

2nd Intellectual Output: Risk analysis

- 1. Report of Student Questionnaire** p. 3
- 2. Report of Teacher Questionnaire** p. 35

Country: Spain
Company: Universitat Politecnica de Valencia (UPV)
Elaborated by: Vicenta Eloína García-Félix
Javier Oliver-Villarroya
Yaiza Pérez-Alonso

Date of submission: 24.08.2018

2nd Intellectual Output: Risk analysis

Report of Student Questionnaire

Country:	Spain
Company:	Universitat Politecnica de Valencia (UPV)
Elaborated by:	Vicenta Eloína García-Félix Javier Oliver-Villarroya Yaiza Pérez-Alonso
Date of submission:	24.08.2018

INTRODUCTION

This report presents the overall results obtained from the questionnaire addressed to the students of the secondary schools that participate in the "Youth Online Project", corresponding to three countries: Italy, Turkey and Spain. The sample was 144 high school students from the 3 training schools that make up the universe of the study.

The main objective of the questionnaire is to identify the motivating elements for the continuation of the studies from the perspective of the students, as well as to approach the expulsion factors of the educational system perceived by the students.

Within the framework of the present European project, a methodological articulation has been elaborated by chain-linked complementation, that is, in order to get closer to the discourses of the teaching staff, the Delphi Method technique has been applied to know the profile of the students who leave and those who are at risk of early abandonment of the education system and the technique of the "Matrix of present and future scenarios" has been carried out with the students of the different schools to learn about motivating and disincentive elements for continuity in the education system. And second, and based on the results obtained in these implicit techniques, two surveys have been carried out, one for teachers and another for students.

Specifically, the technique of the survey belongs to the quantitative methodology and allows "the study of a wide range of issues, both on objective (factual) and subjective aspects, not directly observable (attitudes, values and opinions) of the present, past and future"(Cea d'Ancona, 2012, pp. 198-199)¹.

The modality of administration of the questionnaire has been online. The sample size obtained is small for complex statistical analyzes, so we have opted for a presentation of data by frequencies and by means (to facilitate comparison). Due to the sample size, the results obtained can not be generalized, but it does allow us to approximate the opinions and attitudes of the students in the different countries. This type of analysis allows obtaining a panoramic view of the results obtained in each of the questions formulated in the questionnaire.

The design of the questionnaire was based on the data collected initially through the technique implicating the "Matrix of present and future scenarios". With this technique, students are expected to reflect on what elements of their current situation they like and do not like, as well as what they would like to have in the future (of what is currently available) and what they would not like (even if they did not currently). After the

¹ Cea d'Ancona, M.A. (2012). Fundamentos y aplicaciones en metodología cuantitativa. Madrid: Editorial Síntesis.

systematization and analysis of the information obtained with the application of this technique in the different educational schools, a draft questionnaire has been drawn up and passed to the different educational schools for evaluation before carrying out the survey.

The structure of the report corresponds to the six blocks that make up the questionnaire:

- Block I: Sociodemographic data
- Block II: Academic orientation
- Block III: Academic scope
- Block IV: Level of satisfaction
- Block V: Strategies to avoid early abandonment
- Block VI: Behavior and experience

In each block a graphic representation is made with the results obtained and a commentary with the most relevant results. The data processing has been done through the SPSS statistical program and for the realization of the graphics, Microsoft Excel has been used.

Finally, some conclusions are presented that include measures to be considered in the face of the prevention of abandonment and that affect the institution, the teachers, the students as well as the educational policy.

I. SOCIODEMOGRAPHIC DATA

The report presents the overall results of the 144 students who have answered, using graphs in which the percentages obtained are represented. In this section the sociodemographic and socioeconomic characteristics of the people surveyed are presented.

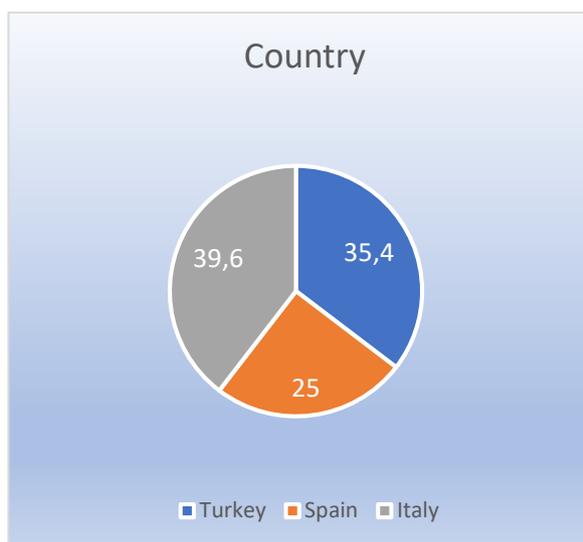


Figure 1.

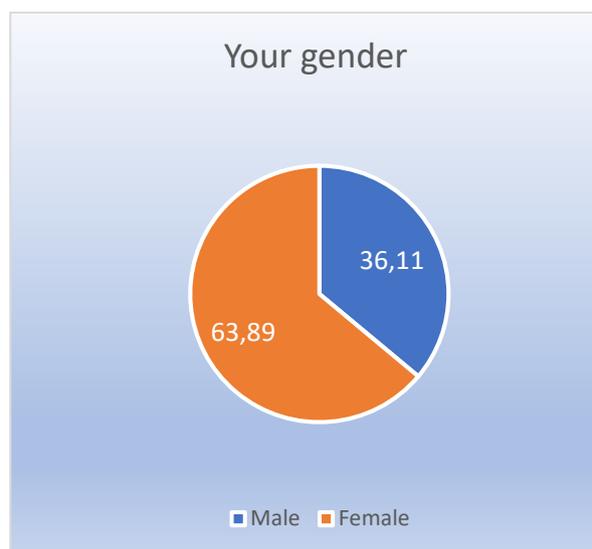


Figure 2.

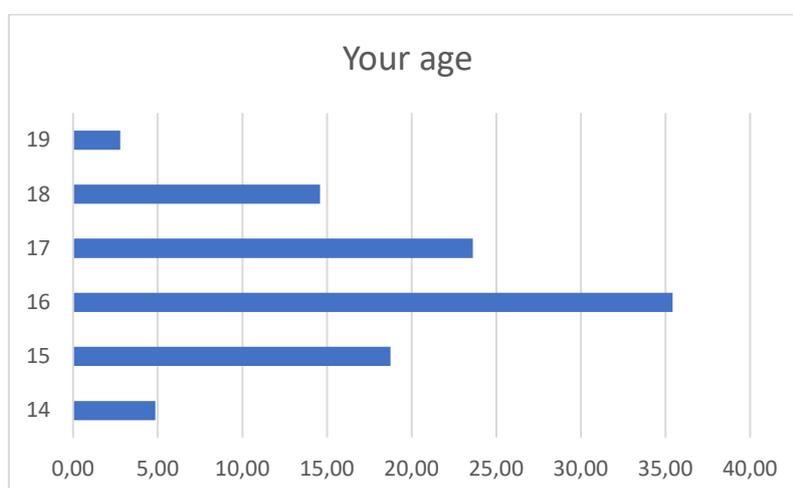


Figure 3.

35.4% of the students that participated were from Turkey (51 young people), 25% from Spain (36 young people) and 39.6% from Italy (57 young people). Of the results of participation, it should be noted that: 63.9% are female students and the majority of participants (77.8%) are in an age range between 15 and 17 years.

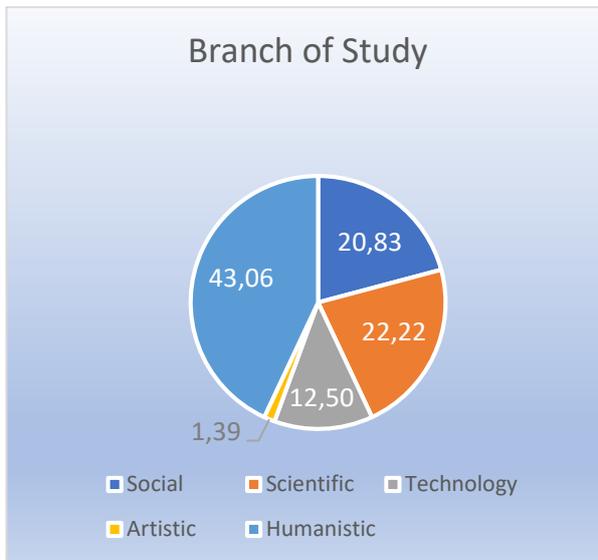


Figure 4.

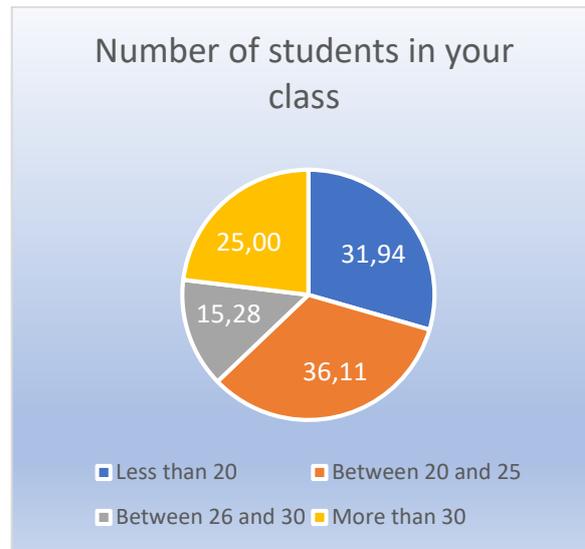


Figure 5.

43.1% of the students who answered this questionnaire are enrolled in the humanistic branch (62 young people), 22.2% in the scientific branch and 20.8% in the social branch (32 and 30 young people respectively) . Practically 86% of respondents belong to one of these branches: humanistic, scientific or social.

68% of the people surveyed affirm that in their classroom the number of students is less than 25 students per class. While only 25% say that there are 30 or more students in their classroom.

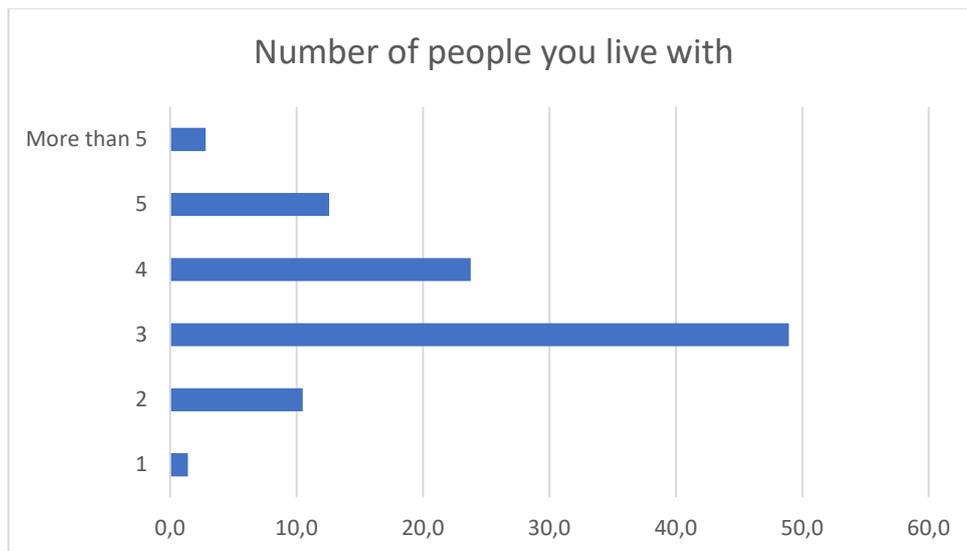


Figure 6.

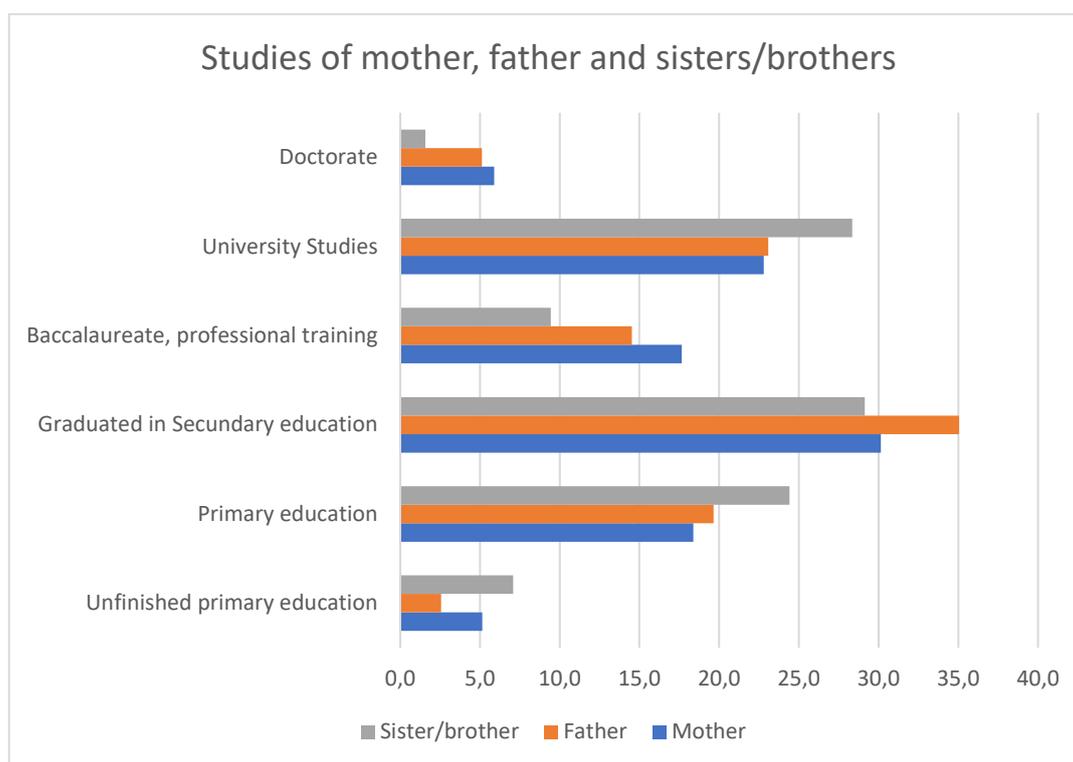


Figure 7.

Almost 50% of respondents say they live with 3 people and 23% live with 4 people. A type of family with 1 or 2 children predominates, although we found more than 15.3% live with 5 or more people.

Regarding the level of studies stresses that the training of fathers and mothers is quite similar at all educational levels, although it should be noted that the percentage of mothers without education is higher than that of parents (5.1% vs. 2.6%). More than 30% of fathers and mothers have high school studies (35% and 30.1% respectively). In contrast, in the percentages of "Baccalaureate and professional training" 17.6% belong to mothers and 14.6% to parents. It is noteworthy that approximately 23% of parents have university studies.

In the case of the brothers and sisters of the respondent, the highest level of studies reached at the time of the survey was selected by the brother / sister with the most studies. Although it should be noted that these data may not be representative of reality until the brothers and sisters have completed the educational stage. The graph shows how 28% have university studies. This fact can mark an upward trend intergenerational that can lead to vertical mobility.

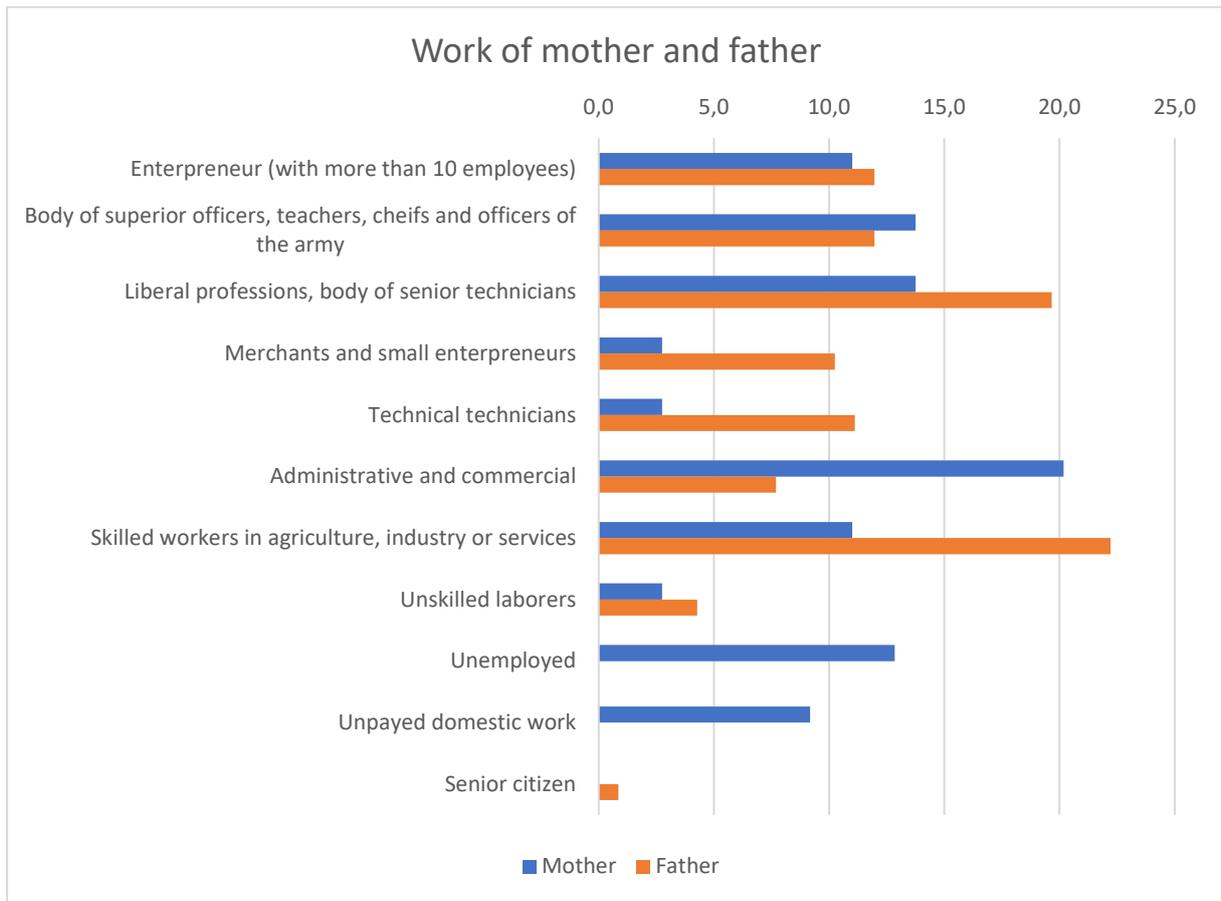


Figure 8.

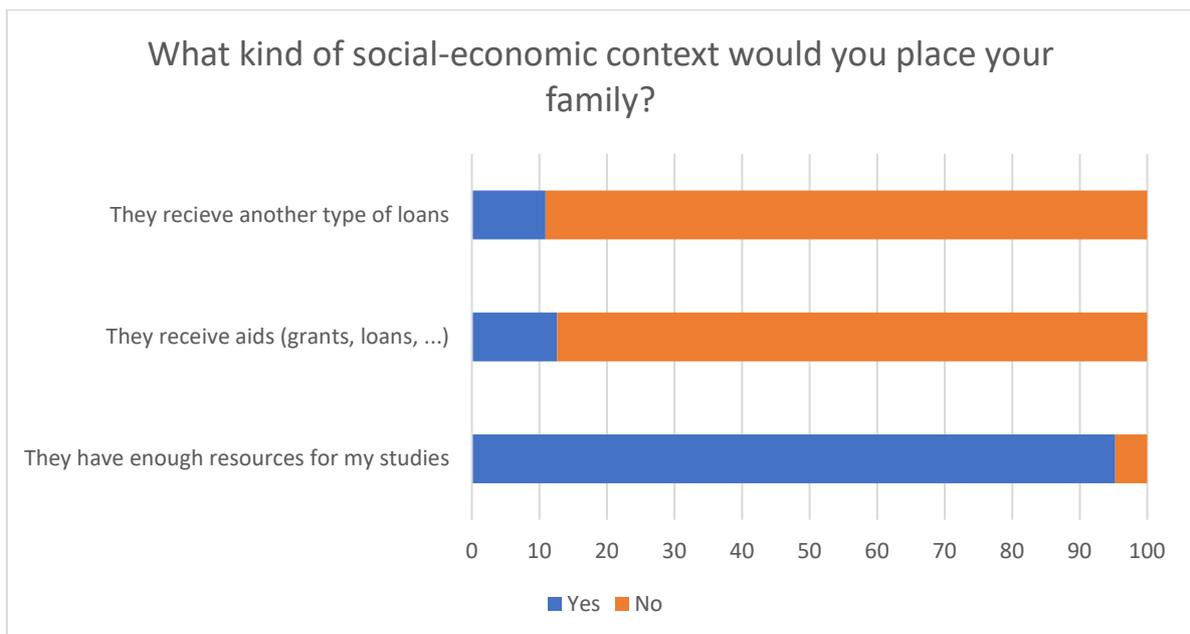


Figure 9.

Among the occupations of the mothers of the people surveyed are: Administrative and commercial (20.2%), Body of superior officers, teachers, chefs and officers of the army (13.8%), Liberal professions, body of senior technicians (13.8%), unemployed (12.8%) and Unpaid domestic work (9.2%).

On the other hand, among the occupations of the parents of the people surveyed are: Skilled workers in agriculture, industry or services (22.2%), Liberal professions or body of senior technicians (19.7%), Entrepreneur (with more than 10 employees) and body of superior officers, teachers, chiefs and officers of the army (12% respectively). The main differences between the jobs of fathers and mothers are the lack of unemployed and male domestic workers and the high percentage of women who work in the branch of Administrative an commercial activities (20.2% mothers vs. 7.7% fathers).

Regarding the family socioeconomic context, 95.3% of the people surveyed affirm that the family has enough resources for their studies. 12.6% claim to receive aid for the study and 10.9% claim to receive other types of aid.

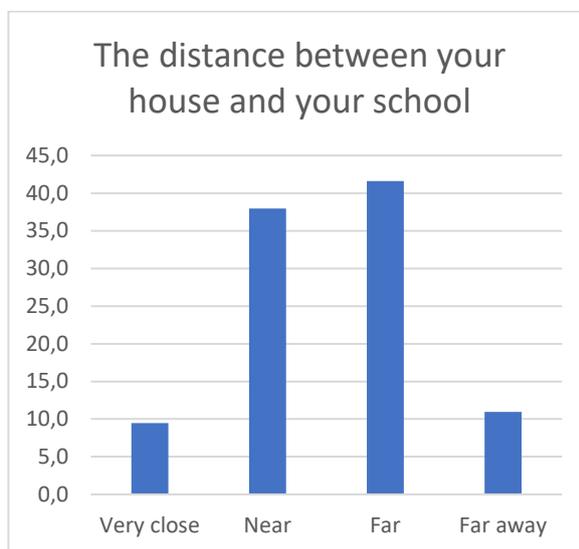


Figure 10.

