

POTENTIAL FACTORS THAT
INFLUENCE STUDENTS TO DROP OUT
OF THE ESCUELA TELESECUNDARIA
531 FRIDA KAHLO

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— Abstract —

The compulsory incorporation in basic education in Mexico has been considered a great advance in educational matters, although the effort made has implied solving a series of challenges, such as the permanence in schools. Under various modalities, attention to coverage in secondary education has been sought, as is the case of this research on dropout in telesecundaria education in indigenous contexts in Chiapas, which constitutes an approach to understand the dynamics that are lived in these scenarios. Its objective is to identify the potential factors that may influence the drop-out of students in *Telesecundaria 531*. The case study was used to find the causes through a series of instruments that collected information from various authors who are part of the context. In this case, the participants were 40 third-grade students, 20 parents, and 5 teachers.

The main potential factors were the influence of the family around the fulfillment of the uses and customs related to marrying at an early age, strong patriarchy concerning the conception of women and gender violence in determining what they must do with their future life, low interest in their studies and the lack of financial resources to continue in school. The existence of these factors requires a serious reflection on the part of the teaching staff and the educational authorities for the planning of strategies that allow permanence and quality graduation in this context of indigenous education. Likewise, it is important to carry out comparative studies with other realities similar to this one to fully understand the problems related to equity in education.

Keywords

School drop out; potential factors; drop out; education; indigenous education.

Addressing secondary education among indigenous peoples means dealing with the complexity of a reality that is different in many aspects from what is usually known from the Westernized vision. We have witnessed the presence of assimilationist projects, characterized by the imposition of a hegemonic educational model that does not take into account the culture and cultural diversity of these peoples. Hence, recently, there was a talk about the introduction, in education, of an approach based on interculturality.

In the case of *telesecundaria* education, this is offered in communities with high marginalization and it is intended that, through it, there will be a change in the way of thinking about educational processes. However, it is recognized that there are a series of problems, from those related to bilingualism and the poor preparation of teachers to the very limited access to connectivity and school dropout.

It has been recognized that the historical phenomenon of dropping out of school has multiple factors, so it is important to know the causes in both graduates and those who are still in the classroom. The latter will be known as potential factors. In this situation, the Escuela Telesecundaria 531 Frida Kahlo school has a high dropout rate detected in the last three school years, there is a higher percentage of dropouts in the classrooms, as described below, so we will present the results of the research that aimed to identify the potential factors that may affect the dropout of students in the Escuela Telesecundaria 531.

This problem is approached from a theoretical background that supports the study conducted by different authors, who investigate the factors of school dropout and interculturality that is present in most of the country's institutions, such as the case of Telesecundaria 531, which is located in a rural area of the Tzotzil indigenous language, with a form of government according to customs and traditions.

With respect to the use of the results of this research in its social impact, it is expected that the expectations and needs of indigenous education in an intercultural context can be met with quality. It also leads to rethinking the strategies of attention to coverage, which has always been homogeneous without taking into consideration the value that indigenous communities give to the practices of daily life over compulsory education, such as secondary education.

On the other hand, unlike the classic studies on school dropouts that focus on students who did not manage to complete their studies, this research is characterized by being an exercise that places the student who is still in school spaces and takes up his or her way of perceiving his or her formative process, thus contributing to the disciplinary field, from a methodological approach in which the research subjects are still in the classrooms. However, as

the work tends more to a qualitative approach and helps to understand the problem, it is expected to carry out comparative studies with other realities similar to this one, to understand in-depth the problems related to equity in education.

To carry out the research work, a case study is considered pertinent, with a sample of teachers, students, and parents, using as research instruments surveys, employing questionnaires, to students, as well as collective interviews to parents and teachers, to gather information regarding how the culture of parents, the economic situation and the understanding of the contents influence school dropout. It is important to know the factors that generate it, to create an inclusive, integral, and intercultural education for students.

