




School repetition: analysis and reflections in an educational establishment in the commune of Valparaíso, Chile

Repetencia escolar: análisis y reflexiones en un establecimiento educacional en la comuna de Valparaíso, Chile

Repetição escolar: análises e reflexões em um estabelecimento de ensino da comuna de Valparaíso, Chile

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ABSTRACT. The School repetition is a multidimensional phenomenon and one of the three critical knots that education presents for the fulfillment of its universalization. To identify associated risk factors in an educational establishment in the commune of Valparaíso, a mixed investigation is carried out where primary and secondary sources of information are analyzed and described using frequency analysis, correlations, contingency tables, and linear regression on a database of 866 students, besides content analysis of semistructured interviews to six teachers. The results establish that the risk of repetition is due to socio-demographic, academic, and socio-emotional factors, from which it is concluded that it is necessary to work on three components: family support, academic accompaniment, and promotion of school coexistence.

RESUMEN. La repetencia escolar es un fenómeno multidimensional y uno de los tres nudos críticos que presenta la educación para el cumplimiento de su universalización. Con el objeto de identificar factores de riesgo asociados en un establecimiento educacional en la comuna de Valparaíso (Chile) se realizó una investigación mixta. En ella, se analizaron y describieron fuentes primarias y secundarias de información mediante análisis de frecuencias, correlaciones, tablas de contingencia y regresión

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lineal sobre una base de datos de 866 estudiantes, además de análisis de contenido de entrevistas semiestructuradas a seis docentes. Los resultados establecieron que el riesgo de repitencia obedeció a factores sociodemográficos, académicos y socioemocionales, a partir de los cuales se concluyó la necesidad de trabajarlos en torno a tres componentes: apoyo familiar, acompañamiento académico y promoción de la convivencia escolar.

PALAVRAS-CHAVE

escolaridade, fatores de repetência, repetência

RESUMO. A repetência escolar é um fenômeno multidimensional e um dos três nós críticos que a educação apresenta para o cumprimento de sua universalização. A fim de identificar os fatores de risco associados em um estabelecimento educacional do distrito de Valparaíso (Chile), foi realizada uma investigação mista. Nele, as fontes primárias e secundárias de informação foram analisadas e descritas por meio de análise de frequência, correlações, tabelas de contingência e regressão linear em um banco de dados de 866 alunos, além da análise de conteúdo de entrevistas semiestructuradas com seis professores. Os resultados estabeleceram que o risco de repetência se deu por fatores sociodemográficos, acadêmicos e socioemocionais, dos quais se concluiu a necessidade de trabalhá-los em torno de três componentes: apoio familiar, acompanhamento acadêmico e promoção da convivência escolar.

1. INTRODUCTION AND STATUS OF ISSUE

The School repetition is one of the three critical nodes that education presents for the fulfillment of its universalization, along with school dropout and entry into the system at inadequate age (Bellei, Poblete, Sepúlveda, Orellana, & Abarca, 2013).

While Chile has experienced significant growth over the years of schooling, the challenges currently point to improving the quality of education and reducing existing gaps (Oliva, 2010). For Donoso and Hawes (2002) the social inequality is expressed in educational inequalities in relation to the development of students, their context and society as a whole. In this way, the repetition is "linked to abandonment and the increase of overage (it participates in the production of school failure as a whole) causes low self-esteem and demotivation in the affected students it increases the costs of the education system, and makes it difficult to manage the classroom" (Passolini, 2011, p.1).

The regulation of evaluation and promotion in Chile (Decree n°522, 1997; N°112, 1999; n°83, 2001) establishes that to pass a subject the required grade is 4.0 and the minimum attendance of an 85%. In the case of non-attendance, the medical licenses only justify them. To be promoted from course, if they have an insufficient subsector the general average must be equal to or greater than 4.5. If they present two, it should be 5.0. In the first basic cycle, from first to second, and from third to fourth, all those who comply with the assistance must be promoted since they have two years to work on the contents. However, the principal of the establishment may, exceptionally, make a student repeat if he presents a significant delay in reading, writing and/or mathematics. In third and fourth middle, if you have an insufficient average in language and/or mathematics, this must be equal to or greater than 5.5.

