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School Dropout of Adolescent Mothers in a Colombian-Venezuelan Border

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Abstract

The objective of this study was to compare school dropout of adolescent mothers in the Venezuelan-Colombian border, between the Táchira State and the North of Santander Department. The factors considered by the analysis were the age when leaving their studies, the educational level and the school performance before the desertion for determining the requirements conducive to social development. Thus, using a quantitative methodology, the study handles two samples: 235 adolescent mothers in Táchira State and 406 mothers in the North of Santander Department. The results indicate, for both contexts, a statistically significant association between school dropout before pregnancy with age at the time of dropout of school, with the educational level upon leaving school and the independence with previous academic performance. The study revealed that, in the abandonment of studies, the sociological age influences by an advance of roles not linked to chronological age. The conclusion is that a quality education that involves professional preparation and stops adolescent pregnancy through curricular planning according to childhood and youth that motivates intrinsically and extrinsically towards a better future is required in the studied reality.

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1. Introduction

School dropout represents a problem in the educational context and it is associated with multiple factors. This article addresses the phenomenon in adolescent mothers before their pregnancy and considers three more factors: the age at which they abandon the studies, the level of education and the school performance at the time of desertion. Accordingly, it presents three hypotheses about the association between school dropout before pregnancy and some other variables. The study was a comparative one using the results of two investigations carried out in the Venezuelan-Colombian border (Norte de Santander Department and Táchira State), a geographical space where traditions lead to cultural similarities.

School dropout in adolescent mothers is an educational problem in Latin America. The poverty conditions, the absence of future perspectives in their social environment, the feeling of inability to enter the other parts of society from where they are excluded, the feeling of their efforts to achieve an education that allow them to obtain a suitable job and the lack of a promising future. All these conditions lead adolescents to close their eyes to what comes next and take the decision of deserting their student life (Estrada, 2014; Perinat-Maceres, Tarabay-Yunes, 2008).

Some of the factors linked to school dropout are pregnancy and adolescent motherhood, premature need for a job, cultural, social and school elements, such as the degree of study (Azevedo et al. 2013; Grant, Hallman, 2006; Mazuera, Albornóz, 2017). Also is their academic performance as a limit to their willingness to learn, sometimes, by a symbolic violence (Bourdieu, Passeron, 2002). These factors lead to apathy of young people towards studies and their parents to ask them to continue studies (Kearney, 2008).

In accordance with the above ideas, we studied school desertion in adolescent mothers occurred before pregnancy, considering the data resulting from two investigations conducted on the Venezuelan border between Táchira State and the Colombian Norte de Santander Department. An attempt was made to specify the independence or not of school dropout before the pregnancy and (a) the age at which they abandon studies, (b) the educational level of the adolescent mother and (c) the school performance prior to the desertion, using the quantitative methodology followed when working with statistical data (Hernández, Fernández, Baptista, 2006).

2. Theoretical framework

2.1 The School dropout

The dropout is the temporary or definitive abandonment of formal studies; the school is gradually left, forced or voluntarily, affecting the development of the deserter student and the society where he belongs to (Buentello, Valenzuela, Juárez, 2013, Espinoza et al. 2014). The dropout represents a decision determined by working activities, the perception of quality in the educational offer, school problems such as student behavior; the role of the teacher, the lack of educational facilities, the lack of teachers, the style of school organization and its components. It also influences the family situation in which parents have low expectations with regard to education (Economic Commission for Latin America and the Caribbean (ECLAC), 2010, Cueto, 2004, Espinoza et al., 2014, Rumberger, Lim, 2008 and Vargas, Valadez, 2016). Although Cueto (2004), states that it is not necessarily the students with lower performance who drop out, but those who experience some of the circumstances mentioned.

Mazuera, Albornoz (2017) affirm that adolescent pregnancy has weight in the temporary or definitive abandonment of studies, but it is not the main cause of it. According to Gogna et al. (2008) in a study conducted in Argentina, teenage pregnancy occurred before they were in school, so school dropout relates to the low capacity of them to encourage students to stay in the institution. School desertion before or after adolescent pregnancy is due to their belonging to poor homes, dysfunctional families that do not support the continuity of studies or, due to the lack of goals to achieve (Azevedo et al., 2013; Da Conceição, Aquino, Pinheiro de Barros, 2006).