DEVELOPMENT

Dropping out of school is an educational problem that has many repercussions at both the personal and social levels. One of these negative consequences has to do with the risk of having low-quality human resources in the future. This research seeks to understand the reasons for this problem by reviewing the concept of school dropout from different theoretical perspectives while identifying how this problem has been studied and the factors that have been found and that influence it, according to the authors who have researched the subject.

Zúñiga (2006), Navarro (2001), Espíndola and León (2002), among others, have studied the problem of school dropout at different educational levels, coinciding in the conceptualization of the action of abandoning studies at any educational level, either definitively or temporarily. This is pointed out because the decision of whether or not to enter the educational system again will depend on many conditions, including the schooling needs required by jobs, the ease of rejoining the studies, personal or family support, among others.

Estrada (2018) coordinates a text on school dropout in upper secondary education in Mexico, focusing on policies and actors from a case analysis. In his text, organized in three parts, he brings together a series of chapters to analyze the phenomenon from policies, programs, and institutions, as well as from personnel, teachers, parents, and young people. Ibarra (2018), from the paradigm of action research, asks why do they leave school, noting that, although most young people indicate that they do so for personal reasons, there are other reasons such as curricular, personnel, and even teachers, which may be generating risk of exclusion.

Concerning the factors or causes, Espíndola and León (2002) point out that they may come from extra-school factors related to the student's personal and contextual conditions and others that may be associated with the inadequacies of the educational system, which they call intra-school

factors. They consider that the causes of school dropout can be classified into a) economic reasons, b) problems related to the educational offer in the region, c) family problems related to the way domestic life is organized, d) lack of interest, e) low performance and f) behavioral problems.

It should not be forgotten that context is an element that largely determines student behavior, especially when there is little coincidence with the cultural practices and institutional dynamics of the educational institutions. For example, the use of uniforms, daily attendance, or homework compliance is not understood in the same way in a vulnerable population and communities far from all services, as in one where such services are guaranteed.

It is worth mentioning that these causes may not be a single cause but a combination of them. For example, unwanted pregnancy can lead to performance problems, family problems, behavioral problems, among others. Hence the complexity of understanding the dropout problem at each educational level.

Leiva (2013), suggests, due to the causes, that when the needs are addressed and the diversity of student characteristics is responded to, exclusion in educational systems can be reduced, since it is possible to identify the possible origin of the problem, as long as it is addressed in a timely and effective manner. This may be the case of the response to this problem with a westernized vision that does not understand the culture and the value of education in a context with native cultures and that tries to establish school routines and rituals that are alien to the context. An example of this can be found in rural indigenous schools that clash with a homogeneous curriculum, generating conditions that can lead to school dropout, as pointed out by the National Institute of Indigenous Languages, inali (2008, p.39), which emphasizes that:

Currently, basic education curricula are the same at a national level, with few variations to adapt them to the specific needs of the target population; likewise, the homogenizing criterion persists, which does not consider respect for diversity, cultural plurality, and multilingualism. Linked to the above, there is insufficient development of didactic materials in indigenous languages with an intercultural and multilingual approach.

This is something that educational planners and administrators should reflect on when they have only one view, the westernized one, to educate everyone in the same way. Not taking into account the characteristics and needs of students is a situation that could put them at risk and cause exclusion from the educational system, despite good intentions. The problem of school exclusion has been widely studied from various theoretical perspectives, such as the case of sociologists of education, who conceive of school as

space to which not everyone can have access, either because of its restricted linguistic code (Bernstein, 1975, as cited in Usategui, 1992) or because of poor cultural capital (Bourdieu & Passeron, 1981).

School dropout has also been studied by Sandoval (2018) who inquired the factors that influence school dropout in students of basic secondary, and upper secondary education at the Técnica Félix Tiberio Guzmán school in El Espinal Tolima, using the case study as a method. It was found that the most common reasons for cancellation of enrollment were the change of address or change of city since the economic situation of families is becoming more difficult every day, especially with the importation of rice and informal work on the rise.

