

**SCHOOL DROPOUT DUE TO PEDAGOGICAL REASONS OR CAUSES**  
**A EVASÃO ESCOLAR DEVIDO A MOTIVOS OU CAUSAS PEDAGÓGICAS**  
**LA EVASIÓN ESCOLAR POR RAZONES O CAUSAS PEDAGÓGICAS**

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**ABSTRACT:** Private educational institutions are part of an increasingly competitive environment. In this sense, a phenomenon that needs to be monitored by school management is dropout. This research aimed to propose a plan to prevent school dropout associated with pedagogical reasons or causes. To this end, a qualitative exploratory documental research was carried out on the data made available by the institution on dropout, referring to the period from 2016 to 2019, and on the satisfaction of families with the school, covering the period from 2018 to 2020; a systematic review to survey the contributions of the literature on the subject; and a descriptive field research to analyze the perception of the families of students and professors about the pedagogical work carried out by the institution. As a result, some pedagogical dimensions relevant to the study of school dropout were found and local (by year of education) and global (segment) problems of the institution were identified that are related to its pedagogical product. Based on this, a prevention plan was developed for school dropout associated with pedagogical reasons or causes.

**KEYWORDS:** School management. Basic education. School dropout. Pedagogical. Prevention.

**RESUMO:** As instituições de ensino privadas inserem-se em um ambiente cada vez mais competitivo. Neste sentido, um fenômeno que precisa ser acompanhado pela gestão escolar é a evasão. Esta pesquisa teve como objetivo propor um plano de prevenção à evasão escolar associada a motivos ou causas pedagógicas. Para tal, realizou-se uma pesquisa de abordagem qualitativa exploratória documental sobre os dados disponibilizados pela instituição sobre a evasão, referentes ao período de 2016 a 2019, e sobre a satisfação das famílias com a escola, compreendendo o período de 2018 a 2020; uma revisão sistemática para o levantamento dos contributos da literatura sobre o assunto; e uma pesquisa descritiva de campo para a análise da percepção das famílias dos estudantes e professores sobre o trabalho pedagógico realizado pela instituição. Como resultado foram constatadas algumas dimensões pedagógicas relevantes para o estudo da evasão escolar e identificados problemas locais (por ano de ensino) e globais (do segmento) da instituição que se relacionam com seu produto pedagógico. A partir

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disso, foi elaborado um plano de prevenção para a evasão escolar associada a motivos ou causas pedagógicas.

**PALAVRAS-CHAVE:** Gestão escolar. Ensino básico. Evasão escolar. Pedagógico. Prevenção.

**RESUMEN:** Las instituciones educativas privadas se insertan en un entorno cada vez más competitivo. En este sentido, un fenómeno que debe ser controlado por la dirección de la escuela es la evasión escolar. Esta investigación tenía como objetivo proponer un plan para prevenir la evasión asociado a razones o causas pedagógicas. Para ello, se realizó una investigación de enfoque cualitativo exploratorio documental sobre los datos puestos a disposición por la institución sobre la deserción, referidos al período de 2016 a 2019, y sobre la satisfacción de las familias con la escuela, comprendiendo el período de 2018 a 2020; una revisión sistemática para el relevamiento de aportes bibliográficos sobre el tema; y una investigación descriptiva de campo para el análisis de la percepción de las familias de los alumnos y de los docentes sobre el trabajo pedagógico realizado por la institución. Como resultado, se determinaron algunas dimensiones pedagógicas relevantes para el estudio del abandono escolar y se identificaron problemas locales (por año de enseñanza) y globales (del segmento) de la institución que se relacionan con su producto pedagógico. A partir de ahí, se elaboró un plan de prevención de la evasión escolar asociado a razones o causas pedagógicas.

**PALABRAS CLAVE:** Gestión de la escuela. Educación básica. Evasión escolar. Pedagógico. Prevención.

## Introduction

Inserted in an increasingly competitive environment, private educational institutions need criteria and instruments to assess whether they are prepared to meet internal and market challenges. In this scenario, a fundamental phenomenon to be monitored is school dropout. Among the conceptions identified in the literature about dropout, Rumberger (1995) argues that dropping out or leaving school is the last stage of a dynamic and cumulative process of disengagement of the student from school life. In this regard, Baggi and Lopes (2010) point out the need for the management of institutions to integrate the dropout phenomenon to the quality of education and institutional assessments, in order to explore this problem. Fall and Roberts (2012) show that in the United States this premise has guided the development of several models that seek to anticipate this problem, identifying the risk of dropout associated with all sorts of factors. For a private institution, if not monitored and retained, this rate can impact its financial performance and brand value. Therefore, it is essential for school management to be aware of the signs of this problem and act preventively.

Given the above, this work was conducted in a private elementary school, in which the historical line of the institution's internal data signaled that the final years of elementary school hold the second highest dropout rate in the period from 2016 to 2019 and that there is some relationship of part of these evasions with the pedagogical work performed by the institution. Facing this phenomenon, the analysis of quantitative data disconnected from proposals to be implemented by the institution seems inhospitable, since the identification of which segment or school year had the highest dropout or how many students dropped out has no practical meaning if it does not unveil the reasons and causes of these dropouts and if it does not culminate in actions aimed at minimizing them.

The general objective of this paper is to propose a prevention plan for dropouts due to pedagogical reasons or causes, and its specific objectives are to identify in the literature the pedagogical factors associated with school dropouts and to analyze the perception of guardians and teachers of this segment about the pedagogical work done by the institution.

## **Material and Methods**

The work, inscribed in a quali-quantitative approach, was carried out in a private upper middle class school located in the state of São Paulo, in the Great ABC region, and was elaborated in three stages.

In the first stage, an exploratory documentary research was carried out based on reports of surveys conducted by the institution in previous years, being the survey with the guardians of the students who dropped out in the period from 2016 to 2019 and the satisfaction survey for the period 2018-2020. According to Gil (1999), documentary research makes use of materials that have not yet received an analytical treatment or that can be reworked according to the objectives of a research. On the other hand, the exploratory approach provides greater familiarity with the theme, making the problem more explicit or facilitating the creation of hypotheses. For this study to be carried out, the administration of the institution signed a consent form for the use of the data in this study. Both surveys had their data collected by means of questionnaires sent to those responsible via e-mail. For the purposes of this paper, in the first survey, the questions were observed: "For what reason did you transfer your child from one school to another?" and "How likely are you to recommend the school to a friend or colleague?" and, in the second survey, the questions were based on: "Have you ever thought of changing your child's school?" and "For what reason would you change your child's school?". The data were reorganized for the objectives of this work and analyzed in a qualitative-quantitative way.

In the second stage, a systematic review was conducted about the topic of school dropout related to pedagogical factors. According to Donato and Donato (2019), the systematic review allows for a comprehensive and critical bibliographic research on the topic, and this approach allows answering a well-defined research question. To this end, the bases Google Academic, Dialnet and Periodicals of the Coordination for the Improvement of Higher Level Personnel (CAPES) were defined, due to the multidisciplinary nature of the work, and the period from 2015 to 2021, in order to collect the most recent contributions on the subject. The descriptors used were: "school dropout", "reasons", "causes", and "pedagogical(s)".