Therefore, endogenous and exogenous factors to the school intervene in school dropouts and linked to the intrinsic and extrinsic motivation (Vallerand, 1997) of the adolescent mother, since the defector behavior can be presented as inherent to the person, as a private matter; or, when stimulated in a negative way by circumstances external to the student. However, school dropout causes effects embedded in the economic, social and human development of the country where it occurs, hence this phenomenon and its associated elements, according to Aristimuño (2009), gain value as an object of knowledge.

2.2 The age of school desertion

From the chronological point of view, the age in which the adolescent dropped school leads to the fulfillment of milestones or rites in the individual that identify the role and status that the subject is developing, among them,

sexual relations, initiation of working life, marriage, pregnancy, among others (Romero, 2015). It is also associated with men attitudes before life and his cognitive maturity to face it through the decisions taken (Alcaraz, s.f.), related to his psychological age (Romero, 2015). According to the chronological age, the individuals born in the same historical period under the same sociopolitical conditions have a concordance regarding the vision of the world and the phenomena that constitute it (Romero, 2015).

Opposed to this perspective, the sociological age refers to the discourse, behavior and experience of children and adolescents, not being those expected for their chronological age, linked to the progress of children and adolescents with respect to what is expected from them, and the effects of those actions. Therefore, the sociological age is an incoherence in the correct socialization of minors (Romero, 2015). When relating the chronological and sociological ages with the phenomenon of school dropout, Sapelli, Torche (2004) approach of age is considered as an influential variable in it, by involving the help in the tasks of a house and the minors care. In this way, it becomes an extrinsic motivational factor since it does not originate in the adolescent mother (Vallerand, 1997).

2.3 The education level

Regarding the educational level, in Venezuela there are four levels in formal education: preschool that includes one year, starting at the age of five; basic, composed of three stages, each with a duration of three years and pursued after six years of age, going to the ninth grade; then, baccalaureate, university and postgraduate studies (Herrera, s.f.). In Colombia, the educational levels are initial education, from three years; preschool that includes at least one compulsory grade; the basic level lasts nine degrees in two cycles: primary education of five grades and basic education of four grades; the secondary education with two degrees and culminates with the bachelor's degree (Ministry of Education, 2010). The Table 1, considering data from the Organization of Ibero-American States (OEI) (s.f.) and Herrera (s.f.), shows the comparison of the educational systems of both countries, noticing that in the educational system of Colombia, the period of adolescence implies the secondary basic education, while in the Venezuelan system it covers the third stage and the diversified and professional secondary education. Thus, the period of adolescence in Colombia covers six years of school life, while in Venezuela it may comprise five or six years. In both cases, the student obtains a bachelor's degree or similar, preparing the adolescent for admission to higher education, which is also mandatory.

TABLE 1. Educational systems of Colombia and Venezuela.

Education level	Colombia			Venezuela		
	Years of schooling	Ages included	Observations	Years of schooling	Ages included	Observations
Preschool	One	Less than 6 years old	One school year (5 years old) is compulsory	One	5 years	Income at 5 years old
Basic	Five (required)	6 to 10 years old	Basic primary (1st to 5th grade)	Three	From 6 years (6 to 8 years)	First stage: 1st to 3rd grade (mandatory)
	Four (required)	11 to 14 years	Basic secondary (6th to 9th grade)	Three	9 to 11 years	Second stage: 4th to 6th grade (mandatory)
				Three	12 to 14 years	Third stage: 7th to 9th grade (mandatory)
Vocational secondary education	Two	15 to 16 years	10th to 11th grade (grants the bachelor's degree)	Two/Three	15 to 16/17 years	It is called diversified and professional media education (grants the bachelor's degree)
Higher education			Professional intermediate training (Title: Intermediate Technician Professional)			Vocational training
			Technological training (Title: technologist)			
			University education (Title: depends on the discipline-lawyer, doctor, graduate...) Advanced training programs (postgraduate). Prepares for research, scientific activity or Specialization. Title: Magister, Doctor, specialist			Postgraduate