It was also found that child labor is very common in low-income families and many of these are dysfunctional, so young people must help by working to support the family. According to Sandoval (2018) in his results, he observed that the highest dropout is in basic secondary education with 38 students. He also found that the dropout in primary education was 24 students. A factor he identified in his study is related to apathy towards schooling among students, who stated that they did not like the way teachers responded to their doubts and preferred to remain silent, thereby generating conceptual problems, which was therefore reflected in poor academic performance.

In the case of González, et al. (2016, p.8) who researched the social factors that influence early school dropout, through review and analysis they were dedicated to exploring the problem in compulsory education. The results they found in this review, covering a period of studies on dropout for the last hundred years, allows them to conclude that:

The factors that influence early school dropout to respond to a complex model, in which the causes are not independent, but interact with each other. An example of this can be found in low income, job loss, family stress, or parental education, all of which have a direct relationship with early school dropout. Therefore, for a correct diagnosis from which solutions can be proposed, it is necessary for the family-school environment to have a global vision of this complexity, since it is essential to be able to see the problem from all possible perspectives.

Hernández, et al. (2019) researched the factors of school dropout in IEBO 40 San Mateo del Mar in Oaxaca, finding that most of the students of that school stated that the socioeconomic factor is the most important factor that forces them to abandon their studies. Another fact is the family factor (disintegration) that intervenes in school dropout, where there is not a good relationship between family members, where there is a greater degree of an

unpleasant environment. If there is no support among family members, or when it is a dysfunctional family, it can cause the student to drop out of school.

In the same research, it was identified that there are students who express the lack of a father figure and, in general, the male children are the ones who have to leave school to work and support the household. Another important aspect is related to the way students value and perceive themselves. Additionally, they may have few strategies to cope with academic or personal tasks, and some may even have problems related to their personality.

Hernández, et al. (2019) identifies as another cause of the lack of clarity in the goals that students set for themselves, which does not allow them to define where they should go or what they should do to achieve what they want in life. The researchers suggest the institutional need to design a control card for each student, to follow up on their behavior that includes the following: a) reasons for dropping out, b) parents' schooling, c) economic support from the school, d) parents' type of work; they also propose an econometric model that measures the probabilities of dropping out given the factors previously discussed and finally develop a support program.

González (2016) investigates motivation and dropout in high school education with the main objective of expanding the understanding of the factors associated with this problem from the contributions of the psychology of motivation. The results showed the influence of endogenous factors in the dropout phenomenon, as well as in the permanence of young people in the educational system. Among these factors, they highlighted the mismatch between the expectations of young people and the rigidity of curricular plans and academic content, the classroom climate characterized by control and extrinsic pressures, and the negative relationships that students have with their teachers and peers. They also found that there is perceived dissatisfaction on the students' part in the fulfillment of their expectations and needs about educational institutions. In some cases, another related factor was the distance from the educational centers in secondary education and the lack of adaptation of the students concerning the content taught, in addition to unsatisfactory relations with teachers and peers, which caused them great demotivation.

As a factor that may have an impact on school dropout, Leiva (2017), studies the phenomenon of interculturality as an educational value and also as a praxis for the improvement of social and emotional inclusion of all agents of the educational community. In this sense, the importance of identifying the value of individual differences in pedagogical practices has been considered. It points out that cultural aspects have been minimized in the pedagogical factor with teaching teams that do not consider cultural diversity as an element of interest and relevance in education,

resulting in the deepening of stereotypes about students and families of diverse cultural origins.

When starting from the principle of interculturality in the classroom, it should serve to promote the relational and emotional component of learning and the processes of critical internalization of the key questions of education of all times: the what, the why, the how, the why, the when, and the where to give meaning to education. Recognizing the value of individual differences based on the cultural traits of each student is an important factor to learn from each one in the classroom and to co-construct knowledge, giving value to the knowledge of each one.

