

Factors Influencing School Failure In Primary Education

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ABSTRACT

School failure is a hot topic today; that attracts interest this indirectly affects primary school students. The effectiveness of the education system means that it has an equal opportunity. Leaving school is present in academic life, affects the socioeconomic level of families, the goal is to identify what elements hinder the development of actions to improve the approved.

The study has a methodology using a questionnaire with four variables, the sample was composed of 130 primary quarter students, the goal is to know and identify the determinants

of school failure, analyzing the academic performance applied to students.

The results indicate: variables have been considered related to truancy linked to individual and family characteristics. Conclusions have been reached that we are at a time of complex causes that should not be exclusively from an academic perspective only.

Keywords: *absenteeism, education, school failure, family, school performance*

1. INTRODUCTION

Following (Escudero, Gonzalez and Martinez, 2009) he says that failure is one of the most worrying systems in the educational system, it is the most difficult stage because of the changes suffered by adolescents.

The State School Board (2015) studies school failure from the perspective in which the student does not acquire the minimum requirements established in Compulsory Secondary Education. It focuses, mainly, on three aspects of school failure: those students who have not achieved the Graduate in Compulsory Secondary Education, with early school leaving, and with a very low level in the considered key competences.

Following Gabarró (2010), they agree that one of the determining factors in relation to school failure is linked to the sociocultural level of families, which is the first and main source when it comes to instilling values in their children related to education.

The term school failure is totally linked to the school, as an organization, with its own rules of the game with its own educational practices, and educational policies that perpetuate excluding situations; to certain students, in this case we talk about certain groups at risk of Educational Exclusion for different reasons (High abilities, Deficiencies, Disabilities, handicap) in our current Educational system. Children who have economic difficulties present more difficulties to attend school, having less basic skills and low academic performance (Sows, 2017)

According to Calero, Choi and Waisgrais, (2009) school failure is understood as the "proportion of individuals who fail to complete compulsory education, is one of the main problems of the Spanish educational system".

Moyano, Ramírez, Martos and Anguita (2017) "school absenteeism is a risk factor for exclusion and inequality, constituting a challenge for European educational systems (p. 65).

School failure and absenteeism are related, they must be prevented in order to achieve the challenge in the school system, García (2013) "it is not always easy to discern, throughout the school year, when one goes from a situation of absenteeism to school dropout" (p. 28).

Following Escudero (2009) relates the term as an edge of a polyhedron with multiple faces, we can analyze it from various variants, and thus understand each of them.

We could associate it with the first aspect of the polyhedron, the student's academic performance, that is, the expectations and demands that teachers have of certain students, motivation, effort, a second aspect refers to the end of truancy, we identify it with those students who miss school quite regularly, the school, irregular class attendance, repeated and unjustified absences from school, minors of compulsory schooling (Escudero González y Martínez, 2009)

Following Escudero González and Martínez (2009) analyze the school failure as a form of social exclusion, the third edge of the polyhedron relates to the exclusion, who is excluded and why? What dynamics are forged in primary education, so that certain students repeat the course, want to leave their studies in the early years of schooling? What educational policies and practices shape the school and organizational reality that is created in the centers, so that certain students are relegated to the margins of the system itself? All these questions, dilemmas that we pose, give an answer to what we know as school failure, therefore, the educational policies and practices that exclude, make reference in the daily life of our educational reality, so that the centers are more equitable. Education must be equitable in order to eliminate school failure.

Escudero González and Martínez (2009) There are certain factors that affect the academic performance of students, apart from individual characteristics and the social and family context, strong motivation- effort binomial to combat school failure.

Certain dynamics, which are forged in the primary stage, as the binomial exclusion harassment suffered by some students in silence, feeling unmotivated, powerless to the situation, bored in the classroom, as the selection of content and objectives in some subjects does not meet their expectations, lack of motivation by teachers, certain inappropriate attitudes, methodologies, which do not encourage dialogue, or understanding, or reflection, or collaborative work in the classroom, but rather the opposite, the classroom climate, is another factor that influences student performance, we need to create centers with a friendly, pleasant, where students go cheerful, otherwise what we are doing is that certain students lose interest and feel disengaged from the system, coming to leave at an early age, a set of factors that lead to exclusionary situations, and we see them every day in our complex educational reality.