Thus, in 2018 the failure in basic education had its highest point in seventh basic with 4.4% and, in middle education, First middle with 8.4% (Chile, Ministry of Education [MINEDUC], 2019). However, from 2020 a new Decree maintains the criteria of repetition, but this becomes an



exceptional measure, However, from 2020 a new decree maintains the criteria of repetition, but this becomes an exceptional measure, and the educational institution must substantiate the decision and accompany the student (Decree 67, 2018).

For Torres, Acevedo and Gallo (2015), the repetition " refers to the fact that some students do not pass the respective courses and do not acquire the necessary skills to move to the next levels of training" (P. 159), hence the idea that the system could manage those differences by reinforcing competencies, skills and knowledge that were not achieved previously (Villalobos & Béjares, 2017). It should be noted that, although this type of statement opens a wide debate on the effectiveness of its application in educational policy, the development of the research will not go into it because it exceeds its objectives of realization, even if its results may contribute to the discussion.

Consequently, exploring its dimensions in a situated experience makes it possible to understand the factors that affect it, dialoguing with literature a particular reality. In this way, the company of this article focuses on identifying risk factors associated with school repetition in a particular subsidized establishment of the commune of Valparaíso, analyzing and describing primary and secondary sources of information.

Factors associated with school repetition

The school repetition has been extensively investigated by various authors, agreeing that its causes cannot be attributed to an exclusive factor (Dari, Cervini & Quiroz, 2019; Villalobos & Béjares, 2017; Martínez, 2016; Bellei et al., 2013; Rossano, 2006). This, on the basis that in academic performance mediate aspects related to motivations and skills, teaching role, interpersonal ties, family and social links (García, Alvarado, & Jiménez, 2000). In this regard, the UC Center for Studies of Policies and Practices in education (CEPPE, 2016), establishes that the risk of recurrence is due to sociodemographic, academic and socio-emotional factors, categories to be considered in the understanding of this phenomenon.

Sociodemographic factors

The Third Comparative and Explanatory Regional Study [TERCE], points out that there are "gender-related learning disparities in most grades, disciplines and countries evaluated (...), advantages for girls in reading and for boys in mathematics. In Natural Sciences the picture is mixed" (Latin American Laboratory of the Evaluation of the Quality of Education [LLECE] 2015, p. 80). At the local level, men have higher failure rates than women in all grades of education, with gaps that do not exceed two percentage points of difference (MINEDUC, 2019B).

An obvious feature of repetition is entry to levels at inadequate ages (Bellei et al., 2013). International Studies (Schwerdt, West, & Winters, 2015) indicate that when it occurs early it decreases the chances of doing so in the future. In Chile it can be inferred that students aged 12 to 14 years, between Seventh basic and first Middle, repeat more (MINEDUC, 2019). As for nationality, "immigrant students show lower learning outcomes compared to non-migrant children" (LLECE, 2015, p.87). The above considering that the student who migrates from one



country to another will assume greater difficulties in its adaptation by having to assimilate the new environment that surrounds it.

On the other hand, there is a broad consensus that socioeconomic factors influence school trajectories (Villalobos and BÉjares, 2017; Martínez, 2016; Sánchez, Reyes and Villarroel, 2016; Puga, 2011; Dávila, Ghiardo and Medrano, 2008; Bellei, 2007). The inequalities point to the segregation that families live because "the poorer, more vulnerable and excluded are the students, the greater their chances of not learning what is necessary, of not achieving good performances, of failing grade, of stopping attending classes, or finally deserting" (Román, 2013, p.34). Students in this situation are categorized as priority because of their marginalization conditions (Treviño & Donoso, 2010). However, these factors can be mitigated by schools (Bellei, Valenzuela, Vanni & Contreras, 2014).