Telesecundaria education in Chiapas

Núñez and Jiménez (2016) found that, of the three service modalities, which offer secondary education, *telesecundaria* has experienced the greatest growth in recent years, given the ease of the system to be implemented in rural areas. In the case of Chiapas, these authors point out that more than 46% of secondary enrollment is served in this modality. However, they argue that although *telesecundarias* have allowed this substantial increase in coverage, they are not an adequate response to promote continuity in the education system, since they recognize that there is a high dropout rate. In many cases, secondary school is the last level of education they attend and this has repercussions on their reduced entry to the upper secondary level.

According to data from the National Institute of Indigenous Languages (INALI, 2008), in Chiapas, the dropout rate in elementary school in 2013 was 1.3%. This figure was more than double the national figures, which is worrisome because of the negative consequences on both personal and state development. Among the causes for dropping out, it is mentioned that 91.4% did so because they performed another activity, either because they joined the labor market 64.1%, or devoted themselves to housework 24%, according to this study.

On the other hand, the constitutional recognition of Mexico as a multicultural country in 1992, put on the table a series of problems to be addressed for inequality in economic, political, social, and cultural aspects, which is a pending issue for indigenous peoples. Since 1993, both the national education system and the Mexican state have developed strategies to favor equity and the human right to quality. This is expressed in the General Law of Education, article 7, section IV, which ratifies: "To promote through education the knowledge of the linguistic plurality of the Nation and respect for the linguistic rights of indigenous peoples. Speakers of indigenous languages will have access to compulsory education in their language and Spanish" (1993, p.2).

In Chiapas, eleven languages are officially recognized: Tzeltal, Tzotzil, Chol, Zoque, Tojolabal, Mam, Q'anjob'al, Chuj, Akateco, Zapoteco, Lacandón; the most numerous being Tzeltal, with 39.5 % of the total number of speakers and the least Lacandón with 0.1 % (INEGI, 2015). However, there are many variants of these languages, which makes it very difficult to make effective the right to education, which implies having prepared teachers who speak indigenous languages.

METHODOLOGY

The general objective of the research was to identify the potential factors that may have an impact on school dropout among students of the Escuela Telesecundaria 531 Frida Kahlo in the 2019-2020 school year.

The method used for the research is the case study, which is understood as a method characterized by knowing and understanding the particularity of a situation to identify its functioning. This case study methodology is a qualitative research technique since the development focuses on the study of a phenomenon not to generalize its results, but to analyze the complexity of the object of study, from all possible angles and most of those involved in it.

In the words of Diaz, et al. (2011, p.21), "the essence of the case study is the description, explanation or understanding of an inter/subject/object, an institution, an environment or a unique situation and in as intense and detailed a manner as possible."

This allows for an in-depth investigation of a problem under study through various instruments such as those used in this research: interviews with parents and teachers, as well as surveys of students, to identify what are the potential factors that may influence school dropout among students at Escuela Telesecundaria 531.

As Ceballos-Herrera (2009) points out, research based on the case study belongs to the interpretative qualitative paradigm in that reality is constructed by the people who are involved in the situation being studied.

Taking into account what Morse and Rojas (2001) suggest, cited by Hernández, Fernández, and Baptista (2018), it is necessary to establish the spatial and temporal limits of the research, in this study it refers to students of both genders of the Escuela Telesecundaria 531 Frida Kahlo, located in the Carmen Zacatal community, belonging to the Municipality of Jitotol, Chiapas. Regarding the temporal delimitation, this research covers the period from August 2019 to June 2020, a school cycle for the observation of the factors that influence school dropout, as mentioned before in the context of Escuela Telesecundaria 531.

The research was carried out with a sample of 5 teachers who work in front of groups in the institution, representing 55.5%, three female teachers

and two male teachers, with a seniority of 17 years of teaching, at an approximate age of 40 years. Three female teachers are in charge of the three third grade groups and the male teachers of the second grade.

