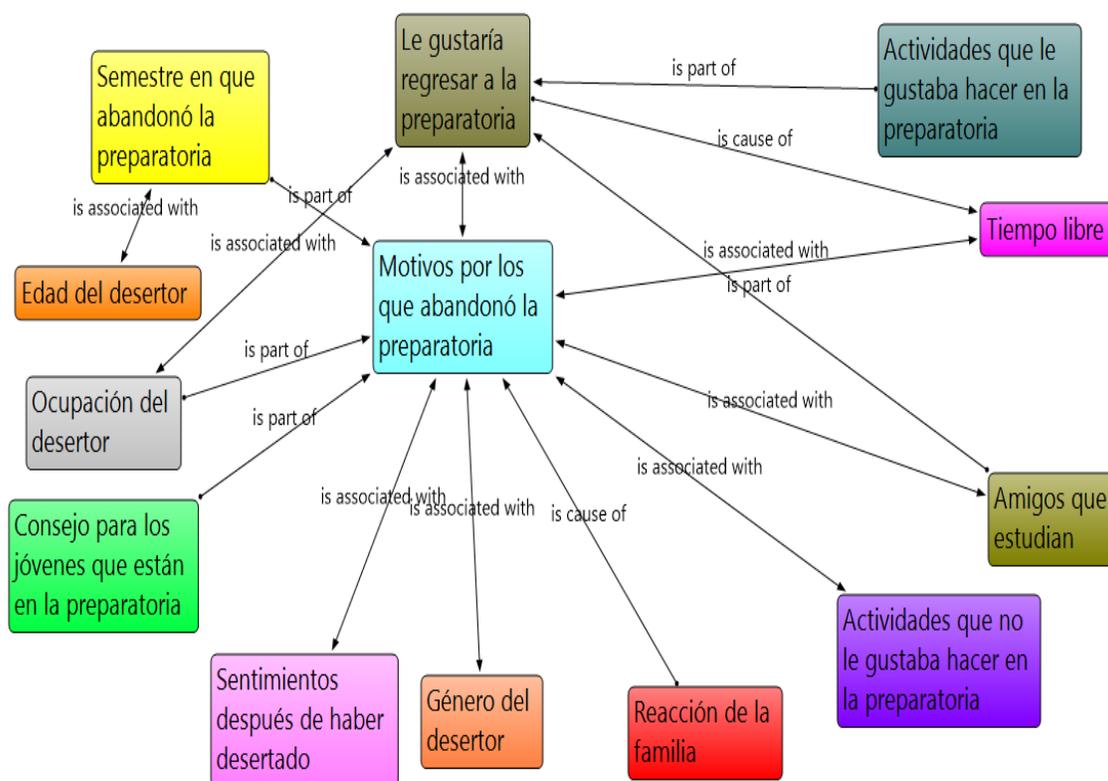
| Entrevistados   | Género | Edad | Ocupación                |
|-----------------|--------|------|--------------------------|
| Entrevistado 1  | Hombre | 18   | Albañil                  |
| Entrevistado 2  | Hombre | 17   | Obrero                   |
| Entrevistado 3  | Hombre | 18   | Albañil                  |
| Entrevistado 4  | Mujer  | 18   | Ama de casa              |
| Entrevistado 5  | Hombre | 17   | Agricultor               |
| Entrevistado 6  | Hombre | 18   | Jornalero                |
| Entrevistado 7  | Mujer  | 18   | Trabajadora<br>doméstica |
| Entrevistado 8  | Hombre | 18   | No tiene ocupación       |
| Entrevistado 9  | Hombre | 19   | No tiene ocupación       |
| Entrevistado 10 | Hombre | 19   | No tiene ocupación       |
| Entrevistado 11 | Mujer  | 18   | Ama de casa              |
| Entrevistado 12 | Hombre | 18   | No tiene ocupación       |
| Entrevistado 13 | Hombre | 18   | Obrero                   |
| Entrevistado 14 | Hombre | 18   | Vendedor ambulante       |
| Entrevistado 15 | Hombre | 18   | No tiene ocupación       |
| Entrevistado 16 | Hombre | 18   | Albañil                  |

Source: self made

As can be seen in table 8, the dropout interviewees were 13 men and 3 women. At the time they were interviewed, most mentioned that they were 18 years old, two said they were 17 years old. Some of the young people interviewed had masonry as an occupation, others were housewives, domestic workers. While others responded that they worked as street vendors and workers. A considerable number of the young people interviewed expressed that they did not have any occupation, they were not dedicated to doing a specific activity, be it cultural, work or sports, they simply lived the day as it presented itself. This information was very important due to the crime and violence situation that has been experienced in the state of Zacatecas in recent years, especially in the municipality of Trancoso. Young people who mentioned that they did not have a specific trade have been exposed to falling into risky situations.

The analysis and interpretation started from the reasons that caused these 16 young people to drop out of their upper secondary studies at Campus VI. The reasons why they dropped out of high school were associated with the dropout gender, the activities they did not like to do in high school, what they did in their spare time, whether they had friends who were studying. Likewise, another of the overlapping factors were the occupation of the dropout, the semester in which he dropped out of school, and age. Among the elements that influenced when answering if they would like to return to high school, the occupation of the dropout stood out, as well as the activities they liked to do when they were students. These codes, shown in Figure 1, were derived from the 10 questions asked in the semi-structured interview.

