



Factors Influencing School Dropout Among Upper Secondary Education Students in Agua Blanca de Iturbide, Hidalgo

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ARTICLE INFO	ABSTRACT
Published Online: 25 September 2026	School dropout is a significant issue in upper secondary education and is associated with socioeconomic, family, academic, and personal factors. The purpose of this study was to identify the factors associated with school dropout among students at CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo. A quantitative approach was employed, using a non-experimental, descriptive-correlational, cross-sectional design, with a population of 100 students. The results identified absenteeism, academic failure, economic conditions, and family support as the main factors, providing information for the design of strategies that promote school retention and reduce dropout rates.
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I. INTRODUCTION

Upper secondary education represents a fundamental stage in the education of young people, as it enables them to consolidate knowledge, develop competencies, and establish a foundation for pursuing higher education or entering the labor market. However, one of the main challenges facing this educational level is school dropout, understood as the interruption of the educational trajectory before completing the corresponding level [1]

School dropout cannot be explained by a single cause, as it results from various circumstances that interact with one another. These include families' economic conditions, the need to enter the workforce, academic difficulties, failing courses, absenteeism, lack of motivation, family relationships, and the student's level of integration into the educational institution [2]

From an educational perspective, understanding the factors associated with school dropout makes it possible to generate useful information for designing prevention strategies. In this regard, analyzing the specific conditions of each institution is relevant because students' social, economic, and cultural characteristics may vary depending on the context [3]

In the case of CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo, it is important to study this issue due to the characteristics of the context in which students' educational

trajectories develop. Identifying the factors associated with the risk of dropping out may contribute to establishing early detection mechanisms and institutional strategies that promote school retention.

Therefore, the general objective of this research was to identify the factors influencing school dropout among upper secondary education students at CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo, through a correlation analysis, with the aim of providing information to support the design of strategies aimed at reducing school dropout.

II. LITERATURE REVIEW

II. School Dropout

School dropout refers to leaving education before completing the corresponding educational level. In upper secondary education, it constitutes a multifactorial issue, as its occurrence may be related to economic, family, academic, and personal conditions. Therefore, its analysis requires consideration of the different circumstances that influence students' retention within the educational institution [4]

II.1 School Dropout in Upper Secondary Education

Upper secondary education represents a fundamental stage in students' academic trajectories, as it contributes to their preparation for pursuing higher education or entering the workforce. However, some students interrupt or abandon their education before completing it. School dropout may

occur as a result of the accumulation of difficulties that affect attendance, academic performance, motivation, and school retention [5]

In this regard, school dropout should not be considered solely as an individual decision made by the student, but rather as a phenomenon influenced by various factors within the school, family, and social contexts. The timely identification of these factors makes it possible to establish prevention and support strategies aimed at students who are at greater risk of dropping out of school [6]

II.2 Socioeconomic Factors

Socioeconomic factors constitute an important dimension for understanding school dropout. Household economic conditions may influence the ability to cover expenses related to transportation, educational materials, food, connectivity, and other resources necessary to continue with their studies [7]

Likewise, the need to engage in employment can reduce the time available to attend classes, complete academic activities, and participate in school life. For this reason, economic difficulties may be associated with absenteeism and academic delays that increase the risk of school dropout [8]

II.3 Family Factors

The family represents a relevant factor in school retention, as it can provide emotional, economic, and academic support. Communication between parents and children, supervision of school activities, and support throughout the educational trajectory can foster students' commitment to their studies [9]

Conversely, family conflicts, lack of communication, or lack of support may create conditions that hinder educational continuity. Therefore, family involvement constitutes an important aspect of strategies aimed at preventing school dropout [10]

II.4 Academic Factors

Academic factors are related to students' performance and experience within the institution. These include academic performance, failing courses, learning difficulties, academic delays, and absenteeism [11]