Source: Own processing

Primary education is a right contained in the Universal Declaration of Human Rights (Bellei et al. 2013). If desertion occurs at this level, there is a risk of not finishing the primary school education cycle, decreasing the potential for social mobility (United Nations Organization for Science, Culture and Education (UNESCO), 2012). Admission to secondary education or baccalaureate occurs at the age of 12-13 years, a period in which adolescence begins characterized by multiple emotional, physical and

psychological changes, linked to the preparation to adult life and priority is given to belonging to the educational system as its main social obligation (Abril et al. 2008, Noguera, Alvarado, 2012).

In this stage, the family and the social environment take value for the individual well-being, by facilitating the processes of self-determination and healthy psychological development in the activities where the adolescent changes, such as academics (Deci, Ryan, 2002). However, when considering the school institution in the social context, the students do not associate, according to their interests, the secondary educational content with something useful for life. They perceive that they do not serve them for their work and professional expectations, generating disinterest and demotivation towards the school environment with the consequent failure and desertion in secondary education (Pereda, 2014, Bellei et al., 2013). In addition, the second cycle of high school that could offer a pre-university or professional education and therefore a more specialized one, is not a compulsory schooling (UNESCO, 2012), which motivates the desertion in the transition stage from the first to the second cycle. Thus, extrinsic motivation emerges as a factor that is associated with school dropout behavior (Vallerand, 1997).

2.4 The age of school desertion

It indicates the level of learning achieved by the students, associated to the effectiveness in the accomplishment of the curricular objectives when there are educational stimuli, which are linked to the family, their level of education, the socioeconomic features, the teachers and schools, among others (Tronconi, 2010) and that are associated in some way with extrinsic motivation (Vallerand, 1997). Therefore, the first years experiences of life play a very important role, with a significant part in family mediation in the educational process through communication and collaboration with children at home (Jadue, 1999, López, Guaimaro, 2015). However, a family in a state of poverty may not offer this support, which leads to a student's risk of poor school performance and dropout.

Also in adolescence, academic performance is linked to the decrease that adolescents have in their intrinsic motivation during their studies; there is no satisfaction in traditional school environments with respect to their autonomy, competence and relationship (Gnambs, Hanfsting, 2015).

2.5 The studies context

According to Del Arenal (2007), by virtue of the different nature of the social actors in the international society, where the interrelations are varied and multiple, a transformation provides a common and a global scope to

problems and solutions, made at the transnational and at the human level at the same time. The Norte de Santander Department and the Táchira State, a border context integrated and composed of culture and traditions, such ideas does not escape. As Pinillos (s.f.) raises there is a space in the border areas, where its elements affect the processes that are perceived and that are called spatial factors, recognized them as territorial conditions caused by the inequalities that the national States generate in these border areas, producing life forms, which are only observable in them.

Within these regions, there are various social, health, economic and educational phenomena, among others, that, although similar, have not found favorable public policies for their management and even for their solution, in part due to the withdrawal of Venezuela from the Andean Community of Nations and the existence of agreements limited in their content and validity (Barrios, Rivas, s.f.).

However, the demands required by today's society when considering human and sustainable development, imply the relationship with what is beyond the nation. Such an agreement leads to the creation and use of resources by governments to commit them to the achievement of these common objectives, leaving aside elements of sovereignty and autonomous decisions, evolving towards a collective decision making system among the nations.

Therefore, research on school dropout in pregnant adolescents has implicitly the opportunity to offer knowledge that contributes to that system of decision making in the search for solutions.

3. Methodology

The methodology was quantitative, using statistical data of comparative type with a transversal field design (Hernández, Fernández, Baptista, 2006). The data analyzed for later comparison, came from the research of Magallanes et al., (2015) conducted by the Catholic University of Táchira-Venezuela and Mazuera et al., (2017) executed by the Simón Bolívar University, Cúcuta, Colombia. The studies applied in two independent samples, since they belong to two populations of different geographical areas.