Together with the above, the schooling of the representatives can be explained, As indicated by Ikeda & García (2014), to the extent that they do not participate in school reinforcement due to the low levels of formal education acquired. This, unlike those with the most studies when people live in environments more stimulating and possess other type of interactions seen in a different language (Ardila, Gusmá, Matute, San Martín, & Rosselli, 2009), as "the structural conditions and materials of life, the socio-economic characteristics of the social groups, cultural patterns, and the symbolic universes of the families and the educational communities, determine the development of attitudes" (Torres et al., 2015, p.172).

Academic factors

The life cycle of students is marked by various changes and crises (Papalia, Feldman, Martorell, Berber, & Vásquez, 2012). Faced with this, level transitions sharpen them since "more than a continuity or natural process, this transit is lived as a break or radical change in the school trajectory" (Román, 2013, p.44). According to Rossano (2006), they are linked "to the achievement of higher levels of autonomy and also to others linked with the organization of school work, with the levels of demand and with the insertion in a new field and in a new institutional culture" (P.301). For Raczynski, Hernández, Kegevic & Roco (2011), these changes generate anxieties and concerns: academic, having a higher level of demand; procedural, for the management in the new school; and social, for separating and making new friends. For these reasons, "they require actions and supports from the host school and from the family: these supports are relieved when the school of origin prepares the student for the transition" (Raczynski et al., 2011, p.19).

Repeat students present "more difficulties in learning, and therefore lower levels of achievement" (Villalobos & BÉjares, 2017, p. 3), making it necessary to have adequate pedagogical devices. The programme for the International Assessment of studies [PISA] 2015, indicates that "about 20% of students in OECD countries do not obtain, on average, basic reading skills" (Organization for Economic Cooperation and development, 2016, p.4). In addition, the absence from class influences in reason that "limits and prevents the exposure of the student to the curriculum, which can have serious implications in their performance" (LLECE, 2015, p.58).



Thus, assessment and commitment to attendance is associated with better performance, key in school development (MINEDUC, 2018).

Socio-emotional Factors

Socio-emotional factors impact self-esteem, motivation and increase the possibility of dropout (LLECE, 2015), tending to disruptive behaviors that can even condition enrollment, a measure contained in internal regulations (Superintendencia de Educación Escolar, 2016). From these arise “tense and distrustful relationships between one and the other, which helps to find no sense in attending school and contributes to the loss of motivation and confidence in one's own abilities” (Román, 2013, p.44).

Indeed, Villalobos and Béjares (2017) indicate that “a child with emotional instability usually has concentration problems, affecting their performance” (P.3) causing stigmatization and low expectation in the teacher, so that “in such construction and assessment, what teachers think, say and do is decisive” (Román, 2013, p. 50).

In addition, the representatives acquire great relevance by signifying “predispositions that make it possible for a child to be educated, as well as the social conditions that favor the acquisition of these resources” (Sánchez et al., 2016, p. 348). Proxy meetings, therefore, constitute a preferred space for participation, associated with academic, motivational and cognitive improvements (Valdés & Urías, 2011). Low participation, on the other hand, decreases them, since they “receive less parental attention and encouragement regarding their activities” (Espinoza, Castillo, González, & Loyola, 2012, p.140).

Background to the experience

As we approach the understanding of social reality, “knowledge is a form of social practice that does not arise in a vacuum and must be analyzed in a context that makes sense from a cluster of relations sedimented in a background of nature as a semiotic-material” (Sandoval, 2013, p. 38). On this basis, the challenge is to get involved in processes that establish non-exclusive dialogues between different positions, rather than give a clear answer about the problems to be intervened (Montenegro, 2002).

