

School absenteeism and emotional deprivation: educational reality among upper-class adolescents in Comalcalco, Tabasco

Ausentismo escolar y la privación emocional: realidad educativa en adolescentes de clase alta en Comalcalco, Tabasco

Antonia Arias De La Cruz

antonita.01@hotmail.com

<https://orcid.org/0009-0005-2970-345X>**Batenson Institute, Jalisco, Mexico**

Article received date: March 9, 2024 / Reviewed date April 1, 2024 / accepted date: June 10, 2024 / published date: July 18, 2024

ABSTRACT

This research aimed to shed light on some of the psychoemotional aspects that students experience in their learning process and thus consider how emotional deprivation affects school absenteeism in a high-income context. This research used a qualitative, exploratory methodology, as its object of study refers to subjective processes, adopting case studies as a resource. It was based on an interpretive approach to the methodological instruments employed. The data collection instruments used with adolescents who present emotional deprivation and educational lag were in-depth interviews with selected informants. The main findings of this study highlight the close link between family problems and adolescents' educational processes and demonstrate their negative impact not only on school activities but also on school absenteeism. The educational approach of this work not only describes the relationship between emotional deprivation and absenteeism in general, but also points out specific elements that can be considered to foster academic skills that encourage communication between parents and adolescents, which is crucial for improving their educational process.

Keywords:

"School absenteeism"; "Emotional deprivation "; "Learning"; "Mexico"

RESUMEN

La investigación se propuso dar a conocer algunos de los aspectos psicoemocionales que atraviesan al estudiante en su proceso de aprendizaje y así considerar como la privación emocional incide en el ausentismo escolar en un contexto económico alto. En esta investigación se ha utilizado una metodología cualitativa de tipo exploratorio, ya que su objeto de estudio refiere a procesos subjetivos, adoptando como recurso el estudio de casos. Se ha basado en un enfoque interpretativo de los instrumentos metodológicos empleados. Los instrumentos de recolección de datos utilizados con los y las adolescentes que presentan privación emocional y rezago educativo han sido entrevistas en profundidad a informantes seleccionados. Los principales hallazgos de este estudio destacan el estrecho vínculo entre los problemas familiares con los procesos educativos de los y las adolescentes y demuestra su impacto negativo no solo en las actividades escolares sino en el ausentismo escolar. El enfoque educativo de este trabajo no solo describe la relación entre la privación emocional y el ausentismo de manera general, sino que señala elementos específicos que pueden considerarse para fomentar habilidades académicas que fomenten la comunicación entre padres, madres y adolescentes, lo cual es crucial para mejorar su proceso educativo.

Palabras clave:

"Ausentismo escolar"; "Privación emocional"; "Aprendizaje"; "México"

INTRODUCTION

According to the National Survey on Access and Permanence in Education (ENAPE, 2022 in INEGI, 2023), the basic educational level in private schools was the one that showed the highest in-person attendance during the 2021-2022 period. In this sense, in secondary school, in-person attendance in private schools was 65.5% and 42.3% in public schools. On the other hand, data regarding mental health in Mexico indicate that the number of young people between 12 and 24 years of age with depression is approximately 2.5 million, and 9.9 out of every 100,000 have had suicidal thoughts, stated specialists from UNAM (2023). According to the OECD's Health at a Glance 2021 report (2023), Mexico is one of the most affected countries. Among people aged 15 to 24 in November 2022, 64% of adolescents and 71% of upper-class youth presented symptoms of depression. During adolescence, interpersonal contact is essential for developing resilience, defining identities, and finding social roles. This explains the increase in depression and anxiety, and their evident impact on adolescents' educational processes.

These data are key indicators to justify the importance of this study, various academic productions warn that school absenteeism is a clear expression of risk for educational failure at an international level that, evidently, has a direct relationship with psychological, affective and psychoemotional factors (Vidales, 2009; González, 2010; Olivier, 2020). These authors point out that absenteeism is the consequence of social and psychoemotional problems related to the family, the economy and violence, among others. From this perspective, the work is supported by the results of research that show that this phenomenon is increasing, as presented in the statistics, it is recognized that absenteeism is a complex framework where social, psychoemotional, economic and cultural factors of students influence, there are also aspects inherent to school dynamics, both inside and outside the classroom that lead to absenteeism.