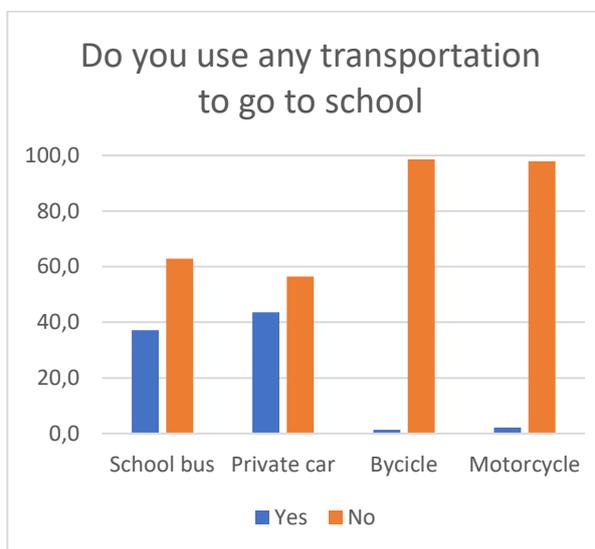


Figure 11.

41.6% say they live far away and 10.9% far away. 37.1% use the school bus, 43.6% use a private car, 1.4% use a bicycle and 2.1% use a motorcycle.

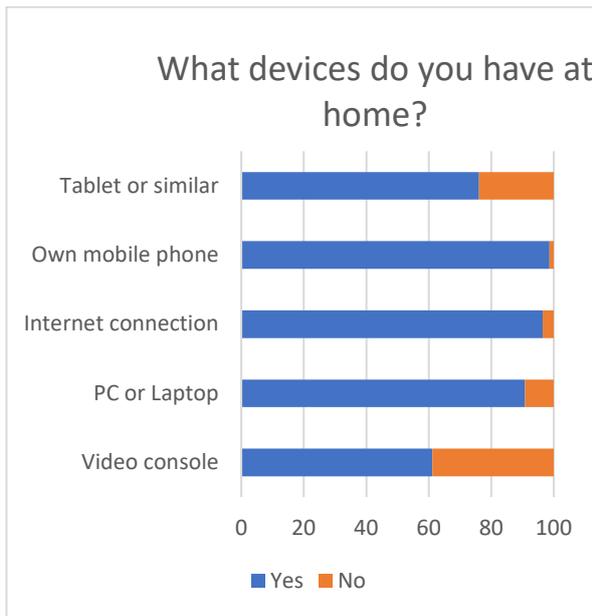


Figure 12.

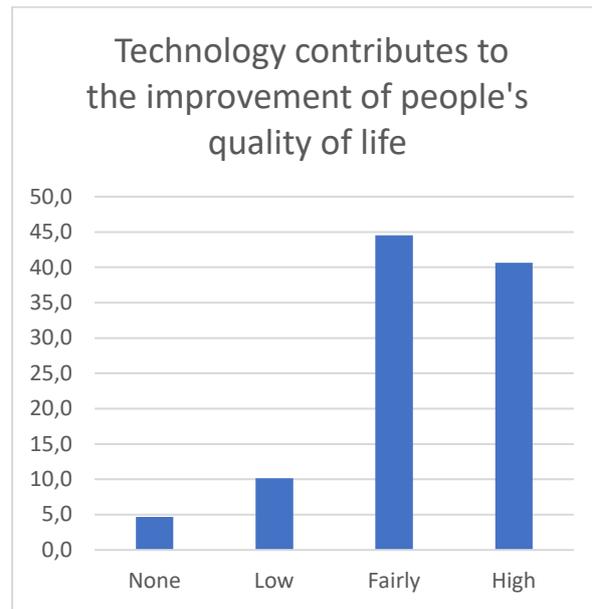


Figure 13.

98.6% have their own mobile phone, 90.8% have a computer and 96.5% have an internet connection in their home. 76.1% have a Tablet and 61.2% have video console in their home.

For 86.1% of people surveyed, technology contributes enough or a lot to improve the quality of life.

II. ACADEMIC ORIENTATION DATA

This block seeks to deepen the academic orientation of the people surveyed and what elements it considers important to feel happy.

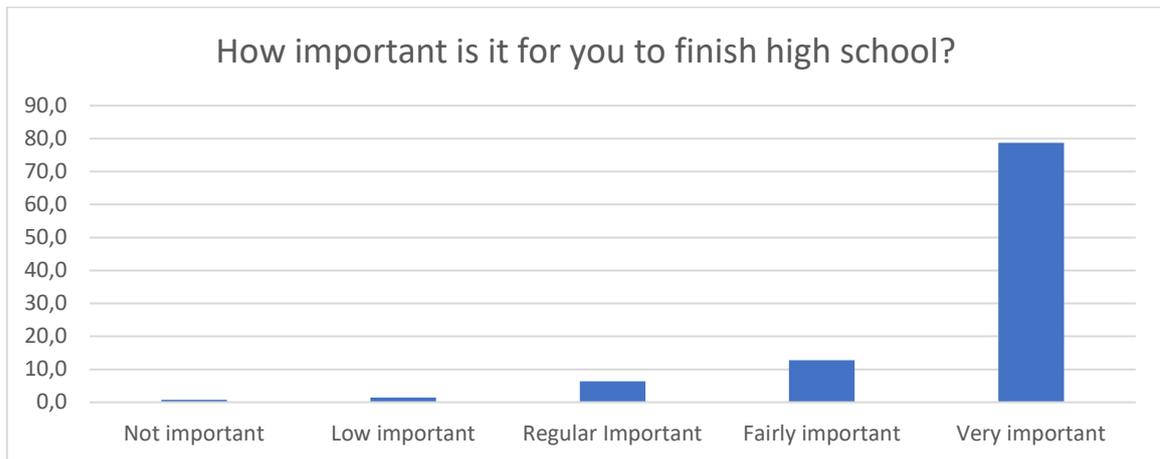


Figure 14.

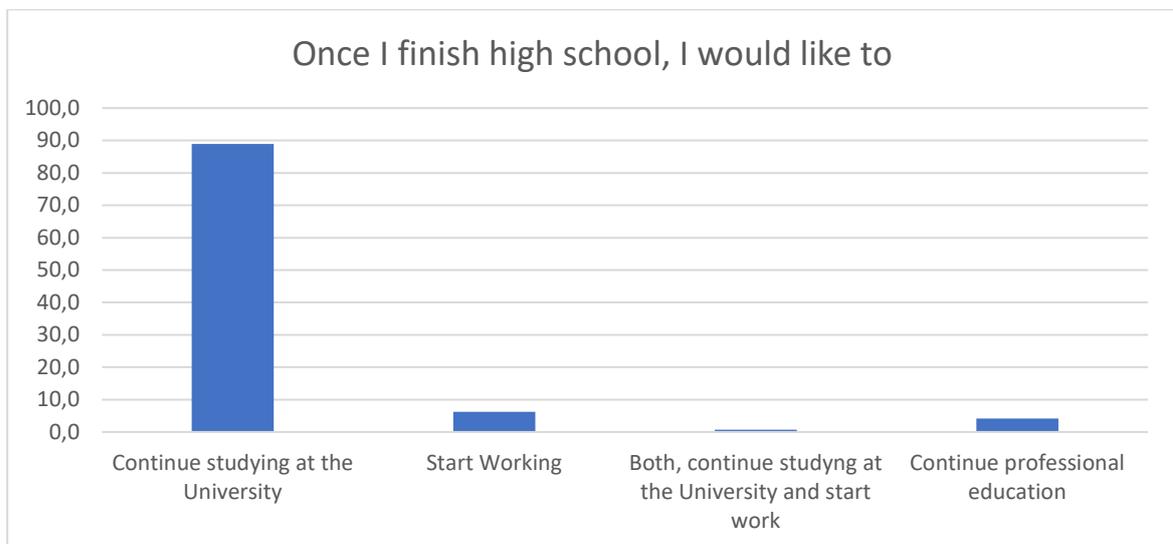


Figure 15.

78.7% of the respondents said that it is very important to finish their studies and 12.8% consider it quite important.

88.9% affirm that they will continue with university studies, 6.3% consider that they will start working and 4.2% will continue with professional training.

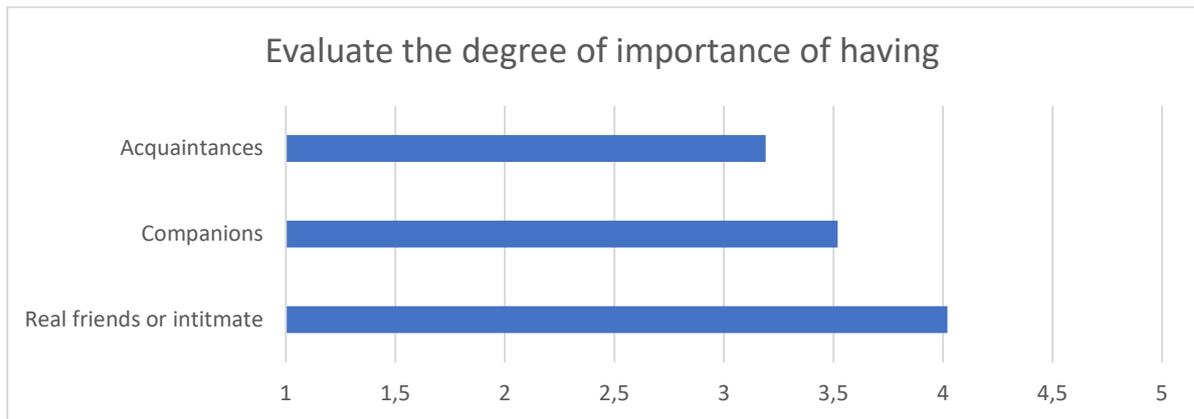


Figure 16.

In this graph and in the subsequent ones, the means obtained in each of the questions asked are presented in order to be able to compare the answers to the battery of questions in the questionnaire.

To interpret these graphs, it must be taken into account that values close to 1 represent "nothing" important and values close to 5 represent "very" important.

The people surveyed value the relationship with their friends as important (4 out of 5). On the other hand, the relationship with colleagues and acquaintances perceive it as less important (3.5 and 3.2 out of 5) although they give it a medium importance.

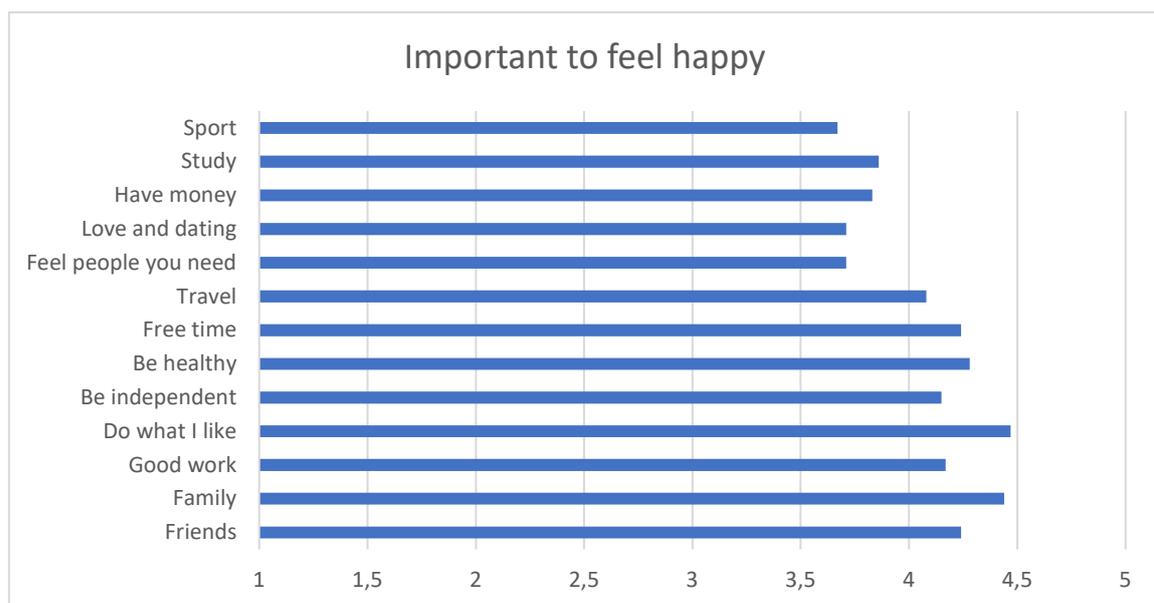


Figure 17.

As for the issues that make them feel happy, they emphasize: doing what they want (4.47 out of 5), family (4.44 out of 5), health (4.28 out of 5) and friends (4.24) about 5). Although if the data are observed by frequencies, the "family" is perceived as very important for 72.1% of the people surveyed, while "doing what they want" is considered very important for 64.5% of the respondents.

The questions considered with a medium-high importance are "feel people you need" (3.71 out of 5), "Love and dating" (3.71 out of 5) and "Sport" (3.67 out of 5). As it is observed, all the questions are valued as regular, quite or highly valued.

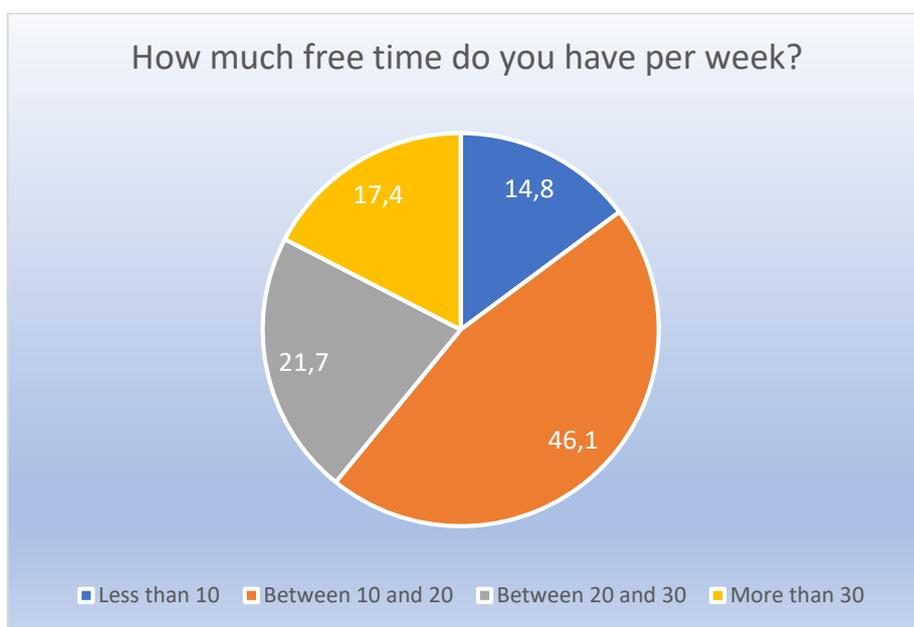


Figure 18.

A week, 14.8% dedicate to leisure less than 10 hours, 46.1% between 10 and 20 hours, and 39.1% dedicate to leisure more than 20 hours.

III. ACADEMIC SCOPE

This section presents the answers related to the study and the different actors involved in it, family, school, teachers, the class up to their personal perceptions. In addition, this same block deals with two priority topics in the present study, on the one hand, the identification of the elements that favor the continuation of the studies and, on the other hand, the student's perception of the possible reasons for early abandonment of the educational system. Five contexts have been identified, based on the previous analysis carried out:

- My family***
- My school***
- My teachers***
- My class***
- Personally***
- Subjects***

The list of questions has been made with the question type of the Lickert Scale, so the answers are analyzed from the means per question to facilitate the comparison. The value 1 corresponds to "totally disagree" while the value 5 corresponds to "totally agree". They have been asked to what extent they agree with the statements indicated in each of the areas. The scale contemplates six levels in the following order:

<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
--------------------------	-----------------	----------------	--------------	-----------------------

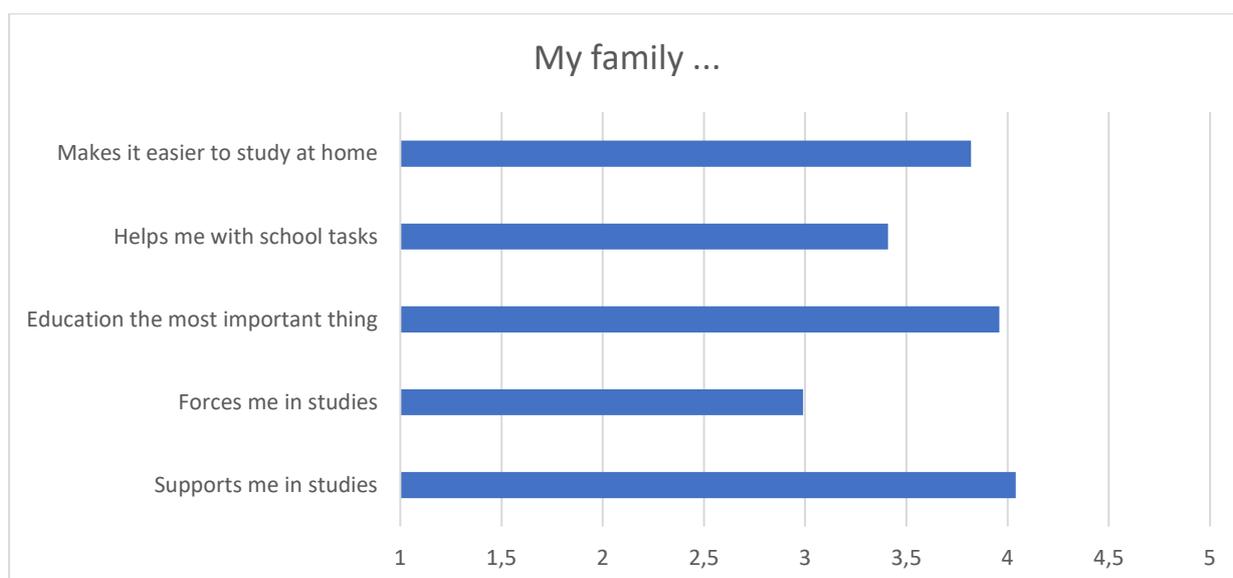


Figure 19.

Regarding the family, the items that obtain the highest average score are: "my family support me in studies", "education is the most important thing" (4.04 and 3.96 out of 5 respectively) and "makes it easier to study at home "(3.86 out of 5). Specifically, 75% agree or totally agree that "my family support me in studies" and 71.8% agree or totally agree that "education is the most important thing".

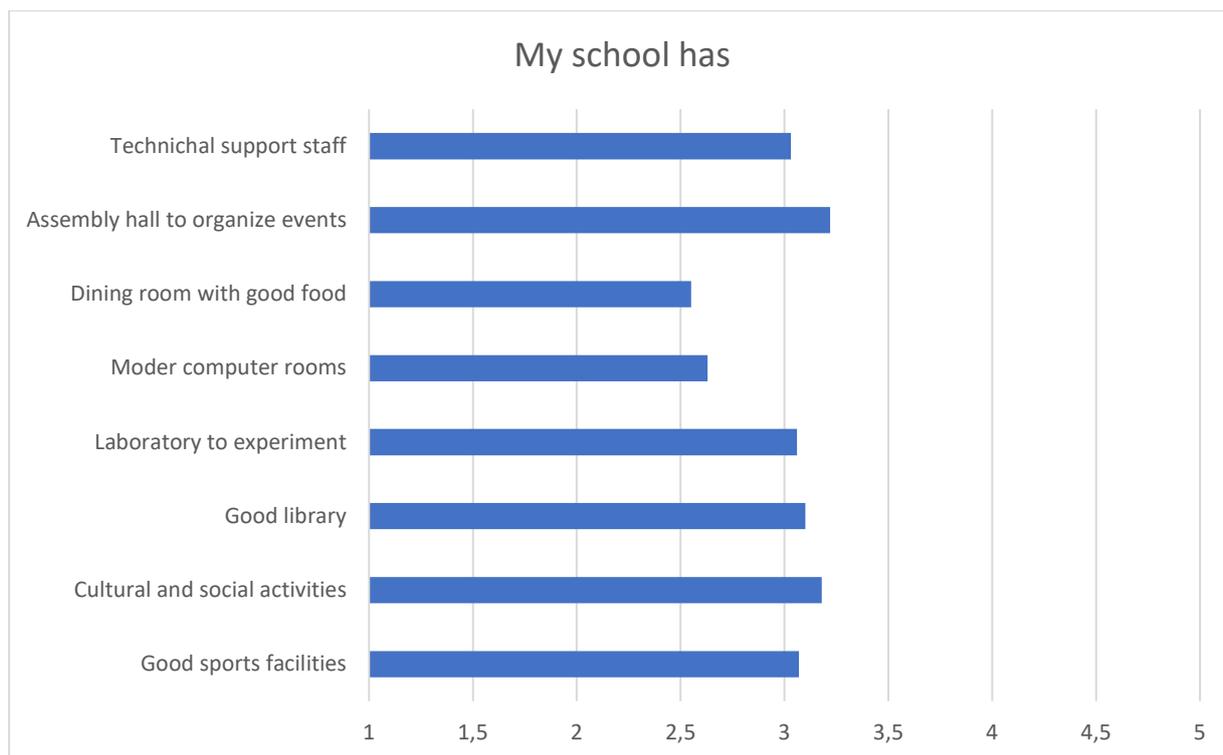


Figure 20.

Regarding the educational school, the values are relatively lower than in the case of the family. The average values obtained for these items range from 2.55 to 3.22 (out of 5). As noted, the highest average values are: "assembly hall to organize events" (3.22 out of 5), "Cultural and social activities" (3.18 out of 5) and "Good library" (3.1 out of 5). While the items with which it shows a lower degree of agreement are: "Dining room with good food" (2.55 out of 5) and "Modern computer rooms" (2.63 out of 5). Note that the predominant response option in each item is "neutral" except for "Dining room with good food" and "Modern computer rooms" where the predominant response options have been "disagree" or "strongly disagree".