Repeated course failure may create difficulties in progressing along the educational trajectory and affect students' perceptions of their own abilities. Similarly, frequent absenteeism may lead to an accumulation of misunderstood content and difficulties in completing academic activities. Consequently, monitoring academic performance and attendance makes it possible to identify in a timely manner situations that may be associated with the risk of school dropout [12]

II.5 Motivation and School Retention

Motivation constitutes another factor related to students' retention in upper secondary education. A student who finds

meaning in their studies and perceives that the education received contributes to achieving their goals may demonstrate a greater willingness to continue their educational trajectory [13]

Conversely, a lack of motivation may be associated with lower participation in school activities and with a gradual disengagement from the institution. Therefore, it is important to strengthen guidance, academic support, and life-planning strategies that help connect students' studies with their personal and professional aspirations [14]

II.6 School absenteeism

School absenteeism refers to a student's irregular attendance or frequent absence from educational activities. This factor may constitute a warning sign, as repeated absences can affect learning, academic performance, and the students' integration with their peers and teachers [15]

Consequently, monitoring attendance can contribute to the early identification of students experiencing difficulties with school retention. Timely intervention may include tutoring, counseling, communication with families, and academic and socioeconomic support measures [16]

II.7 Academic Failure and Academic Performance

Failing subjects is a relevant indicator in the analysis of school dropout. When a student experiences recurring difficulties in passing their courses, they may experience academic delays and greater difficulties in successfully continuing their educational trajectory [17]

Therefore, upper secondary education institutions can implement early detection and support mechanisms, such as academic advising, tutoring, and remedial programs. These actions can help reduce academic delays and promote student retention [18]

II.8 Family Support and School Retention

Family support can promote students' continued enrollment by providing guidance, motivation, and conditions that facilitate the fulfillment of their academic responsibilities. Constant communication between the family and the student makes it possible to identify the difficulties they face and seek alternative solutions [19]

For this reason, preventing school dropout requires considering the family as part of the educational process, promoting its participation in academic monitoring and in institutional actions aimed at strengthening student retention [20]

II.9 Strategies for Preventing School Dropout

Preventing school dropout requires comprehensive strategies that address the different dimensions that may affect students' retention. These include attendance monitoring, addressing academic delays, tutoring, educational guidance, family support, and the dissemination of financial assistance programs [23]

In this regard, identifying the factors associated with school dropout makes it possible to design intervention actions that are appropriate to the needs of each educational context. At the upper secondary education level, it is especially important to identify risk situations at an early stage and provide support before students make the decision to discontinue their studies. [24]

III. METHODOLOGY

For this research, a quantitative approach was used. As a quantitative research technique, a survey based on a Likert scale was administered to collect information on the factors associated with school dropout among upper secondary education students. The study had a descriptive scope, as it made it possible to identify and describe the factors that may influence school dropout, considering socioeconomic, family, and academic aspects, as well as to analyze the relationship between the variables. It also had a correlational scope, since it sought to assess the relationship between the selected factors and school dropout. [25]

The proposed hypothesis was correlational in nature because it establishes a relationship between the variables under study. It is described below:

HA₁: Socioeconomic, family, and academic factors are significantly related to school dropout among upper secondary education students at CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo.

The research design used in this study was non-experimental, cross-sectional, since the data were collected at a single point in time. [26] This design made it possible to describe the factors related to school dropout, as well as to analyze the correlations between the variables under study. Likewise, a descriptive and correlational cross-sectional research design was used, which made it possible to present the behavior of the variables and determine the relationships between the factors associated with school dropout among upper secondary education students.

IV. PARTICIPANTS

The development of this research was conducted with students from the Colegio de Estudios Científicos y Tecnológicos del Estado de Hidalgo (CECyTEH), Plantel Agua Blanca de Iturbide, Hidalgo, as the study population. The sample consisted of upper secondary education students selected according to the characteristics of the population under study. Data collection was carried out through a survey based on a Likert scale, with the purpose of obtaining information related to socioeconomic [22], family, and academic factors associated with school dropout.