The first sample with a confidence level of 95% and a maximum admissible error of 5%, determined the size of 406 adolescents belonging to a study population of 6435 adolescent mothers between 10 and 19 years old, with children under 18 months. They are divided into three age groups: 10 – 14 years old, 15 – 17 years old and 18 – 19 years old who live in el Norte de Santander Department (Colombia). The second sample of 235 adolescents

belongs to the studied population of 1963 adolescent mothers, residents of Táchira State (Venezuela), selected with a confidence level of 95% and a maximum admissible error of 6%. In the design of the research for Venezuela, the subgroups are considered adolescents and adults, according to the ages when the women residents of Táchira State had their first child born alive; thus, they were divided into groups of 10 to 14 years old, 15 to 17 years old and of 18 to 19 years old. The partition between the second and the third group is reasoned in favor of the condition of adulthood contemplated in the Venezuelan legislation. The distribution between the first and the second group corresponds to a practice of division, marginally based on the medical conviction of childbirth complications for 14 years old women or younger. In both investigations, the data were collected through the survey technique applied with the respondent through personal contact. The questionnaire for the collection of the information was designed with closed questions of single and multiple options and elements of open response.

Adolescent mothers who abandoned their studies integrated the studied population. The information presented in Table 2, were in The Norte de Santander Department: 286 (70.44%) and in Táchira State: 160 (68.08%), and obtained from the following question formulated in the questionnaire applied: Do you currently attend an educational center?

TABLE 2. The adolescent woman who currently attends an educational center.

Answer	North of Santander		Táchira	
	Count	Percentage	Count	Percentage
Yes	120	29.56	75	31.91
No	286	70.44	160	68.08
Total	406	100.00	235	100.00

Source: data from the research of Magallanes et al., (2015) conducted by the Catholic University of Táchira-Venezuela and Mazuera et al., (2017) executed by the Simón Bolívar University, Cúcuta, Colombia.

As shown in Table 2, in the Norte de Santander Department, 286 of 406 adolescents do not attend school and in the Táchira State 160 of 235 adolescents do the same in Táchira State. Thus, the data that were considered significant in the study were obtained from the school dropout that occurred before and after pregnancy, classified by age groups, the level of education in which the adolescent mothers were at the time of the desertion before and after pregnancy, and the academic performance of adolescents before leaving school.

In the analysis and interpretation, the presence of atypical values or influential observations were evaluated by means of the statistical measure of the distance of Mahalanobis; the statistical assumptions of normality and

independence were assessed by the Kolmogorov-Smirnov-Lilliefors, test without significance in the assumptions of normal distribution. In the verification tests of the hypothesis of association or independence among the objective variable, the dropout before the first pregnancy and the following factors considered: (a) the age that the adolescent gives up studying, (b) the educational level at the time of abandonment (c) the academic performance before dropping out by the ordinal or nominal nature of the data. It was used the non-parametric or also the free distribution test and the Mann Whitney U test as a non-parametric alternative to the student's in the case of independent samples, in the case of groups of adolescents with school performance before leaving their studies: very high or high. As a nonparametric alternative to the analysis of variance (ANOVA) of one factor, the non-parametric or free-distribution test of Kruskal Wallis H is applied to three or more independent samples or groups. Assuming a level of $\alpha = 0.05$ to establish the significance of the results, in the variables, the age they stopped studying (10 to 14, 15 to 17, and 18 to 19 years old); and the educational level (without level primary, complete primary, incomplete or complete, technical or academic high school). Once being verified the existence of statistically significant relationships, the magnitude (between zero and one) of these relationships is quantified using the Cramer V coefficient, for nominal categorical variables when their categories are of two or more classes. In the case of categorical ordinal variables, force and symmetry or directionality (between minus one and one) are quantified by the Gamma coefficient. The post hoc significant difference procedures were applied with the Bonferroni method, based on the student T test that corrects the level of significance observed to determine the differences between the groups by means of multiple comparisons that directly affect the model.

4. Results and discussion

4.1 First hypothesis

In order to determine if there is any kind of relationship or independence between the time before the first pregnancy or after it, with the age of dropping out of school, the hypothesis H_0 was raised: dropout before the first pregnancy and the age that leaves studies are statistically independent.

