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## School dropout in Latin America as a social conflict

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**Abstract.** Education worldwide is a process in which man prepares himself for life in society, that is to say, it is a process of socialization, which requires a very diverse learning, since it is not only knowledge, but also techniques, guidelines and aptitudes, which recognize a person as part of society. The high number of students in Latin America who drop out of school without completing the educational stage is very significant, which originates onerous expenses in society. The strategies that have been used to prevent dropout are ineffective and weak, and instead of decreasing it has been progressively increasing, since these strategies have not been focused on the various causes that lead to dropout. It is perceived that dropout is a social manifestation caused by internal and external cases within the same community environment. Likewise, it is pointed out that school evasion is considered a social phenomenon in which people leave school temporarily or permanently to a teaching stage, which participates in formal learning (De Aguinaga & Barragán, 2007, p. 2).

**Keywords.** dropout, society, students, school, family, community, social

### 1. Introduction

Education for man's learning is a right that assists him within a community as a society. It is determined to be an important component for nations to achieve a higher level of improvement. However, in the event that education has not been completed, especially due to school dropout, a social problem begins.

Likewise, Vasquez, R (2003) , recognizes three kinds of dropout; the first, premature dropout, which is the moment when the student evades an educational process without having started; the second, early dropout, which is when the educational program is abandoned during the first months of starting; and third, late dropout, which is understood as abandonment at the end of the course; however, the author makes a contrast with total dropout, when the student completely abandons the educational plan, and partial dropout, generally, when the student has a temporary withdrawal and feels safe, returns to the educational institution to continue with his or her studies.

Early school dropout is the problem that generates great concern since it affects the advancement of a nation, i.e., it poses the danger of having inferior and deficient human resources in the future. The different characteristics of this phenomenon involve parents, principals, teachers and civil society.

The main methods of neglect can be considered from two perspectives. On the one hand, it is considered a problem that is related to a socioeconomic level and socio-psychological

conditions of students (such as poverty, marginalization, early labor ties, drug and alcohol addiction and abuse); on the other hand, it causes internal system reasons why people have difficulties to go to school, such as performance, discipline and coexistence.

How is dropout conceptualized? Dropout is understood as the abandonment of the educational system by a student, which is caused by multiple factors in the school and society, family and personal environment. It is noted that some theorists prefer to call this situation "desertion" by "dropout" The term has a military character. Others limit it to voluntary desertion, and when it is due to external factors, such as poverty or conflict, they are more willing to talk about being forced to drop out of school. In this sense, we will use the term "dropout", taking into account what has been collected most of the information is related to this question word.

Dropout can also be defined as the inability of the population to receive education and limited economic growth, because when the educational cycle is not completed, the possibility of obtaining well-paying jobs and poverty cycle in the community is less; a kind of impediment to society. realizing their ideals in aspects other than the economy The objective situation, because it denies the knowledge and the knowledge generated by their society, and begins to be marginalized politically, socially and emotionally; this generates fewer possibilities for interaction, such as understanding the rules of coexistence, group decision making, self-esteem and The possibility of other aspects related to social development.

Dropping out of school is a factor that weakens the economic structure because it generates a great loss for the State, since the invested resources are wasted, the investment is not reflected in a better quality of life and other people are prevented from having the opportunity to be educated. In addition, the dropout, when wanting to re-enter, limits the resources of other students or means further expenses for the State when they go to public establishments or demand social assistance. Moreno Bernal, D.M. (2013).

## **2. Methodology**

For the development of this review, several databases were investigated, including Scielo, Mendeley, and Redalyc.org. Fifty articles from the period 2007-2020 were reviewed, which consider the variables of social development and well-being, from which 15 researches directly related to the topic of study were selected. The Google tool was used to access the databases. The results of the review are based on a compilation of original articles from countries such as: Chile, Colombia, Mexico, Brazil, Costa Rica and Peru; the terms used to locate information on the topic were: school desertion, school dropout; education in rural areas; and education in Latin America as the main topic.

## **3. Results and discussion**

Educational institutions provide a space for individual and group formation. In them, the development of the individual and collective self takes place through socialization and the exchange of ideas among peers belonging to the same society. In this space not only academic knowledge is taught, but also knowledge of the multiple existing cultures, of unwritten social norms, social expressions, etc.