In the Google Academic platform, these descriptors were searched only in the titles of the publications, without considering citations, using the following combinations: "school dropout reasons", "school dropout causes", "school dropout pedagogical", and "school dropout pedagogical". The same combinations of descriptors were used in the Dialnet platform. The search on *Capes* database resulted in a considerable number of publications, but from a previous reading of the titles it was observed that a significant number of these works were not related to the theme and, therefore, the database was disregarded. The inclusion criterion was then to associate evasion with pedagogical factors in the title or abstract and to have been published in Portuguese. We excluded course completion papers, monographs, dissertations, theses or books for logistical reasons, and papers that, although published in the referred period, analyzed previous historical periods, emphasizing only articles and experience reports published in scientific journals and congress annals. The final database was organized and the articles were analyzed individually.

Finally, in the third stage, a descriptive field research was carried out with teachers and guardians of students enrolled in classes of the final years of elementary school. According to Gil (1999), the descriptive approach has as its main objective to describe characteristics of a certain population or phenomenon and establish relationships between variables. Initially, it was decided, with the direction of the institution, the form of data collection and the stages of dissemination of the research. Regarding data collection, a form was sent to each category of respondent (responsible for the students and teachers). In order to obtain more precise data, it was decided to prepare a form for each grade for the students' families, and for both families and teachers, they were told that the answers would be anonymous. Regarding the disclosure of the research to the students' families, three stages were carried out over three consecutive weeks, including the month of August 2021. In the first week, an official communication was sent to the e-mail addresses of the students' guardians explaining the relevance of the research for the institution, along with the links to access the forms for data collection. In the second

week, the direction and the pedagogical coordination contacted the guardians considered close to the institution so that they could encourage the other guardians to also participate in the research. And, finally, in the third week, the educational guidance contacted all the families via WhatsApp with a synthesized version of the first communication and with the same links to access the forms. As for the disclosure of the survey to teachers, the pedagogical coordination sent a communication through the segment's WhatsApp group in the first week and reinforced individually the relevance of the survey over the other two weeks. Table 1 below shows the local (per year) and global (segment) percentage response rates obtained with the survey with the segment's guardians and teachers.

**Table 1**– Number of respondents per category

	<b>6 grade</b>	<b>7 grade</b>	<b>8 grade</b>	<b>9 grade</b>	<b>Total</b>	<b>Teachers</b>
<b>Total quantity</b>	38	27	31	22	118	21
<b>Respondents</b>	18	11	15	11	55	12
<b>Response Rate</b>	47,37	40,74	48,39	50	46,61	57,14

Source: Original research data

The forms sent to each category of respondents presented, on their first page, the informed consent form (ICF) and the question "Do you accept to participate in the research?", with the options "I accept" and "I do not accept". In the case of acceptance, the form took the respondent to the next page, which contained five affirmatives and one open question. Five different statements were elaborated for each category of respondent, but each one of them was related to the same pedagogical dimension: (1) Evaluation method, (2) Monitoring of academic life, (3) Relationship with colleagues and teachers, (4) Quality of classes, (5) Development of autonomy through pedagogical practices, and (6) Infrastructure of remote teaching. The open question, on the other hand, was intended to collect elements that were not understood in the dimensions considered or to allow the respondent to describe more precisely some of his or her answers. Table 2 below presents the statements prepared for each category of respondents and the open question.

**Table 2** - Form questions for each category

Dimension	Question	Guardians	Teachers
1	1	I see that the proposed evaluative activities contribute to the development of the student	Does the evaluation system contribute to the students' development?
2	2	I receive individual feedback on the student's development throughout the process from the coordination/guidance or teachers	The coordination continuously provides me with feedbacks that allow me to improve my practice
3	3	I perceive that the student maintains positive relationships with his classmates and teachers	There are bullying practices, such as exclusion or verbal aggression, among students
4	4	Eventually the student demonstrates, directly or indirectly, dissatisfaction or discomfort with the classes	In my class most students are engaged
5	5	I see the development of student autonomy in everyday life due to school practices	I see students acting autonomously, according to their age group, as a result of school work
6	6	I see that the digital infrastructure in hybrid teaching has maintained the level of the lessons as adequate for student learning	The school provides tools and training so that I can maintain the quality of my classes in hybrid education
-	7	If you could change anything related to the school's pedagogy, what would it be?	If you could change anything related to the school's pedagogy, what would it be?

Source: Original research data

Each of the statements was evaluated by the respondents through a Likert-type satisfaction scale of four points, being: "Strongly disagree", "Partially disagree", "Partially agree" and "Strongly agree". The purpose of the satisfaction scale was to collect the perception of each category of respondents about each of the dimensions considered.

The data collected through the statements were tabulated and transformed into graphs for statistical treatment, and a discussion of these results with the literature and the results of the systematic review was carried out. The open question was analyzed through content analysis. To this end, Câmara (2013) was used, who in his work describes and exemplifies the three fundamental steps for conducting a content analysis: pre-analysis, exploration, and interpretation.

## **Results and Discussion**

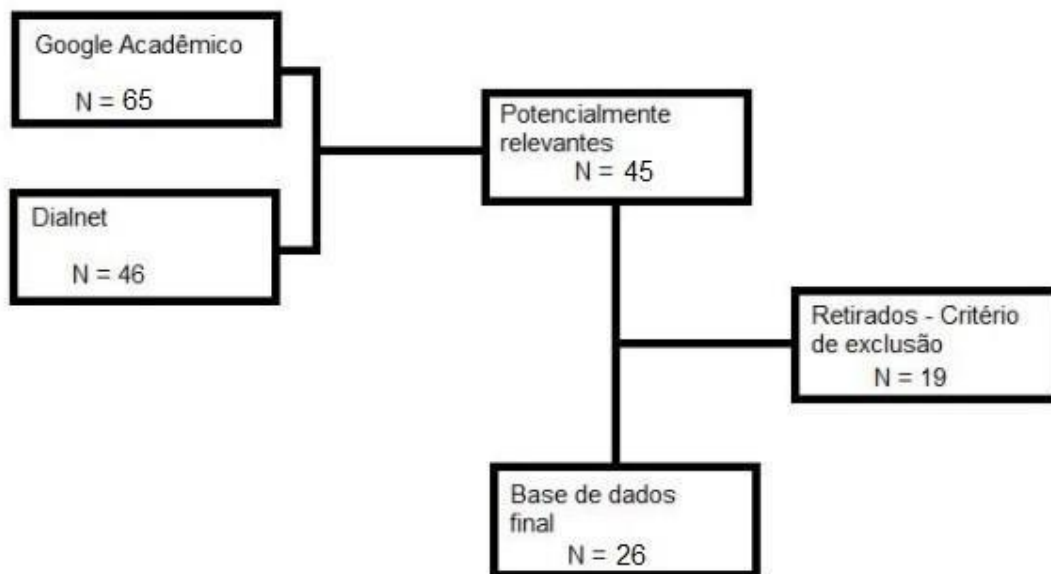
The exploratory documentary research conducted with the data made available by the institution about the students who dropped out in the period 2016-2019 pointed out that one of the options in the questionnaire sent to the guardians of these students, called "Pedagogical part", occupied a prominent position as an answer to the question "For what reason did you transfer your child from school?", being selected by 30% of the respondents. In addition, other options that may be related to pedagogical, such as "Lack of individual attention", also emerged as a response to this item. On the other hand, these same respondents, when commenting on the answer to the question "How likely are you to recommend Harmonia School to a friend or colleague?", highlight the "teaching quality" as the main reason for the indication, which suggests a problem in understanding which elements constitute, or what it means for the respondents, the "pedagogical part".