This article presents the results of a project that asks: How are the psychoemotional factors that determine emotional deprivation related to truancy

in upper-class adolescents? The question is specifically directed toward how students fracture their learning process as a result of emotional deprivation. The research's general objective is to identify the psychoemotional factors that influence truancy in the adolescent student population. It is important to clarify that the aim is not to generalize the results, but rather to use the concept of "transferability," which, according to Maxwell (cited in Martínez, 2006, p. 88), seeks to ensure that the findings can be replicated in other cases where emotional deprivation can impact students inside and outside the classroom. Due to the complexity of the work, a qualitative research approach is carried out, since its object of study refers to subjective processes, adopting the case study strategy. It is based on an interpretive approach, prioritizing the discourse and behavior of the participants, with the researcher providing meaning and significance. This allows us to observe the importance of the process of rupture, which can begin with occasional absences from classes and deepen with the decision to drop out of school.

For this study, theoretical concepts were reviewed and analyzed to connect both the psychoaffective and educational perspectives. Emphasis is placed on the factors that determine emotional deprivation, and then contextualize it with truancy from a sociocultural perspective. Aspects such as classroom dynamics, peer relationships, family life, socioeconomic and cultural factors, and educational and psychological profiles that directly impact truancy are identified.

But, to answer the question, what is truancy? Garfella and Gargalla (1998) define it as an action characterized by students' failure to attend classes without formal justification. Apparently, this definition does not place the school, parents, or children at the center; therein is the problem of truancy in its generality and complexity, since it is not related to a specific actor, but rather involves teachers, administrators, families, and students. The problem seems to have no single protagonist.

The above shows that without a specific cause or subjects, the problem will continue to be hidden, as absenteeism does not challenge the school or the family because children and adolescents may be

absent for a variety of reasons, such as illness, family situations, etc. These causes are seen as isolated and even normal, but if absences are frequent, they will have negative repercussions not only for the absentee but also for the group and teaching practice. These absences can gradually undermine the educational and social development of students and, silently, isolate children from the group until their return to school is impossible.

Psychoemotional factors that determine emotional deprivation, understood as a form of physical, emotional, and/or psychological abuse by parents toward their children. This should not only be viewed as a response to essentially harmful or restrictive behavior, but also as a bidirectional response. These conditions arise, first, because the mother, and to some extent the father, may experience difficulty accepting a new identity as a parent and their ability to be with their children. Likewise, children and adolescents also make a difference, since from birth they possess not only developmental potential but also a set of behaviors that allow them to adapt to immediate needs that ensure their subsistence or, according to Max Neef (2002), existential needs; as well as a need to recognize one's own affection and that transmitted by both the mother and the father; that is, deprivation can also imply a restrictive level in the reception of stimuli related to the bond (Núñez, 2001).

Authors such as Arteaga (2015), highlight that emotional deprivation undermines the development of children and adolescents in contexts such as social, family, and educational settings. Therefore, although it is clear that education is a complex and multifactorial social issue (Arnaut and Gioguli, 2010); incorporating emotional training into education requires a change of perspective regarding the role of the teacher and interactions in the classroom. Involving other stakeholders (parents, students, and administrators) in the teaching-learning process allows students to reach their potential (Piaget, 1985, p. 142). This implies that cognitive development must be complemented by the emotional development of students (Tapia, 2009).

Now, education is a process characterized by interpersonal relationships, which are related to

emotional factors, and this requires special attention to emotions due to the multiple influences they have on the educational process. However, as Tapia (2009) states, the emotional development of adolescents is not a priority for the school curriculum. Perhaps the problems of youth gangs, contract killings, rising youth suicide rates, child and adolescent depression, absenteeism, and school dropouts are evidence of the disconnection between the teaching-learning processes and individual and family psychoemotional factors.