Taking into account what Montenegro raised (2001), this study materializes in a private subsidized establishment in the commune of Valparaíso, Chile, attached to the Law of Preferential School Subsidy and Inclusion Law, whose repetition in 2018 was 7.5%. Its educational project, of secular humanist orientation, offers two courses per level, except for the fifth basic which are three, ranging from Pre-kindergarten to fourth year humanist – scientific medium. It has an enrollment of 980 students distributed in 29 courses, averaging 34 students per classroom. The Vulnerability Index of the establishment [IVE], in relation to the socio-economic characteristics of the students, is 93.4% in basic education and 90.8% in secondary education, with a concentration of priority students of 59.3%.

Organizationally, the body of workers is made up of 57 teachers, including management teachers and three differential educators, in addition to 31 education assistants, including two



psychologists and a social worker. In this way, it is possible to approach the positions of subject, understood from “articulations between actors and contexts, from which the contents and orientations of transformation are defined” (Berroeta, 2011, p.45), approached from the outset.

2. METHOD

Approach

A mixed methodological design was used, applying quantitative and qualitative approaches by providing more comprehensive evidence and more finished results than those obtained from a single way of approaching social reality (Creswell & Plano, 2010).

Participants

It worked with a database of 866 students, a figure with which it referred to the entire enrollment in subsequent analyzes, equivalent to students between first basic and fourth half academic period 2018, excluding kindergarten education because it responds to curricular and evaluative bases not relevant to the study. In total there were 25 courses, whose ages ranged from six to 19 years, with an average of 12.1, corresponding to 44% of the population to the male gender and 56% to the female gender.

In addition, six teachers were interviewed, being three female teachers and three male teachers, because they belong to the state responsible for transmitting the formal contents of the curriculum. It was established as a criterion of inclusion that they work in the establishment, perform in basic and middle education, that they have at least five years of practice in the institution and that they have Course head. This last criterion corresponded to eighth basic, first and middle third headquarters.

Data production techniques

Two procedures were used to produce data. The first, and since schools contain significant volumes of information, the construction of a database with secondary sources, using references contained in textbooks, minutes of grades, enrollment sheets, among others. With them, a questionnaire was developed to organize the way in which the antecedents would be entered in order to “collect structured information about a sample of people, using the quantitative and aggregate treatment of the answers to describe the population to which they belong or statistically contrast some relationships between variables of interest” (Meneses & Rodríguez, 2011, p.9).

The variables addressed were gender, adopting value 1 for male and 2 for Female, added to repetition, conditionality, support of differential and psychosocial teams, sponsorship of institutions, which were assigned values 1 Yes and 2 No. Regarding the variables age, course, year of admission to the establishment, attendance at classes and attendance at proxy meetings were measured as numerical variables. For its part, nationality values 1 Chilean and 2 Foreign were used, leaving a record of the latter with values 1 Bolivian, 2 Peruvian, 3 Argentine, 4 Colombian, 5 Ecuadorian, 6 Venezuelan and 7 others. The subsector variable with insufficient average, the following values were used: 1 Language, 2 Mathematics, 3 History, 4 Sciences, 5 Arts, 6 English

and 7 others. In the case of socio-economic characterization and schooling of the incumbent attorney were operationalized as nominal variables. In the case of the first with values 1 priority, 2 Preferential and 3 not vulnerable, and, in the second, with values 1 without schooling, 2 Incomplete Basic Education, 3 complete Basic Education, 4 incomplete Middle Education, 5 Complete Middle Education, 6 incomplete Higher Technical Education, 7 complete Higher Technical Education, 8 incomplete Higher Education, 9 complete Higher Education and 10 without information.

The second procedure was semi-structured interviews to account for social reality and understand its nature (Iñiguez, 1999). These respond to a conversation between at least two parties with certain guidelines that allow for reciprocal verbal interaction for professional purposes (Ander-Egg, 2008). Its advantage lay in "adapting to subjects with enormous possibilities to motivate the interlocutor, clarify terms, identify ambiguities and reduce formalisms" (Díaz, Torruco, Martínez, & Varela, 2013, p. 163), addressing topics such as the perception of causes of repetition, role of the family and teacher, school coexistence, level transitions and institutional support.