School dropout is a phenomenon in which a percentage of children and young students abandon their studies. This happens in a period in which education is indispensable, since the individual is in formation. This problem occurs worldwide and is considered one of the social problems with the greatest impact on society. It directly affects the individual during his or her formative stage, which leads to social and private costs. Socially, the most frequent problem is that they have a less competent workforce because individuals have not reached basic levels of

education, which leads to low labor productivity and subsequently affects economic growth. Expenditures made to finance social programs that help people who are not capable of generating their own resources are also a social cost. The same happens with poverty, school dropout, in almost all cases, this is the main reason for misery. If we talk about private costs, we are referring to the income that a person with a complete education can obtain, compared to a person who has dropped out of school. A person with completed schooling is able to earn a greater amount of income.

In Latin America, school dropout is a problem that is constantly growing. The existence of significant deficiencies and delays in the educational system facilitates and encourages children to drop out of school, and a large number of adolescents who go to secondary school drop out before completing it, without first having attained basic education and the skills required to avoid falling into poverty during their working lives.

Most Latin American countries have shared characteristics in terms of the educational system, which unfortunately are not favorable, such as the following: high access to the basic cycle, insufficient coverage of pre-school education, minimal retention capacity of primary and secondary educational institutions. According to ECLAC (Economic Commission for Latin America and the Caribbean).

Dropout is defined as abandoning school activities before completing a grade or level. ECLAC (2003) reports that, on average, about 37% of Latin American adolescents between 15 and 19 years of age drop out of school during the school process. It also states that most dropouts originate once they have completed secondary school and that the majority of these adolescents drop out of school before completing some grade or level of education. frequently, during the course of the first year of high school. (Viola Espínola Hoffmann, 2010).

The Latin American countries with the highest dropout rates are Guatemala, Bolivia, Dominican Republic, El Salvador, Brazil, Nicaragua and Venezuela, where 40 to 70 percent of children leave school before completing primary school. And in six countries, Mexico, Panama, Colombia, Colombia, Peru, Uruguay and Chile, between 50 and 60 percent of school dropouts appear in the course of secondary school (Castorena Morales, 2019).

According to, Schwartzman, S. (2018) There is very strong relationship between school dropout and the social origin of students, as can be seen in the data from Brazil. There are significant differences in proportion to the time at which children start studying, a participation of students between 8 and 12 years of age, and a dropout process from 13 years of age that affects mostly students with very low family economic income.

In the last five years, the causal attribution of school failure has shifted: it is slowly becoming aware that it is not only a matter of the failure of individual school trajectories, but that it is determined by a set of factors that have a negative impact on learning, factors that come from both the socio-familial sphere of the student and the characteristics of the educational service (Aristimuño, 2015).

The study conducted in Peru in its conclusions constitutes that "school backwardness and, consequently, grade repetition, is an important factor that, regardless of gender, increases the possibility of dropping out of educational training. The usual educational method based on the retention of a child in a given school year, as a consequence of low performance, could become more harmful than it would be believed to be beneficial", generating school dropout (Gallegos and Lavado 2005: 36).

The educational environment is considered a harmonious place, full of occasions for students to develop their humanistic, academic and emotional potential, and help them to live and learn. However, in educational institutions, power relations, hierarchies and inequalities have been established that lead to school violence, gender-based violence and the bullying. In

this sense, offensive behavior has become a daily occurrence, and is even considered "normal" or "just a joke" - affecting the teaching, learning and coexistence processes - it has become a cause of dropout, low academic, spiritual, social performance. Educational problems and social barriers. Ruíz-Ramírez, R., García-Cué, J. L., Ruiz, F. and Ruiz, A. (2018).

The evasion of the formative environment by students does not usually occur unexpectedly, in most cases, this action is due to a series of facts and events allied to the person's routine, which make the risk of dropping out of school increase significantly as it progresses. The factors of school dropout were classified into two main ones:

Endogenous factors.

In this factor, the emotional and motivational maturity of the individual and psychological problems, such as learning difficulties, autism, among others, are important characteristics of the person, classified as internal reasons. Likewise, within the endogenous factor, we find: the socioeconomic level, if the family income is perceived as low, it is likely that they do not have the facility to acquire the necessary tools or to be able to pay for their children's studies; parents' schooling, if the parents are illiterate, or have not finished their formative education (basic), in most cases they believe that it is not important to study, so they do not enroll the child in the educational system, likewise, it is possible that they do not have the means and economic solvency; family organization, single parenthood is emphasized as a principle of orphan hood, violence and even lack of values, as the typologies of the structure of a single-parent family nucleus, it can be discerned that there is no support to the formative work done by the school, having greater weight in the disciplinary field, giving rise to transgressive behaviors and school deficiency of the children; vulnerability to criminal situations, young people and children are immersed in a social context in which they share with criminal gangs, gangs, drugs, etc.