Following (Dussel, I. 2006) he tells us: "there is a growth of the system, but the old problems persist. Exclusion, for the most part, no longer takes place from the outside, but rather makes the quality of experience offered from the inside".

Transforming formats is necessary, one format is not the same as another, since they produce different results from the moment that organizations are integrated by people with different subjectivities and embody different ideologies (Pérez-Gomar, G 2008).

Squire in (2012)

"A system like the current one, which leaves almost 1/3 of the school population out of Compulsory Education, does not precisely call for changes in laws and structures to conceal exclusion, but for political cultures and effective commitments firmly committed to guaranteeing education for all, to which they have a right. The detours and distractions of this north can attract even some applause, but this does not mean that our school system will prove to be more inclusive, democratic and fair. (Pp.109-128).

As schooling advances, motivation decreases and is replaced by intrinsic motivation (Gillet, N., Vallerant, R. and Lafrenière, M. 2012). The learning motives that guide a student are related to academic results that he or she seeks to achieve and maintain a direct relationship with the cognitive component of the students. Three basic levels can be established: intrinsic motivation, extrinsic motivation, and need for achievement. On the other hand, the application of learning strategies is necessary to carry out the study tasks. The selection of the specific strategy depends on the nature of the task, and its use allows for better achievements, even in those situations for which a certain learning style may not be the most appropriate (López-Vargas, Hederich-Martínez and Camargo-Urbe, 2011).

Martinez-Otero (2009), in academic performance is motivation, teachers in setting goals and aspiration to achieve is fundamental, thus seeking to encourage this motivation in students, consider that motivation, along with effort, are a perfect tandem to avoid school failure.

School failure is a problem that arouses great interest, this directly affects students who drop out of school. EUROSTAT defines "the percentage of young people between the ages of 18 and 24 who have only completed secondary education and are no longer in the education or training system, (European-Commission et al., 2014, p. 27).

Flores-Tena, MJ (2019). And this is so, because they provide us with information and predispose or motivate action, on the one hand, and on the other, because they serve to communicate to others how we feel and influence them.

Developmental disorders, such as anxiety, depressive, neurodevelopmental or behavioral disorders (Bowers, Spratt & Taff, 2013; Cobb, Sample, Alwell & Johns, 2006; De Witte, Cabus, Thyssen, Groot & van den Brink, 2013; Esch et al., 2014; Freeman & Simonsen, 2015; Teach, 2009).

Low self-esteem, motivation and self-confidence (De Witte et al., 2013; Ekstrand, 2015; Jugovic & Doolan, 2013). Factors focused on student friendships, the scientific literature focuses mainly on the characteristics of the group of friends, highlighting variables such as friends who are socially discriminated against, those who are unpopular, or friends without interest in studies, among others (Bowers et al., 2013; De Witte et al., 2013; Nargiso, Ballard & Skeer, 2015).

Homework has varied over the years; it was fundamental for the good development of teaching for the improvement of academic performance (Cooper and Patall 2006). Homework is shown as a teaching and learning strategy, although in many families, homework has an influence since it takes away the family's free time that they have to share, there are parents who do not know how to help their children with their homework (Suárez et al., 2012).

According to Trautwein, Lüdtke, Schnyder, and Niggli, and Suárez, et al. (2012), doing homework or TEH, as Fernandez-Alonso, Suárez-Álvarez, and Muñoz call it in 2016, "improves students' study skills, their attitude towards work, and teaches them that learning does not only take place within the school walls" (p. 74).

Parents' help with TPC (Tareas Para Casa) is one of the most common ways parents participate in their children's school life (Pomerantz, A., Sanders, R.E., & Bencherki, N. 2018), becoming substitutes and assistants to teachers in the family context.