**Figure 1.** Figure of codes of the reasons that adolescents had to drop out of high school



Source: self made

Half of the young people who dropped out of high school in the 2016-2019 class did so because they failed more than one subject. They did not enroll in Campus VI again, nor did they enroll in another educational institution. The failure caused eight young people not to continue studying, truncating their plans and possibilities for personal, social, academic and professional growth. While the women who dropped out in this generation mentioned

that they left school for reasons of pregnancy, beginning of a married life and failure. Other young dropouts expressed that they left school for economic reasons, moods, and the threat of organized crime. Most of these adolescents dropped out of high school in the second semester, followed by those who dropped out in the fourth and first semester, and one adolescent dropped out in the third semester.

One of the reasons they dropped out was because they failed two subjects. In the UAZ Preparatory Academic Unit, in the 13 campuses, it is allowed to fail one subject per semester. In the following semester they recover it by enrolling in that subject, taking the classes and passing it. A young dropout could not continue with his high school studies because, while waiting to re-enroll for the fourth semester, he got his sentimental partner pregnant.

Because I failed two subjects, I had to wait a semester to re-enter. But I didn't come back, because I got my girlfriend pregnant, (...) I brought her to live with me, here with my parents [chuckles]. Now I don't even know how to return, I have a commitment and well, responsibilities, as my mother says (interviewee 1).

These are situations that become more dangerous and close when adolescents have free time, do not have a specific obligation, do not attend to tasks. Another of the interviewees answered that he dropped out of school because he felt disoriented, with depression, which he did not know how to handle, and he hastily decided to drop out of his studies, which put him face to face with a complex reality. He did not ask for psychological help.

I dropped out of school because I didn't feel comfortable, my friend, my only friend from the classroom, had just committed suicide. I felt very sad and disoriented, I lost interest in the classes. My mom told me to ask the high school psychologist for help. But I didn't want to, and I just stopped going to high school (interviewee 2).

They are emotional situations that required attention from the family and the educational institution. This young man dropped out of school for personal reasons, associated with moods that exceeded his ability to adapt. Also the economic issue was a reason to drop out of school. As explained by one of the deserters interviewed.

Here at home they struggled a lot with money, sometimes there was money for my school stuff, for my clothes, and sometimes there was nothing. That discouraged me a lot from continuing in school. My parents told me to come

back, but I didn't want to. The scholarship did not reach me. No way, now we are better at home (interviewee 3).

When they do not have the necessary economic resources and a stable situation, many young people have been forced to stop studying to support the family. Scholarships have been intended to counteract this type of situation, however, it has not been fulfilled as expected. Another situation that has occurred for years in the municipality of Trancoso has been that of starting a married life at an early age, without having reached the age of majority. As it happened to the young woman interviewed.

I went with the boyfriend. They were fair times. My friends and I used to go to all the dances, to the mechanical games. At one of those dances, my boyfriend was already drunk, and he told me to go live with him, that it was time. I went to live with him (interviewee 4).

This situation of "going to live with the boyfriend" being minors is repeated continuously, year after year in the municipality of Trancoso. Above all, in the month of February, during the celebration of the municipal fair, many young women decide to start a home, without being of the appropriate age, without having the financial resources to start an adult life. One more reason for desertion, which has grown in recent years, has been the crime and violence that has been experienced in the state of Zacatecas. An interviewed adolescent expressed that he dropped out of his studies for reasons of delinquency; For his own safety, he was forced to leave his home and leave the state of Zacatecas.

They went for us to kill us. My parents and my sister managed to escape from where they were kidnapped. They came to my grandparents' house for me. We left Zacatecas that same night. We spent two years off the ranch, outside of Zacatecas. It was very difficult, something that is never forgotten. I lost school (interviewee 6).

Crime has grown considerably in the state of Zacatecas; It has affected the state economy, cultural and social growth. Some young people, like the young man interviewed, have had to leave their place of origin to preserve their lives. By fleeing, they leave their heritage, a life, family, school and projects that would improve the municipality of Trancoso. Based on these answers, it could be inferred that the 16 young people interviewed would not return to complete their upper secondary education. The life they undertook, when they left school, was complex, they were forced to make decisions that distanced them more and more from the classroom.

## Discussion

The results of the investigation determined that school dropout in Campus VI, generation 2016-2019, is related to the union of economic, social, academic, personal and administrative factors. These factors came together and intervened when the adolescents decided to stop studying. Campus VI did not meet the expectations and interests of some adolescents; a traditional teaching was handled. Therefore, the adolescents were not able to connect the contents learned at school with situations that they experienced at home. This result coincides with what was stated in the study by Román (2009). This study indicates that permanence in school is associated with the attention and retention of students with a relevant educational offer, otherwise, dropout scenarios are encouraged. The preparation of the teachers of Campus VI was not focused on retaining and motivating students in permanence and academic training. Instead, they used a content-focused teaching practice, without considering the context of the students.