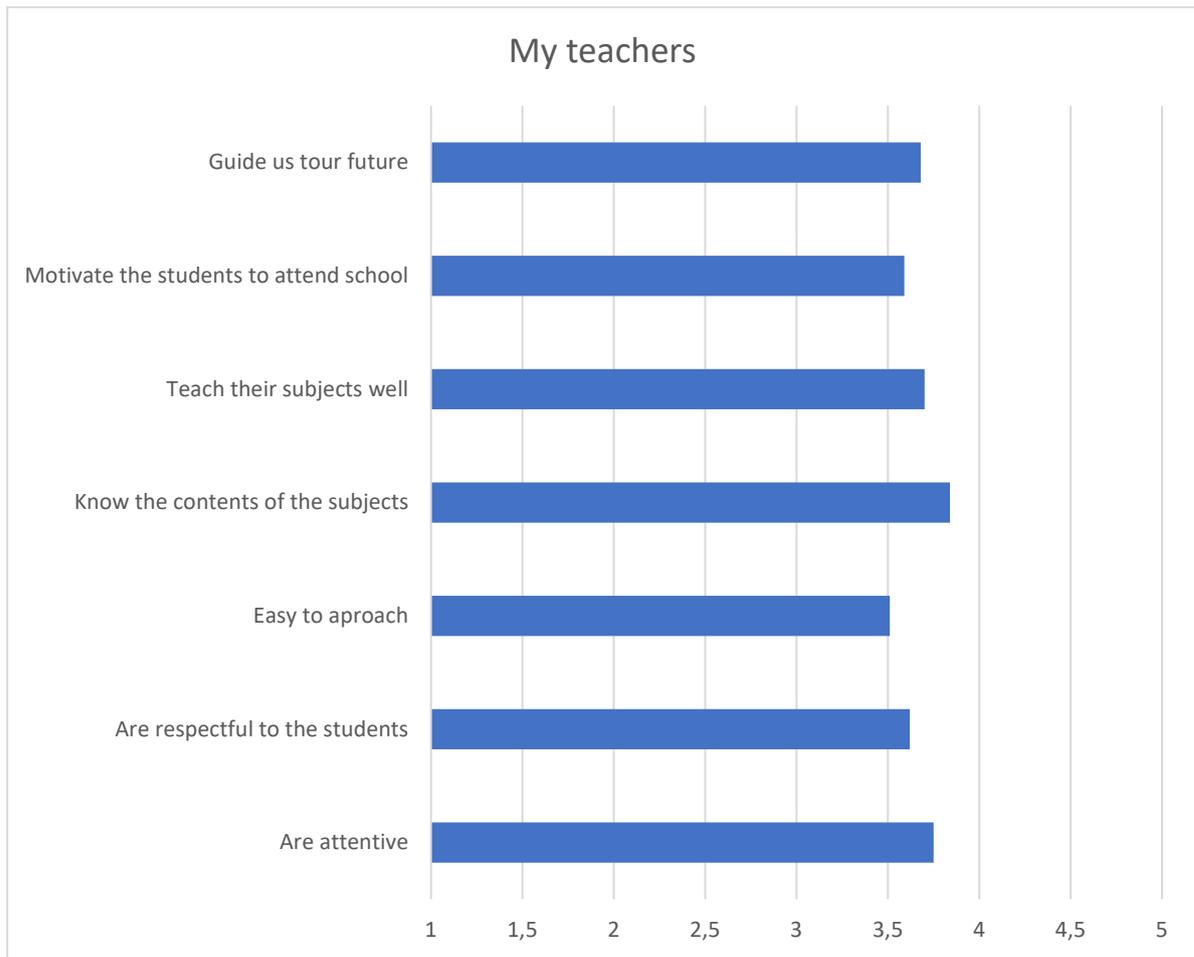


Figure 21.

About the teachers the student body surveyed is quite in agreement with the teachers "Know the contents of the subjects" (3.84 out of 5), that the teachers are "attentive" (3.75 out of 5) and that "Their subjects well "(3.7 out of 5).

In the answers about the teaching staff all the questions have obtained values higher than 3.5 (out of five), which shows a medium-high degree according to said statements.

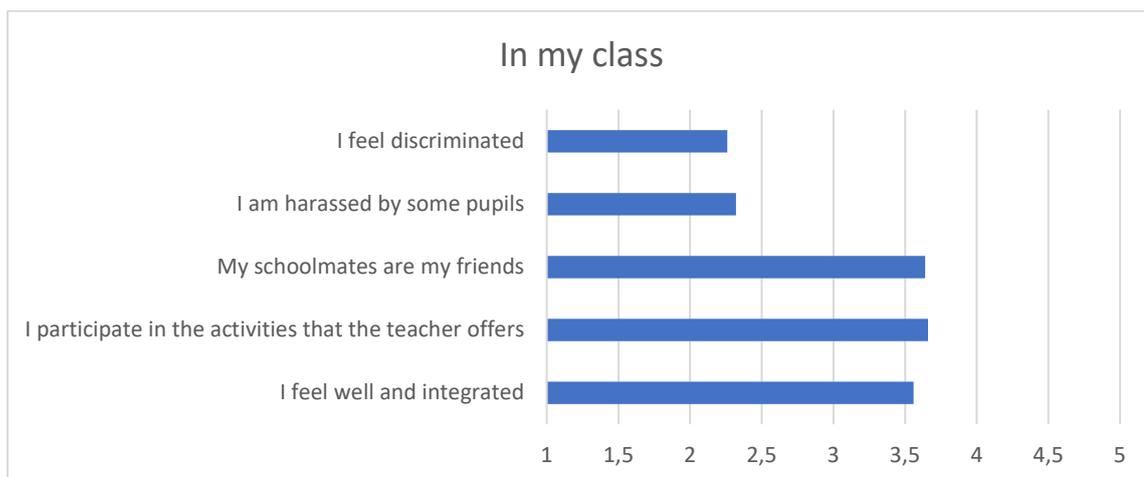


Figure 22.

Regarding the statements made about the class, the statements with which they agree most are: "I participate in the activities that the teacher offers" (3.66 out of 5), "My schoolmates are my friends" (3.64 over 5) and "I feel well and integrate" (3.56 out of 5). It should be noted that in the analysis of frequencies the most repeated response option is "Agree".

In the case of "I feel discriminated" (2.26 out of 5) and "I am harassed by some pupils" (2.32 out of 5), 63.3% and 54.6% claim to be "disagree" or "Strongly disagree" with said enunciation.

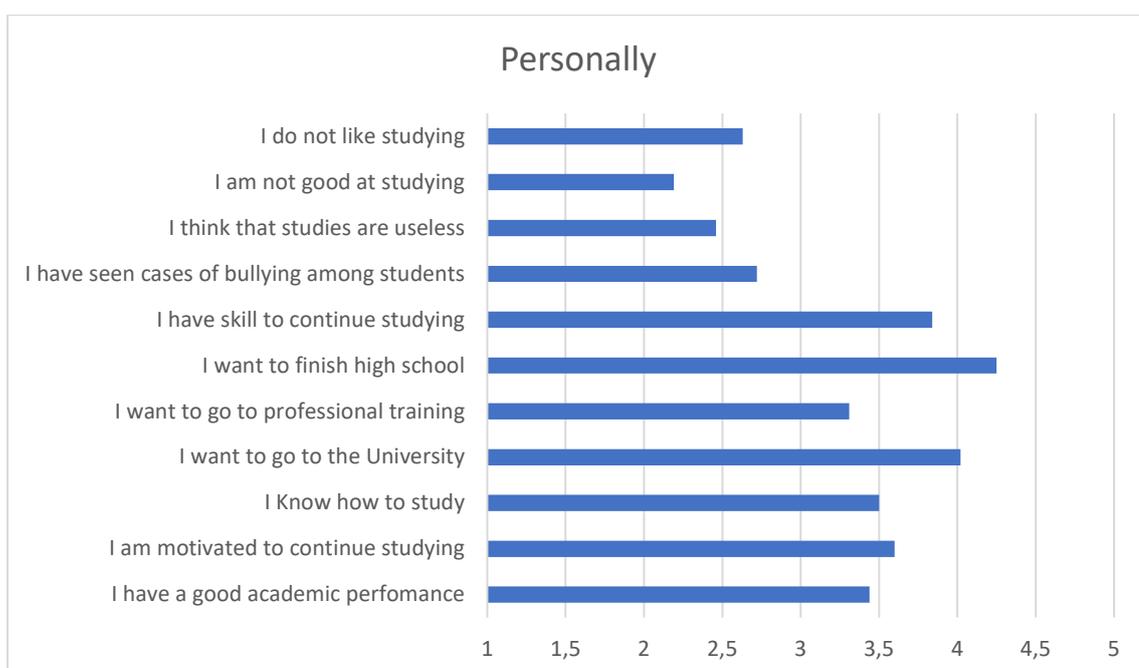


Figure 23.

The most valued items on their personal assessment are those related to their interest to finish their studies and continue with university studies: "I want to finish high school" (4.25 out of 5), "I want to go to the University" (4.02 out of 5) and "I have skill to continue studying" (3.84 out of 5). The lowest average values on the statements are those related to "I think that studies are useless" (2.46 out of 5), "I do not like studying" (2.63 out of 5) and "I am not good at studying" (2.19 out of 5).

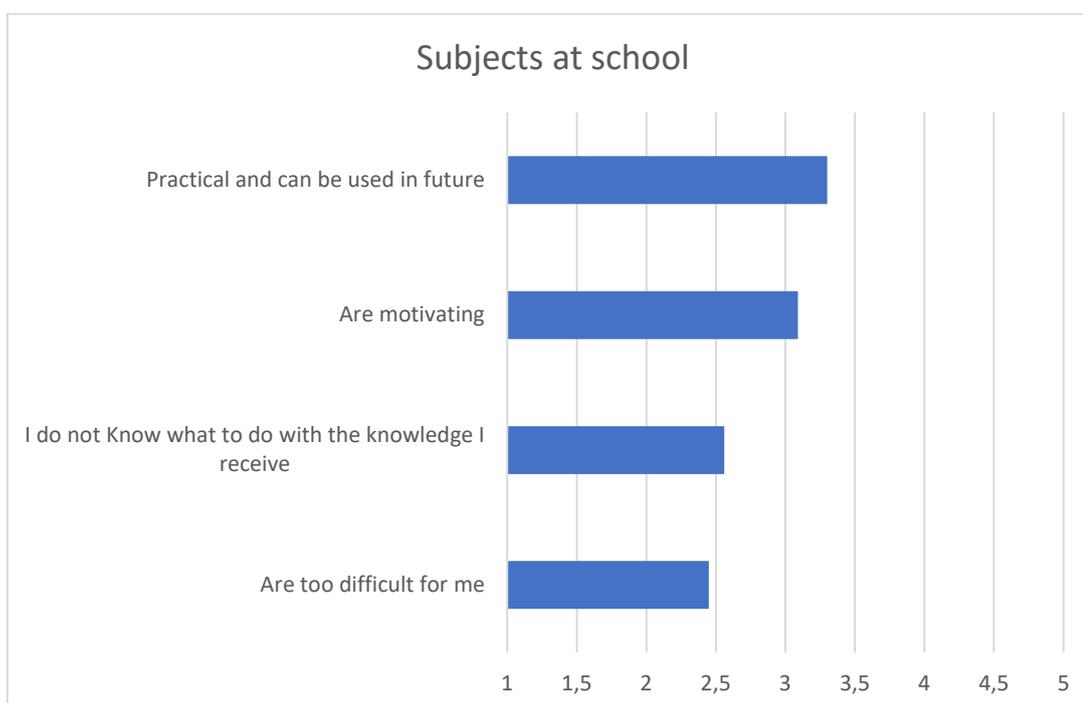


Figure 24.

In relation to the subjects, the statements "are too difficult for me" and "I do not know what to do with the Knowledge I receive" obtain scores close to 2.5 (out of 5), which shows the disagreement of the respondents with said enunciations. Only 2.2% completely agree with "are too difficult for me" and 1.7% agree completely with "I do not know what to do with the Knowledge I receive".

The statements related to the subjects "are motivating" and "practical and can be used in future" obtain higher average values than the previous two but show a degree of medium agreement with the statements.

These responses show some of the factors that can lead to early abandonment: the demotivation and the lack of applicability of the contents to the social reality of the students.

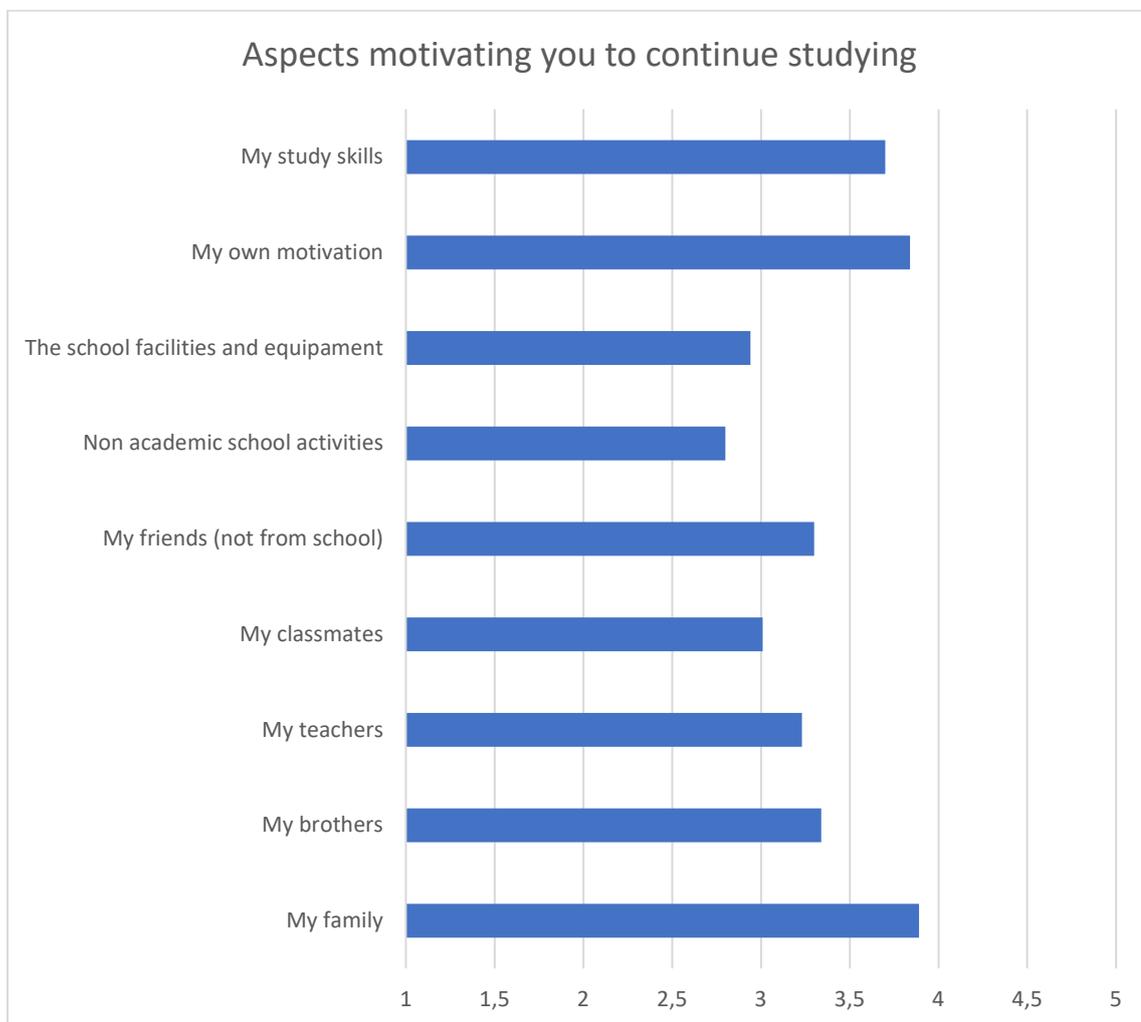


Figure 25.

Respondents strongly agree that the family (3.89 out of 5), their own motivation (3.84 out of 5) and their ability to study (3.7 out of 5) are motivating aspects to continue studying.

As seen in the media chart, those aspects related to their family environment and to themselves are perceived as elements of greater motivation, while those related to the educational school obtain lower average values.

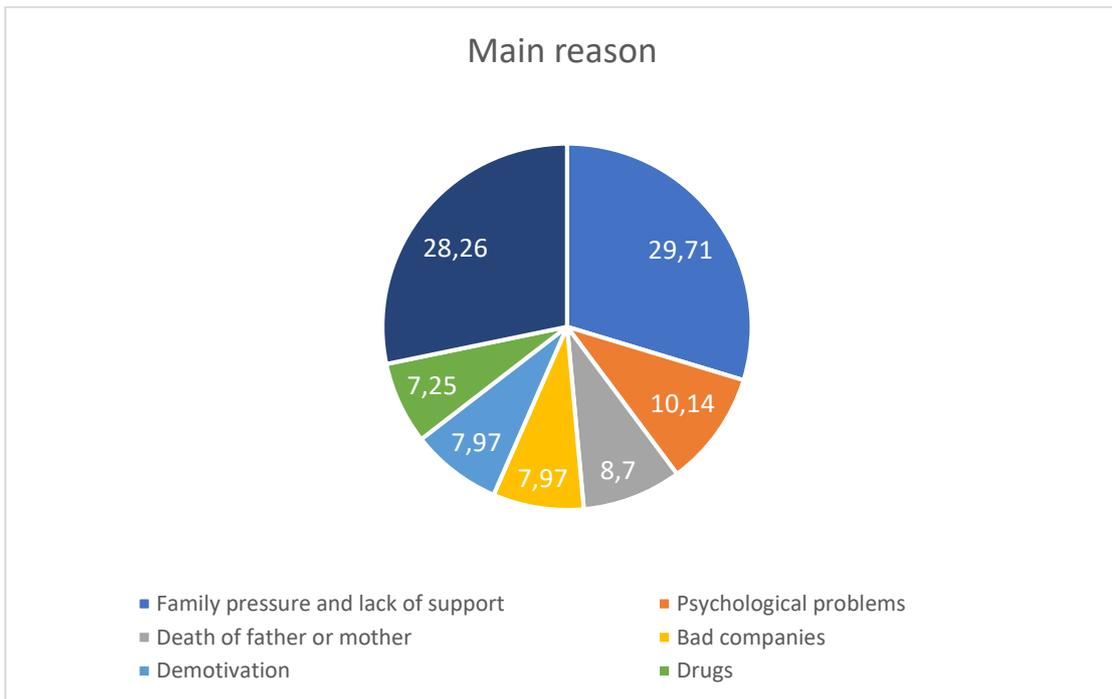


Figure 26.

With respect to the main factors that motivate early school leaving, the following stand out: "Family pressure and lack support", "Psychological problems" and "Death of father or mother".

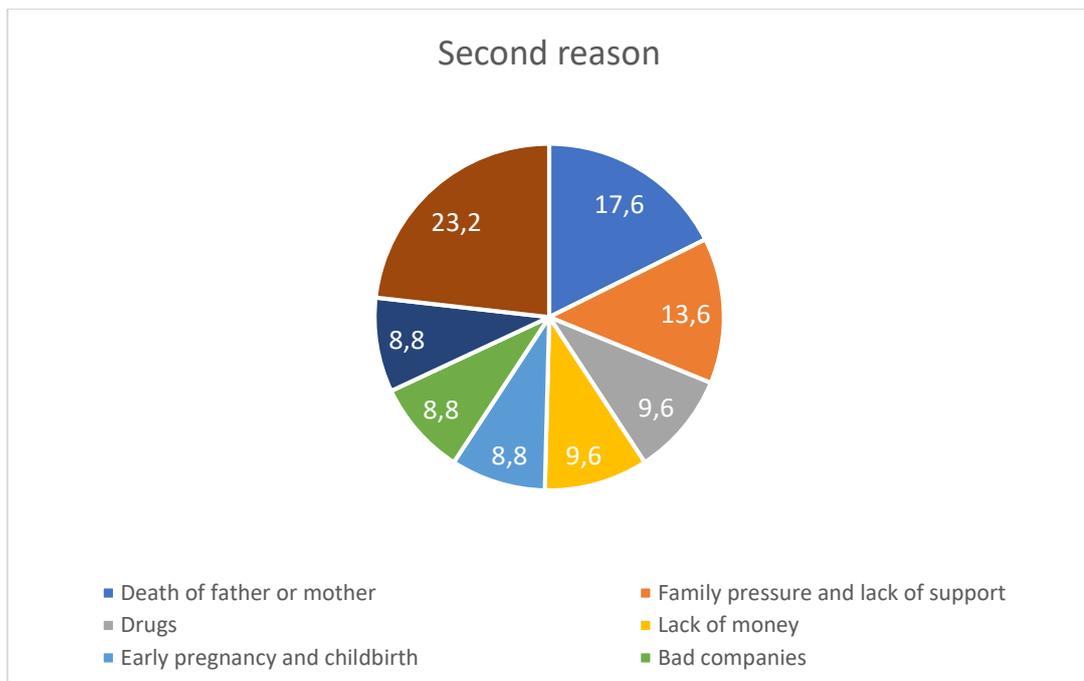


Figure 27.

As a second reason, "Death of father or mother", "Family pressure and lack of support", "drugs" and "lack of money" stand out. The death of a parent and the lack of family support have the highest percentages (although both appeared with high percentages in the main reasons). Most of the reasons are related to family breakdown, lack of resources and drugs.

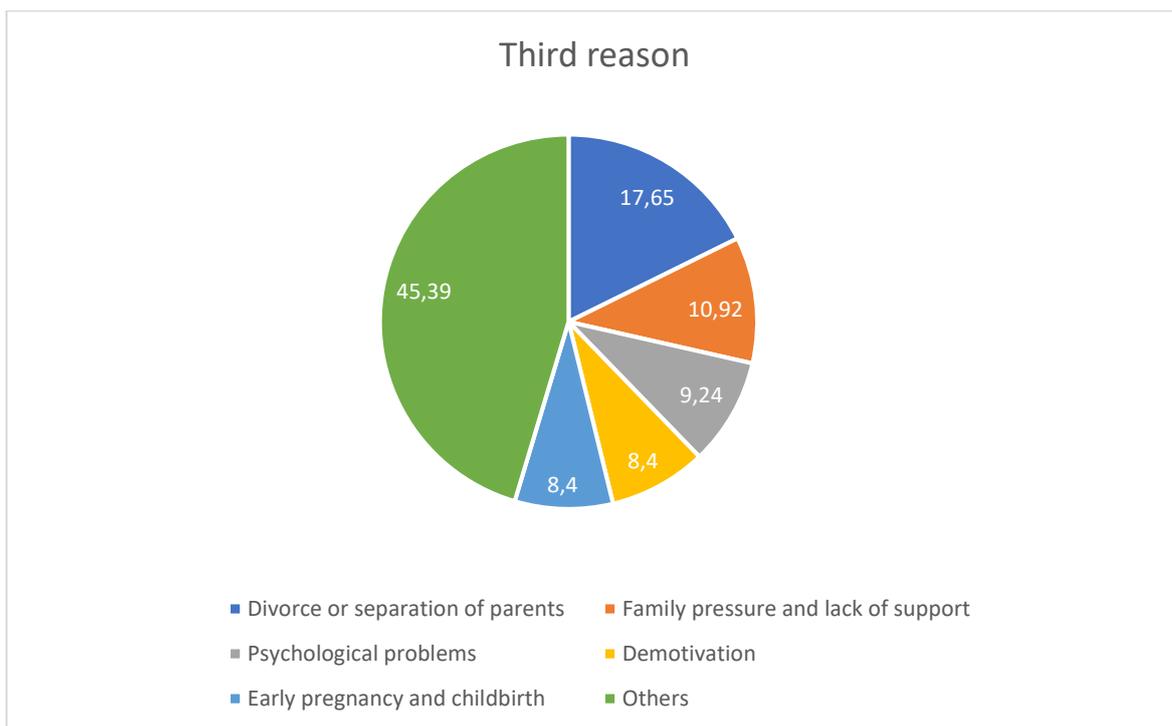


Figure 28.

As a third reason for early school leaving, include: "divorce or separation of parents", "Family pressure and lack money" and "psychological problems".

Following the line of the previously mentioned motifs, those highlighted by family breakdown, lack of resources and psychological problems stand out.