Data analysis

For the quantitative analysis, frequency analysis, correlations and contingency tables were used, in addition to multiple linear regression when establishing the relationship that occurs between variables. These procedures allow to approach a predictive model since "social facts and processes, by definition, are complex and, consequently, must be explained as far as possible by the series of variables that, directly and indirectly, participate in their concretion" (Rodríguez & Mora, 2001, p. 109). The data was processed in the SPSS software version 25.0.

In the case of the interviews was content analysis, which for Andréu (2000), is not limited to the interpretation of the manifest content, but seeks to deepen their content and latent social context through coding, identifying their characteristics, which are grouped into units and categories for description and analysis finish.

Ethical considerations

As França-Tarragó (2005) refers, ethical principles, in the Kantian way, are categorical imperatives justified by human reason and are instituted in guidelines valid for all circumstances and time. Thus, to ensure the optimal deployment of the study, the name of the students was saved by replacing it with codes when identifying them in the variable structure for the design of the database. In addition, measures were adopted that generated an atmosphere of trust and respect in the interview process, accessing them through informed consent and ensuring the self-determination of each teacher. Finally, it should be noted that, given the background and characteristics of the establishment, in the author's view it seems irrelevant to identify it by its name since it does not undermine the results of the document, thus relieving the principle of reservation.



3. RESULTS

The results are divided into two parts. To begin with, an analysis is developed for each approach used. On the quantitative, frequency analysis, correlations, contingency tables, and multiple linear regression and qualitative analysis of the content identified four categories: low involvement of family, need of support in transitions of cycle, lack of expectation in teaching and demand for psychosocial support. Finally, a discussion is presented that integrates theoretical repertoires incorporated at the beginning of the article with the results obtained in the field work.

Quantitative analysis

Frequency

Of all the students enrolled, 56% corresponded to the female gender and 44% to the male, whose nationalities are mostly Chilean. There were only five foreign students. With regard to attendance at classes, it was observed that 22.1 per cent, corresponding to 191 cases, did not meet the minimum set by the evaluation and promotion regulations, since attendance was less than 85 per cent.

In relation to the years of stay in the establishment it can be clear that a student could reach to be an ideal total of 14 years, if we consider the development of his entire school period. However, for the collection of such data was faced with the difficulty that many of the trajectories were not in the internal records, so it was established to search for such information with a margin of up to 10 years, that is, until the academic period 2009. Thus, 157 students were present since that year, corresponding to 18.1% and a total of 583 students attended, at least, in the last four years, representing 43.9% of the total students (see Table 1).

Table 1. Frequency table by year of admission of students to the establishment until 2009

Year of entry	Frequency	Valid percentage	Cumulative percentage
2009	157	18,1	18,1
2010	64	7,4	25,5
2011	62	7,2	32,7
2012	64	7,4	40,1
2013	76	8,8	48,8
2014	63	7,3	56,1
2015	97	11,2	67,3
2016	105	12,1	79,4
2017	63	7,3	86,7
2018	115	13,3	100,0
Total	866	100,0	100,0

Source: own elaboration based on systematization of questionnaire data

The failure of the establishment was 7.5%, corresponding to 65 students; 25 males and 40 females. The levels with the highest repetition rates in basic education were seventh basic years, which meant 19.1 per cent within the level, and, in the case of middle education, the first and third middle years with an average percentage of 11.1 and 11.8 per cent, respectively. These three levels concentrated 40% of repeat students and 3% of the total enrollment.

Also, 202 students had one or more sub-sectors deficient, which represented 23.3%. In this regard, the most failed subsectors were Mathematics with 41.6% and language with 37.6%, adding a cumulative percentage of 79.2%.

Correlation

In consideration of the students' development in behavioral terms, conditionality was used as an indicator of behavior. By the way, for the year 2017 there were 29 students in that situation, of which 16 were female and 13 males, a figure that in the following year was increased to 41, going from a 3.3 to 4.7% of students in this condition, greatly increasing the men to a total of 28. In the case of women, it decreased to 13 students. Consequently, the data showed that for 2018 the correlation between both variables was significant, $r(866) = 0.11, p = 0.01$.