On the other hand, multiple studies highlight the complexity of addressing the problem, as it can be identified that the family is fundamental to understanding the relationship between school absenteeism and emotional deprivation. For example, the work of Rogers and Feller (2018) found that families of students with a high rate of school absenteeism have two conceptions about attendance. One, they don't give it importance. Two, they are unaware of their sons' and daughters' attendance. Another study by London, Sánchez, and Castrechini (2016) concludes that the sons and daughters of parents with addictions have, in addition to poor academic performance, a high number of absences because their families abandon the children, which causes them to not have their school supplies (supplies, uniforms, shoes, etc.), which causes them to not go to school to avoid scolding from teachers and administrators and ridicule from their classmates. Both studies showed that not attending classes disrupted the learning and socialization cycle and caused the rest of the class to isolate or marginalize the classmates who were most absent from class, as they didn't bring their homework or participate in school projects. This led to low self-esteem among the children, and they were not accepted due to their inconsistent presence in the classroom.

Likewise, other authors explain the relationship between school absenteeism and emotional deprivation based on social vulnerability, which includes social class, ethnicity, and family and community relationships (Ruíz, 2021; Moscoso, 2021). Studies agree that the relationship between school absenteeism and students' sociocultural reality is directly proportional. They state that children and

adolescents are the most vulnerable population because they are economically, emotionally, and socially dependent, and are more predisposed to academic failure.

The theoretical basis relates concepts with perspectives that help understand the factors underlying the relationship between school absenteeism and emotional deprivation. In addition, it constitutes a reflection on adolescents and how they construct their life worlds. It is evident that this circumstantial triad of elements configures the general context and the obligatory trajectory of adolescent students where the family, as such, constitutes, precisely, an essentially motivating cause for any behavior or defining characteristic of the adolescent. Like school, it configures a space that constitutes a social and cultural identity, which obeys symbolic categories of power and domination (Bourdieu, 2011; Guiroux, 2004).

The triangle composed of individual; society and culture constitute the life worlds where this complex network of relationships is based on communication to conduct the meanings that want to be established. For Bourdieu (1987), society consolidates structures to maintain order and circulate beliefs, ideas, customs, values, and norms that legitimize the meanings of life. From this arise the social representations that construct identities and are the means of expression of individuals and communities as determinants of the social function (Ibañez, 1988). To achieve this objective, social actors are necessary as vehicles of these social functions. Hence, all this gives meaning to culture, understood as the result of the dynamics of the actors and their relationship with society. The importance of culture lies in being the axis that organizes the experiences of individuals and orders the actions that give meaning and construct the life worlds that are defined as the interactions of society with individuals, establishing reality and its representations that shape the ways of being and acting in the world (Shultz and Luckmann, 1973).

Therefore, it is imperative in the search for those causes that underlie youth behaviors, to consider the factors that group those intrinsic elements that affect adolescent behaviors. Now, considering the subjects in their complexity, it

must be kept in mind that in this study the population is made up of adolescents who belong to the upper class, that is, their time in school constitutes part of the journey in which they leave childhood to become adults, so their profile is extremely complex, to the point of generating tensions within the school and classrooms. According to Piaget, during this stage, the adolescent experiences physical, chemical, psychological, emotional and cognitive changes (Falcón, 2019; Ruíz, 2021), which leads them to a reorganization of their priorities and values (Piaget, 1985), resulting in, in most of the adolescent population, conflicts, contradictions and tensions with established values (Ruíz, 2021). The physical and biochemical changes in the brain, combined with cognitive and biological development, make adolescents complex beings. Their worldview is abstract (Piaget, 1985) and they construct their identity (Ibañez, 1988). Therefore, adolescents seek balance on their own, based on their own set of values (Piaget, 1985).

Based on this, it is considered particularly interesting to know the extent of the relationship between the psychoemotional factors that determine emotional deprivation and school absenteeism in this type of population.