In the 2018-2020 parent satisfaction survey, when asked about "Have you ever thought of changing schools for your child?", 43% of the parents answered "sometimes", and when answering the question "For what reason would you change schools for your child?", again the option "pedagogical part" appeared among the main answers, being chosen by 26% of the respondents. The exploratory documentary research indicated the existence of problems related to the pedagogical part of the institution, but the inconsistencies pointed out suggest the need for a greater understanding of what was put by those responsible as "pedagogical part". To unveil the elements that constitute this expression and that are associated with school dropout, we initially conducted a systematic review of the literature on the subject.

The systematic review resulted in 111 papers, of which 45 were considered potentially relevant because the results met the inclusion criteria. After examining the papers using the exclusion criteria, the final database was obtained. Chart 1 below shows the results of the systematic review.



**Chart 1 – Results of the systematic review<sup>3</sup>**



Source: Original research results

The final database contains 26 articles that were read in their entirety, and in each article we sought to identify the general proposal (to propose strategies to deal with dropout or to analyze elements related to dropout) and which pedagogical aspects were related to the topic of school dropout. Table 3 below presents this compiled data, regarding the first author, year, teaching modality, the general proposal of the article, and which pedagogical aspects were associated with dropout at work.

**Table 3 – Final database of the systematic review.**

Author, year	Teaching modality	General proposal	Pedagogical aspects associated with dropout
Pena, 2021	Higher Education (DE)	Proposes strategies for dealing with dropout	Teaching Methodology
Sá Filho, 2020	Higher Education (DE)	Proposes strategies for dealing with dropout	Learning difficulties; Lack of study skills; Monitoring of school life

<sup>3</sup> Google Acadêmico = Google Scholar; Potencialmente relevantes = Potentially Relevant; Retirados – critério de exclusão = Removed - exclusion criteria; Base de dados final = Final database



Boff, 2020	Professional and technical education	Analyzes elements that can cause evasion	Quality of teaching; Didactics; Difficulties in understanding the content; Quantity of activities; Relationship with teachers
Rocha <i>et al.</i> , 2020	Higher Education	Analyzes elements that can cause evasion	Disinterest in classes; dislike of the teacher; difficulties in understanding the content; problems with classmates
Ferreira, 2020	Higher Education	Proposes strategies for dealing with dropout	Teaching Methodology
Santos <i>et al.</i> , 2020	Higher Education	Proposes strategies for dealing with dropout	Teaching Methodology Teaching Methodologies; Curriculum Practices; Monitoring of academic life
Santos, 2019	Youth and Adult Education	Analyzes elements that can cause evasion	Relationship with the class
Freitas, 2019	Higher Education	Analyzes elements that can cause evasion	Teaching Methodology
Silva <i>et al.</i> , 2019a	Basic Education	Proposes strategies for dealing with dropout	Welcoming; Belonging; Perception of the value of the curriculum; Vocational Orientation; Teaching Methodology; School Year Transition Accompaniment; Accompaniment of academic life
Queiroz, 2019	Basic Education	Analyzes elements that can cause evasion	Pedagogical mediation; Content Planning; Teaching Strategies; Learning evaluation; Teacher-student relationship
Silva <i>et al.</i> , 2019b	Basic Education	Proposes strategies for dealing with dropout	Sense of belonging to the institution; Perception of the value of the curriculum
Chaym, 2019	Higher Education	Analyzes elements that can cause evasion	Curriculum; Methodology; Didactics; Assessments; Pedagogical project; Student support
Santos, 2018	Basic Education	Proposes strategies for dealing with dropout	Political Pedagogical Project, Teaching Methodology

Braz, 2018	Basic Education	Analyzes elements that can cause evasion	Political Curriculum; Teaching staff	Pedagogical Project;
Sousa, 2017	Basic Education	Analyzes elements that can cause evasion	Teaching model; difficulties; Failures	Learning
Ferreira <i>et al.</i> , 2017	Basic Education	Proposes strategies for dealing with dropout	School exclusion; methodology; Teacher-teacher relationship	Teaching training;
Rempel, 2017	Basic Education	Proposes strategies for dealing with dropout	Pedagogical Practices	
Figueiredo, 2017	Professional and technical education	Analyzes elements that can cause evasion	Not very flexible evaluation criteria; Not very dynamic teaching method; Teachers not very encouraging	
Viana, 2017	Higher Education	Analyzes elements that can cause evasion	Didactic and pedagogical practices; Teaching staff	
Grisa, 2016	Continued teacher training	Proposes strategies for dealing with dropout	Political Pedagogical Project	
Abadi, 2016	Higher Education (DE)	Proposes strategies for dealing with dropout	Teaching methodology; Follow-up and feedbacks; Didactic material; Monitoring of learning	
Corrêa, 2016	Basic Education	Analyzes elements that can cause evasion	Curriculum, Teaching staff	
Silva, 2016	Basic Education	Analyzes elements that can cause evasion	Curriculum, Teaching staff	
Pereira, 2015	Youth and Adult Education	Proposes strategies for dealing with dropout	Curriculum structure and organization; Teaching methodology; Generational issues	

Neto, 2015	Basic Education	Analyzes elements that can cause evasion	Assessment methods
Santana, 2015	Youth and Adult Education	Analyzes elements that can cause evasion	Didactic action, Content not attractive, useful or connected to life

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Source: Original research results

Of the identified papers, all of them discuss public education, 11 deal with basic education, 9 with higher education, 3 deal with youth and adult education, 2 deal with technical and professional education, and 1 deals with continuing teacher education.