In the Norte de Santander Department, the results of the test show the existence of a statistically significant relationship of slight magnitude between the school drop-out before the first pregnancy and the age at which they drop out school ($\chi^2 (2) = 7.269$, $p = .026$, $V = .164$). The Post hoc analysis suggests that these relationships originate in the differences between the

proportions of the age group of 10 to 14 years with respect to the groups of 15 to 17 years and 18 to 19 years.

In Táchira State, the results of the Kruskal Wallis H-test ($\chi^2(2) = 7.609$, $p = .022$, $V = .218$), show the existence of a statistically significant moderate association between school dropout before the first pregnancy and the age at which studies are abandoned. The Post hoc analysis indicates that relationships arise in the differences between the proportions before and after the first pregnancy, within the age group that abandons studies from 18 to 19 years with respect to the groups of 15 to 17 years and 10 years to 14 years.

TABLE 3. School dropout according to the moment of pregnancy by age of desertion in the North of Santander and Táchira.

Age that stopped studying	North of Santander School Dropout						Táchira School Dropout					
	Before the first pregnancy		After the first pregnancy		Total		Before the first pregnancy		After the first pregnancy		Total	
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
From 10 to 14 years old	62 _a	34.44	17 _b	19.10	79	29.37	24 _a	24.24	9 _a	14.75	33	20.63
From 15 to 17 years old	107 _a	59.44	63 _a	70.79	170	63.20	59 _a	59.59	31 _a	50.82	90	56.25
From 18 to 19 years old	11 _a	6.11	9 _a	10.11	20	7.43	16 _a	16.16	21 _b	34.43	37	23.12
Total	180	100.00	89	100.00	269 ³	100.00	99	100.00	61	100.00	160	100.00

Source: Own processing ^{1, 2}

Note: the values of the same row and subtable that do not share the same subscript are significantly different at $p < 0.05$ in the bilateral equality test for column proportions. Boxes without a subscript are not included in the test. The tests assume equal variances.

¹ The tests are adjusted for all pairwise comparisons within a row of each innermost sub table using the Bonferroni correction.

² The counts of some categories are not integers. They are rounded to the nearest whole number before testing the column proportions.

³ 17 adolescents did not answer.

In the Norte de Santander Department and Táchira State, there is a break before and after the first pregnancy with respect to the chronological age and the custom of follow-up an educational process. In the groups of ages between 10 to 14 years and 15 to 17 years, the adolescent mothers did not continue with the habit established for the chronological age; happening an advance of not pertinent roles according to this age. Therefore, considering Romero (2015), the sociological age in both geographical contexts represents

an extrinsic motivational element, which intervenes as a factor in school desertion (Vallerand, 1997).

The approach of Sapelli, Torche (2004) of age is valid as an intervening variable in school desertion, which may involve the work carried out at home by women and which include the care of minors while increasing age. From their chronological age (Romero, 2015), adolescents reject the possibility of studying, reconstructing the vision of the world that their parents have transmitted to them as Perinat-Macceres, Tarabay-Yunes (2008) and Estrada (2014) have raised, as well as symbolic violence (Bourdieu, Passeron, 2002) leading to the unwillingness of the student to attend school. From the sociological age, adolescents have advanced in milestones or rites of their chronology.

4.2 Second hypothesis

Table 4 shows the percentage distribution of the time of school dropout before or after the first pregnancy according to educational level, in the Norte of Santander Department and in Táchira State.

The results of the test in the Norte de Santander Department show a statistically significant and moderate association between the time of school dropout before or after the first pregnancy and the educational level ($\chi^2(4) = 18.870, p = .001, V = .265$).

The Post hoc analysis identified that the difference exists between the groups of complete primary to incomplete baccalaureate, complete primary to technical/university and no primary to technical/university level. There is more abandonment in the baccalaureate, both incomplete and complete; although when it is left incomplete, there are differences before and after the first pregnancy. The desertion in the complete primary level occurs mostly before the first pregnancy, there being differences with respect to the abandonment after it. There is evidence of desertion in the non-primary level before the first pregnancy and none after it. At the technical/university level, desertion exists at a low value in both considered moments and with similar behaviors.