METHOD

Today, it is vital to generate other types of information and knowledge that allow understanding educational processes, which are also related to the psychoemotional aspects of adolescents. In this sense, it is necessary to collect, generate, and produce qualitative information on the social environments where truancy rates are highest. Therefore, it is a priority to analyze the various psychoemotional risk factors and what enhances them, as well as the social interactions, practices, and specific contexts where the problem is greatest. The main purpose of this study is precisely to conduct an in-depth qualitative analysis that includes information, findings, and reflections on the importance of individual, family, educational, or community contexts/environments where psychoemotional factors lead to adolescent truancy. Furthermore, the qualitative methodology that privileges this research process uses the voices and words of the protagonists who experience

emotional deprivation that leads to truancy, or vice versa, as the cornerstone and main resource for delving into the aforementioned social contexts. When referring to the protagonists, we appeal to the proximity with adolescents.

Qualitative research involves the understanding of reality through a process of interpretation (Resse, Kroesen, & Gallimore, 2003). On the other hand, this type of research involves transforming reality for its subsequent analysis and understanding. In this particular case, the qualitative method offers a greater understanding of the observed reality, since some of its main techniques, the case study and the interview, proved to be a correct way of obtaining the desired information to understand the factors that underlie and relate school absenteeism and emotional deprivation as well as their perceptions, implications from the concept of life worlds, which implies the explanation and understanding of the world through the previous and immediate experiences of each person's life (Schutz & Luckmann, 1973). Thus, the qualitative paradigm is what allowed us to answer the research question posed, that is, to observe what was desired to understand about this problem.

In qualitative studies, a sample is defined as "...a group of people, events, occurrences, communities, etc., from which data will be collected, without necessarily being representative of the universe or population being studied." (Hernández, Fernández, & Baptista, 2010, p. 394). In this type of work, it is a priority to define the population; however, the sample size is irrelevant since the aim is not to establish generalizations from what is studied; on the contrary, the objective is to understand each case in depth. Therefore, only those that allow us to understand the phenomenon and, in turn, answer the research question are chosen. Therefore, the sampling used for this research was of the non-probabilistic type of voluntary participants "...since people propose themselves as participants in the study or actively respond to an invitation" (Hernández, Fernández, & Baptista, 2010, p. 396).

The participants in this research are five adolescents—three women and two men—ranging in age from 14 to 16. They attend secondary school at a private school and belong to the upper social class. In accordance with ethical standards, informed consent and authorization from the minors' parents were obtained for participation in this study.

Table 1. *Description of participants*

TEENAGER	AGE	STUDY LEVEL	MOM	DAD	PARENTAL STATUS
D	16	2nd Semester	lives with her	lives with him	MARRIED
MJ	14	1st Semester	lives with her	X	DIVORCED
C	14	1st Semester	X	lives with him	DIVORCED
E	16	2nd Semester	lives with her	lives with him	MARRIED
I	14	Third Year of Secondary School	lives with her	lives with him	MARRIED

Source: Prepared by the authors

Findings

The first major result was the confirmation that school absenteeism is, without a doubt, a complex phenomenon: it involves multiple factors, as well as sociocultural, economic, and educational conditions. It is a difficult problem to unravel due to the multiple conditions that give rise to it, and it cannot be addressed exclusively from a school perspective.

The results show that truancy is not only experienced in conditions of social and economic vulnerability. It was observed that the dynamics of upper-class families are crucial in shaping adolescents' psychoemotional factors that influence their educational processes. To this end, analytical categories were constructed that correspond to the indicators that allow for

assessing the relationship between truancy and emotional deprivation.

Table 2. *Categories and observables*

Categories	Observables
Academic Factors This category constitutes the main element that makes the problem visible and begins with school demotivation. This factor can be improved by the actors who are part of the school institutions (Marchesi, 2003; González, 2005; Escudero, 2005).	<ul style="list-style-type: none"> • Attends classes • Carries out activities inside and outside of class • Motivates them to attend classes based on the topics covered • There is a process of continuity between attendance, participation, and activities • The role of the teacher in the school process • Bullying • Low-quality education
Internal Factors This category has to do with personal problems experienced by adolescents (Torrego, 2006; Parada, 2004).	<ul style="list-style-type: none"> • Relates to classmates inside and outside the classroom • How they describe their moods • When they attend class • When he doesn't attend classes • There is a relationship with his parents, siblings, and family • He talks about his emotions • Self-inflicted violence
External Factors At this point, elements related to the adolescent's environment, such as community, family, and school, are involved.	<ul style="list-style-type: none"> • Neighborhood • Social relationships (friends, partner, and classmates) • Habits • Social networks • Substance use (alcohol, drugs, etc.) • Violence perpetrated by his parents (physical, verbal, and psychological) • Study concept

Source: Prepared by the authors

Based on this analysis, we can conclude that academic factors are only the tip of the iceberg of the problem, since truancy is a symptom and not the root of the problem, as explained below.