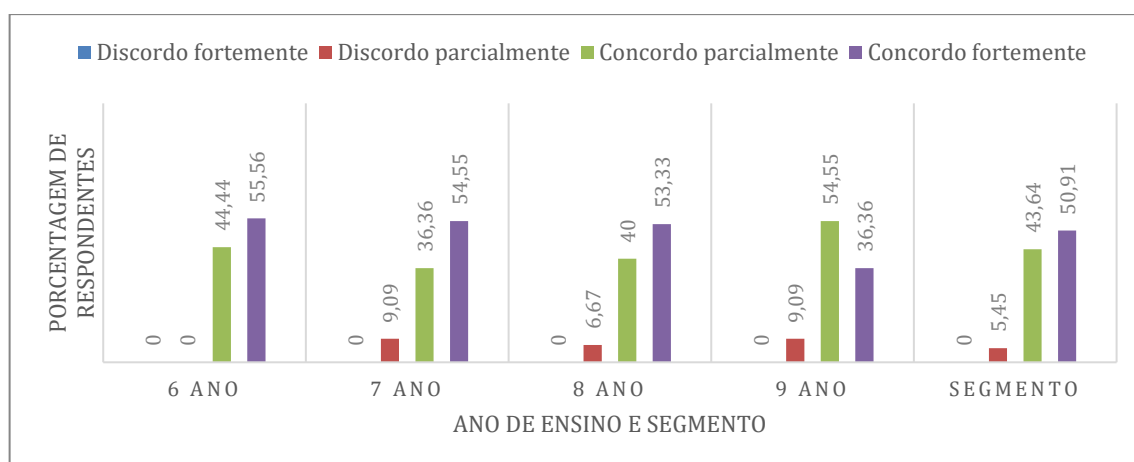
It was observed that 14 studies (6 of basic education, 4 of higher education, 2 of professional and technical education, and 2 of youth and adult education) aim to analyze possible causes of school dropout. Among these, 7 took data from the students' point of view, 3 from the teachers', 2 from the counselors/coordinators/directors, and 2 were bibliographic or documental in nature. Among the causes found are issues related to the political pedagogical project, the curriculum (structure and organization), the teaching methodologies, the didactics, the evaluation methods, the teaching staff, the institutional support to the student, and the interpersonal relationships.

On the other hand, 12 papers (5 in basic education, 5 in higher education, 1 in continuing education for teachers, and 1 in youth and adult education) discuss possible pedagogical actions to deal with dropouts. Among these, 8 suggest measures related to teaching methodology and 4 related to the monitoring of the student's school and academic life to deal with dropout. Besides this, we can highlight other actions presented in the studies related to the political pedagogical project, the curriculum (structure/organization and the student's perception of its value), the teachers' continuing education, the evaluation methods, and the relationship with colleagues and teachers. From this analysis, it can be noted that despite the complexity of the dropout theme pointed out by the literature, the works that present proposals to deal with this phenomenon approach it without taking into account the multiplicity of pedagogical dimensions associated with dropout.

From the results of the systematic review, which culminated in the survey of the pedagogical dimensions that are related to school dropout, a descriptive field research was conducted with the responsible people and teachers of the institution. Next, we will present the results, expressed as percentages, obtained from the evaluation made by the respondents of the statements presented in Table 2, and the discussions of these results with the results of the systematic review and other relevant literature.

Regarding dimension 1 of Table 2, Chart 2 shows that the evaluative activities are not a point of attention for the segment in the perception of the caregivers. However, it is observed that locally in the 9th grade there is a significant decrease among those who "strongly agree" that the evaluative activities contribute to the development of students. Given that this is a year of teaching linked to re-enrollment for the next segment, it is observed in the work of Figueiredo (2017) that practices related to evaluation, whether its method or its conduct, may emerge as possible impact factors on dropout.

**Chart 2** – Question 1 - Respondents by grade and segment<sup>4</sup>



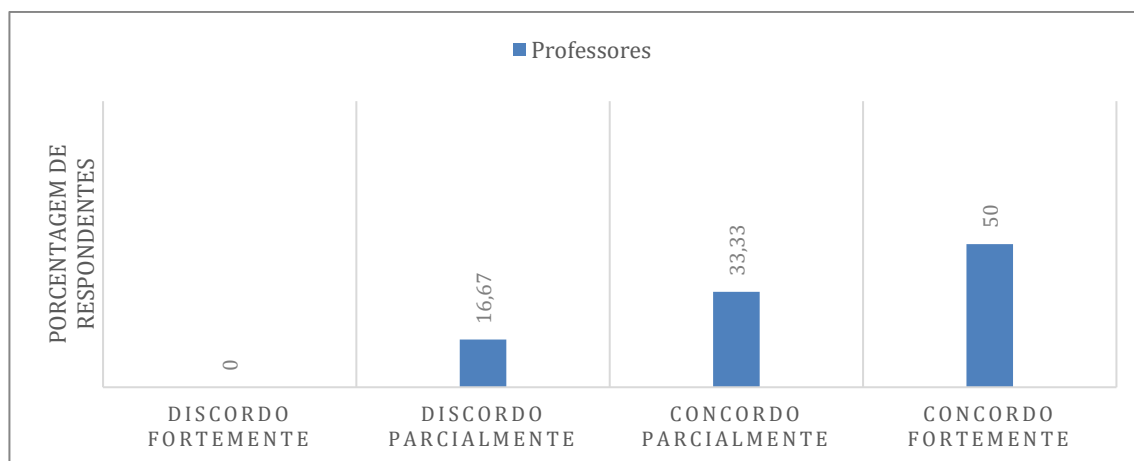
Source: Original research results

On the same dimension, Chart 3 represents the teachers' perception on the contribution of the evaluation system to the students' development. Of the responding teachers, 50% are between "partially disagree" (16.67%) and "partially agree" (33.33%) that the evaluation system contributes to student development. The results suggest some degree of dissatisfaction of teachers in relation to the evaluation system. In this sense, Grisa and Ferrari (2016) argue that evaluation depends on the interests and goals of the school, and must also respect principles

<sup>4</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

and criteria collectively reflected by teachers and present in the political pedagogical project of the institution.

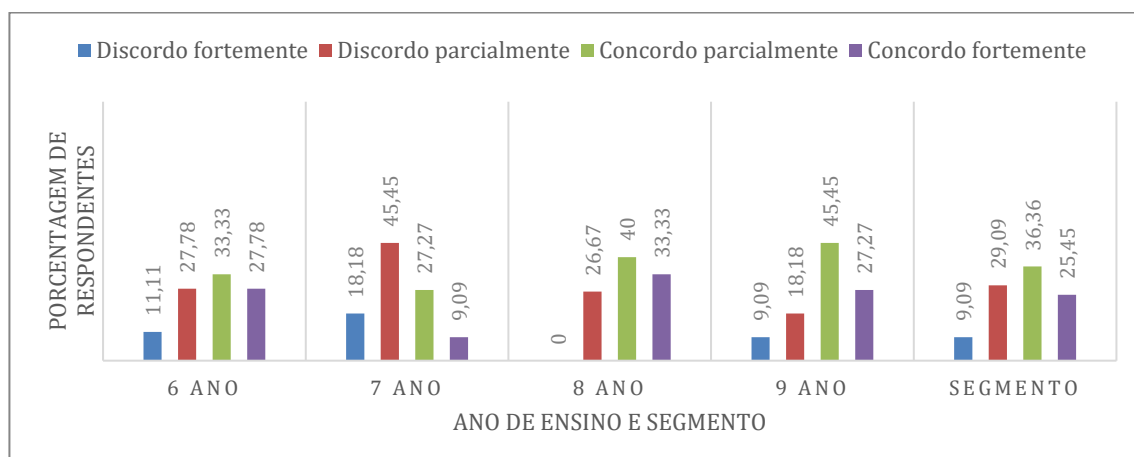
**Chart 3 – Question 1 - Teachers<sup>5</sup>**



