



School Dropout in Times of Virtual Revolution

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Abstract

The COVID 19 pandemic has managed to paralyze the world economies in all areas, especially in the educational system, giving birth to virtual tools, bringing as a consequence an increase in school dropouts. In addition, the objective of the article is a literature review to provide definitions of school dropout and the factors that cause school dropout in public and private HEIs worldwide. Therefore, the bibliographic literature review was carried out with the qualitative methodology taking into account the bibliographic, historical-logical, analytical, synthetic, and descriptive methods, the development of the literature review, it is necessary to extract information from various sources such as Scopus, Gale academic, Science Direct, Ebsco, and Mendeley. The Prisma strategy was also used as a basis. Among the factors, we can point out: the socio-economic conditions of the students, the effects of the COVID 19 pandemic, school performance problems, and the inadequate methodology of the teacher. In summary, it can be mentioned that programs and protocols should be carried out to care for students who present these problems, the commitment of the entire educational community is required in a more active way in the socio-emotional aspect, empathy, resilience, among other things.

Keywords: school dropout; causes, innovation, strategies, virtual revolution, COVID-19, virtual revolution

1. Introduction

Currently, the COVID-19 pandemic is not unrelated to the increase in school dropout rates in Latin America, the most affected countries are Peru, Bolivia, and Ecuador: Peru, Bolivia, and Ecuador, young people who dropped out of schools and also did not work increased by 3 million, reflected in 21% more before the COVID-19 health emergency, and therefore will affect their income levels equivalent to 8.7% in men and 3.4% in women in the next 20 years (Castro et al., 2021; Rojas, Huamán and Salazar, 2020). Furthermore, in the current context, one of the greatest challenges facing the country is to combat school dropout where students leave their studies, without obtaining their certification, school dropout has antecedents and sequelae in the students themselves, the families, or the educational system (Escobar and Mateus, 2020; Pachay and Rodríguez, 2021; Castro et al., 2021; Rojas, Huamán and Salazar, 2020).

On the other hand, more and more studies link poor mental health and lack of social resources with school dropouts (Calderón, 2021). Research in Australia showed that students with the panic disorder are twice as likely to dropouts of school compared to students without panic disorder (Andersen et al., 2021). According to the IDB, between March and April 2019 in the metropolitan area of San Salvador, capital of El Salvador there was a 35% school dropout rate, the highest in the region, 22% of girls dropped out of school to become mothers (Padilla, 2021). Likewise, if countries do not apply accurate measures to counteract this problem of lack of learning and school closures, school dropouts will

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increase, as well as inequalities, economic crises and low quality of education, which will have repercussions on the social and labor exclusion of young people (Echenique, 2020; Sanchez, 2021). Therefore, The Norwegian Refugee Council (NRC), the Spanish Cooperation Agency (AECID) and UNHCR, the United Nations refugee agency, 30% of students in Honduras (890,000 children) dropped out of school (Echenique,2020). In addition, IDB, which is made up of 19 countries in Latin America, the Caribbean, Europe and 13 private banks, states that school dropouts were affected in Europe with 45% of school dropouts, in Africa with 57% and in Asia, where India has 61% of the total time, added to the economic crisis that these countries are going through (Estrada et al., 2020). In Guatemala, more than 217,000 students left school in 2018 (Estrada et al., 2020). On the other hand, it states that a greater number of students do not return to the classroom, so school dropout will be present and records that 1.2 million children and adolescents may be withdrawn from education systems in Latin America and the Caribbean, adding to the 7.7 million who were not regularly attending school before the health emergency. The consequences of the pandemic on learning have not yet been measured in all countries; some initial studies for Chile and Mexico indicate that learning loss and school dropout will be a constant in the return to face-to-face classes (Viteri et al., 2021; Mateus, Andrada, Gonzáles, Ugalde and Novomisky, 2021).