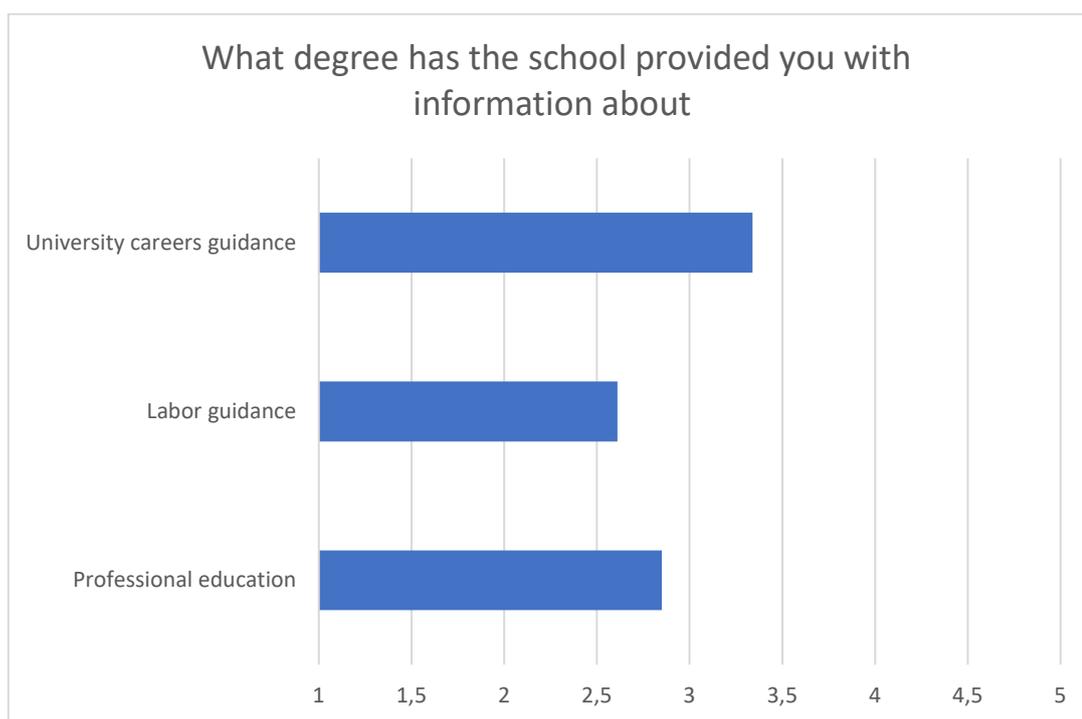


Figure 29.

The average values obtained in this question show that the people surveyed have obtained regular information about "University careers guidance" and about "professional education". And a regular or scarce "labor guidance".

IV. LEVEL OF SATISFACTION

This block contains the information about the degree of integration of the students in the school, the degree of satisfaction with the different actors involved in the school and what elements it considers necessary to promote its integration.

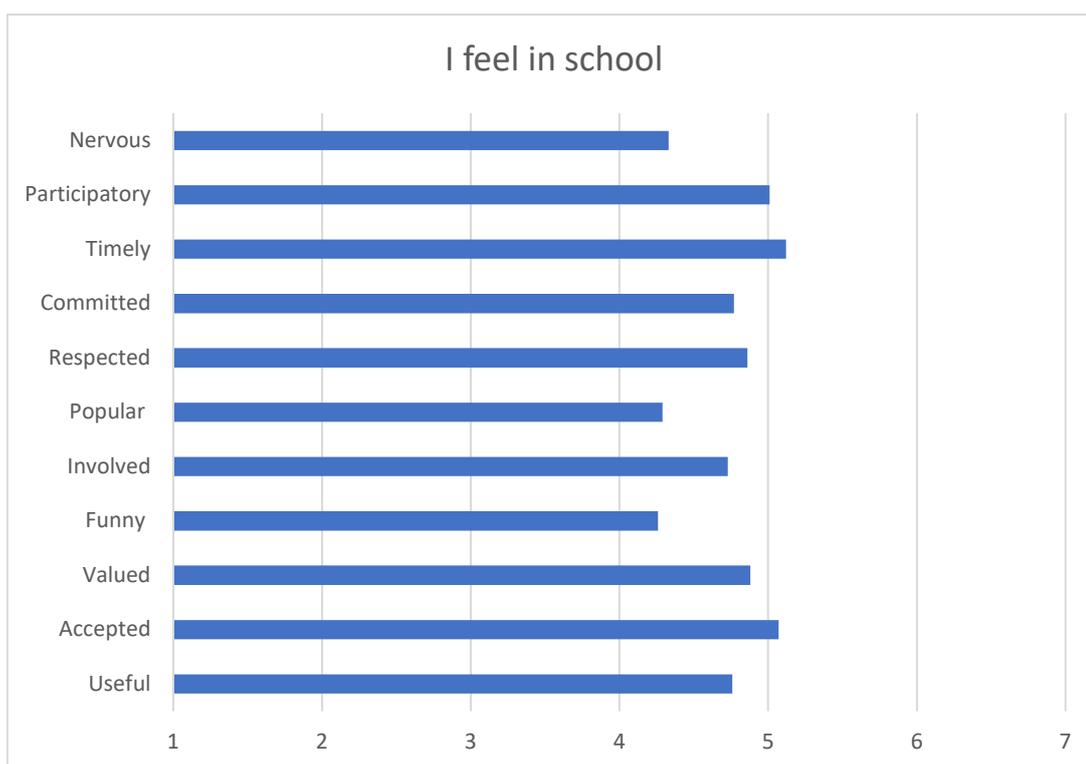


Figure 30.

In the questionnaire a question was introduced with a semantic scalogram of Osgood, which aims to gather positions of the respondent on a scale of 1 to 7 whose two extremes are two polar adjectives. Values close to 1 mark a position close to the positive adjective and values close to 7 mark a position closer to the negative adjective (for example, accepted 1 - not accepted 7).

As shown in the previous graph, all the average values are higher than 4.2 and lower than 5.2, which marks an intermediate position closer to the negative adjectives. They feel little involved, little punctual and little accepted (values close to 5). Instead, they position themselves in intermediate positions (between 4 and 5) in the following adjectives: they feel nervous, committed, respected, popular, accomplished, fun, valued and useful.

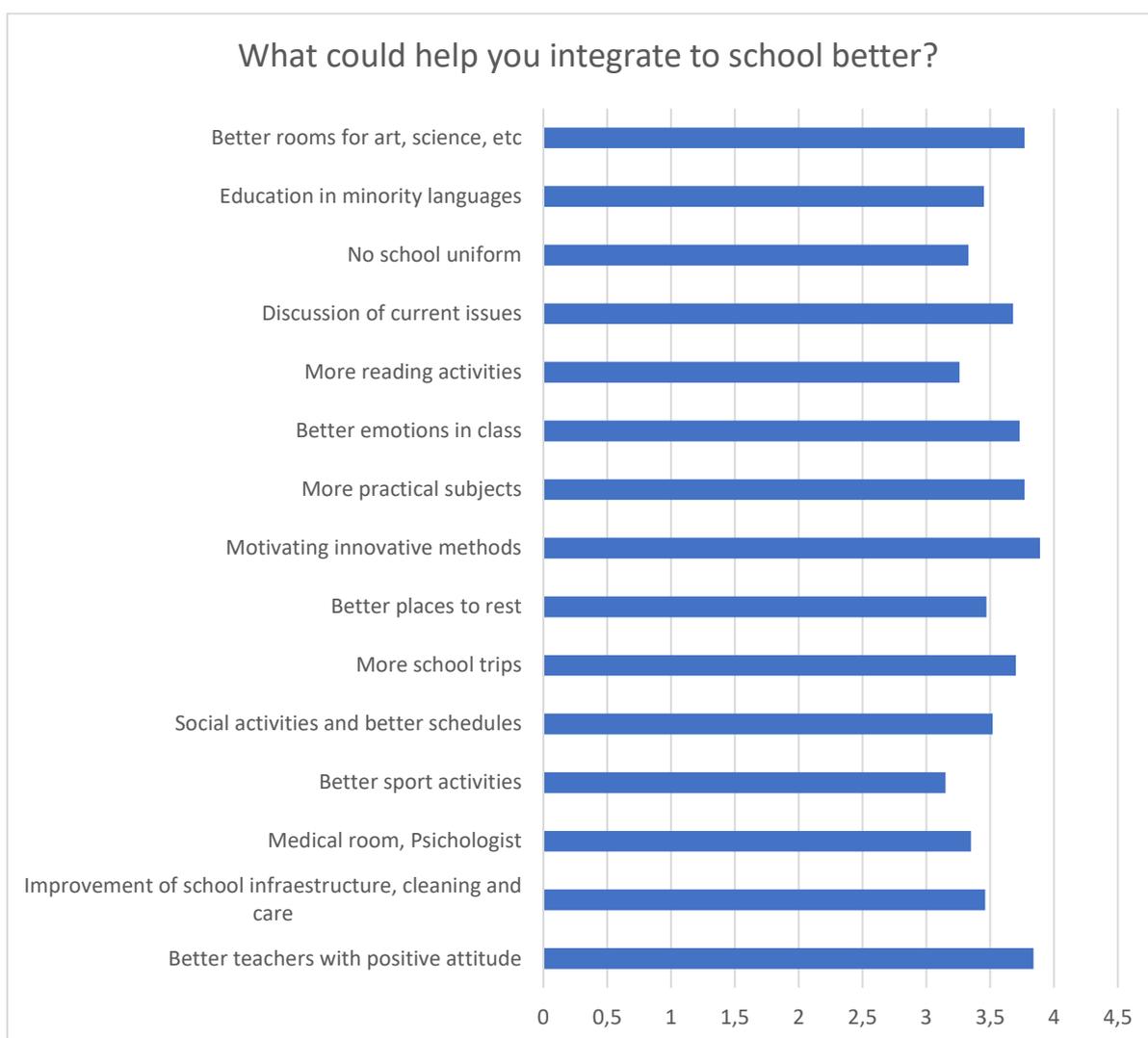


Figure 31.

To the question **"What could help you integrate to school better?"** averages are obtained between 3.2 and 3.9, so it can be considered that none of the proposed issues is perceived as nothing or unimportant. Among those who obtain the highest average, it stands out: "Motivating innovation methods" (3.89 out of 5), "Better teachers with positive attitude" (3.84 out of 5), "More practical subjects" and "Better room for arts, science, ..." (3.77 out of 5). Those proposals that have lower averages are: "Better sport activities" (3,15 out of 5) and "More reading activities" (3,26 out of 5).

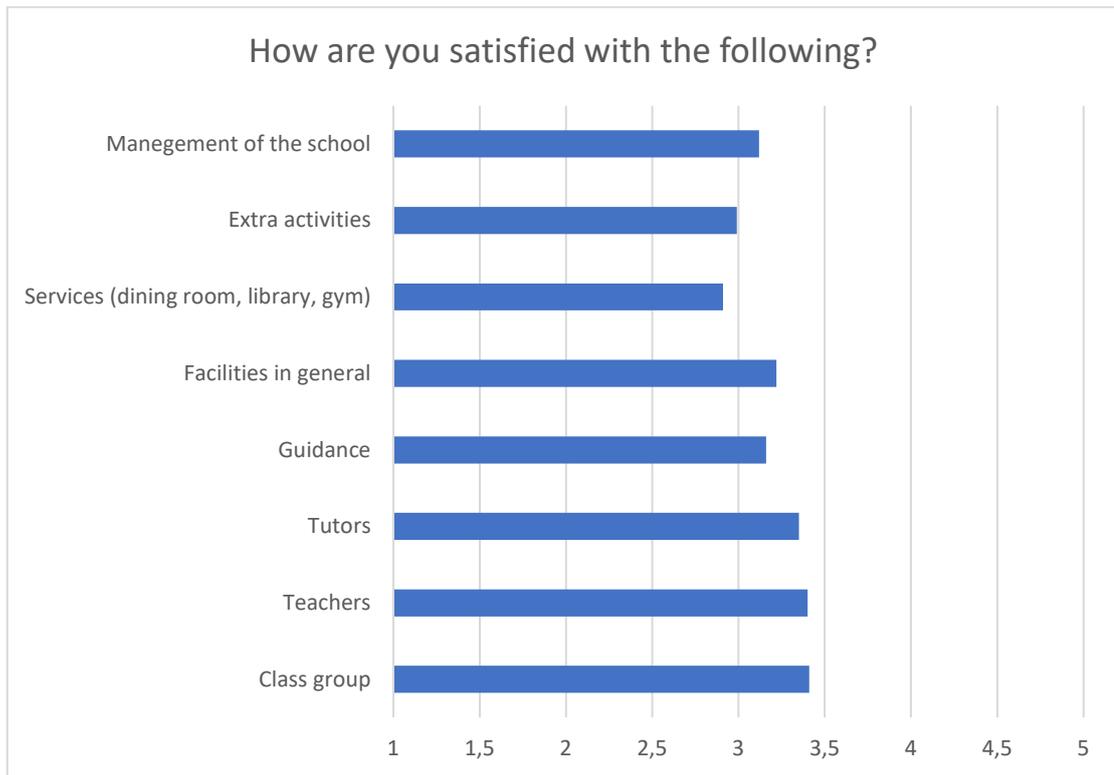


Figure 32.

To the question **"How are you satisfied with the following?"** the average values oscillate between 2.9 and 3.4 (out of 5) so the satisfaction is medium or low. Average satisfaction with "class group", "teachers", "tutors", "guidance", "facilities in general" and "management of the school". Satisfied low average with "services" and "extra activities".

V. STRATEGIES TO AVOID EARLY DROPOUT

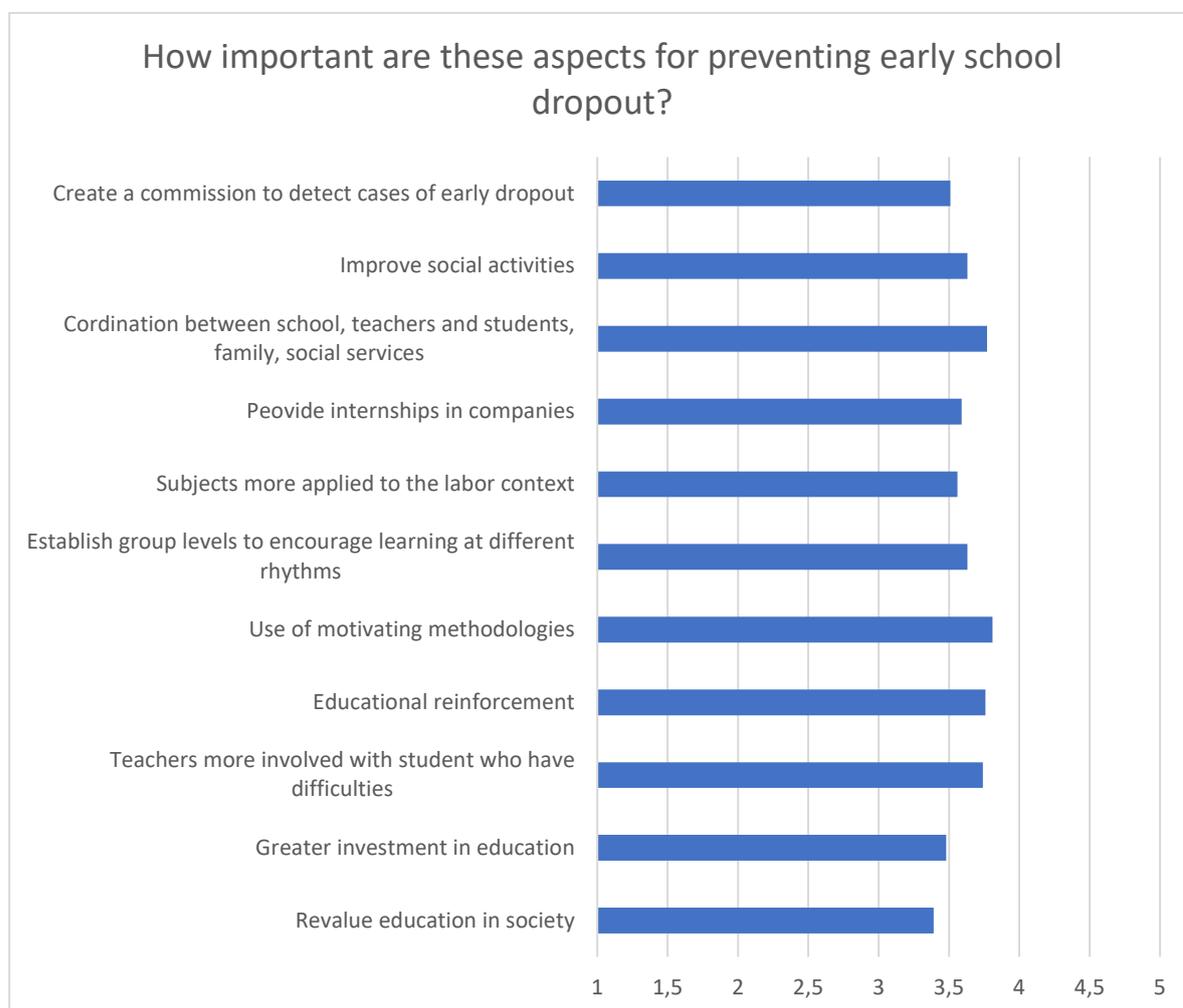


Figure 33.

To the question "How important are these aspects for early school dropout prevention?" the average values of each item are between 3.3 and 3.8 out of 5. This shows that none of the variables to prevent early abandonment are perceived by the students as nothing or unimportant, but they value them with a medium or high average importance. The most valued proposals (higher average value) are: "use of motivating methodologies" (3.81 out of 5), "coordination between school, teachers and students, family, social services" (3.77 out of 5), "educational reinforcement" (3.76 out of 5) and "teachers more involved with student who have difficulties" (3.74 out of 5).

Those perceived as less important are: "revalue education in society" (3.39 out of 5) and "greater investment in education" (3, 48 out of 5). Therefore, the respondents value as most important actions those that are carried out from the school and have a very specific purpose.

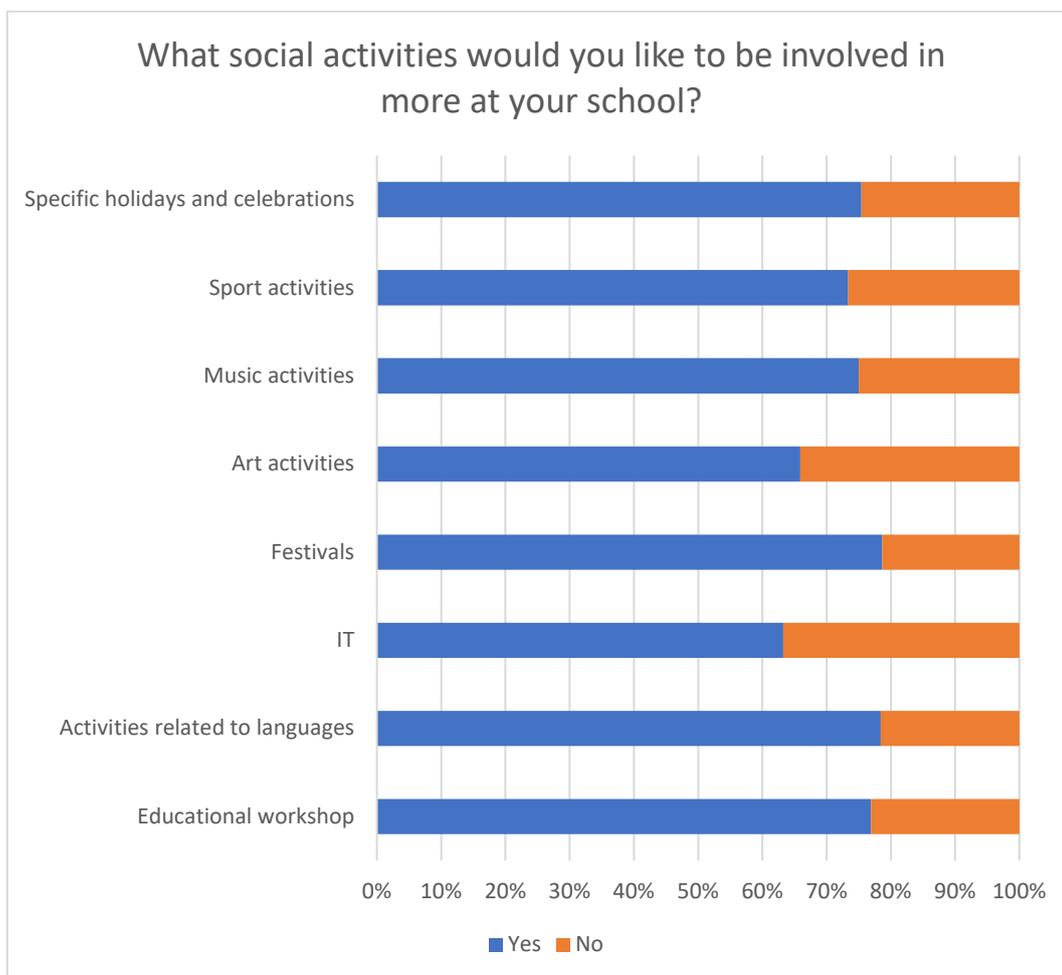


Figure 34.

When asked "What social activities would you like to be involved in more at school?" 78.6% said they would like "festivals" to be held and 78.4% would like "activities related to languages ". The lowest percentages were obtained by the "IT" and "Art activities" options (63.3% and 65.9% respectively). As shown in the graph, more than 60% of the respondents would like these activities to be implemented in their educational school.

VI. BEHAVIOR AND EXPERIENCE

In the last block of the questionnaire, a brief battery of questions is included about the extracurricular activities they do, the time they spend on a weekly basis and the relevance assigned to that activity. Those who do not perform extracurricular activities are asked the reasons why they do not carry out these activities.

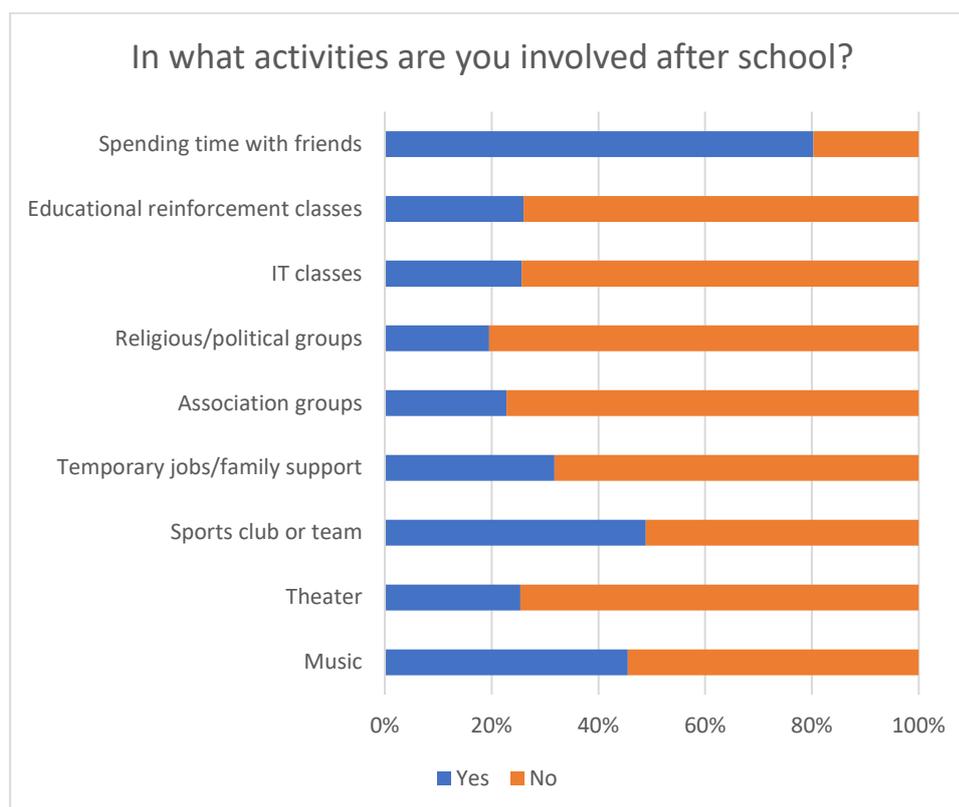


Figure 35.