In addition, Campus VI did not offer an appropriate infrastructure, with decent spaces, equipped with recent educational material and in good condition, which contributed to desertion. This situation is consistent with what was stated in the study by García et al. (2013). Sometimes, seeing inadequate facilities and deficient training materials that do not cover their interests, students do not feel motivated to stay in school. The result was also that the poverty and marginalization of the majority of the students of Campus VI favored desertion, which in this case coincides with what was established in the work of Cardozo (2009). Some of the students of the 2016-2019 generation were forced to stop studying to support family expenses, although the parents worked, the salary they received did not cover the expenses and needs that they had at home.

These young people decided to leave the classroom to start working in factories, as bricklayers, as street vendors, among other jobs, reducing the possibility of training and preparing themselves in order to get better jobs. This result of the dropout caused by the economic factor also agrees with what was specified in the study by Vidales (2009). Young people who dropped out of school were unable to acquire the necessary skills and knowledge to be employed in work spaces with acceptable wages.

After having examined the family situation of the young people, it was recognized that the majority of these adolescents had a low socioeconomic level. In the homes they were

maintained with low wages; The parents were workers, housewives, informal merchants who formed a family as minors, with a high school degree.

## Conclusion

From the results obtained in the investigation, it can be deduced that the dropout rate in the upper secondary level of the 2016-2019 generation of Campus VI was multifactorial. Adolescents who dropped out of school joined the percentage of young people who are exposed in the streets, without a specific job and without a specific trade, to establish a family as minors and, most alarmingly, joined the percentage of young people who are exposed in the streets. without objectives of intellectual and cultural growth, "easy prey" for the different criminal groups existing in the municipality of Trancoso and in the state of Zacatecas. This percentage of unemployed young people are susceptible to consuming alcoholic beverages and illicit substances.

The research question that guided the work was: what were the factors that determine school dropout in the 2016-2019 generation at Campus VI of the UAZ Preparatory Academic Unit? They responded with the results of the instruments that were put into practice during the collection and interpretation of the information. The results found highlight that the factors that determined the dropout of the 2016-2019 generation in Campus VI of the UAZ Preparatory Academic Unit were those that were raised in the objectives of the research work, for which the hypothesis was verified. research. The social, economic, academic and academic-administrative factors determined the school dropout in the students of the 2016-2019 generation of Campus VI of the Preparatory Academic Unit of the UAZ.

These factors were present during the stay of the students in Campus VI, they were mixed and caused 16 young people to decide to drop out and focus their priorities, concerns and needs on other spaces and ways of life. It is also concluded that scholarships did not impact the permanence of students in school. Some of the deserters did not receive financial support on time. Scholarships are not punctual.

Based on these results, it is understood that Campus VI of the UAZ Preparatory Academic Unit did not cover the interests and perspectives of the adolescent dropouts who entered in 2016; it did not offer basic services in the retention of these young people. Likewise, it did not have an adequate infrastructure, with material in optimal conditions for

its use, with a trained faculty oriented to fulfill and grow the personal and intellectual possibilities of the students.

The limitations of the research are oriented in that the teachers of Campus VI who taught classes in the years 2016 to 2018 were not interviewed, so there was no access to their observations, comments and suggestions regarding the problem of school dropout. Nor was the head of the campus interviewed, and the information obtained was not linked to other UAZ campuses. The research focused on Campus VI, a single generation, without considering other generations and other campuses that present similar contexts. Nor were the parents of the deserters interviewed. All this information would complement what was provided by young people who stopped studying.

By virtue of the investigation, it emerged that school dropout mainly affects young people who live in vulnerable contexts and lack economic stability, in addition to a traditional teaching-learning approach by teachers, the lack of infrastructure and educational materials convenient that retain and motivate adolescents to continue preparing. Education is the egalitarian foundation and giver of opportunities, of personal growth and obtaining a dignified life, far from violence and spiritual and material misery.

### **Future lines of research**

In future studies on this topic, it is suggested that teachers, administrators, the person in charge of the campus, parents, and the director general of the UAZ Preparatory Academic Unit be interviewed. With the information obtained, the investigation will be enriched and results will be obtained that include the parties involved in the education of adolescents. What is sought is to reduce school desertion, offer a quality education, despite the context in which Campus VI is located. As a future line of research, it is proposed that those in charge and teachers of providing education to adolescents in the municipality of Trancoso know the opinions and comments made by the 16 young dropouts, and that based on these opinions they reflect on what is necessary to modify with the purpose of not repeating traditional teaching, with inadequate strategies, focused on the content. The misery and violence scenarios can be modified at school, through the implementation of programs that address the root of the problem.

In addition, in future investigations, the dropout rate can be compared, as well as the causes and factors that cause it, with that of other campuses of the UAZ Preparatory Academic Unit, in this way a more complete vision of the scenarios will be obtained. and contexts that increase or decrease school dropout. Likewise, a comparative investigation can be carried out with other educational subsystems in the state of Zacatecas, upper secondary level, to analyze if the study programs, the preparation and updating of teachers, the organization of each educational subsystem and the location increase the dropout rate.

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