On the other hand, in Mexico during the 2015 and 2016 school cycles 107 students were enrolled of which 79 (73.83%), finished the third semester, it is then manifested that 28 students did not conclude, in the same way, that in the years 2016 and 2020, of 103 who entered only 76 finished, indicating that 27 left the studies. The indexes show continuity in these 11 years, encouraging an investigation for the causes of school dropout where the family of the students of the 2015-2019 and 2016-2020 generations is taken as an indicator (Amador, 2021; Baumann, 2021). Likewise, in nine countries schools did not open their doors between 80 and 90% in three it was between 70 and 80% on the other hand in two others only 50% and 60% of the time students left the classrooms (Siede, 2021). The positive side is that in six countries there was a partial and face-to-face admission of students to schools. UNICEF, also states that 95% of the countries seek online platform strategies, 77% and 64% used television and radio class sessions, and 55% delivery of educational materials via cell phone messages, WhatsApp among others as well as printed self-help materials and tools, unfortunately, the conditions with which the students count does not help much since many families do not have much income and added to the indifference of students' to learn there is not much to do (Reimers and Marmolejo, 2021; Galván, Delgado and Romo, 2021).

Nevertheless, India's National Policy on Education (NPE) report mentioned that the gross enrollment ratio (GER) for grades 6-8 was 90.9%, while for grades 9-10 and 11-12 it was 79.3% and 56.5%, respectively. However, the rising dropout rate among Indian children, especially after grade 8, has called into question the benefits of general enrollment. The prevalence of dropout among Indian adolescents remains a major concern (Ronak et al., 2021). According to UNICEF, 17 countries in Latin America and the Caribbean show a report about school dropout due in part to school closures where about 80% of schools closed their doors to students between March and the end of September only Barbados and Chile opened their doors at some point (Unicef, 2020). On the other hand, in Ethiopia, the literature shows that students with more siblings with professional degrees are less likely to drop out of school (Manzano, Valenzuela and Hortigüela, 2021; Díez and Espinoza, 2021). Research shows that health status, race, age, gender, parental literacy, household size, school meals, school fees, digital competencies, and skills, as well as the influence of socioeconomic variables impede equal educational development, for example, lack of access to a computer or the internet (Woldehanna al et. al, 2021; Ronak et al., 2021; Unicef, 2020; Manzano, Valenzuela and Hortigüela, 2021; Díez and Espinoza, 2021).

2. Techniques and methods

The methodological level of the study is qualitative-descriptive since the bibliographic, historical-logical, analytical, synthetic, and descriptive methods were taken into account; the development of the literature review consisted of extracting the most relevant information obtained from different sources, such as that offered in Scopus, Ebsco, Science Direct, ProQuest, Dialnet, Gale Academic, Google Scholar and Mendeley (Salgado and Aguilar, 2021; Benites, 2021). The search for information was conducted in relation to school dropout and dropout factors in HEIs worldwide during the COVID 19 pandemic (Herrerías and Isoard, 2021; Benites, 2021; Salgado and Aguilar, 2021).

On the other hand, the research question was the following: What are the causes and consequences of school dropout during the COVID 19 pandemic in HEIs described in the scientific literature? According to the research carried out, the steps to follow were taken into account with the norms and recommendations of the PRISMA methodology, where the following flow chart can be considered, which shows the studies that were selected:

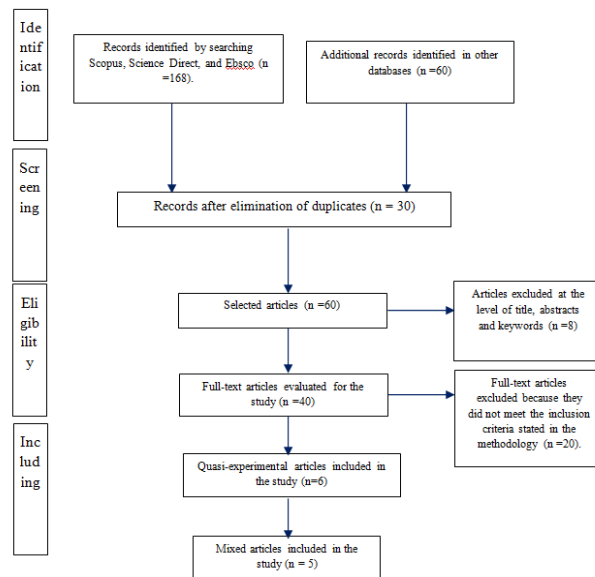


Figure 1 Adaptation of the PRISMA methodology

The registration was performed in the databases yielded a total of 168 documents, of which 60 are additional records from other sources and in total there were 30 citations due to: firstly, exclusion due to duplicity, 20 articles were excluded; likewise, in the second filter at the level of title and title and abstract, 10 were excluded and finally in the third filter by methodology and conclusions, 8 were excluded, which after the analysis of the selected articles are not sufficiently associated with the information related to our research objective, resulting in 40 articles that meet the inquiry criteria.

3. Results and discussion

From the literature review of the study, students drop out of IES, due to various factors, such as socioeconomic conditions of students, related to the economic level of income of their parents, in

addition, the effects of the COVID 19 pandemic, which took many of them by surprise, together with the loss of their relatives and low self-esteem in front of them were a very important precedent in this decision that together with the reluctance and lack of motivation for learning that dented their school performance, without leaving aside the inadequate methodology of the teacher, in the use of virtual and technological tools (De la Cruz Orozco and Heredia Rubio, 2019). Therefore, UNESCO mentioned that dropout is conceptualized as the rate of schoolchildren who register enrollment in a given year, stop attending school, and do not return to school the following year (De la Cruz Orozco and Heredia Rubio, 2019). In addition, this study presents a possible increase in dropout rates, which will disproportionately affect adolescents, establish gender openings of education, lead to a warning in sexual exploitation, pregnancy, and early and forced marriage. Likewise, school dropout occurs more in rural areas and in indigenous learners where the use of their language is not taken into account so they face challenges to adapt to their school environment affecting their performance and leading to school dropout (De la Cruz Orozco and Heredia Rubio, 2019; Minedu, 2020, Escale-Minedu, 2019; Drelm, 2020).

On the other hand, school dropout is defined as a phenomenon to be studied and confronted, for many years, governments have made strenuous efforts, works and actions with protocols for continuity and permanence of schoolchildren, to reduce the dropout rate that directly affects the progress of education, personal and professional development of students (Do Nascimento et al., 2021). Seen that this phenomenon exists at the primary, secondary, and higher education levels that are related to causes containing internal and external factors in schools (Do Nascimento et al., 2021). However, as for the educational institutions, the main causes reported by the teachers and tutors and the courses in general during the first trimester about the non-attendance of students were due to the COVID 19 pandemic, and to the measures of confinement and paralyzation of most of the parents' jobs and therefore not having the economy to pay for internet services or the purchase of cell phones or laptops for their children. As for the second quarter, jobs were partially opened and some measures were softened in the country, so parents could go out to work and take their cell phones with them, which makes it difficult to teach school children and deliver their homework to their teachers, added to the economic and family problems and deficits, indifference to study, misunderstanding and tolerance by teachers, as for the platform I learn at home is unreal in rural areas which resulted in students abandoning the education system (Minedu, 2020; Unesco, 2020; World Bank, 2020; Bilige and Gan, 2020).

In addition, according to the National Household Survey (ENAH), the main indicators of school dropout are economic and family problems, and disinterest in learning of the students themselves, which is why a survey was conducted on the subject between April, May and June 2020 where they reported 75.2% of families with economic problems, 12.3% with family problems and 4% disinterest in learning. 3% with family problems and 4% disinterest in learning, added to these percentages we have at the secondary level 76% of students do not enter remote classes because of economic problems 14% show indifference to learning and 6% indicate that they have family problems and finally 4% are doing jobs to help their families (Bianchi et al., 2021; Comex Peru, 2020). Therefore, it could increase school dropout in learners, if multisectoral action is not taken to address academic, health, and safety problems impairing the teaching-learning of students, the goal and commitment to achieve the entry of students to schools and thus improve the digital divide and permanence to enter the professional level will not be achieved (Drelm, 2021; Itzhaki-Braun et al., 2020; Montes and Mendes, 2021; Bid, 2021; Daena, 2020).