The sample consisted of a total of 40 students who, at the time of the study, were in the third grade and who voluntarily agreed to answer the instrument, so the sampling was of a deliberate type, the third grade students were chosen because they were in the last year of basic education, with an approximate age of 15 years, it is the school grade in which we can appreciate the dropouts occurred since their entry to the telesecundaria in 2017 to date, of which 60% belong to the female sex and 40% belong to the male.

The sample of parents was constituted by 20 parents, with ages between 30 and 35 years old whose occupation is farm work in agriculture, they are dedicated to the cultivation of corn and coffee, they are of Tzotzil indigenous origin.

The telesecundaria is a basic education service, public and school-based, aimed at educating young people from rural and indigenous areas, as well as urban-marginalized areas. In addition, it takes as a reference the marginalization indexes established by the National Population Council (conapo, 2015), related to lack of access to education, inadequate housing, insufficient monetary income, and small towns with less than 2,500 inhabitants.

In the case of the study presented, the Escuela Telesecundaria Frida Kahlo has a teaching staff of 9 teachers in charge of 9 groups and a principal. According to the data provided by its director, the school dropout rate in the 2017-2018 school year was 40 students, which represents 14% of the total school population. In the 2018-2019 school year, 39 students dropped out of a total of 279 students enrolled at the beginning of the school year, 22 are male, and 17 are female. There is a 13.97% dropout rate.

The data in the educational administration system of Chiapas indicate that at the beginning of the 2019-2020 school year, according to the records of students who finished the first and second grade of middle school, there were 171 students, of which only 134 students were enrolled, 37 students dropped out, which represents 21.63%, plus 30 dropouts as of March of this year, as can be seen, there is a high dropout rate in this educational institution.

A questionnaire with 5 open questions and 5 closed questions was used as an instrument for data collection. Interview of 5 open questions to the teachers of the institution, interview of 5 open questions to the parents to explore the following factors: a) Uses and customs; b) Gender violence; c) Economic situation; d) Understanding of school contents; e) Didactic strategies. These categories were identified throughout the school year, in informal talks with students and teachers of the Escuela Telesecundaria, which served as a reference to be used in the instruments.

The interviews and the questionnaire were applied during four months, from November 12 to March 12 of the 2019-2020 school year, in the facilities of the institution with students and teachers, with parents in formal meetings. The open-ended questions were coded for analysis and processing. The Statistical Package for Social Sciences SPSS version 21 was used to process the rest of the data.

RESULTS

This research is the first approach to a series of problems that are much more complex than what is assumed at first glance. It goes beyond school dropout and uncovers problems related to school management, the right to education, and interculturality, among others. For methodological reasons, attention will be focused on the potential factors found from the voice of the educational actors as answers to understand the school dropout of the students of Telesecundaria 531 Frida Kahlo. They are presented in the following categories:

a) Uses and customs of native peoples.

Uses and customs are conceived as the particular rules that govern the politics of the native peoples, characterized by their form of government, per their customs and way of life. In 1992 the rights of indigenous peoples were recognized in the Political Constitution of the United Mexican States, in its 2nd article :

The Nation has a pluricultural composition originally sustained by its indigenous peoples who are descended from populations that inhabited the current territory of the country at the beginning of colonization and who conserve their own social, economic, cultural, and political institutions, or part of them... This Constitution recognizes and guarantees the right of indigenous peoples and communities to self-determination.

During the collective interviews conducted with parents during the meetings to learn about their children dropping out of school, they coincide in pointing out that, by custom, women get married at an early age.

According to the interview, 86% of the parents responded that the reason why secondary school students do not finish their basic education was that most of the students at that age get married following the traditions of the community that are transmitted from parents to daughters, in which they must marry someone in order not to remain single after a certain age.

In the interview, a parent mentions "our daughters stop attending school because according to our customs they take care of household chores, they get married very young just like all the women in the community, if someone asks for their hand, even if they are at school they have to leave".