Outside of school timetable, 80.3% of the people interviewed go out with their friends, 49.8% go to a club or sports team and 45.5% perform activities related to music. The theater, the participation in a religious or political group and the associationism obtain the lowest percentages, reason why they are carried out some hours outside the school schedule (between 19 and 25%).

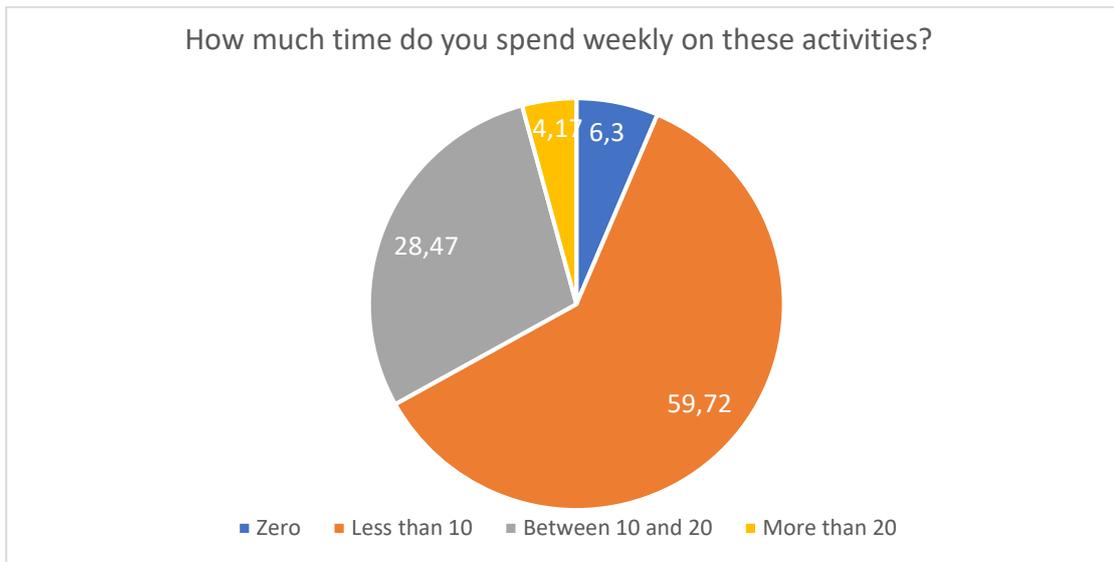


Figure 36.

Approximately 60% of the respondents dedicate less than 10 hours to extracurricular activities while 28% dedicate between 10 and 20 hours per week to extracurricular activities.

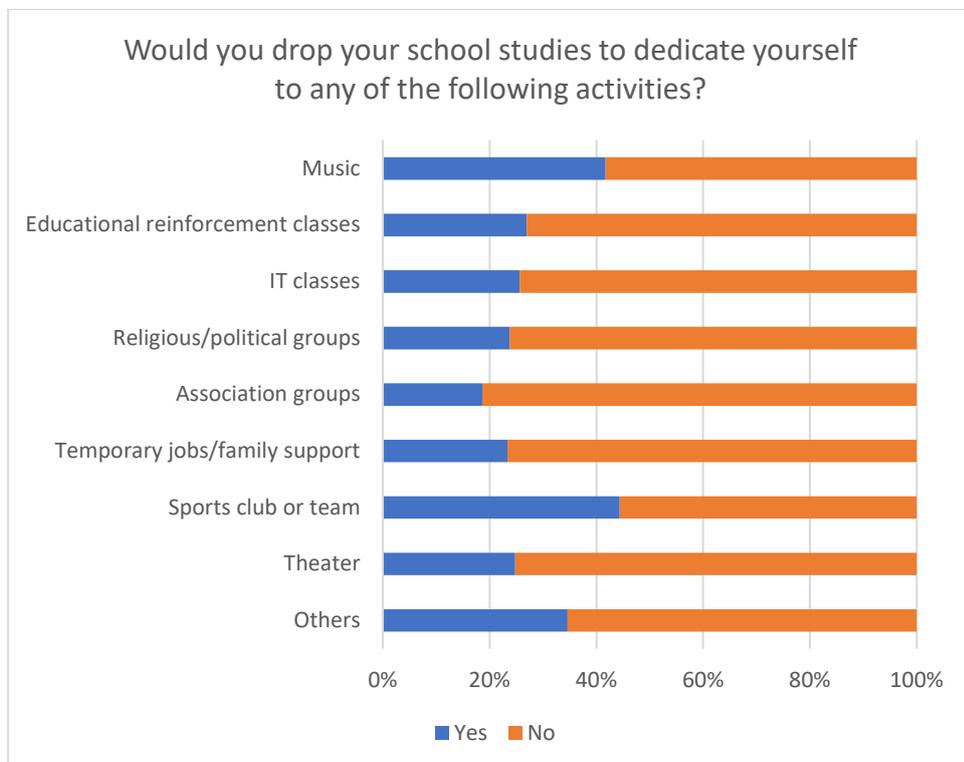


Figure 37.

44.3% affirm that they would leave the studies to dedicate themselves to the sport and 41.7% affirm that they would leave them to dedicate themselves to music.

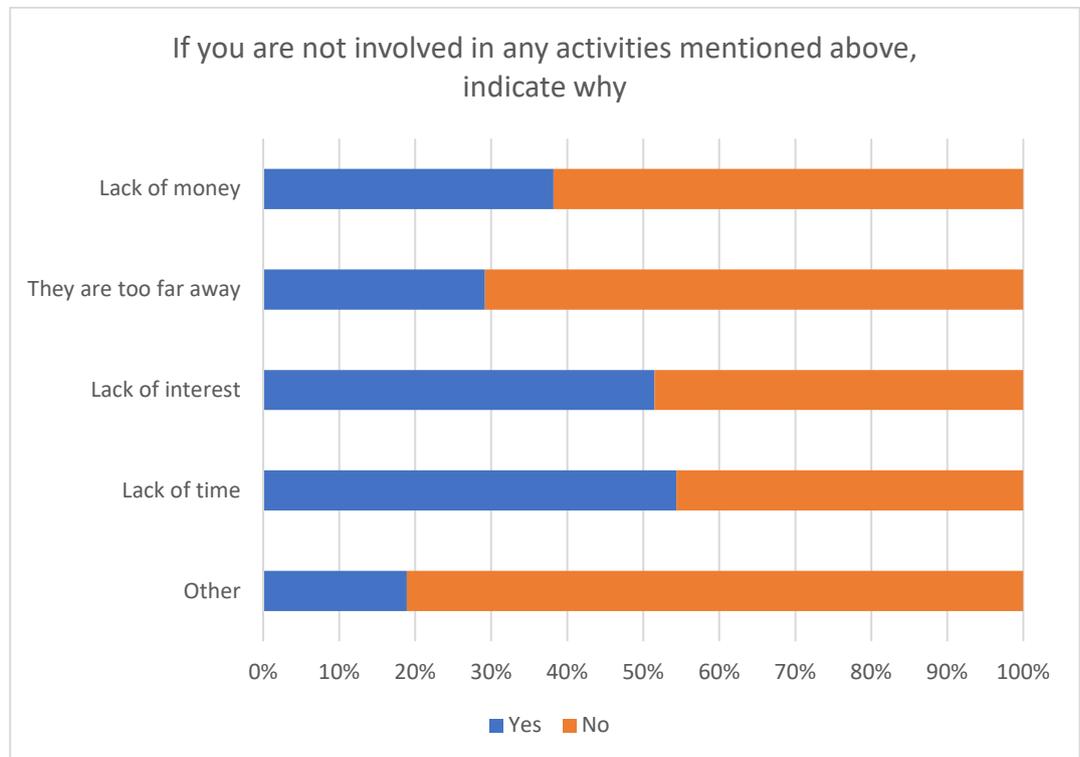


Figure 38.

In the case of people who do not perform extracurricular activities, they claim that they do not do it because of "Lack of time" (54.4%) and "Lack of interest" (51.5%). 38.2% affirm that they do not carry out extracurricular activities by "Lack of money" and 29.2% affirm that the reason is the distance.

CONCLUSIONS

- For the majority of respondents, finishing high school is very important and their academic expectations are to continue with university studies. The options "start working" and "study professional education" are very minority.
- The FAMILY can be presented as a motivating element or as an explanatory element of the educational system early. For most respondents, the family is perceived as an element of support and motivation. It becomes a factor of expulsion in situations of family breakdown or fragmentation. The family is an important element for their happiness. Most agree that the "family supports them" and the idea that "education is the most important thing".
- The educational school highlights the low value of the facilities and services offered.
- The TEACHER can act as a motivating element and as a disincentive element. The assessment of the teaching staff is average and in some of the issues related to this figure a positive attitude and methodological innovation are demanded. Teachers obtain a high-average score with respect to "they know the content of the subjects they teach", "they are attentive" and "they guide the future of the students".
- FRIENDS are important for the people surveyed and distinguish between "real friends", "classmates" and "acquaintances". The most important ones for them are the "real friends".
- The people surveyed value as little or medium the information received in the educational school for their academic and work orientation.
- The main reasons perceived by those surveyed as expulsion factors of the education system early are: lack of family support, lack of resources, psychological problems, situations of family fragmentation or disequilibrium, drugs and demotivation. As can be seen, most of the reasons are caused by the social-family-economic context.
- The strategies to prevent dropouts that have been voted on are: to use motivational methodologies in the classroom, greater involvement of teachers, greater coordination between family-school-social services and educational reinforcement.

2nd Intellectual Output: Factor analysis

Report of Teacher Questionnaire

Country: Spain
Company: Universitat Politecnica de Valencia (UPV)
Elaborated by: Vicenta Eloína García-Félix
Javier Oliver-Villarroya
Yaiza Pérez-Alonso
Date of submission: 21.09.2018

INTRODUCTION

This report presents the overall results obtained from the questionnaire aimed at teachers of the high schools participating in the Project *Youth Online*, corresponding to three countries: Italy, Turkey and Spain. The sample has been of 44 teachers.

The purpose of the questionnaire is to identify the causes of dropping out of high school students according to the assessment of the teaching staff.

The design of the questionnaire was based on the data initially collected by a team of experts from each of the schools participating in the study: the "Escola Sant Gervasi" (Spain), the "Hasan Ali Yücel Anatolian High School" (Turkey) and the "Liceo Delle Scienze Umane E. Gianturco" (Italy), through an information gathering technique called the *Delphi method*.

The structure of the report corresponds to the six blocks that make up the questionnaire:

- Block I: Participation data
- Block II: Reasons for dropout
- Block III: Characteristics of the student at risk of dropout
- Block IV: Strategies to avoid dropout
- Block V: Reasons of dropout
- Block VI: Behavior and experience

In each block a graphic representation is made with the results obtained and conclusions with the most relevant results.

Regarding the methodology, as we have indicated above, a methodological articulation has been elaborated by linked complementation, that is, first of all, the Delphi Method technique has been carried out and secondly, based on the results of the Method Delphi, two surveys have been carried out, one for teachers and the other for students. Specifically, the technique of the survey belongs to the quantitative methodology.

The sample size obtained is 44 teachers. Due to this number we have opted for a presentation of data by frequencies (the results can not be generalized because the samples are very small). This type of analysis allows obtaining a panoramic view of the results obtained in each of the questions formulated in the questionnaire. The questionnaire is divided into 6 blocks and the mode of administration has been online.

Finally, some conclusions are presented that include measures to consider in order to prevent student dropout and that affect both the institution, the teachers and the educational policy.

VII. PARTICIPATION DATA

The report presents the general results of the 44 teachers who responded, using graphs in which the percentages obtained are represented.

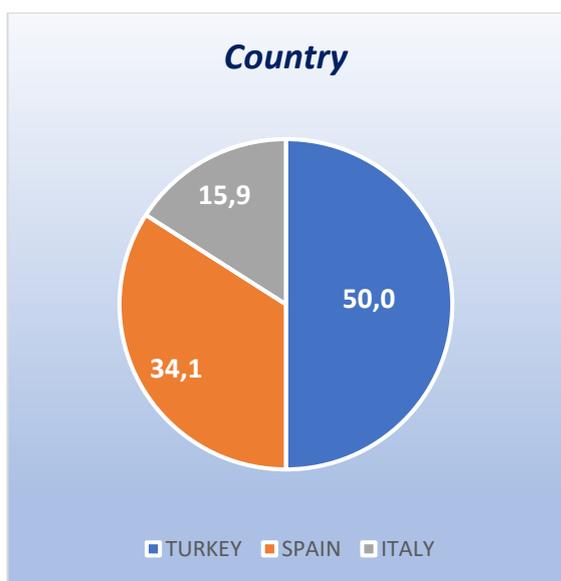


Figure 1.

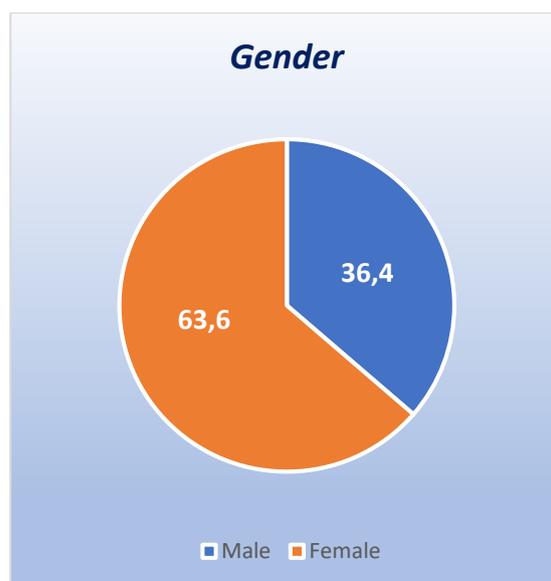


Figure 2.

The 50% of teachers that have participated are from Turkey (22 teachers), 34% from Spain and 16% from Italy. Of the results of participation it is worth noting that: 64% are teachers, 68% of the participants have been tutors and the majority is in an age range between 30 and 50 years.

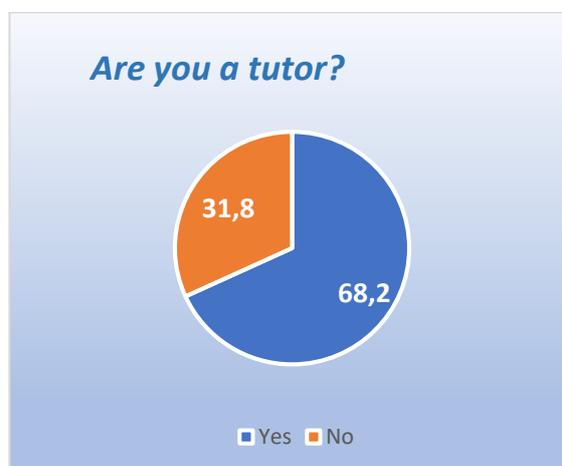
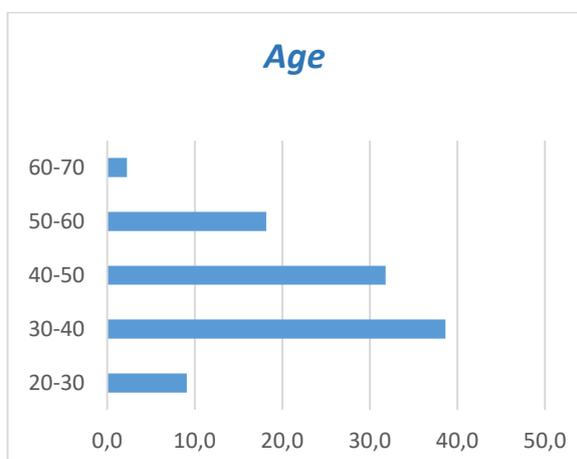


Figure 3.

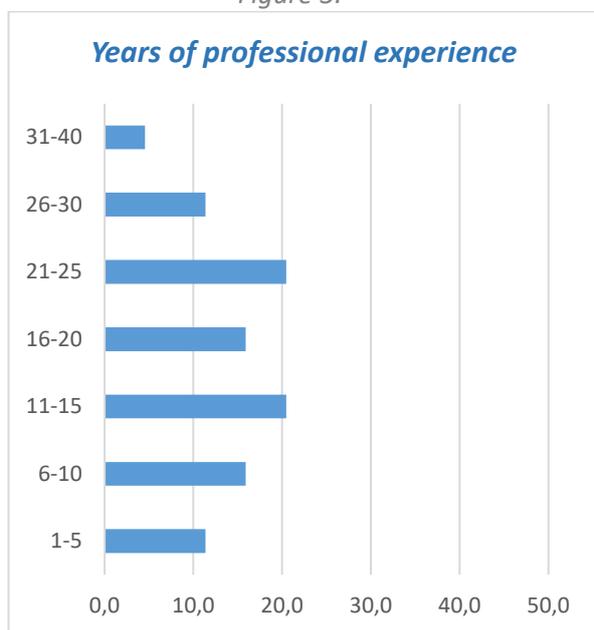


Figure 5.

Figure 4.

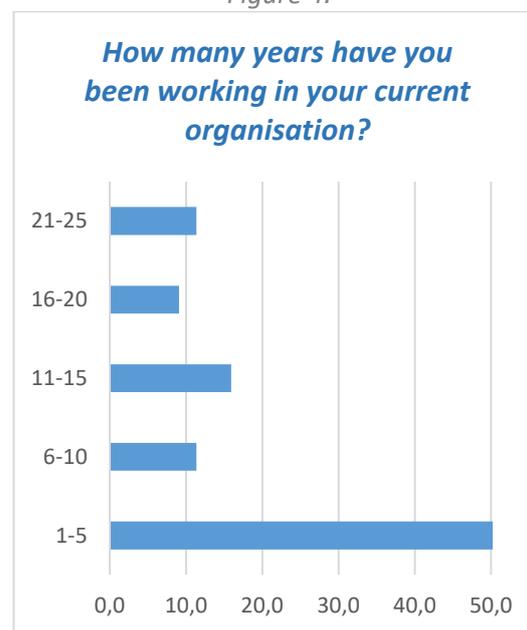


Figure 6.

Regarding their professional experience, all are teachers who teach a subject in their school (subjects that vary from mathematics, literature, languages, science, etc.) in the levels that comprise the secondary, and most have more than 10 years of professional experience in the teaching field (74%).

Approximately, more than 50% have been working for five years in the current school. This indicates that they are teachers who know the context of the educational school.

Just 2% occupy some position of responsibility, for example, department coordinator.

Finally, we can indicate that 95% have received a specific course on pedagogical training, showing their interest in professional work.

VIII. REASONS FOR DROPOUT

This block seeks to deepen the reasons for dropout. In this sense, the questionnaire has raised two questions:

- a) The first one refers to the contexts that can influence the early abandonment of students. Five contexts have been identified, based on the previous analysis carried out by the experts of each school:

School staff

Membership of ethnic / religious minorities

Bullying

Dysfunctional family

Personal limitations

They have been asked to what extent they consider that they can be cause for dropout: "**Which of the following contexts can influence early students' dropout?**", from a gradual scale with six values ranging from 1: "No influence" to 6: "A lot of influence". To facilitate the analysis, the value 5 and 6 have been accumulated as a single value.

Among the indicated contexts, it should be noted that the "**dysfunctional family**" (66%) is considered as the one that can most influence the early dropout of students.

The family factor (unstructured, with lack of attention and interest in educational issues, etc.) has a great weight as a cause of possible dropouts. This requires contemplating measures of collaboration and coordination from the school that can alleviate risk situations.

With a 55% degree of influence, are the cases of "**bullying**" that occur in certain students. In this sense, the schools must have resources to diagnose and act against cases that occur.

Concerning the "**school staff**" (30%) and "**personal limitations**" (34%) are also contexts that may be cause for dropout.

Although the context that less influence considers that it has in the dropout is "**membership of ethnic / religious minorities**" (20%), it is a percentage that must also be attended and facilitate policies of integration and tolerance in the classes.