Evidently, education is a universal right that human beings have, it enables and transmits fundamental principles and knowledge to future generations, thus maintaining and safeguarding the values and virtues of an entire nation, it enables people in their process of evolution of their personality and identity, favoring social and professional union, improving the quality of life. The COVID 19 pandemic

brought us a world crisis, the closing of schools, and a rapid expansion of stress, health and insecurity in students affecting most of them and causing desertion in IES worldwide, and at the same time the birth of the revolution of virtual technological tools; necessary today and without which we can no longer stop living.

The economic crisis aggravated the household economy bringing with it a lower supply and demand for education (Bid, 2020; Unesco, 2020). Therefore, virtual technology is increasingly used in the classroom to help teachers achieve their teaching goals, and scalable technology can achieve their goals. One of the advantages of digital technologies is that they are highly scalable. This also applies to the education sector, where mass lectures remain a popular teaching method worldwide because of their cost-effectiveness (Sprenger and Schwaninger, 2021). Countries around the world and their education departments in their fight against dropouts have taken a number of measures and applied innovative new virtual technology strategies to their students, expanding their educational frontiers through the internet ((Muthukumar and Bhalaji, 2020; Kayanda and Machuve, 2020).

4. Conclusion

The conclusions of the research study are The narrative literature review to make known the concepts about school dropout and its causes in HEIs, during the pandemic era, it can be stated that school dropout is a multidimensional complex phenomenon and process, related to school and school environment with social and cultural consequences, which has increased in times of COVID 19, the efforts of world governments have been multiple by keeping students and favoring vulnerable groups of societies, but still they have failed in their mission. Furthermore, school dropouts confirm that the majority of students who leave school are aware that education is a formative process that enhances their life projects and with it they will get a better jobs and higher salaries in the future. However, the Covid-19 pandemic has spread through the population initiating contagions, bringing as consequence school dropouts among others, the study states that, for all students of school age, more than half of the students hope to attend classes when their governments so decree (El País, 2021; Ayabaca and Berrezueta, 2021).

5. Recommendations

The recommendations of the research study are: Recommend to assist and identify students who present these problems and give them all the necessary support they require in the affective and academic field, raising their self-esteem and encouraging them to return and continuity in the classroom as this implies new challenges, commitments, and responsibilities in this changing world full of surprises on the part of the educational community. In addition, to follow up on programs and protocols of attention and permanence of students in the classroom, as well as to insist more on the socio-affective part and tutoring programs such as empathy, resilience and vocational guidance with life projects, the commitment of tutors and parents to unconditionally support and follow up their children to increase their self-esteem, performance and academic behavior, only this will be achieved with the application of new innovative and creative methodologies by teachers, carried out in the collegiate hour with the support of psychologists and specialists in the field. Likewise, new educational normality that includes face-to-face interaction between teachers and students must be introduced. It is essential that this new normality includes compensatory strategies to limit the drop-in learning and school dropout, particularly among children and young people in more vulnerable situations.

Extracurricular activities are another measure against dropout, to motivate and attract this group of students at risk of dropping out of schools by encouraging the creation of friendly relationships between people belonging to different cultures, religions and allowing them to learn, improve and discover their talents and skills outside the classroom helping them to develop their academic and professional goals (Enăchescu, 2019). On the other hand, Plan a collaboration between the company and the school given that it is an alternative route to prevent school dropout; this program offers the opportunity to work while completing graduation requirements and finishing studies, in addition, communities can contribute to promoting and training mentors by granting scholarships and obtain funding to help everyone at risk of dropping out of school (Moshidi and Jusoh, 2020). However, another idea recommended for the study is to divide the educational program into small components or learning modules to reinforce knowledge, skills, and competencies (Mazrekaj and De Witte, 2020; Estrada et al., 2020).

In summary, develop a joint work with the government in the creation and improvement of new infrastructure and the acquisition of new virtual educational media and materials, the use of hybrid classrooms, thus serving the entire school community, since they will not only connect with students who attend classes in person but also with students who cannot attend classes for various reasons since virtual technologies are here to stay in all parts of the world.

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