Given the rates of non-attendance to classes, this variable was analyzed with the schooling of the principal attorney to visualize their correspondence. In this sense, the data found that there was no significant correlation between variables $r(866) = -0.01, p = 0.73$, nor was it significant with the socioeconomic characterization of the student $r(866) = 0.01, p = 0.71$, nor with the gender variable $r(866) = -0.03, p = 0.35$.

In the case of repetition, although the female gender represented almost two thirds of the cases, the data showed that there was no correlation in this regard since the variables gender and repetition were not significant, $r(866) = -0.03, p = 0.35$.

Contingency tables

Technical support teams intended to contribute to the academic and psychosocial well-being of students, such as the differential and psychosocial team, were variables associated with repetition. In the case of the team of differential educators, it could be observed (see Table 2) that they focused a total of 68 students, of which 11 repeated, five being the expected frequency in case Care. In short, 83.8% of the students who received differential support passed the level.

Table 2. Contingency table: relationship between repetition and differential support of students enrolled in the establishment to 2018

			Repetition	Non-repetition	Total
Differential Support	Does receive	Observe	11	57	68
		Expected	5,1	62,9	68,0
		% de D. Support	16,2%	83,8%	100%
	Does not receive	Observe	54	744	798
		Expected	59,9	738,1	798,0
		% de D. Support	6,8%	93,2%	100%
Total	Observe	65	801	866	
	Expected	65,0	801,0	866,0	
	% Total	7,5%	92,5%	100%	

Source: own elaboration based on systematization of questionnaire data

As for the psychosocial duo (see Table 3) of the 151 cases treated, 131 were distributed between basic and middle education, of which 19 students were repeated in an expected frequency



of 10 students. The association between variables indicated that 85.5% of the students who received support from the psychosocial team were promoted from the course.

Table 3. Contingency table: Relationship between repetition and psychosocial support of students enrolled in the establishment as of 2018

			Repetition	Non-repetition	Total
Psychosocial support	Does receive	Observe	19	112	131
		Expected	9,8	121,1	131,0
		% de P. Support	14,5%	85,5%	100%
	Does not receive	Observe	46	689	735
		Expected	55,2	679,8	735,0
		% de P. Support	6,3%	93,7%	100%
Total	Observe	65	801	866	
	Expected	65,0	801,0	866,0	
	% Total	7,5%	92,5%	100%	

Source: own elaboration based on systematization of questionnaire data

Analysis and regression

In the multiple regression analysis (see Table 4), it was observed that the variables corresponding to the year of admission ($\beta = -.20$, $t(746) = -4.55$, $p = .000$), level ($\beta = -.14$, $t(746) = -3.13$, $p = .002$), conditionality ($\beta = .11$, $t(746) = -2.97$, $p = .003$), socioeconomic characterization of the student ($\beta = .09$, $t(746) = 2.53$, $p = .012$), attendance at classes ($\beta = .09$, $t(746) = 2.32$, $p = .021$), differential support ($\beta = .08$, $t(746) = 2.18$, $p = .029$) and attendance at proxy meetings ($\beta = .08$, $t(746) = 2.14$, $p = .033$) had a significant effect on repetition.

Table 4. Regression analysis with school repetition of students enrolled in the establishment as of 2018

	B	EE	β
Gender	-,01	0,2	-,042
Level	-,01	,00	-,14**
Nationality	,01	,02	,01
Class attendance	,00	,00	,09*
Year of entry	-,02	,00	-,20***
Conditionality	,13	,04	,11**
Differential support	,08	0,4	,08*
Psychosocial support	,03	,03	0,4
Socio-economic characterization of the student	,03	,01	,09*
Student sponsorship	,01	,03	,02
Attendance at proxy meetings	,01	,01	,08*
Education of the principal attorney	,01	,01	,05
F total			6,18
R2 Adjusted			.08

*** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .10$.

Source: own elaboration based on systematization of questionnaire data

Given the above, it is envisioned that take a few years in the establishment, have been registered for the first time in more advanced courses, to present behavior problems, have been



categorized as student priority and had low attendance, counting with the support of the team of educators differentials by presenting special educational needs and that the proxy has not attended, or had low attendance at the meetings, it would increase the likelihood of the repeat of the course.