Source: Original research results

Regarding dimension 2, in Chart 4 we can see that the follow-up of the student's academic life is a point of attention in the segment, since 38.18% of the people responsible are between "I strongly disagree" (16.67%) and "I partially disagree" (29.09%) about receiving feedback from the coordination, guidance, or teachers during the student's learning process. Moreover, it is observed that this problem worsens in the initial years, especially in the 7th grade, where 63.63% of those responsible are between "strongly disagree" (18.18%) and "partially disagree" (45.45%). The survey conducted by Santos and collaborators (2020) on dropout in higher education indicates the need to develop a structured institutional monitoring plan of the students' academic life, not only about their learning, but also about their experience in the educational environment.

<sup>5</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree

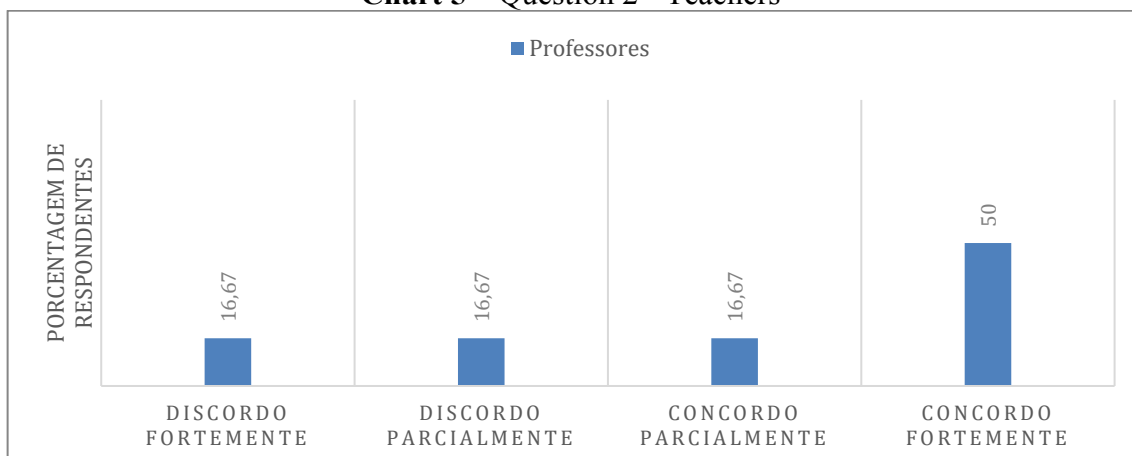
**Chart 4 – Question 2 - Respondents by grade and segment<sup>6</sup>**

Source: Original research results

Also on the second dimension, Chart 5 represents the teachers' perception of the feedback process on their practice by the coordination. Among the respondents, 50% are between "strongly disagree" (16.67%), "partially disagree" (16.67%) and "partially agree" (16.67%). The dispersion of the data suggests that this process is not structured or clear for teachers. According to Domingues (2013), the school is a locus for the continuing education process of teachers, which must consider aspects such as the school culture of the institution. For this author, bringing training closer to the workplace shortens the distance between actual teaching action and reflection on that action. Thus, pedagogical coordination plays a fundamental role in the teachers' personal and affective involvement, giving concreteness to the school's educational project.

<sup>6</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

**Chart 5 – Question 2 - Teachers<sup>7</sup>**

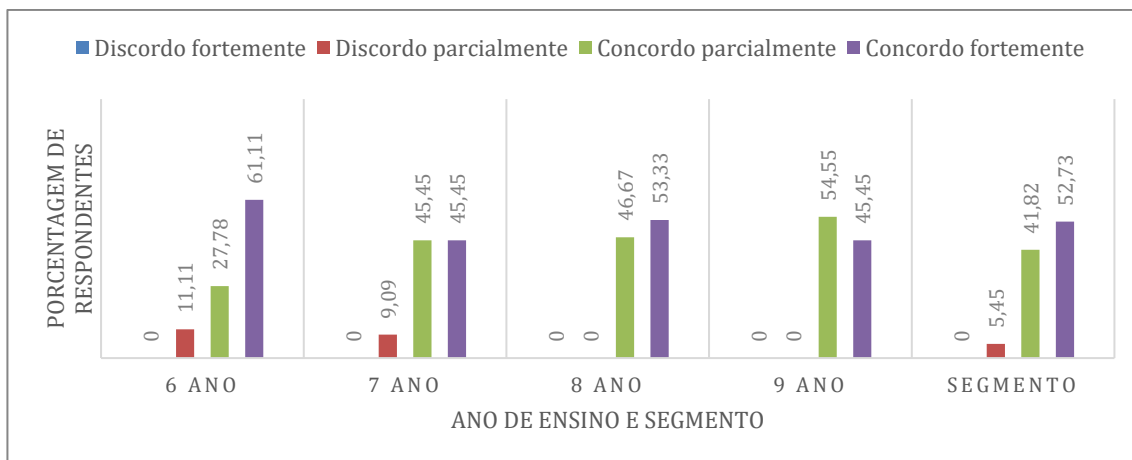


Source: Original research results

Related to dimension 3, in Chart 6 it is shown that the view of those responsible in the segment is positive about the relationships between students, their classmates and teachers, since 94.55% of respondents are between "partially agree" (41.82%) and "strongly agree" (52.73%) that students maintain positive relationships with their classmates and teachers. About the teacher-student relationship, Queiroz and Vieira (2019), when studying the imbrications between pedagogical mediations and practices and dropout in elementary school, place the teacher-student relationship as a first-order motivational factor, such that it can favor the construction of a favorable environment for learning.