Cooper (Xu, Fan, and Du, 2016) states that homework can vary in quantity, which has been empirically measured by the time spent on it; its purpose; the time frames within which it is framed; and the way in which it is completed (Rosario et al., 2015).

In Early Childhood Education and Primary Education, the data indicate that two thirds of these students receive help from their families; Martín, Rodríguez and Marchesi (2005) point out that 79.6% of the families consider that they collaborate in the school work of their children, and Madrona (2001) observes that it is the families of the youngest students who review the daily tasks the most (81.2%); the percentage drops substantially when they finish Primary Education (37%).

The families consider that they are involved in the educational process of their children, highlighting some behavior indicators such as encouraging them to make an effort, offering them a quiet place to study, encouraging them to develop appropriate eating and resting habits, sharing time to comment on what has happened during the day at the center, participating in the activities organized by the center, helping them with their schoolwork (INEE, 2016). Although they are also concerned about the amount of homework that their children take home, as indicated by the Spanish Confederation of Parents' Associations (Consejo Escolar de la Comunidad de Madrid, 2017), it is the mothers who help more to their sons and daughters, even if they have less time than the parents; this trend is observed in different research (Gonida and Cortina, 2014).

Family factors, including parental characteristics such as low income or cultural background (De Witte et al., 2013; Jugovic & Doolan, 2013; Ngwakwe, 2014), follow (Marchesi, 2003), teachers hold the key to student achievement to prevent failure. The methodology and style of teaching will favor the development of motivation and the progress of the student's formation, it must also manage the way of teaching.

An adequate school climate must be maintained so that all the rules are met and good results are achieved, thus avoiding failure, (Martínez-Otero, 2009).

School absenteeism following González (2017) "the repeated lack of class attendance". Melendro (2008), defines truancy as "irregular attendance, or repeated and unjustified absences from school, of minors of compulsory school age, or their lack of schooling during this period".

The school, is influential in the Primary to Secondary Education, since there are students who already access secondary school with experiences of school failure, or these occur in the first years, meeting the increase of teachers at this stage. All this, together with the added difficulty of the biological changes produced in the adolescent stage (Salvà, Oliver and Comas, 2014).

The results influence the aspects related to the low quality of the teaching processes of the subject, the difficulties associated with the motivation of the students, taking into account the external factors as they have shown (Woitschach, Fernández-Alonso, Martínez-Arias & Muñoz, 2017).

Héfer Bembenutty and Marie Catherine White (2013) state that when students perform their homework with a deep focus and show interest in the task and a positive attitude, they usually achieve good academic performance in the different subjects.

Jianzhong Xu and Hongyun Wu (2013) establish a positive relationship between homework management and homework completion through a deep focus, with emotional stability, family support in homework, interest in homework, and feedback provided

According to (Fernandez, Mena and Rivière, 2010), poor academic results are often the main triggers for dropping out of compulsory education, reflected in grade repetition and suspensions, or in having had bad academic experiences.

Following (Feito, 2015), the fact that the student in question has older siblings who did not continue their studies and joined the

The labor market is another influential aspect, especially if the family has financial needs, something that is more likely in large families.

Families are also to blame or responsible for their children dropping out of school because they are not interested in and follow up on their educational process, because they are not available for work, because the students live with other relatives or spend most of their time alone at home, which means that there are no children to be found.

Finally, other research has focused on factors such as low student maturity level, student's native language, participation in extracurricular activities, and repeated school change (Bowers et al., 2013; Ekstrand, 2015; Esch et al., 2014; Freeman & Simonsen, 2015; Holt, Range & Pijanowski, 2009; Tukudane et al., 2015). For teachers, the factors found are the high number of students per teacher, lack of experience or an inappropriate attitude towards the student (Bowers et al., 2013; De Witte et al., 2013; Tukudane et al., 2015)

In the 1970s, teaching and learning underwent a change that was related to the quality and training of teachers and their quality. Following (López-Vargas, Hederich-

Martínez and Camargo-Urbe, 2011), tells us that the selection of the specific strategy depends on the nature of the task and its use allows for better achievements, even in those situations for which a certain learning style may not be the most appropriate.