The categories that guided the fieldwork and supported the design of the instruments with a qualitative perspective with which the fieldwork was carried out in relation to school absenteeism and emotional deprivation:

- ☐ Category 1. Academic factors
- ☐ Category 2. Internal factors
- ☐ Category 3. External factors

The categories are presented below with the theoretical interpretation, as well as the observations recorded during the intervention.

Category 1. Academic factors: This category represents the school context or the conception of the study

I don't want to go to school and I don't get up because I didn't do my homework or when it's time for math because I don't feel like it, I feel sad and I don't want my classmates and teachers to see me sad or ask me why I didn't do my homework and I don't want to say why I didn't do it or why I don't participate in class (Woman 1)

The truth is I don't like school because I don't understand it and I know it won't be of any use to me because life is horrible, the only thing that matters is if you have money, if you are handsome, if you are verbal and I have money, that's what my dad tells me although he gets very angry when I don't go to school, but I already have my dad's business (Man 2)

I don't feel like I belong anywhere. Before, I felt good at school, it was like my safe place where my friends were, but I don't feel that way anymore because my friends got mad at me and I don't see the point in going if I don't have friends (Woman 3)

I prefer not to go and stay somewhere else, go have a drink and not go to school, there it's all gossip and fighting or sometimes I go, but I'm not attending, but I'm not in class, I'm in my own world or I arrive late so the teachers don't let me get into class (Man 1)

My mom sometimes lets me miss so I don't have to give explanations to the teachers; she pays them or gives them gifts (Woman 2)

The fragments presented identify the various forms of absenteeism and the notion that it is not

defined solely in terms of physical presence in classrooms. Authors such as Blaya (2003, p.21) establish a classification of absenteeism:

1. "Tardy" absenteeism (students who are late during the first hours of class)
2. "Interior" absenteeism (students who attend, but do not participate or carry out activities; they only attend school to socialize)
3. "Choice" absenteeism (students who avoid classes or choose not to attend because they did not complete assignments or prefer to do other activities, e.g., sleeping)
4. "Chronic" absenteeism (noticeable absences)
5. "Parent-covered" absenteeism (students who miss class for various reasons, but parents excuse the absences, also for various reasons).

This classification of the concept helps to understand the complexity of the problem. Roderick (1977) and Roderick (1993) agree with Blaya that there are various dimensions of absenteeism that must be distinguished in order to be addressed by teachers, administrators and parents. The situations that cause absenteeism range from physical to emotional and academic aspects.

Category 2. Factors This section includes personal problems of adolescents.

My thoughts overwhelm me and I can't sleep and I can't get up to go to school and my grandma says that I already suffer a lot from being without my mom and living with my dad so she tells me that I can skip school and fall asleep (Woman 1)

I stay on the networks and I don't do my homework and then I get depressed because of the things that happen to my mom and I feel powerless because I can't help her and I stay without doing anything like paralyzed and I don't go to school and I don't go out and I stay smoking weed or drinking in my room because I'm always alone in the house (Man 1)

I have many problems like taking care of my siblings, cooking, school, my mom who I have to take care of and I run out of energy and I can't do my homework or anything and I'd rather not go to school to take advantage of the time and get ahead in cooking and cleaning the house and I can smoke

(Woman 3)

Truancy can be understood as complex because it involves personal issues. Parents are undoubtedly key factors in deciding whether or not to attend school. This concern lies not only within the school system as a whole, but also at the personal level of adolescents. The particular circumstances they experience can influence student truancy in the classroom (Martínez, 2004); these fragments also make it possible to make it visible or further conceal it (García, 2011).