<sup>7</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree



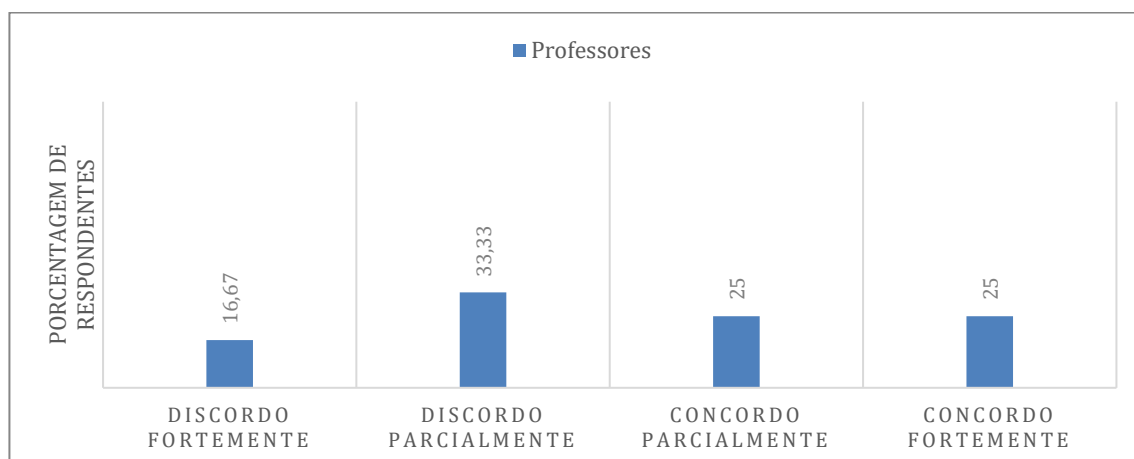
**Chart 7 – Question 3 – Respondents by grade and segment<sup>8</sup>**

Source: Original research results

On the other hand, about the third dimension, Chart 7 points out that in the view of the teachers 50% are between "strongly agree" and "partially agree" with the existence of bullying practices among students. Regarding interpersonal relationships among students, Boff and Bagnara (2020) investigated the school dropout in technical and vocational education and point out that the lack of respect in the academic environment and the absence of understanding when expressing their ideas are points that need the institution's attention. The divergence between the perception of guardians and teachers on this issue makes a specific investigation necessary to understand how the learning environment is, in terms of interpersonal relationships, and the institutional care about them.

<sup>8</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

**Chart 7 – Question 3 - Teachers<sup>9</sup>**

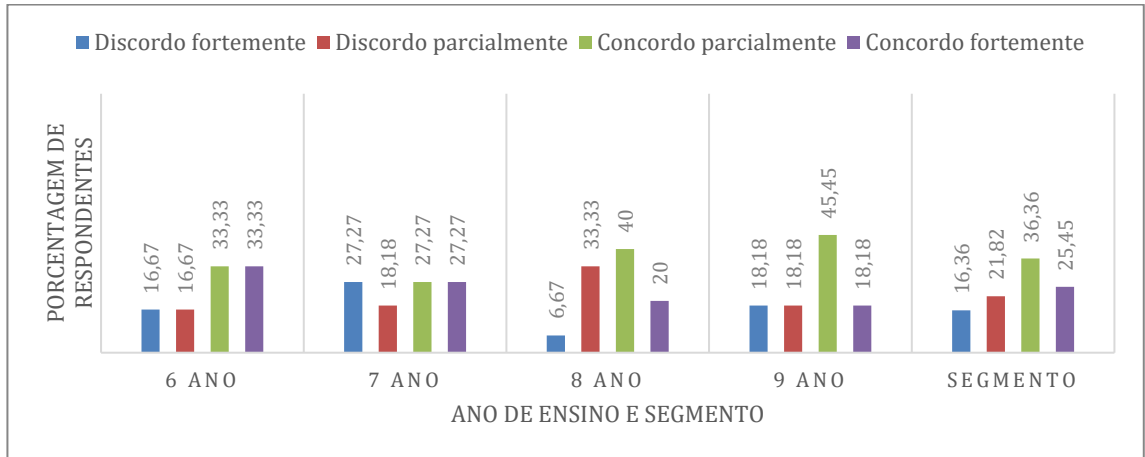


Source: Original research results

About dimension 4, in Chart 8 it is pointed out that the dissatisfaction of the students with the classes is a point of attention for the segment, since 61.81% of the responsible people are between "partially agree" (36.36%) and "strongly agree" (25.45%) in relation to the students showing direct or indirect dissatisfaction with the classes. Furthermore, it is observed that these results are accentuated in 6th and 9th grade. For these particular years, the work of Silva and collaborators (2019) stands out, who proposed pedagogical actions to combat dropout with projects for monitoring the transition between segments as a preventive action, since academic and sometimes institutional changes can significantly impact the student's life.

<sup>9</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree

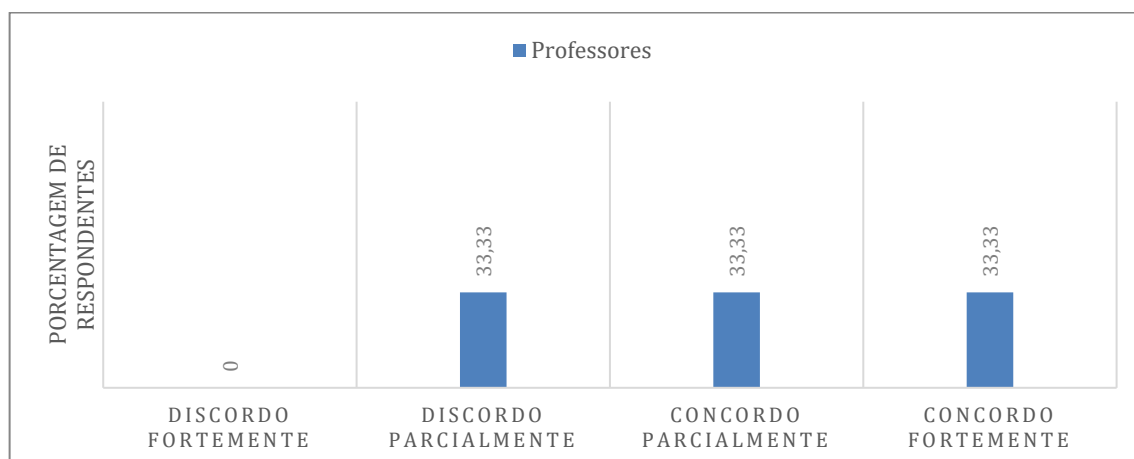
**Chart 8 – Question 4 - Respondents by grade and segment<sup>10</sup>**



Source: Original research results

Regarding the fourth dimension, Chart 9 shows that in the view of the teachers 66.66% are between "strongly agree" (33.33%) and "partially agree" that students are engaged in their classes. On the one hand, we have the perception of those in charge who see students as dissatisfied with their classes, and on the other hand, the professors, who perceive students as engaged. The result can derive from several situations, such as a local dissatisfaction, relative to one or more subjects, or situational, relative to non-face-to-face teaching due to the COVID-19 pandemic.