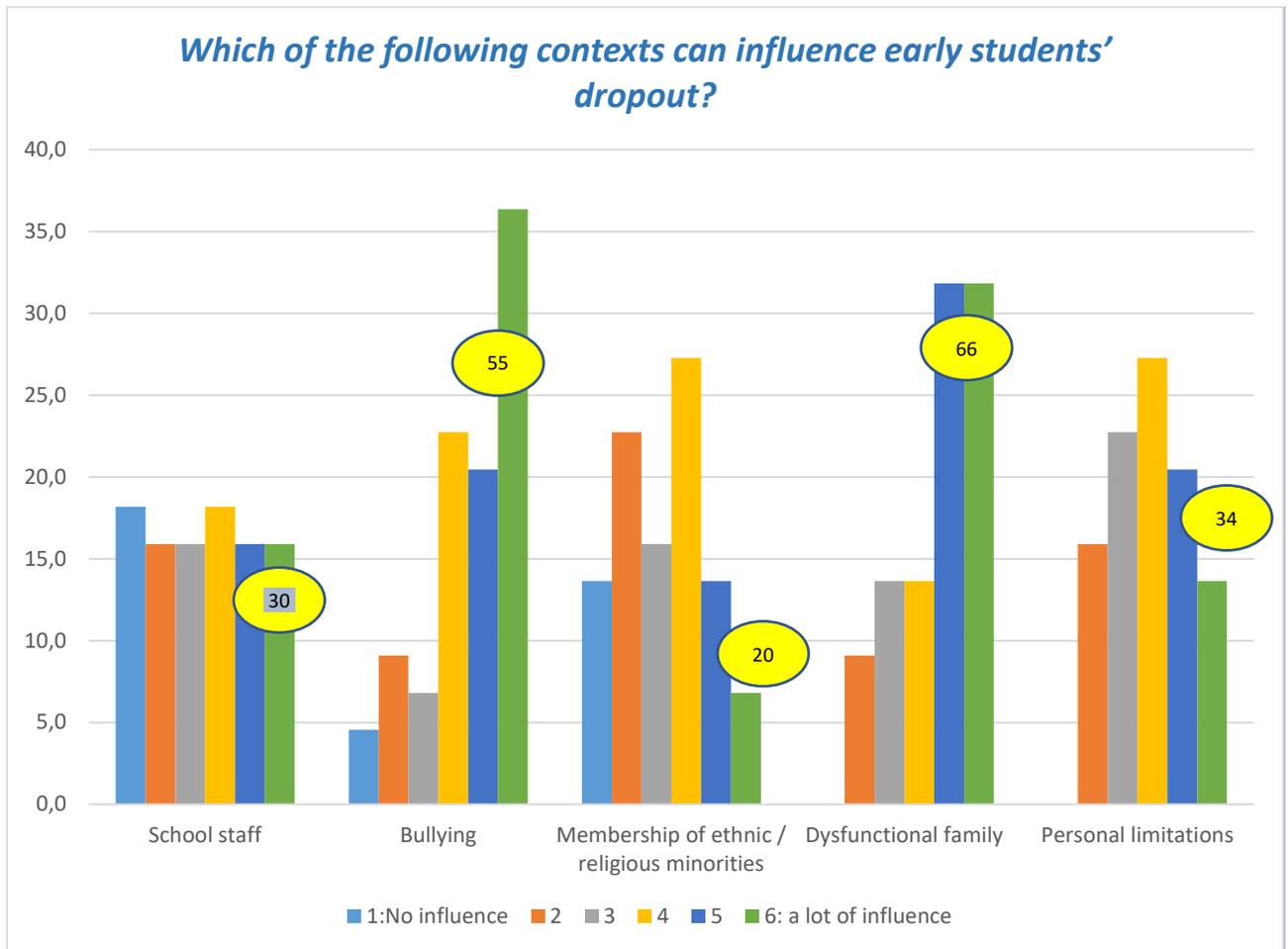


Figure 7.

b) The second question contemplates different statements belonging to different fields that can influence the early abandonment of students. Three areas have been identified, based on the previous analysis carried out by the experts of each school:

Personal
Family
Social-Academic

They were asked to what extent they agree with the statements indicated in each of the areas. The scale includes six levels in the following order:

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*

- **Personal sphere**

This field integrates five statements that refer to the personal sphere

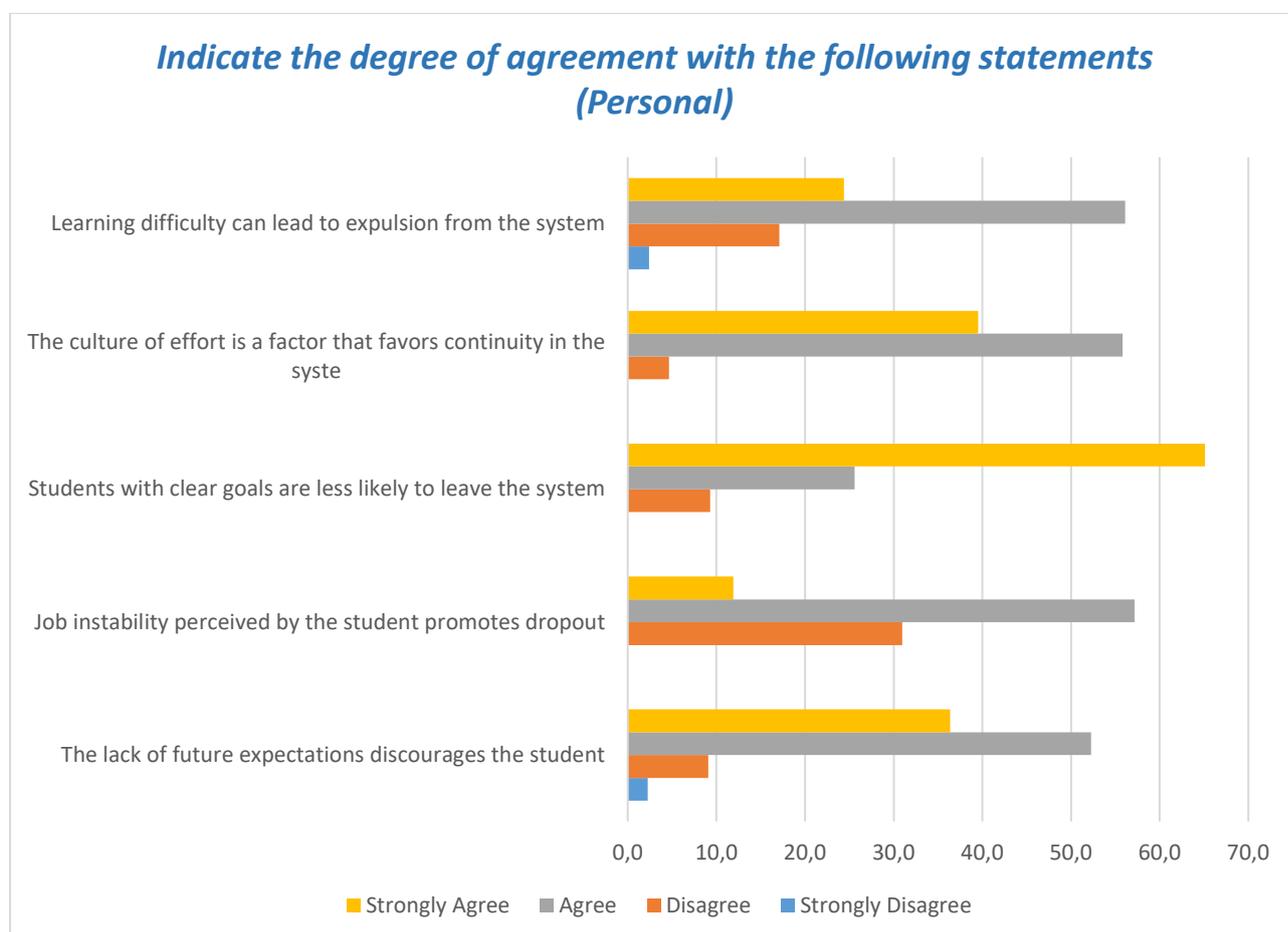


Figure 8.

In the personal sphere, the teaching staff is strongly agree with the options **"students with clear goals are less likely to leave the system"** (65%) and **"the culture of effort is a factor that favors continuity in the system"** (40%), this culture must be promoted both from the educational institution, as well as from the family and society.

It should be noted that for 30% of teachers, job instability is not cause for abandonment, although most do indicate that it may affect, it is not the most relevant factor. Like the learning difficulties of the students, in which for 18% of teachers they do not consider it relevant either.

- **Family sphere**

This area integrates seven statements that refer to the family environment.

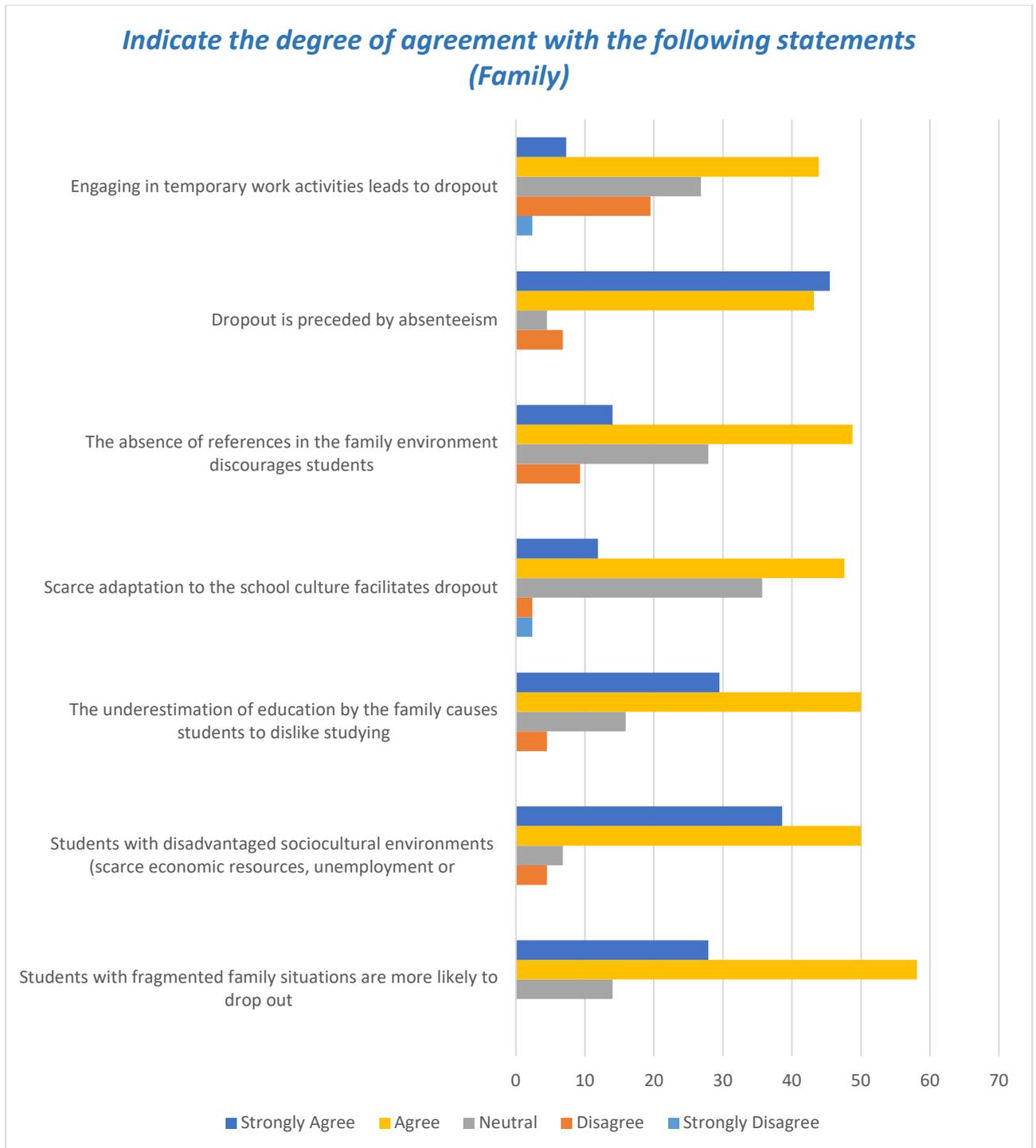


Figure 9.

In this area, possible family situations that may be related to dropping out of school are contemplated.

The family is a relevant pillar for the success of the studies and in this sense, most of the teachers agree to indicate that "**dropout is preceded by absenteeism**" and this is relevant to have the support and involvement of the family. In the same way, they agree that fragmented family situations, disadvantaged sociocultural environments and the undervaluation of education by the family are contexts prone to abandonment (90%), these three contexts can be related or cause one another.

To a lesser extent, but also relevant for teachers, the absence of referents, the lack of adaptation to the school culture can lead to abandonment (55%) as well as the incorporation of early work activities (45%).

- **Social-academic sphere**

This field integrates nine statements that refer to the social and academic field.

The social-academic factor has been defined with nine statements that integrate aspects related to the curriculum, class situations and the educational system.

The majority of teachers, about 75% consider that "**the curriculum is too rigid, it is outdated and the educational structure does not favor mobility between different training itineraries**", and this can have aftermaths in a demotivation of the student that promotes early educational abandonment.

The majority (80%) in "**the teachers lack training to diagnose situations of early abandonment**" are also very much in agreement, this is one of the questions that appear in the training needs indicated in question X. There is less consensus when we refer "**The teachers staff lacks strategies to motivate the students in the classroom**" in which 50% agree and the rest is neutral or disagree (20%).

Regarding the classes, the majority of teachers (80%) strongly agree that "**conflicting situations in the classroom favor early dropout**". On the other hand, referring to "**the requirement that the student must choose the formative itinerary is premature**", only 40% of the teachers agree, compared to 20% who say they are disagree and 33% remain neutral.

The degree of agreement of the teaching staff regarding the education system, for 65% considers that it is not adapted to the social, economic and labor reality, this being a cause also of abandonment. And, for 50%, of the teaching staff indicates that they agree that the education system is oriented to the labor market more than to the integral development of the student. On the contrary, only 30% do agree.

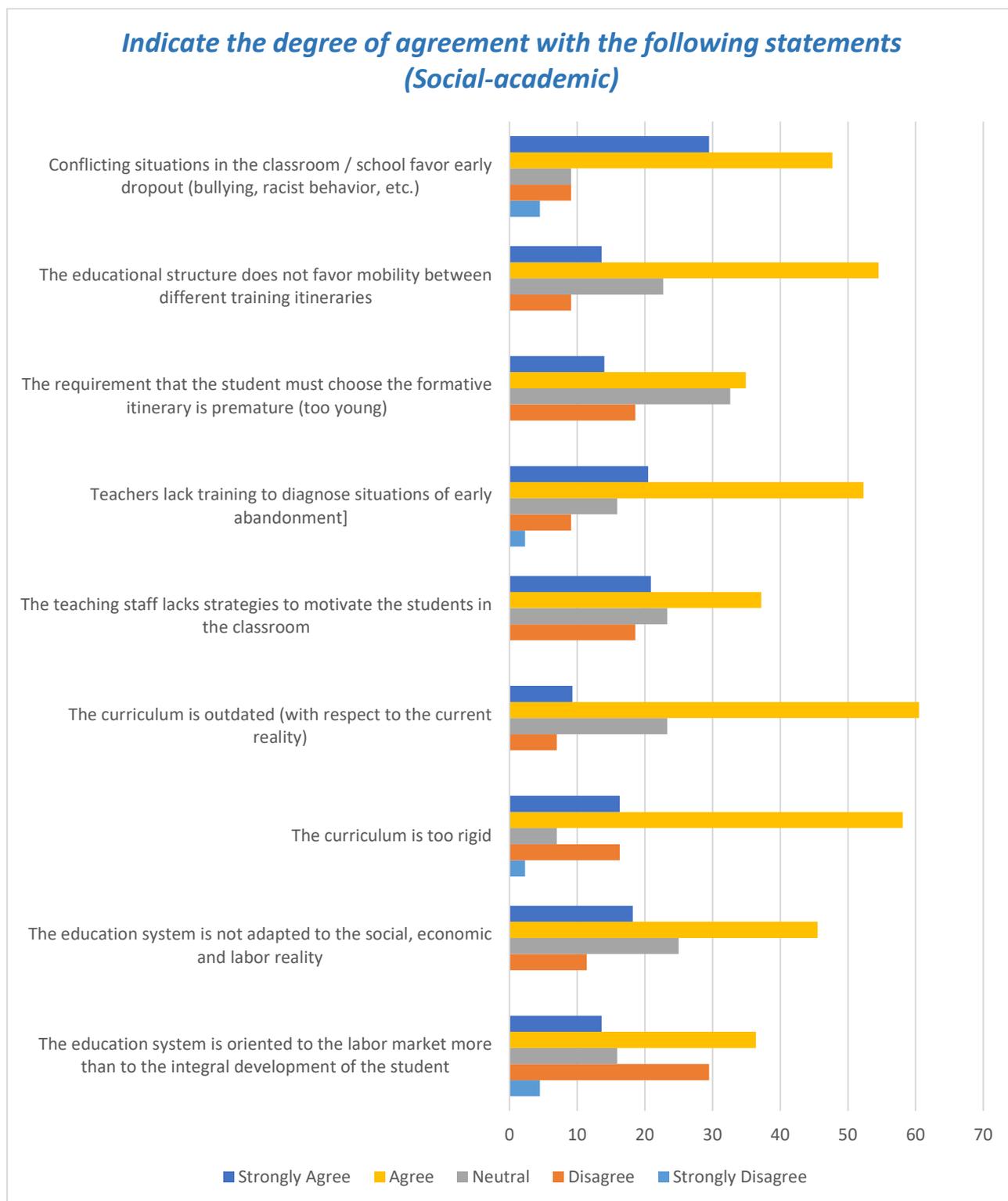


Figure 10.

IX. CHARACTERISTICS OF STUDENTS AT RISK OF ABANDONMENT

Initially, this block asks about which characteristics are more determinant in students at risk of dropping out. There is a list of characteristics of this type of student that were extracted from the previously conducted study through the Delphi Method technique, in which teams of experts from each of the participating schools participated.

In the question, teachers are asked to indicate the degree of importance that is most decisive of the 14 characteristics.

The scale has 6 values that go from the value 1: **Nothing important** to the value 6: **Very important**.

In the graphic analysis three blocks have been established: **Nothing important**, **Important** and **Very Important**.

In the graph we observe that, in general, all the characteristics that have been indicated consider them important or very important. There have been less than 10% of teachers who have indicated that they were not important, except in "**Lack of responsibility**" that everyone considered important (40%) or very important (60%).

Of those considered to be very important for most teachers, more than 60% include:

“Lack of expectations or goals for the future”

“Desmotivation and frustration”

“Lack of responsibility”

“Low level of confidence and self-esteem”

“De-structured families”

The latter, again stands out with about 80% of teachers.

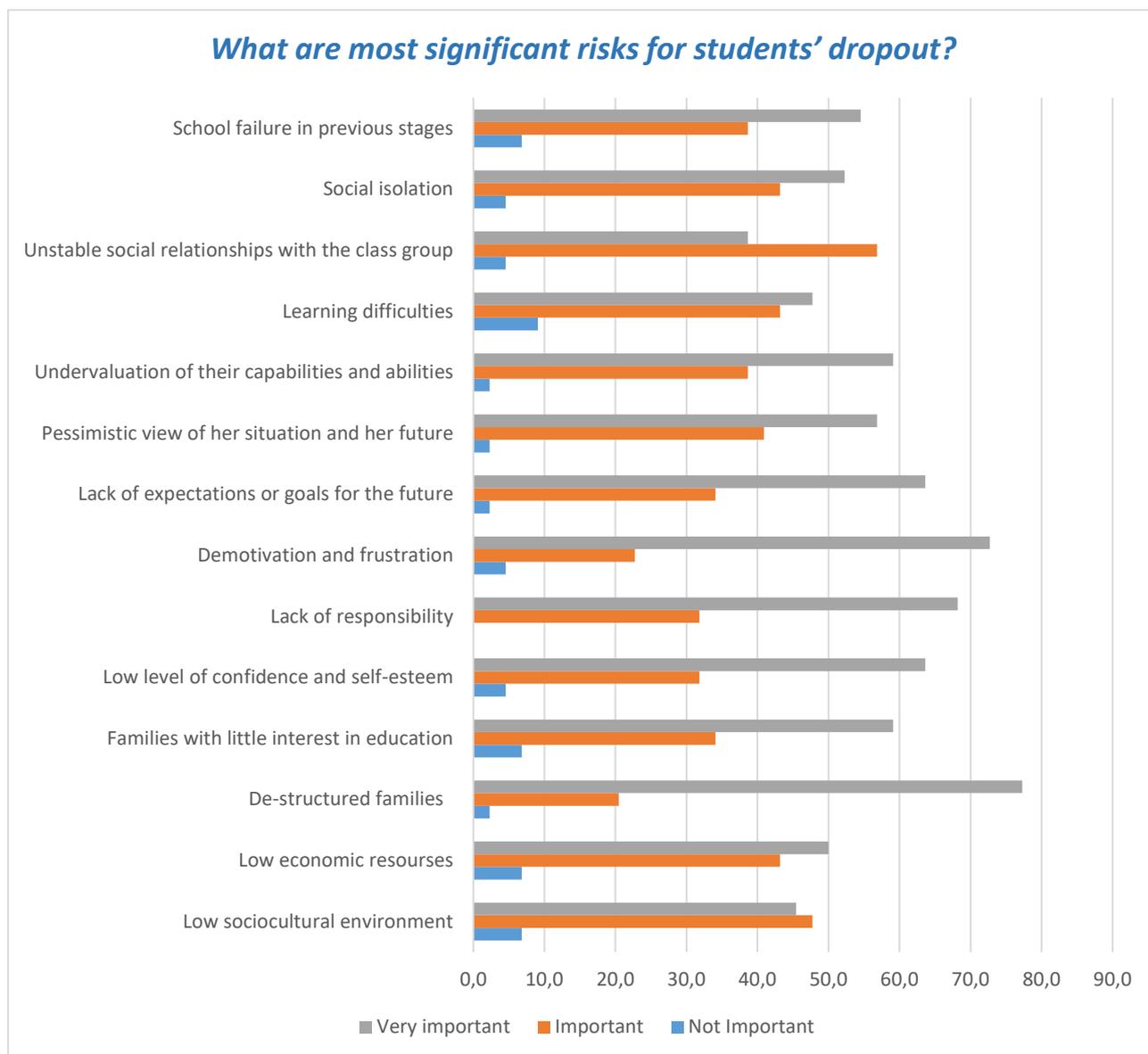


Figure 11.

The second issue of this block refers to their experience as teachers. To do this, based on the characteristics analyzed above, they are asked: **what presence have they had in the students who have abandoned or are at risk of abandonment?**

The scale has 5 degrees::

<i>None</i>	<i>Low</i>	<i>Regular</i>	<i>Fairly</i>	<i>High</i>
-------------	------------	----------------	---------------	-------------

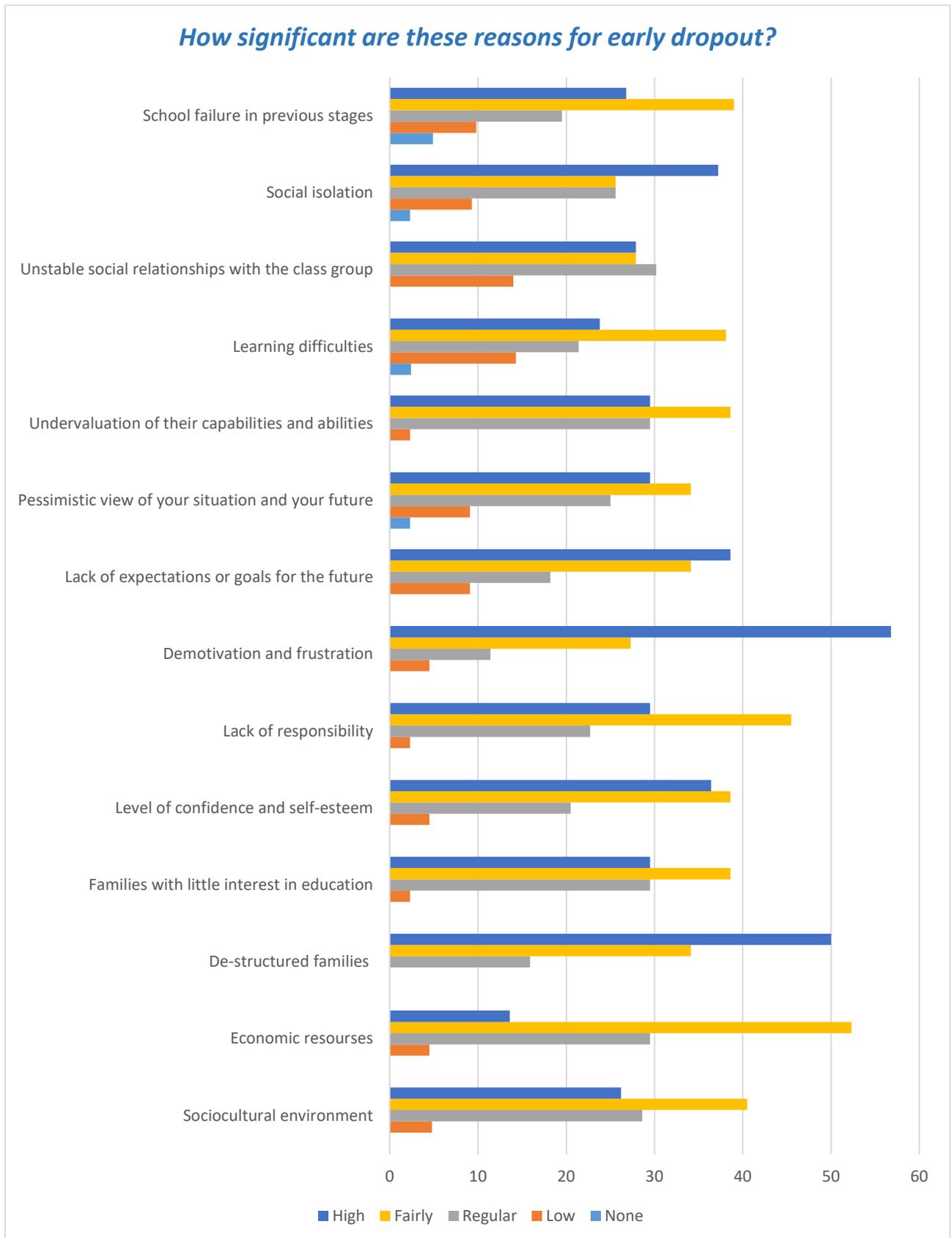


Figure 12.