Exogenous factors.

The institutional factor is classified as an exogenous factor, this is evidenced in the lack of student opportunities, lack of institutional support (lack of places, lack of scholarships, lack of public institutions, etc.); lack of teaching support, the professionals in charge of the children's learning are not properly prepared, many times teachers do not know how to deal with students, complicating their teaching method. Characteristics such as the inability to capture the student's attention, the teacher's lack of involvement with the class and the lack of trust in the classroom have a direct impact on the child's perspective of the school. Similarly, infrastructure and technology play an important role in the exogenous factor. Prieto, M., Ortiz, P., Lugo, C., Torres, M., Pech, S. (2015).

The World Labor Organization (ILO) points out that child labor is a violation of fundamental human rights, and it has been shown that it is a problem for the advancement of young people, and that it potentially causes them physical and psychological damage for life. It has been shown that there is a strong link between household poverty and child labor, and that child labor radicalizes poverty for generations, leaving the children of the poor out of school and limiting their chances of climbing the social ladder. It has been shown that child labor is socially inefficient, since parents do not integrate the costs or benefits associated with the accumulation of human capital, even if they have incentives, and that the opportunities are relative to a better social environment and can generate more child labor. But that creates a complex system, indicating that for reasons of support to the minor, they generate multiple equilibria, an inefficient one in which minors work and competition makes the wages of all, including adults, are low, and the other efficient in which minors accumulate human capital and adults have higher incomes. (Morales & Vargas, 2019)

The education system in Peru is completely fragmented. A small group of primary schools coexist, with state-of-the-art laboratories and equipment, participatory teaching methods, suitable and well-paid teachers, training in various subjects; international exchanges in secondary education. At the other extreme, however, things are different. There are state educational centers, mostly in rural areas far from administrative bodies. Many children do not have at least a good infrastructure, no electricity, less internet networks; teachers teach all subjects to different grades in the same section, most of whom are demoralized by not having the minimum of educational support. Some teachers excel and innovate students. Between these two extreme realities there are heterogeneous educational institutions, some are superior to others.

Given that school education demonstrates social divergence, achieving a more equitable and inclusive school system is a great challenge as long as society is characterized by social, cultural and economic inequalities. Expectations of an education that can provide opportunities for all in a society such as in Latin America are intensely flawed and should be relevant not only for pedagogical problems but also for the aspect related to educational training in any democratic society. (Alarcon G. Walter, 2016).

The dropout rate in Peru in the last decade has shown a downward trend. However, due to the health emergency caused by COVID-19, this trend is currently expected to change. Despite the efforts of the Ministry of Education (MINEDU), the pandemic will almost certainly exacerbate the educational gap that already exists between students with higher and lower family wealth. In addition, the economic status of the family was severely affected. In summary, it is necessary to understand the factors related to dropout in order to design effective policies. (Cueto et al., 2020). Taking into account that, the programs established for a remote education (internet), do not have the expected result because the country is not connected to the network system; moreover, if geographical factors are taken into account, the companies (Bitel, Entel, Claro, Movistar) providers of the service do not cover the computer needs in its entirety.

The results of several surveys have a 68% confidence that it is possible to predict that students will drop out of school before completing secondary education. Similarly, as mentioned above, absenteeism is a change in the gradual disengagement of dissidents from educational institutions. In this way, even from the elementary school level, students can be identified and supported to successfully complete their studies. On a global scale, this process of identification and support is called the early warning system. The early warning system can detect students at early risk, and provide them with personalized support on a case-by-case basis in schools and through regional unit protection organizations (Balfanz, 2009). Its main objective is to keep the students most likely to drop out of school until they complete high school through a set of preventive actions. An early warning system has the following components: Identification of the signs of The educational support also forms a component in the prevention of dropouts, frequent non-attendance, over-age, underachievement, grade repetition, behavioral problems and social risk; to recognize students who are at risk of dropping out from the primary school level; and to establish the levels of support required by each student.

Educational support also forms as components of dropout prevention. As students learn, their motivation in terms of different school activities increases, they also become more uniform in their presence and the action of completing the secondary level is seen as a real and achievable goal. Solutions for potential dropouts must be adapted to the particular needs in order to be safe (National League of Cities, 2009). In other words, it is possible that this method will be more effective if it is directed according to the peculiarities and particular demands of the schoolchild. This action should be taken before the child goes through critical transitions (from primary to secondary and higher education).