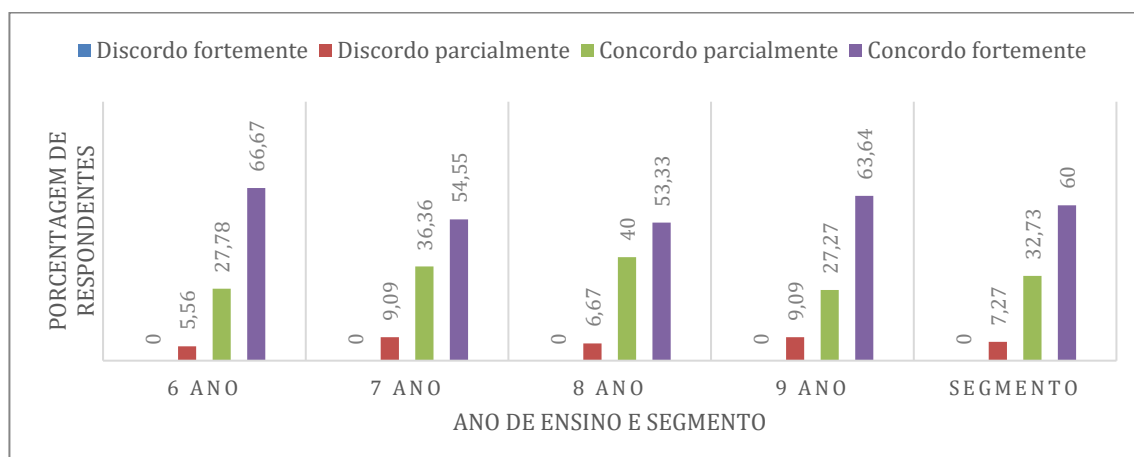
<sup>10</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

**Chart 9 – Question 4 - Teachers<sup>11</sup>**

Source: Original research results

Regarding dimension 5, in Chart 10 it is observed that the development of student autonomy is perceived positively by those responsible in the segment, since 92.73% of respondents are between "partially agree" (32.73%) and "strongly agree" (60%) on perceiving the development of student autonomy as a result of school practices. Berbel (2011), when analyzing studies focused on the promotion of student autonomy and pedagogical potentials, states that activities that promote autonomy demand personal involvement of the student, a low-pressure and highly flexible environment, and psychological freedom and freedom of choice. Also in the figure of the teacher reside characteristics that corroborate the development of student autonomy, such as the teacher nurturing internal motivations, offering rational explanations for studying a certain content or performing a certain activity, using an informational and non-controlling language, respecting the students' learning pace, and recognizing and accepting students' expressions of negative feelings (BERBEL, 2011).

<sup>11</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree

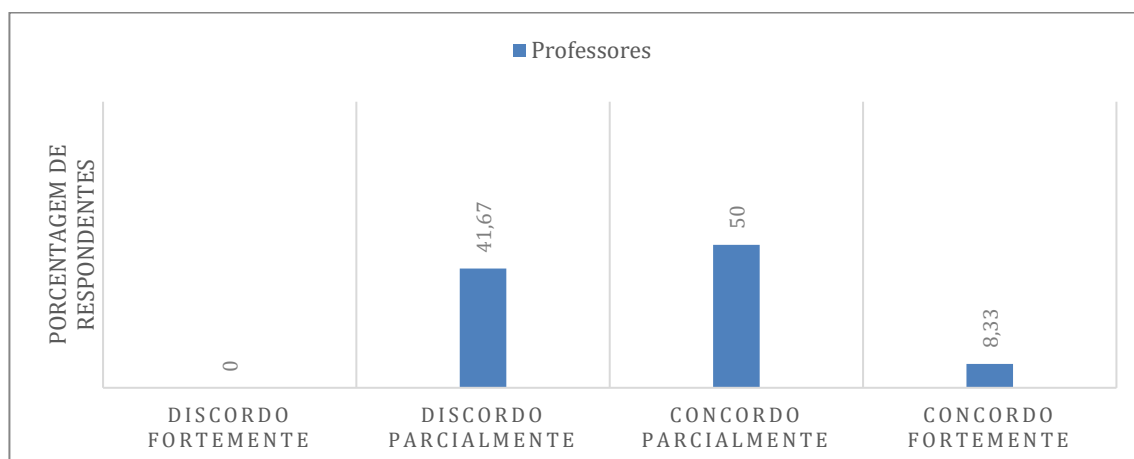
**Chart 10 – Question 5 - Respondents by grade and segment<sup>12</sup>**

Source: Original research results

On the other hand, in the teachers' perception of the fifth dimension, Chart 11 shows that 41% "partially disagree" about observing students acting autonomously, according to their age group, as a result of school work. Grisa and Ferrari (2016), when proposing the reformulation of the political pedagogical project as a strategy to combat school dropout, point out that the curriculum should contribute to the development of students' intellectual autonomy, which is perceived by those in charge, and that this should be a collaborative and participatory work of the school community. Therefore, the results among teachers suggest the need to listen to these professionals about their expectations regarding the students' autonomy for each year and a joint analysis of the expectations outlined by the institution within its political pedagogical project.

<sup>12</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

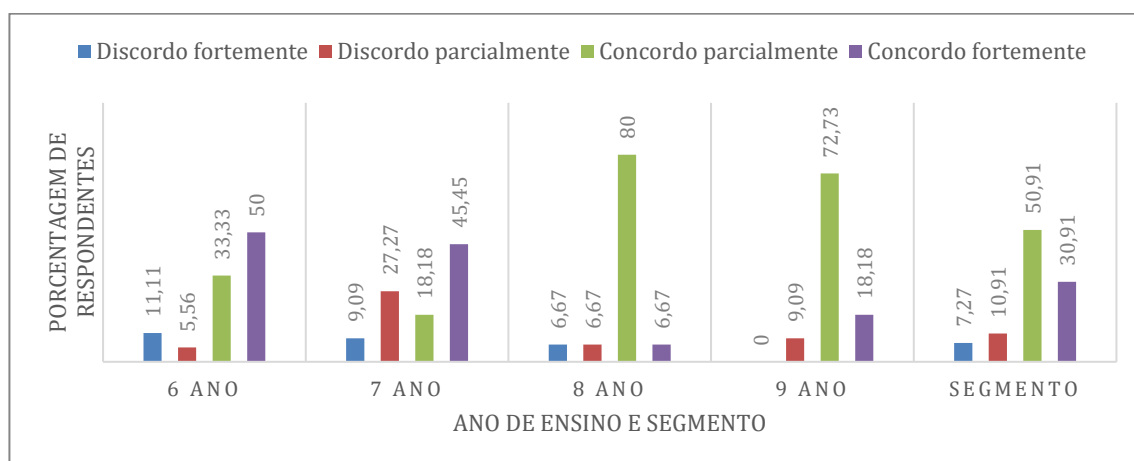
**Chart 11 – Question 5 - Teachers<sup>13</sup>**



Source: Original research results

Regarding dimension 6, Chart 12 shows that the perception of those responsible for the infrastructure of remote/semipresential education offered by the school is positive for the segment, with 81.82% of respondents between "partially agree" (50.91%) and "strongly agree" (30.91%). It is observed that this result is better perceived in 8th and 9th grade, but stands out negatively in 7th grade, where 36.36% of respondents are between "strongly disagree" (9.09%) and "partially disagree" (27.27%).