Qualitative analysis

Low family involvement

Teachers identified the relevance of parents and guardians in the training process of their pupils, and the influence they exert on their school itineraries. Thus, there is a correlation between family dynamics with academic development, hours of study and emotional stability, so a low involvement with the establishment would prevent deploying all these potentialities.

The despair of the parents influences the school performance, since there are differences in the projection of cultural capitals with your children, generating gaps with expectations that trigger feelings of discouragement and pressure themselves. However, this relationship is bidirectional, as the student's performance permeates the dynamics of his family and what happens inside it impacts on the student.

In this way, the support of the proxy is expressed under confrontational criteria, reducing the interest of the student for their academic tasks in addition to straining the relations that circulate around the school. The constant negative reinforcement and little assertiveness in the use of language affect the students emotionally decreasing their perception of self-esteem

Need for accompaniment in cycle transitions

Transitions are accompanied by changes in life cycle stages, and the organizational structure faces challenges based on curriculum compliance. This leads to a destabilization of students who see interrupted the continuity in their training processes, and on which an institutionalized work for this adaptation is not visualized as a result of the complexity of the contents, the increase of teachers by subsector and changes of these as they progress in the course.

In sum, marked differences were identified in the transitions in basic and middle education. The first, related to the transition to adolescence and, consequently, with the physical, psychological, social and hormonal changes they experience, perceived as a difficulty given the interests that students manifest. On the other hand, the beginning of Secondary Education requires adaptations with the configuration of the course, which warns changes due to the renewal of the students and in the face of new work logics that distance themselves from the previous basic cycle.

Lack of teacher expectation

The role of the teacher in the school performance of students is key beyond the mere transmission of knowledge. The linkage that is established can provide an adequate climate or not to meet the needs that underlie their academic results, so having an understanding of the socio-family context would have a scope in the student's performance.



The preconceptions teachers have about students trace the type of relationships. In this sense, it was possible to visualize the recognition of labels to students with low performance and in a situation of repetition, stigmatizing them and generating conditions that translate into evaluative differentiation and greater demand. The above, from a relationship that is regulated by the student's school performance.

Demand for psychosocial support

The personal, family and social demands are expressed in the non-satisfaction of minimums that allow to develop properly in the school space, lacking in various aspects related to the socio-emotional field of the students, which require specialized accompaniment in conjunction with the teaching task.

Although the incorporation of technical teams has presented historical resistance among teachers when setting up a new area of action in schools, this dimension has gradually acquired greater visibility, raising awareness of pedagogical action and providing new tools for the management of teaching exercise.

4. DISCUSSION

The course of this article allows us to visualize the phenomenon of school repetition as an expression of its sociodemographic, academic and socio-emotional dimensions, located in a specific context and space in which they develop (Sandoval, 2013).

With regard to the first dimension, and in contrast to the trend at the national level that shows a greater failure in men (MINEDUC, 2019B), in the establishment it is women who repeat the most. However, the results indicate that there are no statistically significant differences with repetition, so the gender variable has no impact on this aspect.

Otherwise, it occurs with socioeconomic characterization, since it impacts on studies, in accordance with the teaching perception and with what was expressed by various sources consulted by pointing out that, with greater vulnerability, there are greater chances of repeating the course (Villalobos Y Bájares, 2017; Martínez, 2016; Sánchez et al., 2016; LLECE, 2015; Román, 2013; Dávila et al., 2008).