Category 3. External factors include community, school and family factors.

I don't go to school because I don't understand anything and my classmates make fun of me, but I don't care about understanding and I don't do my homework and nobody cares and anyway they pass me to the next grade because they can't fail me and because my dad keeps paying for school so they can take care of me and he can get rid of me for a few hours of his life (Man 2)

My parents give me permission not to go to school when my father hits my mother and me because we are women because he doesn't hit my brothers because they are men and so that they don't see me beaten they send a medical certificate (Woman 2)

My parents separated, and my mom has another family with another man. My sisters and I stay with my dad and my grandmother, and that makes me feel bad because I hardly ever see my mom, and that gets me down. I don't want to do anything, not even go to school. Besides, I don't do my homework or like working in class, and my grandmother and my father tell me to stay home. (Woman 1)

I don't go to school because my brother committed suicide and my parents don't care about me or anything and they let me stay home so we don't get up early and don't take me and don't do anything at home (Man 1)

When unraveled, the factors that allow us to understand school absenteeism appear to be more closely linked to internal and external factors than academic ones. This is an interesting result because it can now be affirmed that psychoemotional causes are the root cause of absenteeism in

adolescents. These factors have been used to characterize students' risk of having problems related to absenteeism. The greater the accumulation of social disadvantage associated with these factors is, the greater the presumed risk of failure is (Lee and Burkam, 2001, p. 552). The category of academic factors, meanwhile, includes aspects related to problems at school, such as poor grades, low educational expectations, early grade repetition, discipline problems, conception of studying, etc., which are understood to predict future difficulties in school, such as absenteeism and skipping classes, disengagement from school activities, and, in fact, dropping out, particularly if they manifest early. However, it is evident that internal and external factors are those that have a direct impact on participants' truancy.

By analyzing the information provided by the five adolescents, we can state that the predominant types of absenteeism are: chosen absenteeism, meaning that they choose to miss school in order to stay home, preferring to sleep, rest, or go out for a walk; and absenteeism covered up by parents, who justify their children's absences for various reasons. This study shows the different types of violence that parents inflict on their children, for example:

You don't go to school because you are beaten by your father

You don't go to school until the blows subside.

I don't go to school because I have to do housework and take care of my siblings while my mom works.

My parents let me skip school so they don't wake up early.

Since I live with my dad and my grandma and my mom already has another family, my grandma justifies my absences when I don't want to go because my dad is never home and my mom has already forgotten about us.

Considering the physical, mental, emotional, and social harm it causes, emotional deprivation, as a form of violence, is defined as "the deliberate use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death,

psychological harm, maldevelopment, or deprivation" (PAHO, WHO, 2002). The World Report on Violence and Health divides violence into three categories according to the violent act: self-inflicted violence; violence inflicted by another individual or small group of individuals; and violence inflicted by larger groups such as states, organized political groups, militias, or terrorist organizations. This classification also considers the modalities of violent acts, which are subdivided into physical, sexual, psychological, based on deprivation and abandonment (economic violence and lack of care), as well as the environment in which they occur and the relationship between the perpetrator and the victim, as well as the motives that lead to the act of violence (PAHO, WHO, 2002).

One of the consequences of emotional deprivation is school absenteeism, where parents justify their children's absences with personal, social, and family reasons involving physical, verbal, and emotional violence. This research has identified the interaction of many factors at four levels: individual, relational, educational-community, and social. This is based on the evidence that no single factor alone explains why some individuals or groups are at greater risk of school absenteeism due to emotional deprivation, while others are better protected against this risk (WHO, 2006).