Learning is linked to motivation; there is no learning model that does not include the theory of motivation.

Motivation is associated with how teaching is initiated and behavior is directed, and with the reaction it provokes in the subject when he/she performs the activity (Mínguez, 2005). Motivation is the predisposition to learn, more and more autonomously.

Schiefele, Stutz and Schaffner (2016) with primary school students, found that motivation to learn, after an interval of one year, predicted reading performance, specifically reading comprehension.

Motivation is associated with the way in which the same behavior is initiated, sustained and directed, and the reaction it provokes in the subject when he or she performs the activity (Mínguez, 2005). Within the educational level. Ajello (2003) refers to motivation as the predisposition to learn, increasingly autonomous. Mirete (2014) expresses the quality of student learning, being related to the quality of the teacher, teachers are aware of the teaching approaches using it properly, obtaining better academic results with their students (Maquillón, 2010).

There is a link between academic performance and school failure, since as performance increases, failure decreases (Maquillón and Hernández-Pina, 2011).

The social class and educational level of the parents is one of the conditions for school failure. In recent years, there have been improvements compared to the European Union, according to data from the European Commission on school dropout in the year (2018).

According to data from Eurostat, in 2014 there is a school dropout rate for young people between 18 and 24 years old. (Calero, Chois and Waisgrais, 2010) say that those who fail in secondary education do not manage to complete their compulsory studies, and Enguita, Mena and Riviere, (2010). school failure and low socioeconomic level in the framework of the so-called circle of poverty and, although this is not completely decisive, it does seem to lead to a high risk of school failure (Escudero, 2005; Moliner García, 2008; Moreno, 2011; OECD, 2012).

The work for inclusion and social cohesion should take into account school failure and identification, identification of the most common determining factors, should make decisions regarding where to put the focus and where to act in order to contribute to success.

2. OBJECTIVES

This research aims to analyze student learning and the characteristics of school failure, as well as the relationship of these with academic performance, identifying the improvement of sixth grade students. The objectives of this study are the following:

The main objective of this study is to know and identify the determining factors of school failure by analyzing the academic performance applied to students.

The sample of the study was composed by 130 students from 6 to 12 years old, from first to sixth grade, the design in the investigation is quantitative, a questionnaire was applied to them with questions that provide information to answer the objectives, the variables were the following.

3. METHODOLOGY

The study was conducted in a neighborhood of Madrid, which hosts a diverse population from other countries. A semi-structured questionnaire was developed to be filled out by students in the first to sixth grades of primary school, in which 130 students participated.

The questionnaire was divided into 4 dimensions:

- Individual
- Family
- Studies
- Friendships

For the analysis of the data obtained from the questionnaire filled in by the students and that have constituted the sample of the study, the statistical package Statistical Package for the Social Sciences (version 24.0 for Windows) has been used.

4. RESULTS

The first dimension refers to the gender of the students, learning difficulties, their motivation with studies, bad behavior and alcohol consumption. We will see each result with each response of each item.