The population in this study consisted of 100 upper secondary education students, who were administered the instrument to identify factors related to student retention and the risk of school dropout. The information obtained made it

possible to conduct a statistical analysis of the variables and determine the correlations between the factors studied and school dropout.

V. RESULTS

Regarding school absenteeism, the results obtained show that this factor has an important relationship with school dropouts among upper secondary education students. The item concerning the influence of school absenteeism on the occurrence of school dropout obtained one of the highest mean scores, with a value of 2.94, identifying absenteeism as one of the factors that should receive greater attention within the institution. Frequent absences may make it difficult for students to keep up with academic activities, affect learning, and contribute to the accumulation of academic delays.

Regarding academic factors, the results show that failing subjects and learning difficulties are associated with the risk of school dropout. The correlation between failing subjects and learning difficulties yielded a Pearson correlation coefficient of $r = .403$, $p < .001$, indicating a positive relationship of moderate magnitude. These results suggest that as academic difficulties increase, their association with conditions related to school dropout may also increase. Therefore, it is necessary to strengthen tutoring, academic advising, and remedial strategies aimed at students who experience learning difficulties or have failed subjects.

Regarding socioeconomic factors, a relationship was identified between educational expenses and family economic conditions. The correlation between higher education-related expenses and the perception that a low family income increases the risk of school dropout yielded a value of $r = .464$, $p < .001$, corresponding to a moderate positive correlation. This result suggests that economic conditions may constitute a factor associated with school retention, particularly when students and their families face difficulties in covering education-related expenses.

Regarding family factors, the results show that family support and involvement are related to aspects associated with school retention and motivation. The correlation between family support and motivation related to school dropouts yielded a coefficient of $r = .635$, $p < .001$, representing a significant positive correlation of moderate-to-high magnitude. This finding highlights the importance of strengthening family communication and involvement as factors that may support students' continued enrollment in the institution.

Likewise, parental supervision of academic activities showed a positive correlation with family climate, with a value of $r = .262$, $p = .008$. Although the magnitude of the relationship is weak, the result is statistically significant, suggesting that family involvement should be considered as an element within strategies for preventing school dropout.

On the other hand, a positive correlation was found between school absenteeism and family conflicts, with a value of $r = .395$, $p < .001$. This result shows that both variables have a significant association and that family conditions may be related to students' attendance at the institution. Therefore, it is advisable to strengthen communication between the school and families in order to timely identify situations that may affect students' academic trajectories.

The correlation between school absenteeism and failing subjects yielded a value of $r = .251$, $p = .012$, corresponding to a weak and statistically significant positive correlation. This result indicates that there is an association between both variables; therefore, monitoring attendance may constitute a preventive strategy for identifying students who may experience academic difficulties.

In general terms, the results obtained show that school dropout is a multifactorial phenomenon involving academic, socioeconomic, and family factors. The correlations identified make it possible to recognize different levels of association among the variables studied and provide elements for establishing intervention priorities. However, it is important to note that correlations do not establish causal relationships but only identify associations between the variables analyzed.

Based on these results, it is considered necessary to implement comprehensive strategies for preventing school dropout at CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo. Priority actions include systematic attendance monitoring, timely intervention for failing subjects, strengthening tutoring and academic advising, communication with families, and dissemination of financial support programs. These actions may contribute to the timely identification of students who present risk factors and promote their retention and completion of upper secondary education.

VI. DISCUSSION

When analyzing the results obtained, it can be observed that there is an important opportunity to strengthen school dropout prevention efforts, mainly through monitoring students who have frequent absences, academic difficulties, or conditions that may affect their continued enrollment. The timely identification of these situations may facilitate the implementation of academic and personal support strategies aimed at strengthening students' commitment to their studies and contributing to the completion of their upper secondary education.