This question delves into the previously worked characteristics, but now starting from the experience of the teacher with his students.

We see in the graph that the factors "**de-structured families**" with 85% and "**Desmotivation and frustration**" with (80%) of the students are those that present the highest levels of influence, coinciding with the valuations of the previous question.

Of the other factors, we highlight with high levels: "**Lack of responsibility**" and "**Level of confidence and self-esteem**" (75%); "**Undervaluation of their capabilities and abilities**" and "**Families with little interest in education**" (70%).

The family factor has been, according to the teachers' experience, one of the most influential factors in the cases of abandonment they have had.

Regarding the factors that have presented a lower level of influence have been "**Unstable social I relations with the class group**" and "**Learning difficulties**" (15%) in both cases.

The result of the graphs (previous question and this one) makes us think that when a case of abandonment arises if it is due to a single factor or there are several involved, it is difficult to indicate that a case of abandonment is due to a specific factor. What if we indicate in both graphs that the family factor is very influential and causes early abandonment in this educational stage.

X. STRATEGIES TO AVOID DROPOUT

This block includes four questions related to the strategies that can be carried out to avoid early abandonment. As in previous issues, the categories that are analyzed have been extracted by the teams of experts, as well as, what in the specific literature on the subject have been treated.

The first two questions are related, in the first question teachers must indicate the degree of importance they give to each of the strategies that are proposed to avoid the risk of abandonment. And in the second, that indicate the degree of difficulty.

The first question has a scale of 6 values that go from the value 1: **Nothing important** to the value 6: **Very important**. For the graphic analysis they have been grouped, and three blocks have been established: **Nothing important**, **Important** and **Very Important**.

In general, the results indicate that the 16 strategies that are valued are important to prevent early dropout in students.

In fact, if we see the indicator "**very important**" in all cases it stands out with a much higher percentage than in "**important**", except in two strategies that are matched: "**Focus learning on basic skills**" and "**establish group levels in the classroom to encourage learning at different rates**". In both cases, we will see that they are strategies of normal or easy application.

On the other hand, we want to highlight the five strategies that teachers have considered as very important (80%) and that, therefore, we must consider them:

1. "**Coordination at the service of the social, economic and educational needs of the students**"
2. "**Design an action protocol for potential cases of early dropout**"
3. "**Diagnose the personal situations of students who presented a risk situation**".

These first three are related, it is necessary a coordination from the school with the different services that can help the student globally, from this coordination the protocols can be designed to diagnose the particular cases.

4. "**Greater investment in education**". It is necessary to invest in education to propose measures adapted to the cases that present abandonment and for teacher training.

5. "**Convert the student into an active subject of education**". This strategy is related to the inflexible curricular designs that do not consider the personal character of the student (needs, interests, family situations, rhythms, etc.).

They have also considered very relevant the strategies that allow working with the students in a way that motivates them "**Develop more fluent and attractive lessons that motivate the student**" or promote social activities that facilitate their integration and promote the sense of belonging to the group or school, for example, "**Improve sociability, increasing social activities**", this issue is developed later.

Finally, we want to indicate that there is a group of strategies also considered very important (70%) related to the demand for teacher training, for example "**train teachers for early diagnoses**"; "**Provide strategies to teachers to work with students at risk of dropout studies**"; "**Promote guidance for the students**".

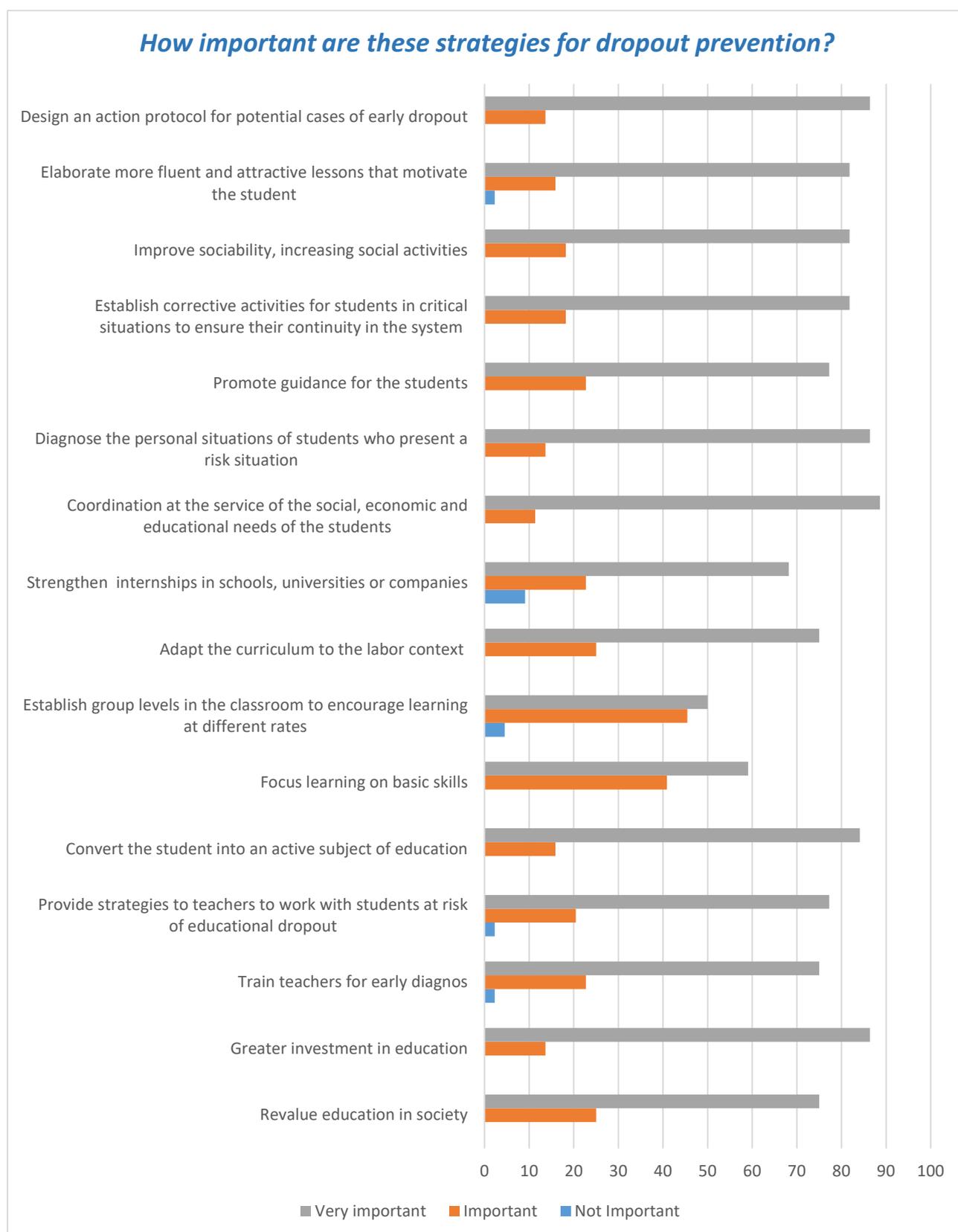


Figure 13.

In the second question of this block, they are asked to indicate from their experience the degree of difficulty they believe they may have to apply the strategies analyzed in the previous question. The scale has 4 values ranging from **Easy** to **Very difficult**.

If we look at the following graph, what stands out most is that all the strategies predominate a normal level referring to the degree of difficulty, in all cases it is the option that stands out above 40%. This indicates that, a priori, the strategies proposed have considered them important and applicable since there is not an excessive level of difficulty to put them into practice.

If we look at those that present a certain degree of difficulty, three strategies stand out. In the first place, with 50% it would be "**Revalue education in society**" a strategy that depends beyond the role of the teacher; in second and third place with approximately 40% degree of difficulty would be: "**Greater investment in education**", a strategy that does not depend directly on the teacher, and "**Adapt the curriculum to the labor context**", in this case the teacher can adapt it, but consider it difficult.

On the other hand, we highlight the five strategies that with 30% have considered that are easy to carry out, in this block are "**focus learning on basic skills**"; "**Promote guidance for the students**"; "**Design an action protocol for potential cases of early dropout**"; "**Elaborate more fluent and attractive lessons that motivate the student**" and "**improve sociability, increasing social activities**". All of them are strategies that they have valued as very important and they see them easy to apply because they are related to their professional work.

Conclusion: teachers consider it easier to apply those strategies that depend on their professional work as a teacher, however, perceive more difficult strategies that do not depend directly on their work. This is positive ... because they are willing to incorporate changes in their day to day.

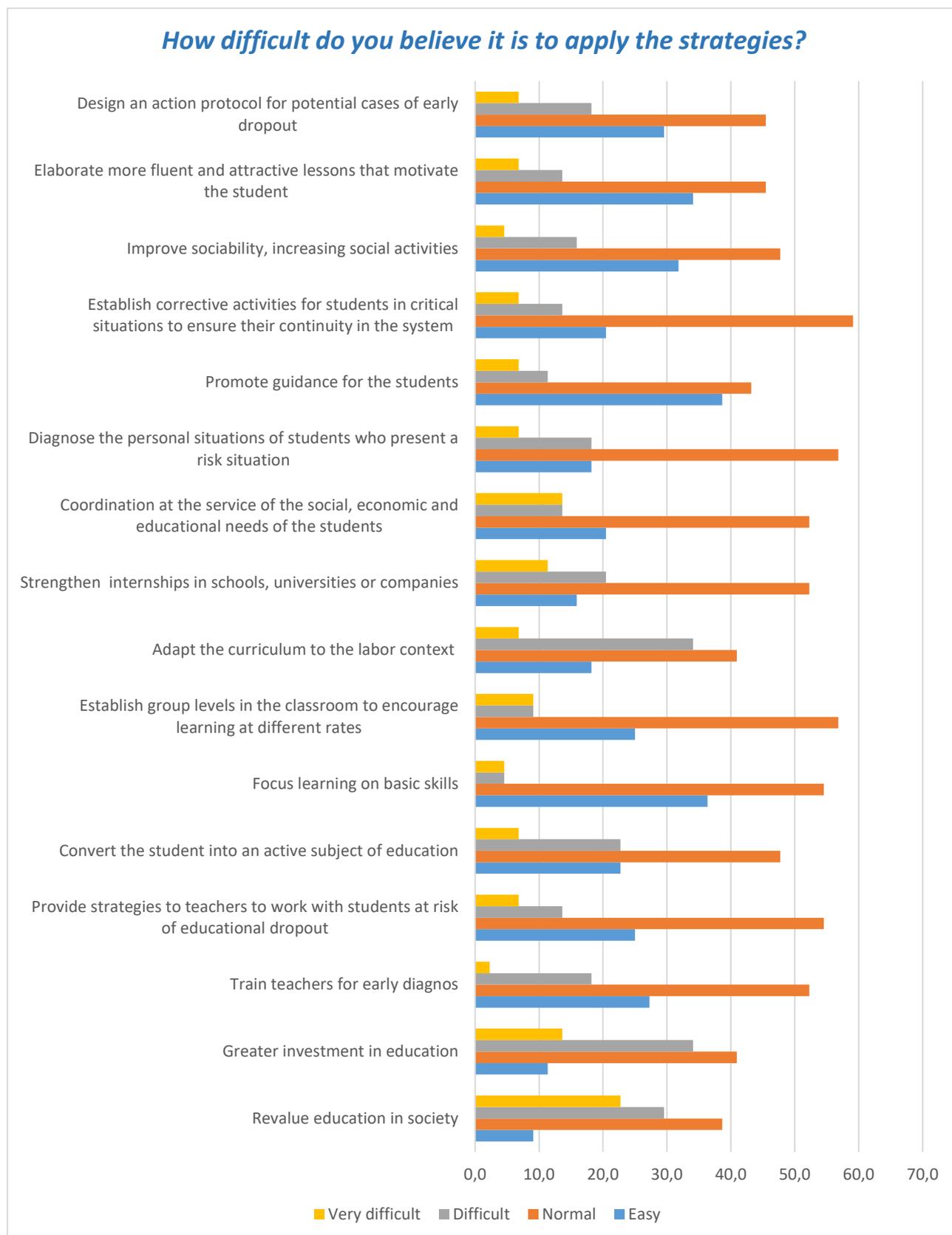


Figure 14.

The third question refers to the integration in the school of possible "Social Activities", which facilitate the integration and participation of students and, consequently, avoid or reduce the risk of abandonment. For each social activity they are asked to indicate the degree of importance.

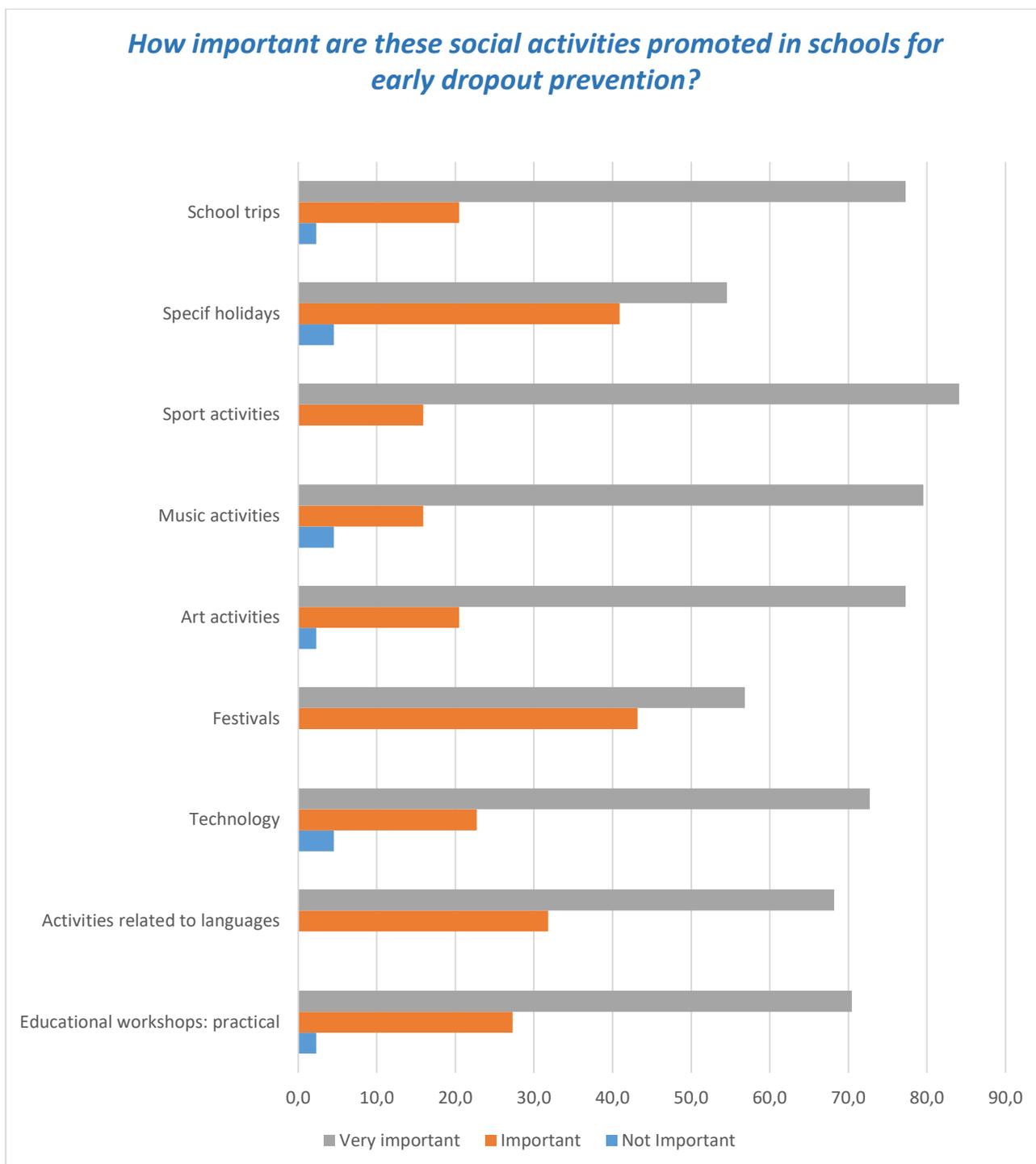


Figure 15.

The different activities that have been raised in this question were taken from the initial study carried out to the students of the different schools.

What kind of activities can be promoted in the school for the students that help them to integrate and avoid the possibilities of abandonment? To this question the majority of teachers have highlighted sports, music and art activities (more than 75%), as well as educational trips as very important.

The rest of the proposals provided are also valued among teachers as important or very important, having a wide range of possibilities to carry out in the schools.

The diversity of activities that can be organized can meet the needs of the majority of students. The school, in addition to raising them, it is necessary to carry out a follow-up and assessment of both the degree of participation and student satisfaction.

Finally, the fourth and final question of this block makes explicit reference to the training needs that the teacher has to help reduce / prevent abandonment. On the scale they also indicate the degree of importance.

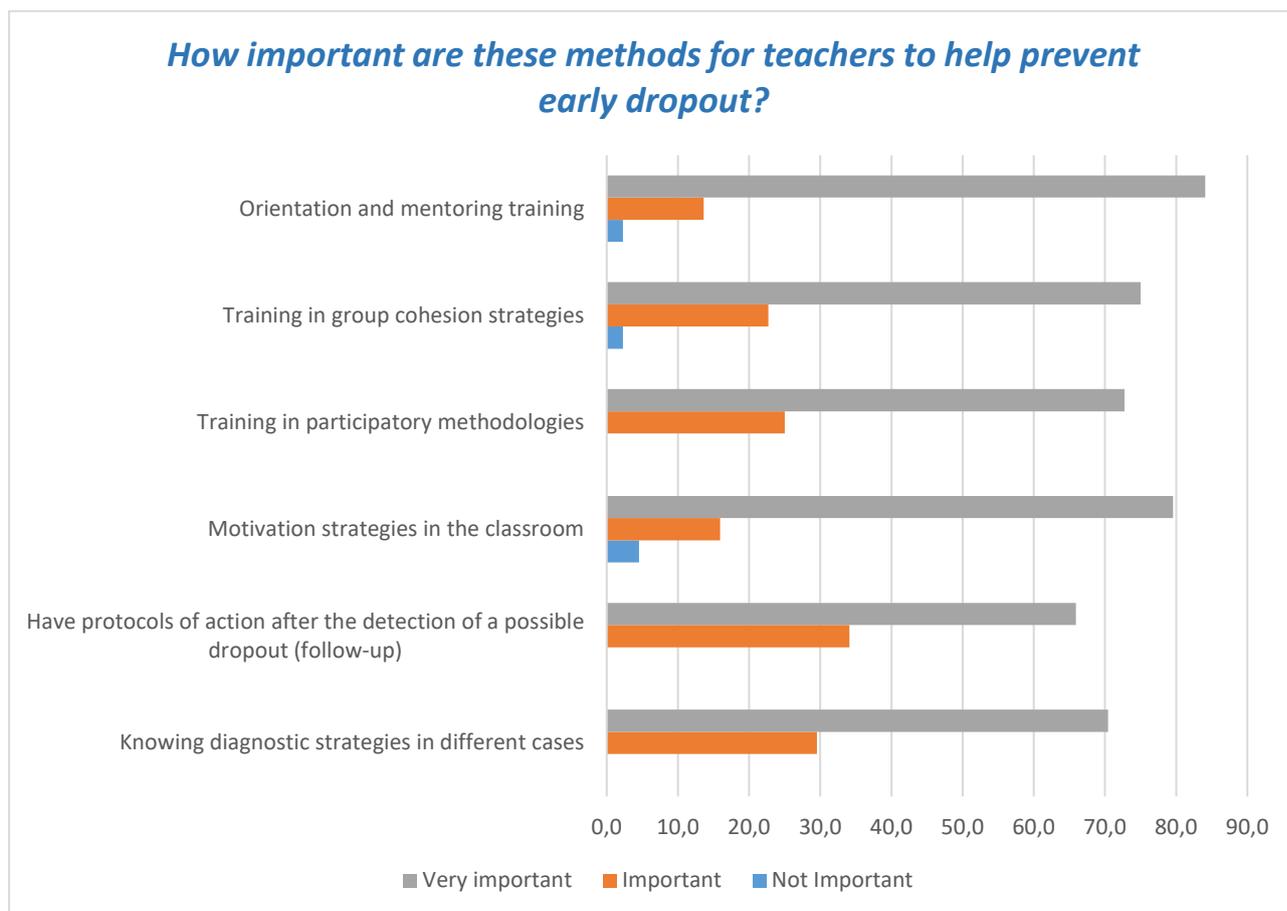


Figure 16.

The majority of teachers are aware of the training needs they have to diagnose and address possible early dropouts.

In general, all the strategies proposed consider them important or very important. They would undo "**Orientation and mentoring training**" and "**Motivation strategies in the classroom**", both categories related to their work as teachers.

The results of this graph show us the interest of teachers towards a demand for training that helps them improve their strategies as teachers, as well as specific training to identify possible cases of early abandonment. In this line, it must respond to these needs from educational institutions.

XI. VALUATION ABOUT DROPOUT

This block includes three issues that seek to know the assessment of teachers on various aspects of dropout.

- We start with the following question: **Is the risk of early school drop out a serious problem?** The answer had two clear options, YES or NO. If we look at the results in Figure 17, we see that the vast majority (93%) consider that it is a problem that must be considered and addressed, we allude to the responsibility and integrity of the teaching community towards this issue, in this sense. Only 7% indicate that it is not a problem to focus on.
- The second question is more direct and is directly related to your professional role, on this occasion the question we ask is: **Can teachers revert early dropout with their work?** The answers are based on a scale of 4 levels in which they show their degree of agreement. We can see in the graph that 80% consider that they can "**collaborate, help, support**" from their role as a teacher to reduce the early dropout of their students. Only 2% of the teachers indicate that they do not consider that they can help through their work.