Table 1. Dimension of the student

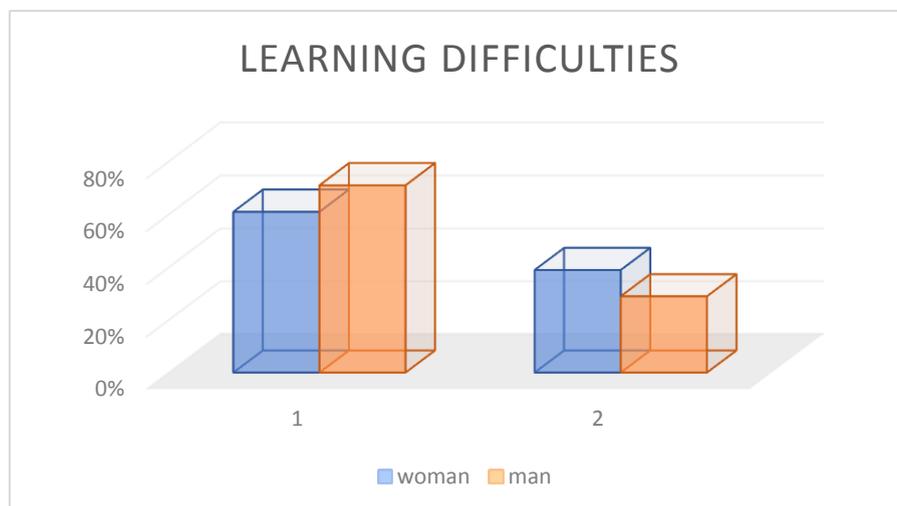
Individuals

	Woman		Men	
	SÍ	No	Sí	No
Has learning difficulties	61 %	39%	71%	29%
Has low motivation	35 %	65%	42%	58%
Has a bad behavior	23 %	77%	34%	66%

Source: Ownelaborationthestudysamplewascomposedof 130 students, (n=67) 51.53% are girls and (n=63) boys 48.46%.

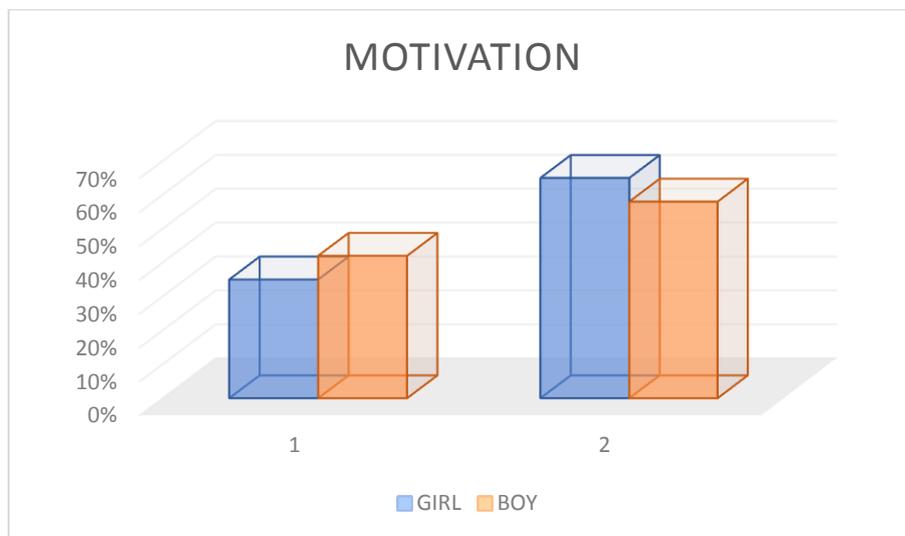
Thefirstitemofthefirstdimensionreferstoknowingiftheyhavedifficulties in learning, theresultsshowedthat 61% in relationtothefemalegender has difficulties in learningcomparedtothemalegenderthatafirmstohavedifficulties in learningwith 71%; Theresultsthatrefertothatthey do nothavedifficulties in learningcorrespondto 39% in women and 29% in men. Seegraph 2.

GRAPH. 2. LEARNING DIFFICULTIES



Theseconditemofthefirstdimensionwewantedtoknowiftheyhadlowmotivationwithrespecttostudies and weobtainedthefollowingresults in girlswith 35% comparedtoboyswhoalsohavelowmotivationwith 42%, comparedto 65% in girlswho do nothavelowmotivation, comparedto 58% ofboyswhoalso do nothavelowmotivation in studies. Seegraph 3.

GRAPH 3. MOTIVATION



The third item referred to knowing if they had a bad behavior in their day today and the results were the following in girls they affirmed that 23% did have it, in front of the boys with 34% in front of the negative answer with 77% in girls to 66% in boys.