When the teachers were interviewed, they agreed with this being the main reason for dropping out, since they consider that 80% of the female students leave school because they get married, according to data from the school's dropout form.

b) Gender violence

In the responses to the open-ended questions to parents, it can be seen that 78% of the parents reported gender violence, stating that they support their sons more than their daughters, because women belong in the house and are not allowed to go elsewhere to study, and daughters have to submit to what their parents say. One parent mentioned during the interview that: "Women belong in the house, we no longer allow them to go out to study outside, they have to obey me when they are no longer going to go to school".

When teachers were interviewed, 80% of them stated that in terms of gender violence, women are not taken into account in their opinions and they are not allowed to go out to carry out extracurricular research tasks.

c) Home economics

In this school year, they stopped receiving economic support from the government, which has caused students to stop attending school and in some cases to drop out. When parents were interviewed about support for their children to continue their academic studies, 80% of them said that, due to their limited economic resources and their work in the fields, they are limited in supporting their children in school, and sometimes the students have to work to support their studies, causing absenteeism and in some cases dropping out of school. In the interview, one parent said: "Since my son no longer receives the Prospera scholarship, he has to help me in the fields or go earn money with others to buy his notebooks and he misses school, he no longer wants to continue studying because he sees that there is no money at home".

When answering the questionnaire 78% of the students mentioned that they do not have the support of their parents to continue their

studies, they do not have a government scholarship, and are likely to drop out of school due to lack of economic resources. They perceive themselves to be at a kind of crossroads with very few opportunities that can be considered successful, in communities with few opportunities for development at both the community and personal levels.

d) Teaching

When interviewing the teachers, they agreed that 78% of the students find it difficult to understand the curricular contents, causing a lack of interest in their studies, together with the low schooling of their parents and the culture that prevails in the community, which greatly influences school dropout. A teacher of this institution, when interviewed, says: "It is difficult for students to understand the contents of the curriculum because of their mother tongue, Tzotzil, which leads to lack of interest in their classes, I also see that the lack of parental support for their children influences, as well as the customs rooted in the community that is reflected in the dropout of students."

In this way, the few opportunities they have to access content written in their mother tongue are observed, which would probably cause fewer problems in the comprehension to which the teachers allude.

In the questioning of the students about the importance of attending school, 68% stated that for them it is a place for socializing more than the importance of learning, they find it boring and of little importance to finish their basic education, most of the students stay in their community and dedicate themselves to farm work, in one of the open questions of the questionnaire a student answered: "I like school because I can have fun with my friends and I can flirt with my classmates, I will not continue studying because I have to support my father in the field".

Once again, among the students' answers, we found the one referring to the economic problem and the way of coping with what they have to live with: living with others while they have to carry out other activities related to their situation at home.

e) Didactic strategies

When teachers were surveyed, it was found that 90% of them try to adapt to the contents according to the context of the community, the students are not very participative and progress is at the pace

of the students' understanding. One teacher commented: "Students hardly participate. We have to find strategies for them to work in class, they communicate in their mother tongue, they do not participate in their classroom activities, they do not complete their homework, so we advance at the pace of the students' understanding according to their context".

To know the opinion of the students when answering the questionnaire, 85% stated that they find the load of homework and school work complicated, they feel that class hours are heavy because some subjects are difficult for them. One student mentions: "They want us to research but the internet is slow, we don't have money for printing, some assignments we don't understand, that's why we get bored in class, math is almost impossible to understand."

In the results, two major problems can be seen as potential factors that can lead to school dropout, the first related to the economy, in a population that from the point of view of Terigi (2014) is vulnerable and the second related to the absence of an intercultural look to address the characteristics and cultural diversity of students. This means that addressing the problem of school dropout is a complex task because as Espíndola and León (2002) rightly pointed out, the factors are both out-of-school, as in this case those related to uses and customs, and within-school, related to the lack of this intercultural approach, which has been highlighted by Leiva (2017).

Vulnerable populations are conceived in a condition that affects vast sectors of the population not only urban but also rural, given that they are placed in situations of vulnerability and that is expressed in situations of inequality. It is not possible to speak of education with equity when these populations have to obtain resources from government programs that are currently in transition and the *Prospera* program has ceased to exist to make way for the Benito Juárez Scholarships for young students. In the case of this rural population, access to all services necessary for education, such as electricity or the internet, is unequal compared to other populations.