The relationship between teachers and students is more complex than the teaching process, it consists of a systematic relationship between seven components, the first component are the problems and conditions of the case (desertion), generating requirements in the subject and developing its transformation process, the second component consists of the objective, the project, and the ambition of the subject that is proposed to achieve in the case so that, once reformed, and can satiate their need and solution to their difficulty. As for the third module, the contents are different objects of science constructed by culture; referring to the fourth point in the process of communication and action, the method of the teaching process, of the internal organization, are the steps that the subject develops throughout the teaching process; in the fifth component refers to the use of tools and means for the transformation of the expected case (desertion), the sixth rule the organization (educational institution) adopts a form from a temporal and structural moment in the teacher - student correlation, to develop the teaching process - educational institution; and finally we have the assessment and periodic verification of the progress of the innovation of the case. Tocora, S., & Garcia, I. (2018).

The interaction of these seven systems forms a relationship between teacher and student that, in addition to developing at the academic level, develops at the personal level. This helps students to generate greater trust towards their teachers, at the same time it helps to deploy general skills that allow better understanding and communication, this correlation is formed so that the teacher can accompany the learner and provide him with tools to be able to face the various scenarios that arise, in addition to emphasizing the quality of education and seeking a life aspiration that clarifies and defines the ambitions of the schoolchild. By these actions, the teacher becomes a fundamental part of the development of the child and/or adolescent, not only in the academic environment, but also in the personal sphere. In this way, it is also possible to avoid and prevent school dropouts, since educational organizations generate new didactic skills in the teacher-student relationship, where trust and stability are provided, these actions stimulate the desire to remain in the educational institution and seek options to avoid dropouts.

#### **4. Conclusions**

We also agree that desertion is a social education issue, which refers to the number of students who drop out at any time during the school year. From a general point of view, desertion is related to the absence of the student after a period of enrollment, but from a strictly educational point of view, it can be deduced as a natural, psychosocial problem, which means changes in the behavior of students, related to their presence in the process. In other words, dropout as a psychosocial problem means that there must be an obligation on the student's emotional and cognitive side. Due to the fact that the highest dropout rate occurs in students with negative attitudes related to school and education in general, many of them make decisions based on extreme social psychological factors, such as dedicating more time to work, experimenting with delinquency, early motherhood, family problems, illness, etc.

It can be seen that dropout is not a simple problem, but a very complex one, either because of its characteristics or the factors that cause this educational problem. Therefore, whether in the community or in the family, its function as an institution is made up of two knowledge, the first which consists of training and the second which is preparation, thus achieving the integral formation of the subject for the society in which he/she will develop.

Faced with school dropouts, educational institutions at different levels, whether basic or higher education, must create new educational experiences that attract students, thus providing confidence and stability, inspired by the desire of people to remain in educational institutions and seek options to avoid dropouts.

On the other hand, many parents face the reality that their social, family and cultural conditions (they do not have completed primary school) prevent their children from completing their basic education. In addition, families with many children hinder the opportunities for all of them (children) to go to school because in order to improve the family economy, more labor is needed, that is, more family members must work to support the family.

Finally, the relevance of the topic requires future research, such as a greater visualization of these, since dropout is attributed to various reasons, and these consequences can have serious results, which will affect the student's personal, economic and social development in the long term. Likewise, it can be deduced that dropout is a very complex problem, that is, personal, family, economic and educational factors are mixed, so it is not an easy difficulty to understand and solve, so it is necessary to look for joint strategies and not isolated and take measures so that parents, educators, educational authorities and mainly the students act together, with the purpose of mitigating the problem, for the common good of the community, society, family and country.

The social cost of dropout is not easy to estimate, but it includes the cost of insufficient labor capacity and its impact on economic growth and the deceleration of integral development. Likewise, the higher costs of facing social projects and placing them in sectors that cannot generate their own resources constitute social costs. As for private costs, these can be calculated based on estimates of the lower future income that people will receive as they complete fewer years of studies in the labor market. In addition, students who drop out of school give up their adolescence and start a responsible adult life, but are still unprepared; dropping out of school generates emotional difficulties due to feelings of rejection and discrimination.

### **Conflict of interest**

When education is truncated, mainly due to school dropout, then a social conflict of interests begins, the socio-economic situation of the student and consequently the psychosocial problem collides with the interests of society as a country, because we will not have young people to reach levels of development and not have human capital, and this capital is transcendental, for the development of a country, and thus the relationship between income and education will result in higher productivity and this will be reflected through economic achievements in the social environment in which we concur.

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