Table 3. *Interaction factors*

Level	Situations
Individual	<ul style="list-style-type: none"> • Child abuse • Psychological disorders • Substance use • Lack of impulse control
Educational-community	<ul style="list-style-type: none"> • School absenteeism, educational lag • Social isolation • Emotional and economic violence
Social	<ul style="list-style-type: none"> • Normalization of violence • Reprimand of minors • Community violence • Family dynamics

Source: Prepared by the authors

From a political perspective, the concept of violence has served to understand the disorder and chaos of social phenomena. From this perspective, French philosopher Yves Michaud defines violence in a more complex way, but close to the position that this work supports: "there is violence when, in a situation of interaction, one or more actors act directly or indirectly, massively or dispersed, directing their attack against one or more interlocutors to a varying degree, whether on their physical or moral integrity, their possessions or their symbolic and cultural participations" (Michaud Y., 1998, p. 20). He reiterates throughout his reflection on the subject that there is violence when no one knows what to expect, when no one can count on anything, when anything can happen, when the rules that make behaviors and expectations of reciprocity within interactions predictable are undone (Michaud, 1980).

DISCUSSION

The presented study agrees in pointing out that the relationship between school absenteeism and the sociocultural reality of students is directly proportional. However, this study showed that it is not generalizable that children and adolescents with greater economic and social vulnerability are more likely to suffer violence that leads to academic failure. It is important to highlight that the consulted research agrees in stating that the vulnerable population is the most likely to suffer from school absenteeism, but in this case the upper-middle and upper classes are not excluded for

obvious reasons such as lack of time, excessive social and work activities, family dynamics cause school absenteeism. However, unlike less privileged classes, the strategies to solve this problem will be different, for example, psychological therapies, changing schools, payments to promote them to the next grade, and other actions to prevent children and adolescents from choosing to permanently drop out of school, which will perpetuate the cycle of class reproduction and distinction (Bourdieu, 2011).

We agree with the studies presented in this section, which conclude that school absenteeism is a multi-causal phenomenon, and that is where its complexity lies (Vidales, 2009; González, 2010; Olivier, 2020). Furthermore, the academic works analyzed warn that this problem is increasing, precisely because of its complexity and its relationship with social, cultural, and political problems (Palomino, 2018; Rezeto, 2020). However, research proposes alternatives to prevent and reduce school absenteeism through pedagogical proposals based on social and educational theories that offer a light on the way to address this problem. However, they do not consider the internal and external factors identified in this study to address absenteeism because they do not make visible their relationship with emotional deprivation (Vargas 2014; Fernández, 2015).

CONCLUSIONS

As has been explained throughout this document, school absenteeism has been studied mostly in children from a vulnerable context. This is confirmed by the figures presented by the Tabasco Ministry of Education in its MIDE program (2023), where there is an evident difference between school absenteeism in private and public schools: 9.7 and 11.4, respectively. This coincides with what authors such as (García, 2011; Vidales, 2009; González, 2010; Olivier, 2020) affirm about the close relationship that exists between socioeconomic conditions and school failure. School absenteeism in middle, upper-middle and upper class contexts has not yet attracted the attention of academia. It is thought that this phenomenon only occurs in vulnerable contexts, but socially it also occurs in upper-class families and in most cases it is related to emotional deprivation as a consequence of violence, which is a procedural error, since it entails masking the conditions in which most cases of adolescent victims of family violence occur in the state of Tabasco, their particularities (psychotic outbreaks, problems with substance use and abuse) and their regularities (emotional and school deprivation).

In conclusion, it is necessary to mention that there were also obstacles, such as difficulties accessing public schools and bureaucratic strikes by teachers and students at the Tabasco Education Secretariat, which paralyzed all activities for several weeks. Therefore, it was decided to work with students from private schools. Through their consent and their parents', we were able to conduct this study. The information provided by the participants demonstrates the importance of having support networks. Therefore, in the future, it is possible to propose working with or reaching out to these networks through activities specific to the education provided at the school, thus encouraging active student participation, fostering their academic success, and ensuring emotional support from their parents or guardians to regularize their studies.

However, without a doubt, adolescents were the subjects of the study, with all the ups and downs that characterize them due to their age, their honesty in expressing themselves, but above all,

their need to be heard, to feel supported, and not to be judged. Each of the five participants shared their ways of living alongside those with whom they shared their lives: their families. Some were disillusioned, others angry, and there were also those who were resigned. I conclude this study by emphasizing that the five adolescents are determined to actively participate in finding their place in this world, with or despite their parents.

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