**Chart 12 – Question 6 - Respondents by grade and segment<sup>14</sup>**



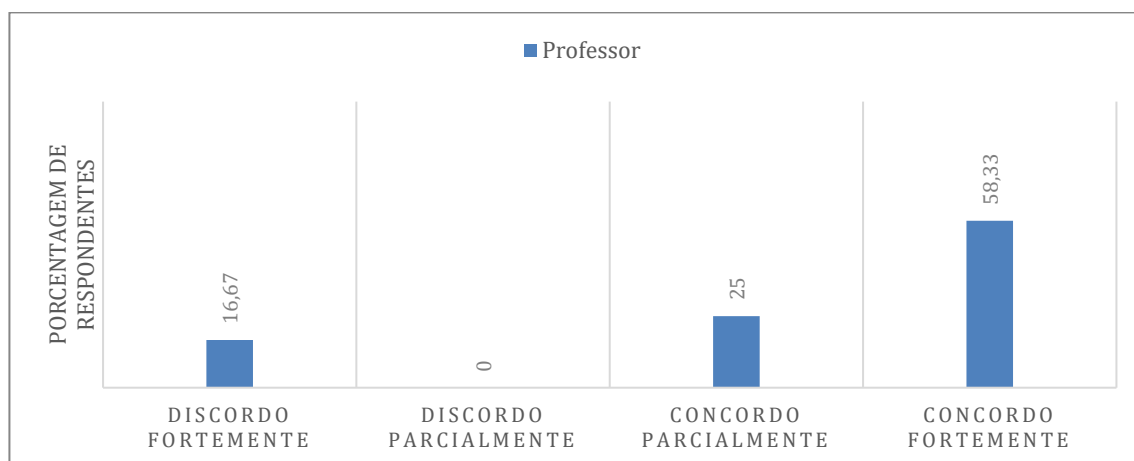
Source: Original research results

<sup>13</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree

<sup>14</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree; 6 ANO = 6th grade; 7 ANO = 7th grade and so on

As for the teachers' view on the sixth dimension, Chart 13 highlights that the perception of the institutional support received during the period of remote/semipresencial teaching is perceived positively, with 83.33% between "partially agree" (25%) and "strongly agree" (58.33%) that the institution offered materials and training so that the quality of the work was maintained.

**Chart 13 – Question 6 - Teachers<sup>15</sup>**



Source: Original research results

Regarding the open question, after the pre-analysis of the data, the information collected from the respondents in charge was organized into six categories. The same process was used to organize the data from the teacher respondents into five categories. Table 4 shows the categories for students' and teachers' guardians and the relative frequency in relation to each one of them.

<sup>15</sup> PORCENTAGEM DE RESPONDENTES = PERCENTAGE OF RESPONDENTS; Professores = teachers; Discordo fortemente = I strongly disagree; Discordo parcialmente = I partly disagree; Concordo parcialmente = I partly agree; Concordo fortemente = I strongly agree



**Table 4** - Categories for guardians and teachers and their relative frequency

Guardians	Freq. 6grade	Freq. 7grade	Freq. 8grade	Freq. 9grade	Teacherss	Freq.
No change	11,11	9,09	40,00	27,27	No change	41,67
Workload distribution	22,22	18,18	6,67	9,09	Listening to teachers	16,67
Accompaniment of academic life	22,22	27,27	20,00	0,00	Feedbacks	16,67
Methodology	16,67	18,18	6,67	0,00	Students' autonomy	16,67
Technologya	11,11	9,09	0,00	18,18	Burocracy	8,33
Evaluation Method	16,67	9,09	6,67	18,18	-	-

Source: Original research results

Of the categories identified among the guardians, three were already dimensions considered in the research (monitoring of academic life, evaluation method and methodology) and the answers served to better describe the respondents' intentions, and the other three are new. Regarding these categories, regarding the monitoring of academic life, it is observed that this category unfolds into two subcategories: the feedback given to parents (individually and through the parents' meeting) and the feedback given to students. As for the assessment method, the respondents question its relationship with student learning and, as for the methodology, those responsible suggest practices and strategies to be used in the classroom, either to increase the dynamics of the classes, or to instigate curiosity or critical sense. Among the unprecedented categories, regarding the distribution of the workload, this category unfolds into two subcategories, being them: redistribution for the increase of sports practices and redistribution for moments of academic support, such as monitorships. About the technology category, the respondents point to an excessive support in the use of technology by the institution.

Regarding the categories identified among the professors, two were already included in the research (feedback from the coordination and development of student autonomy) and three were new. Regarding these categories, the professors point out the need for a structured process of feedback on their practice and a need to develop student autonomy within the institution's processes. As for the new categories, the professors indicate the need for the institution to listen more actively to their proposals, and the need for the faculty to participate in institutional decisions. In another category, bureaucracy, the need emerges to review which documents are effectively necessary for the conduction of pedagogical practice and school documentation, and which are unnecessary.

## Final considerations

The exploratory documentary research allowed the identification of a problem not perceived by the school institution until then, pedagogical factors related to dropouts and problems in the pedagogical work done in the final years of elementary school. The systematic literature review identified significant pedagogical dimensions for the study of dropouts, such as those used in this work: the evaluation method, the monitoring of academic life, the relationship with classmates and teachers, the quality of the classes and the development of student autonomy, and others, such as teacher training, the curriculum, and the political pedagogical project.

By analyzing the perception of those responsible for the students on these dimensions, it was possible to identify local problems (in certain years of education) and global problems (of the entire segment), as well as the relevance of each dimension within the "pedagogical part", mentioned both by those responsible for the students who dropped out and those responsible for the students who are currently at the institution. In one of the dimensions, "Quality of classes", despite the perceived dissatisfaction of students in the view of those responsible for the students, the perception of professors about the participation of students in classes was positive, indicating the need for further investigation on this particular point.

When analyzing the perception of the teachers, it was possible to identify needs, such as a greater participation of teachers in institutional decisions, and processes, such as feedback on practice, that need to be improved or structured.

Based on the results of this work, a prevention plan can be proposed to the institution's management, focusing on the prevention of dropout due to pedagogical reasons or causes. To this end, it was decided which pedagogical dimensions constitute the plan, in light of the systematic review, and which are priorities, considering what was raised in the descriptive field research. Next, it was decided which pedagogical agents are involved and how they are involved in each dimension, such as the pedagogical direction, the pedagogical coordination, the pedagogical guidance, the institution's psychologist, the teaching staff, and the students themselves. Once the role of each agent in each dimension was structured, the instruments for conducting and monitoring were prepared, such as interviews, discussion forums, and quantitative surveys, considering the particularities of each year of education in the segment and the expectations of each of the dimensions over the school years as one way to measure the pedagogical work done for students and teachers. The content of this plan will help qualify the pedagogical work done by the institution and mitigate future dropouts for pedagogical reasons.

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