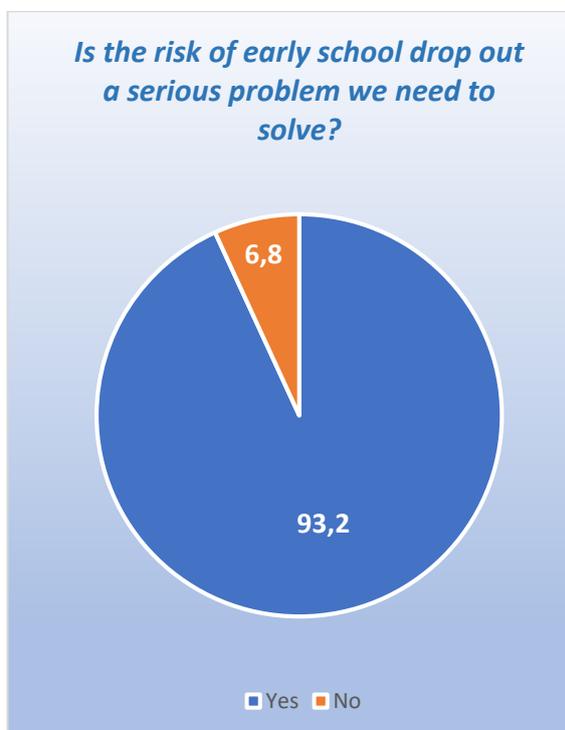


Figure 17.

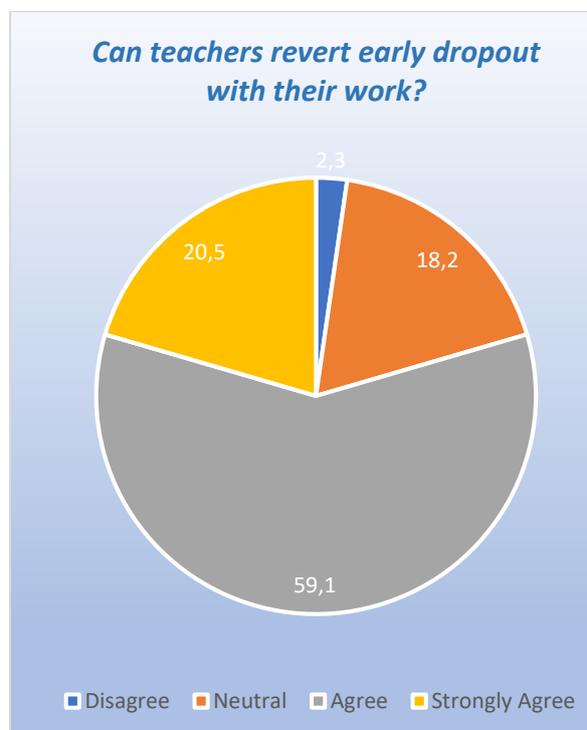


Figure 18.

- In the third question they are asked to what extent they consider it important that early abandonment is a problem for:

The student
The Family
The teaching staff
The society

The scale contemplates six levels in the following order:

1	2	3	4	5	6
Not a problem					Very problematic

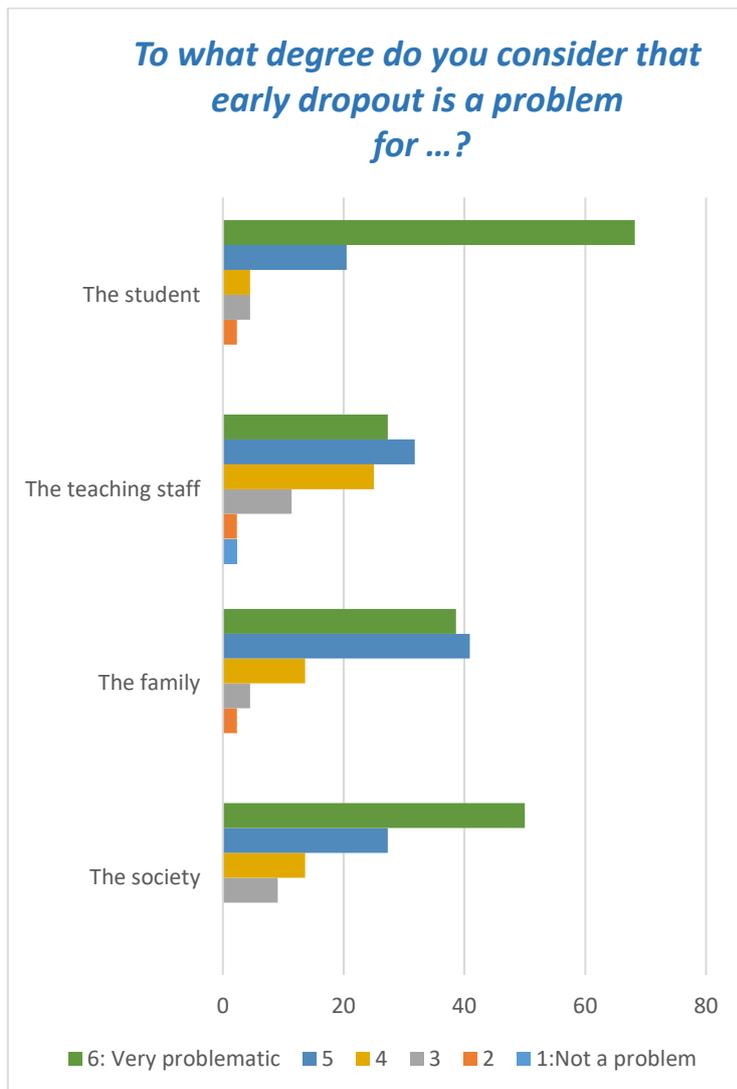


Figure 19.

In the graph (Graph. 19), most teachers (60%) indicate that it is very problematic in the first place, for the student who abandons.

We know from studies in this field that it is very difficult for them to reinsert themselves after having left their studies. Second, for society (40%), being a key issue of current interest.

On the other hand, they consider it problematic for the family (40%) and for the teaching staff (25%).

According to the assessments of the teaching staff around this problem in a high degree of importance affects all groups in general. In this sense, any information and measures taken will be welcome to alleviate the average early dropout.

XII. BEHAVIOR AND EXPERIENCE

In this block we deal with the aspects that are related to the performance and experience of teachers in a situation of abandonment. In the first place, they are asked: **Do you know how to help a student at risk of a drop-out?**

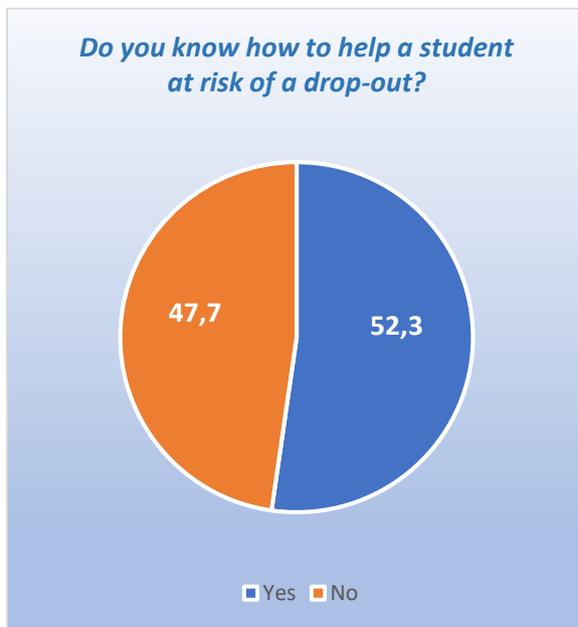


Figure 20.

The results are very similar, approximately half of teachers indicate that they would know how to act in case of abandonment risk (52%) and of these 100% indicate that they would intervene within their possibilities.

It's important to note that 48% of teachers do not consider themselves prepared to act in situations of risk, it may be due to lack of training, skills, institutional support, resources. However, we have seen in question X, that they agree that from their role as a teacher they can help to minimize this problem.

Of the teachers that would intervene before a situation of abandonment, the following question arises: **What would you do if you identified a possible case of early dropout?**

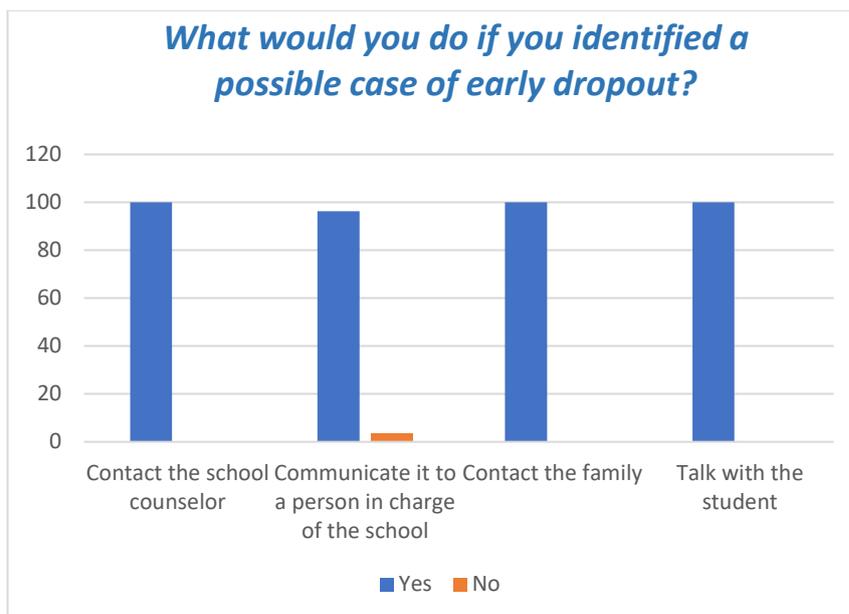


Figure 21.

They are presented with four actions in which they have to indicate if they would carry them out at the moment of identifying a case of abandonment.

All would take into account 100%, both contact the school counselor, the family, talk with the student and communicate it to the person in charge of the school.

Next, they are asked about the existence of an action protocol to intervene in possible cases of abandonment, only 25% indicate that it does exist (see this question by country and make an indication), as we can see in the graph. And this same percentage indicates having used it at some time (graph 23)

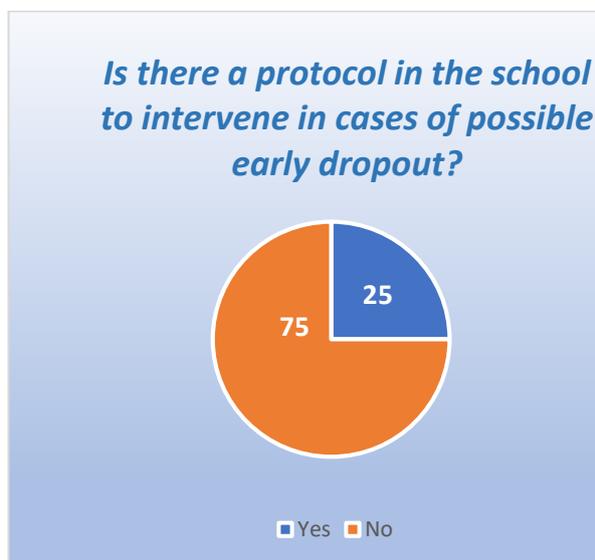


Figure 22.

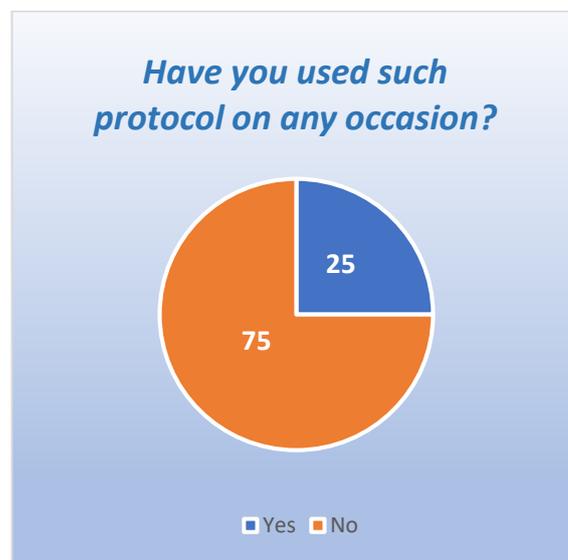


Figure 23.

Among teachers who indicate that there is NO protocol in their schools to diagnose or intervene in situations of early abandonment, most consider it important (20%) or very important (60%), that the school has a protocol of this type, such as we can see in the results of the graph 24.

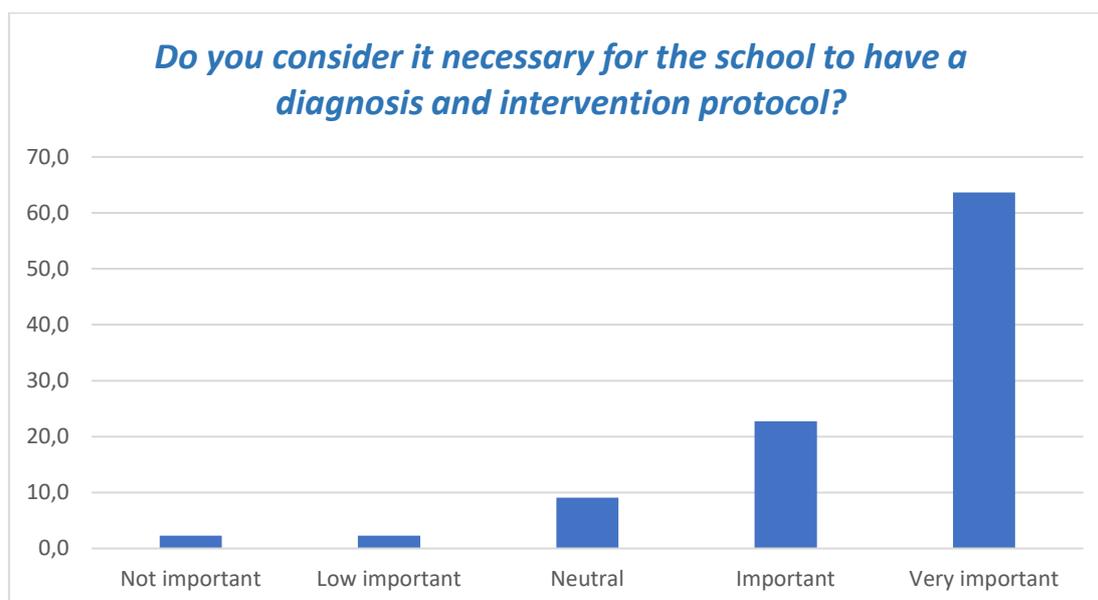


Figure 24.

Finally, questions arise about their real experiences in cases of early abandonment, in the graph the majority of teachers (68%) has identified a case of early abandonment, and for 64% of teachers it has been in students in their classroom, to those who taught some class (graphic 26). Regarding dropout data in the last two academic years (2015-2016 and 2016-2017), 50% of teachers did not have any cases of early dropout, the rest of teachers are distributed between 1 and 6 cases (graph 27).

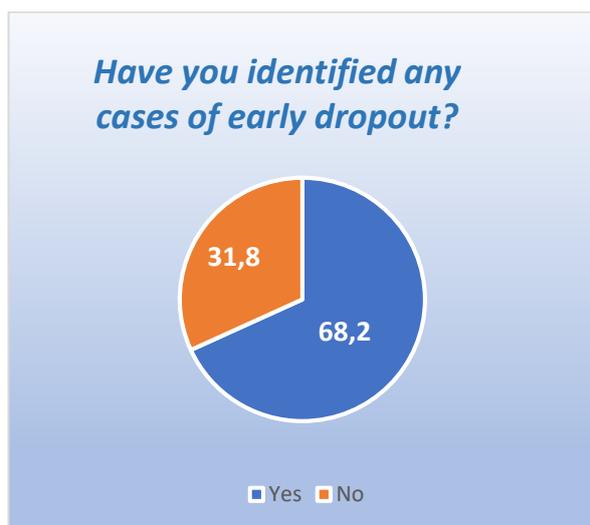


Figure 25.

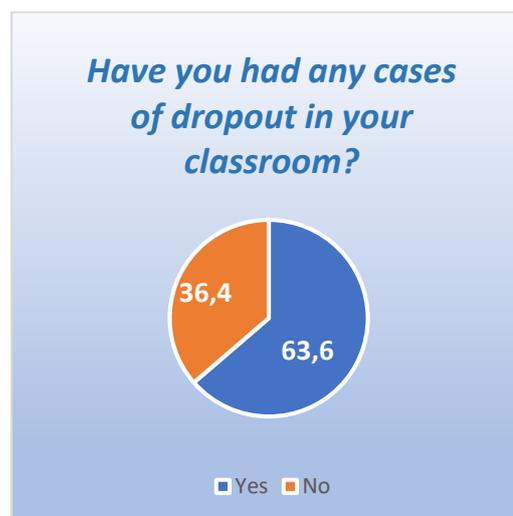


Figure 26.

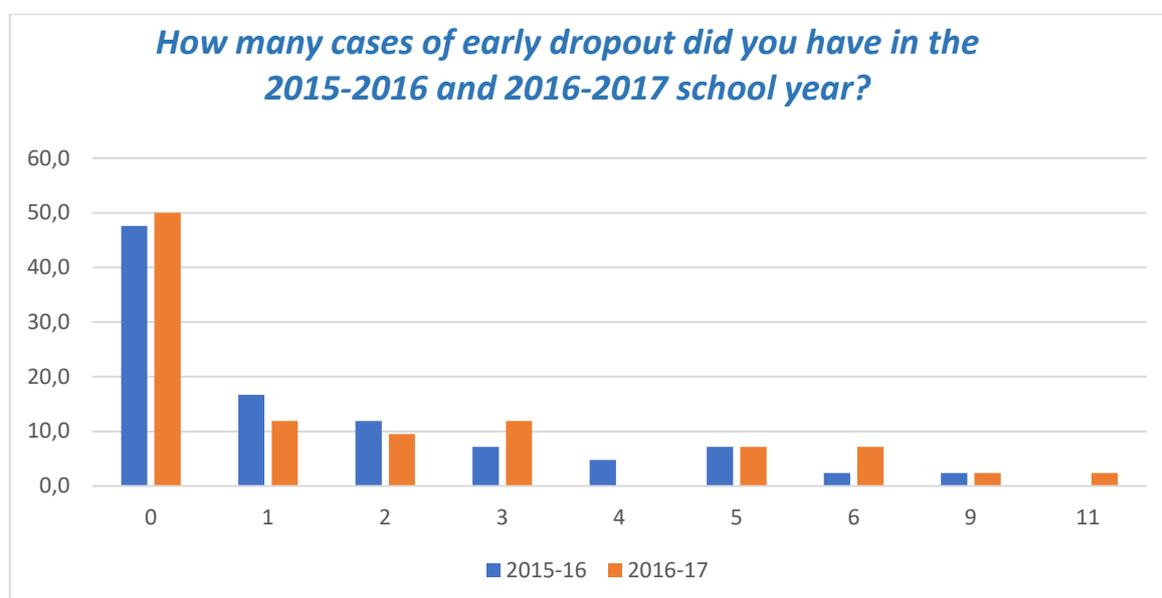


Figure 27.

In none of the three schools is perceived by teachers that there is a serious problem of dropout. However, they are aware that we must be prepared to prevent, diagnose and act on any evidence.

CONCLUSIONS

In this section we present a summary with the most relevant results that have been extracted from the teacher questionnaire with some intervention proposals that are recommended based on the analyzes performed.

- 1 • The majority of teachers consider that the early dropout of students is due to the "dysfunctional family" factor (66%) and the "bullying" cases (55%). It is necessary to contemplate from the school measures of collaboration and coordination with families that can alleviate situations of risk, as well as having resources to diagnose and act against cases that occur from harassment.
- 2 • In the personal field, the teaching staff is strongly agree with the options "students with clear goals are less likely to leave the system" (65%) and "the culture of effort is a factor that favors continuity in the system" (40%), this culture should be promoted both from the educational institution, as well as by the family and society.
- 3 • Nearly 75% of teachers consider that "the curriculum is too rigid, it is outdated and the educational structure does not favor mobility between different training itineraris", and this may have repercussions in a demotivation of the student that promotes early educational abandonment.
- 4 • Teachers strongly agree in 80% of the cases, that "the teachers lack training to diagnose situations of early abandonment" and in "conflicting situations in the classroom favor early dropout".
- 5 • 50% of the teachers indicate that the education system is oriented to the labor market more than to the integral development of the student.
- 6 • For 60% of the teachers, the most relevant characteristics of the student with risk of early abandonment are: "Lack of expectations or goals for the future"; "Desmotivation and frustration"; "Lack of responsibility"; "Low level of confidence and self-esteem"; and "De-structured families".
- 7 • Among the strategies that 80% of the teachers have considered as very important and that therefore, we must influence them are the "Coordination at the service of the social, economic an educational needs of the students"; "Design an action protocol for potential cases of early dropout "; "Diagnose the personal situations of students who presented a risk situation", "Greater investment in education", and "Convert the student into an active subject of education", this strategy is related to the inflexible curricular designs that do not consider the personal character of the student (needs, interests, family situations, rhythms, etc.).
- 8 • There is a group of strategies considered very important (70%) related to the demand for teacher training, for example "Train teachers for early diagnoses"; "Provide strategies to teachers to work with students at risk of dropout studies"; "Promote guidance for the students".

- 9**
 - Among the strategies that present a certain degree of difficulty, firstly, with a 50% "Revalue education in society" stand out, a strategy that depends beyond the role of the teacher; in second and third place with approximately 40% degree of difficulty would be: "Greater investment in education", a strategy that does not depend directly on the teacher, and "Adapt the curriculum to the labor context", in this case the teacher can adapt it, but consider it difficult.
- 10**
 - Activities that can be proposed to help the student's integration and avoid early dropouts, are sports, music and art activities (more than 75%), as well as educational trips, as very important.
- 11**
 - Most teachers are aware of the training needs they have to diagnose and address possible early dropouts.
- 12**
 - 80% of teachers consider that they can "collaborate, help, support" from their role as teachers to reduce the early dropout of their students.
- 13**
 - Most teachers think that dropping out is very problematic for the student who leaves (60%), for society (40%), for the family (40%) and for the teaching staff (25%). In this sense, any information and measures taken will be welcome to alleviate the average early abandonment.
- 14**
 - Half of the teachers indicate that they would know how to act in a case of abandonment risk (52%) and would take 100% into account, both contact the school counselor, the family, talk with the student and communicate it to a person in charge of the school. Of these teachers, 100% indicate that they would intervene within their means. The other half is not considered prepared.
- 15**
 - 75% of the teaching staff indicate that they do not have an action protocol to intervene in possible cases of abandonment, and they consider it necessary to have this protocol.
- 16**
 - In none of the three schools is perceived by teachers that there is a serious problem of abandonment, however, they are aware that we must be prepared to prevent, diagnose and act on any evidence.