In Táchira State, the result of the test shows moderate significant association between the variables ($\chi^2(4) = 10.847, p = .004, V = .260$); The result of the Post hoc analysis identified that the difference is between the group without primary level and technical/university level. The dropout in primary/no level, is presented in a similar way before and after the first pregnancy and the dropout that is shown at the technical/university level is higher after the first pregnancy.

TABLE 4. School dropout according before and after pregnancy by level of education in the Norte de Santander Department and Táchira State.

Education level	North of Santander School Dropout						Táchira School Dropout					
	Before the first pregnancy		After the first pregnancy		Total		Before the first pregnancy		After the first pregnancy		Total	
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
No Level/Primary	11 _a	6.15	0 ¹	0.00	11	4.10	13	13.26	3 _a	4.84	16	10.0
Complete primary	28 _a	15.64	4 _b	4.49	32	11.94	_a					
Incomplete High school	86 _a	48.04	58 _b	65.17	14	53.73	83	84.69	49 _a	79.03	13	82.5
Complete High school	49 _a	27.37	20 _a	22.47	69	25.75	_a				2	
University/Technicia n	5 _a	2.79	7 _a	7.87	12	4.48	2 _a	2.04	10 _b	16.13	12	7.5
Total	17	100.0	89	100.0	26	100.0	98	100.0	62	100.0	16	100.0
	9	0	0	0	8	0	0	0	0	0	0	0

Source: Own processing ^{2,3}

Note: the values of the same row and subtable that do not share the same subscript are significantly different at $p < 0.05$ in the bilateral equality test for column proportions. Boxes without a subscript are not included in the test. The tests assume equal variances.

¹ This category is not used in comparisons because its column ratio is equal to zero or one.

² The tests are adjusted for all pairwise comparisons within a row of each innermost sub table using the Bonferroni correction.

³ The counts of some categories are not integers. They are rounded to the nearest whole number before testing the column proportions.

According to findings, when studying the school dropout and the level of study, there is a concordance between the level they should be studying and the chronological age, presenting a synergistic integration with the sociological age for the decision to abandon studies. When chronologically in adolescence, the multiple changes in the emotional, physical and psychological areas, should lead to more reflective decision making by intervening the psychological age, as proposed by Romero (2015). However, this does not happen; therefore, the adolescent acts emotionally, with apathy before the transition not obligatory to the second cycle of secondary school, as expressed by Pereda (2014) and Bellei et al. (2013). It is also because of the limited vision of the future planned from home and the economic factor before the expenditure of studies in a society in poverty, generating family problems with the fulfillment of household chores (Azevedo et al., 2013; Estrada, 2014).

4.3 Third hypothesis

Table 5 shows the results obtained from adolescent mothers who dropped out before and after the first pregnancy together with their academic performance. In the Norte de Santander Department, the results show that

there is no statistically significant association between dropping out before the first pregnancy and school performance before leaving school ($\chi^2(3) = 3.338$, $p = .068$).

When the dropout rate before the first pregnancy in the school performance prior to drop-out in both Norte de Santander and Táchira, ($\chi^2(3) = 0.016$, $p = .901$), it is derived that there are other factors involved in the educational phenomenon, related to extracurricular circumstances such as socio-economic circumstances that affect their families or to endogenous educational aspects, as suggested by Cueto (2004).

TABLE 5. School dropout according to the moment of pregnancy due to school performance in the Norte de Santander Department.

School performance before leaving school	North of Santander School Dropout						Táchira School Dropout					
	Before the first pregnancy		After the first pregnancy		Total		Before the first pregnancy		After the first pregnancy		Total	
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Very low/Low	87 _a	48.88	33 _a	37.08	120	44.94	9 _a	8.2	6 _a	9.7	14	8.75
High/Very High	91 _a	51.12	56 _a	62.92	147	55.06	90 _a	91.8	56 _a	90.3	146	91.25
Total	178	100.00	89	100.00	267	100.00	99	100.00	62	100.00	160	100.00

Source: Own processing ^{1, 2}

Note: the values of the same row and subtable that do not share the same subscript are significantly different at $p < 0.05$ in the bilateral equality test for column proportions. Boxes without a subscript are not included in the test. The tests assume equal variances.