The dimension related to the family environment is perceived that parents do not help their children to do their homework with 61.5%. This may be due to the fact that most of them have only reached 70.50% of their primary studies, compared to those who do help their children to develop their daily tasks with 38.5%.

The question that refers to whether there are technological resources to work at home and do homework, their answers were as follows, 58.5 say they do have the means to do homework or search for information on the computer, compared to 41.5% who say they do not have the technology to search for information.

The question related to the discussions that take place in the family environment are balanced, being 44.50% where there are family discussions and 55.5% where there are no conflicts in the home.

Dimension 3 refers to the studies to see if they were motivated, in this dimension we propose several items: the number of subjects passed or failed,

class attendance to know the school absenteeism that occurred and the mastery of Spanish to understand the classes.

The first question refers to whether he has failed more than 4 subjects and the answer of the students is most of them fail with 65.70% against 34.3% who do not fail more than 4 subjects.

The question related to the knowledge of the language they had in order to understand and comprehend the subjects, the data reflect that 68.5% dominated the same language compared to 31.5% who did not know it because they belonged to another country.

5. CONCLUSIONS

Considering Gabarró (2010), or Fernandez, Mena and Riviere (2010), an important factor is the involvement of families to counteract truancy. The greater involvement and direct communication with the parents of the students favored the dialogue with their children.

Martínez-Otero (2009) tells us that the characteristics of the students are the motivation they receive to prevent failure, to be able to continue studying and to find it motivating and interesting.

Choi and Calero (2013) emphasize the importance of school as a factor in school failure, both in its involvement with students and in the provision and use of material and human resources.

González, Viera and Villar (2018), through their study on teachers' perception of the variables that influence early school leaving, conclude that the characteristics of the individual and the family are the variables most related to early school leaving, with low motivation among students being the main reason for dropping out; they also mention the need for teachers to find strategies to improve student performance, with an adapted evaluation, thus trying to capture their attention, interest and motivation, getting the student hooked, and involving the families.

It is concluded that the motivation towards learning in Infant Education has a remarkable influence on the later reading performance, especially the self-competence and persistence. The development of the competences acquired by the

The student has an especially relevant role in predicting the processes of recognition of the success of his or her curriculum.

Spending a lot of time may be reflected in poor understanding and knowledge, as indicated by Ulrich Trautwein and Oliver Lüdtke (2009), it is also likely that prolonged time spent on homework reflects a problem of motivation or understanding and does not refer to high effort

The cultural level of the parents can have a greater impact on the results of the students, these factors can prevent the school failure following Garcia Alegre (2014), tells us "in a scenario where the improvement of the schools success in the students of disadvantaged contexts goes necessarily through a compensation of the conditions of educability, that is to say, by an adjustment of the conditions of teaching-learning so that the deficiencies that these individuals can suffer are replaced, that are influenced strongly by elements located in spheres beyond the own individual and the school".

Like following Renée and Mcalister (2011) says "other types of approaches fail because we isolate the school from the system and the economic policy. For example, the economic context and the labor market have a major impact on school dropout". School success is achieved by planning the time to develop the daily tasks.

Álvarez & Martínez (2016) point out the need to reinforce the involvement of their families in education, they are the main educational agent and their influence is maximum on the development of the student. Therefore, it is necessary for the school to adapt the need to cover the deficiencies that arise.

The relationships between the family and the student must be related, low motivation, behavioral disorders, behaviors, all of them can be related to having school absenteeism

The family is linked to maintaining communication with their children by promoting a climate of trust, the school must cooperate to have information and act, this situation can also be related to groups of friends or with unsuitable behavior, coordination has an implication between the school and various areas for the student at risk of school failure, it requires a dialogue between both parties. In order not to have school absenteeism, it is necessary to have a good foundation in the personal, family, and social areas.

In order to eradicate school failure, it must be done jointly so that all the members of the educational community provide the means to develop them and that they must get involved to know each situation better, without forgetting the help of the family.

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