Along with the above, although it is possible to point out that the education of the proxy does not determine conditions of repetition, this does have an impact on the student. In this regard, low schooling has an impact on the cultural, material and symbolic capitals of families, implying, in turn, lower expectations of school trajectories, as well as personal and academic support provided (Ardila et al. 2009). The above, tends to weaken the role of proxy and its link with the activities of the establishment.

In this sense, and as it happens at the country level, repetition intensifies in seventh basic and first middle (MINEDUC, 2019), in addition to third middle. On these levels, the data released are above the national average. However, the repetition more than an event given for not reaching



a qualification and / or assistance, is the continuous expression of a previous trajectory, so the previous years are elementary for its understanding and for the development of subsequent actions.

As for transitions due to cycle changes, these affect school performance and are deepened by the stages of development in which students are (Papalia et al., 2012). They manifest difficulties in terms of their interests and the crises they go through, being a factor visualized by teachers, having a correlation with theoretical approaches (Román, 2013; Raczynski et al., 2011; Rossano, 2006). In this sense, student behavior is also constituted as a factor in school performance (Villalobos and Béjares, 2017) with a dual scope. On one hand, it influences the teaching role as it stigmatizes the student and decreases the expectations toward them, straining the relationship between the two and, secondly, to denote difficulties in interpersonal relationships with their peers, which can affect their self-esteem, motivations, and emotional instability, being the manifestation of an even greater problem.

Finally, the demand for technical support by teachers makes it essential to recognize the phenomenon of repetition as a product of a confluence of factors that lead to it, making clear the need to manage inequalities for the achievement of academic objectives. To do this, it must also count on the specificity of the different devices within the establishment, adding not only teachers, but also the rest of the educational community, encouraging and strengthening, permanently, the participation of parents and representatives.

In summary, given the findings of the theoretical reading and the collection and analysis of data it is possible to argue that in repetition; sociodemographically, gender does not influence and that the variables that affect are given from a greater socioeconomic vulnerability, weak family accompaniment and low link with the establishment; academically, a low attendance to classes and changes by cycle transitions are related, and; socioemotionally, the lack of teaching expectation, problems of school coexistence, as well as the need for psychosocial support to students are preponderant.

5. CONCLUSIONS

The results show the importance of managing the findings in their socio-demographic, academic and socio-emotional dimensions, incorporating the perspective placed in order to intervene the repetition rates of the establishment oriented in three components; family support, academic accompaniment, and; promotion of a good school coexistence.

The first component, in function of strengthening and empowering the role of parents and guardians in the formation of their wards. Strengthening their links with the establishment will strengthen social conditions that favor the acquisition of various resources.

The second, focused on the academic accompaniment towards students that tends to an effective follow - up to their school itineraries. In this sense, manage through the different levels and devices of the establishment the needs that arise from the level transitions, and those typical of the stage of the evolutionary cycle, actively listening to their demands and providing spaces for their optimal development.

Finally, the third component in order to promote the personal and social development of students in accordance with the institutional educational project, democratizing institutional spaces in favor of a dialogue that promotes cohesion and strengthens the social fabric within the establishment.

These orientations find their grip to the extent that subjects can influence their own fields of action, facilitating the integration of life experiences, technical tools and shared knowledge in a contextual reality. In other words, the practices to be used translate into the ability to articulate the actors with their material and symbolic reality, focusing efforts on the findings of repetition factors and enhancing existing devices, considering not to overintervene the educational space. These components are carried out between the family-school alliance, in the empowerment of learning guidelines and preparation for the transition and, finally, in the participation of the educational community and the teaching role as social and emotional support in the personal and collective construction of the student.

Finally, school repetition is but the manifestation of a multidimensional process framed in an unequal society with disparities in learning, whose academic results are its individual expression. His approach, therefore, should not be reduced only to the targeting of those students who fail and do not meet the minimum normative, but must be responsible to the whole community, highlighting the value of democracy and collaboration in the pursuit of common benefits.

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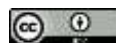
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