¹ The tests are adjusted for all pairwise comparisons within a row of each innermost sub table using the Bonferroni correction.

² The counts of some categories are not integers. They are rounded to the nearest whole number before testing the column proportions.

Adolescents dropped out school before the first pregnancy in both border geographical contexts, even when they had high/very high performance, hence, there were intrinsic educational stimuli as proposed by Tronconi (2010), Jadue (1999) and López, Guaimaro (2015). However, as Gnambs, Hanfsting (2015) put it, these reasons in adolescence diminish, and other external factors may influence the dropout rate. For the cases of low/very low school performance, when considering the results of the desertions before and after the first pregnancy in both contexts, it was found that their situation was similar: no relationship between both variables. The decision they made to leave school had another reason than their academic performance.

5. Conclusions

The findings of the study reveal that school dropouts have been occurring in adolescents since before the first pregnancy, keeping in relation to age and educational level and independent of school performance. School dropout occurs after pregnancy, as shown in Tables 3, 4 and 5. However, according to the subscript expressed for the quantity that occurred, similar behaviors are evident in most cases, because when the values of the same row and sub table share the same subscript, they are significantly analogous at $p < 0.05$ in the bilateral test of equality for column proportions. Before the first pregnancy, exists an advance of the usages of educational character according to the chronological age (Romero, 2015), so that adolescents act according to their sociological age as an effect of the world view and its constituent phenomena transmitted by their family, especially by parents, and strengthened in their social context. That relationship between school dropout and age is associated with the sociological age revealed a dysfunctionality that deserves to be attended by those responsible for controlling children and adolescents rights with regard to education, since, as stated by Buentello, Valenzuela, Juárez (2013), affects the development of the deserter student and society.

The school dropout occurred between 10 to 14 years in both border contexts, implies that the right of children to primary education, established in the Universal Declaration of Human Rights, is partially omitted and the responsibility of both parents and the State is puts into question. When this educational cycle is not completed, the potential for social mobility reduces, and if after school dropout the adolescent becomes pregnant, her future becomes uncertain if she does not receive support from those who are responsible for educational control. Furthermore, adolescence arrived in the age range between 10 to 14 years and there should be a social obligation of the young woman to belong to the educational system as expressed by Abril et al. (2008); however, this does not happen. Their family and the educational environment does not promote their training and intellectual preparation, if that was the way the teenager would not leave education. There is a problem of motivation to achieve better levels of life; in school, teachers should consider the strategies to stimulate students to overcome and establish challenges to acquire a better quality of life.

The highest dropout rate before the first pregnancy occurs, in both contexts, between 15 and 17 years of age, in full adolescence, when they are in the second cycle of secondary education. Thus, school drop-outs are presented without completing high school, making valid the proposals of UNESCO (2012) on the absence of a pre-university or professional education

that meets the interests of utility for life in students and their job and professional expectations as it has been expressed by Bellei et al. (2013), Gogna et al. (2008) and Pereda (2014). The educational management must be aware that in the 21st century, there can be no stagnation in plans and programs; it is necessary to offer from the educational institutions curricula according to childhood and youth, which motivates both intrinsically and extrinsically and call attention to look for a better future. Considering the perspective of the school role in the prevention of desertion from the promotion of a quality education that initiates the professional preparation and obstructs among others, the teenage pregnancy (Kissman, 2012; Knesting, 2010).

When not finding dependence between school performance and school dropout before the first pregnancy, it is confirmed that the decision of abandonment has roots in other intervening factors, among them the immaturity due to age, the few expectations for its future, the disinterest in the educational system offer or by other factors not covered in this investigation. Therefore, as in school the phenomenon of school dropout radiates to social problems such as adolescent pregnancy, there must be mechanisms, strategies, actions in the educational institution that attract the adolescent to stay in a way according to her chronological age, perceives the value of education, and intrinsically motivates her to be the woman of the 21st century society.

Changes in educational systems are then required, based on appropriate curricula, where the teacher-student-family synergy will bring forth valid reasons to lead the young woman towards a vision of society where she will be one of the protagonists of development.

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