Based on the results obtained, it can be inferred that some socioeconomic and family factors may be related to school retention. Household economic conditions, education-related expenses, and the need to work while pursuing studies may represent difficulties for some students. Therefore, it is necessary to strengthen guidance regarding

available financial assistance and scholarship opportunities, as well as to maintain ongoing communication with students and their families to identify, in a timely manner, needs that may place their continued enrollment at risk.

Regarding academic factors, the analysis indicates that failing subjects and learning difficulties are elements that should receive attention within the institution. The presence of academic difficulties may lead to academic delays and reduce students' interest in continuing their studies. For this reason, it is necessary to strengthen tutoring, academic advising, and remedial programs, ensuring timely support for students who experience difficulties in their academic performance.

Regarding school absenteeism, the results show that this factor has an important relationship with the issue under study. Frequent absences may limit students' participation in academic activities and contribute to learning difficulties. Therefore, attendance monitoring can serve as an early detection strategy, making it possible to identify students who require support before the situation develops into school dropout.

Likewise, the results related to family factors highlight the importance of support, communication, and parental or guardian supervision. Appropriate family support can promote students' motivation and commitment to their school activities. In this regard, it is advisable to strengthen family participation in the educational process and establish communication channels between the institution, students, and their parents or guardians.

Based on the findings obtained through the surveys administered, it can be stated that school motivation is a relevant element in promoting student retention. When students find meaning and value in their studies, they may show greater willingness to continue their academic trajectory. Therefore, it is important to develop educational guidance, life-planning, and support activities that allow students to connect their academic education with their personal and professional goals.

In general terms, the results obtained indicate that school dropout does not depend on a single factor, but rather on the interaction of different academic, family, socioeconomic, and personal conditions. The correlations identified make it possible to recognize associations among some of these variables and provide elements for determining priority areas for intervention. However, the correlational results should be interpreted as relationships between variables and not as evidence of causality.

Therefore, it is considered necessary for CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo, to strengthen comprehensive strategies for preventing school dropout. Actions that may contribute to this purpose include attendance monitoring, addressing failing subjects, strengthening tutoring and academic advising, promoting

family participation, providing educational guidance, and disseminating financial support programs. The implementation of these actions may promote school retention and contribute to reducing the risk of dropout among upper secondary education students.

VII. CONCLUSION

The most significant results of this study allow us to conclude that school dropout among upper secondary education students is a multifactorial phenomenon involving mainly academic, family, socioeconomic, and personal factors. Among the factors identified, school absenteeism represents a relevant aspect due to its relationship with learning difficulties, low academic performance, and the risk of discontinuing studies.

Likewise, it can be concluded that academic factors, particularly failing subjects and learning difficulties, may affect students' educational trajectories. Therefore, it is necessary to strengthen tutoring, academic advising, and remedial strategies that allow academic difficulties to be addressed in a timely manner and prevent them from becoming reasons for students to discontinue their studies.

Regarding family factors, the results indicate that parental or guardian support, communication, and supervision are important elements in promoting school retention. Greater family involvement may contribute to strengthening students' motivation, commitment, and continued enrollment within the educational institution.

Similarly, socioeconomic factors constitute an area requiring attention, since household economic conditions, educational expenses, and the need to work while studying may make school retention more difficult. Consequently, it is advisable to strengthen information about and access to scholarships, financial assistance, and other resources that can help reduce the difficulties faced by students and their families.

Based on the results obtained, it can be concluded that there is a need to strengthen institutional strategies for preventing school dropout. It is important to continuously monitor students' attendance, academic performance, and family and economic conditions in order to timely identify cases involving risk factors.

Finally, this research concludes that addressing school dropout requires the joint participation of students, teachers, families, and educational authorities. Establishing strategies involving academic support, educational guidance, family communication, socioeconomic assistance, and school motivation may contribute to promoting the retention and completion of studies among students at CECyTEH Plantel Agua Blanca de Iturbide, Hidalgo. The results obtained provide a basis for decision-making and for designing preventive actions aimed at reducing school dropout at the upper secondary education level.

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