Another important aspect has to do with the lack of recognition of their cultural diversity, among other things related to the use of Spanish as a second language to which they have not had full access and which limits not only teacher-student interaction but also student-content interaction. From Muñoz's (2004, p.11) point of view, intercultural learning "should encompass the skills, attitudes, and cognitive characteristics necessary to deal adequately and flexibly with diversity."

This raises an additional problem related to the training of the teachers in charge of the groups, as it seems that dropping out is only a matter of the student when the didactic strategies and the way of organizing the content are also important when deciding whether to continue when they find it difficult and incomprehensible. Paying attention to this aspect could also contribute to understanding the dropout phenomenon from the perspective of teacher training. Therefore, it is important to emphasize that these problems are like the tip of the iceberg, indicating that there are a series of problems that are important to identify to adequately address the search for effective solutions to appropriately address school dropout.

CONCLUSIONS

Usages and customs, especially when applied to female students, place them at a disadvantage by failing to comply with them and dropping out of school, which may imply a challenge in research to identify the impact this has on the student body. Both men and women must make decisions about their future in the fulfillment of responsibilities that they must assume as adults, a situation not foreseen by the educational system, which conceives them as adolescents.

These factors considered to be interpersonal are not the only ones identified as potential factors for dropping out. There are underlying problems that require reflection on the purpose of secondary education in this rural indigenous context. Although education is a right, there may also be people who give it up for other survival strategies because they are considered vulnerable.

The research provided a close look at both interpersonal and institutional factors that can potentially be triggers for students to drop out of school without having completed formal courses. Orozco-López (2018) points out that the change for students from native peoples to have a certificate until they have completed secondary education by statement 047 issued by the Ministry of Public Education, caused confusion and discouragement among villagers in the Altos de Chiapas region, particularly in the municipality of Chenalhó where he narrates the experience of alternative education.

From their point of view, this educational approach to secondary education poses a series of conflicts due to the lengthening of basic education, since primary education was contemplated at the end of the cycle for indigenous children/youth. From this perspective, it is possible to understand the phenomenon of school dropout among the students of the *telesecundaria* where the research was carried out, which although it is not the only explanation, does raise fundamental problems regarding the right to education, especially given the autonomy achieved by these groups for

the rights of indigenous peoples under Convention 169 of the International Labor Organization and the rights of indigenous peoples, according to the agreement signed by the UN.

The reluctance and renunciation of secondary education from an intercultural perspective could explain the weight of uses and customs to such a degree that there are cases of students who do not enroll in the next grade. Interculturality is not related to respect for diversity in the classroom but goes beyond that in the recognition of the needs and worldviews of specific groups, as is the case of the inhabitants of native peoples who face contents that do not address their reality because they are constructed from a westernized vision.

Although this imposition of westernized knowledge has become naturalized for the vast majority of students in the Mexican educational system, it must be recognized that it exposes a series of challenges ranging from the discrimination to which some students from indigenous peoples are subjected, having to accept the truth of the texts as opposed to their knowledge. The discussion on bilingualism versus Spanish is also something pending on the agenda that should be discussed, from what was observed in the research there is a predominance of the latter in the face of ignorance or little appreciation of the languages of native peoples.

Martínez (2016) suggests from the analysis of indigenous education in Ecuador that there are still many things to be done at a structural level to face the challenges of a truly intercultural education that recovers the knowledge and practices of each native people without stigmatizing them or considering them failures, in an education system that in the search for coverage does not address the underlying problems.

This is why the problem of school dropout must be urgently addressed in all its dimensions, to identify how it is occurring in other educational institutions with the same characteristics. This implies carrying out a broader investigation that takes into account the reality of telesecundaria education in rural indigenous contexts in the state of Chiapas, which implies a research commitment to be taken into account in future research work.

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