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School Dynamics and Their Role in the Educational Trajectories of At-Risk Students

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Abstract: Numerous events occur in students' educational trajectories that are linked to school success. Some of these events are related to school-related factors. Moreover, these factors alter the quality of students' engagement, generating the risk of dropping out of school. The objective of this research has been to explore, compare and understand the different events that occur in the school trajectories of at-risk youths that are related to the existing dynamics in schools. In order to achieve this objective, a narrative research based on the life stories approach was developed. For the reconstruction of the stories, the technique of in-depth interviews and mixed data analysis was used, by means of different analysis techniques. The main conclusions reached after the research have been highly relevant for studies on educational trajectories of at-risk youth. The different factors associated with schools affect the trajectory and involvement of students. There are certain dynamics that have a greater presence in some stages or others, however, all of them can positively or negatively affect the quality of student engagement. Finally, it is shown that the key lies in the way in which the different dynamics of schools develop, i.e., how the dynamics associated with certain factors develop.

Keywords: *At-risk students, educational exclusion, educational trajectories, school dropout.*

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Introduction

The objective of this research has been to explore, compare and understand the different events that affect the involvement of students at risk of exclusion, following the push-pull and mooring model, in relation to the dynamics of the educational centers through which they travel throughout their school and training trajectory. This places us in certain problems within schools that are as old as education itself. Many of these problems have been addressed in a more or less successful way over the years. This is the case of the problems addressed in this article, how the school affects the educational trajectories of students at risk of exclusion and how the different divergences that can occur in their educational trajectories are shown (Bernárdez-Gómez, 2022; Bernárdez-Gómez, González Barea et al., 2021, 2022; Boyaci, 2019; Quijada & Ríos, 2021). These are young people who are unduly deprived of the most basic rights, such as education or their own development. The most common alterations that we know in it are the situations in which students move away from their education and the phenomenon of absenteeism or school dropout occurs. Faced with this problem, the research developed has been extensive and in all aspects. Likewise, the administrative response to this situation has also been diverse and has changed over time. An example of these are the different measures and programs that have been implemented over time in order to reincorporate the different students who were far from their education and, consequently, in a situation of risk of social and educational exclusion (Brandenburg, 2021; Cotán Fernández, 2015; González González, 2017; Thureau, 2018). They try to tackle the severity with which the educational systems, centers and classrooms have treated students, placing them unfairly in this situation of risk compared to the system that should protect them.

The different events and experiences that develop throughout the transit through the school of these young people are articulated around their educational trajectory. A concept extracted from the Theory of the Course of Life where authors such as Hutchison (2019) and Portela Pruaño et al. (2022) identify different events that can affect the path that the student makes in said trajectory (Blasbichler & Vogt, 2020; Christodoulou et al., 2018). These events facilitate, attract, or retain the student to or outside of their education (Nicholson & Putwain, 2015) and are framed within the push-pull-mooring turnover theory (Heffernan, 2021; Vandekinderen et al., 2018). In this way, when we find an event

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or factor that, from the school, facilitates the exit of students, weakens the quality of engagement and pushes it out, we would be facing a Push factor (Yusof et al., 2018). On the contrary, when the factor of exit or distance is outside the school, it is alien to it, we would be facing a Pull factor, because it attracts the student from outside. On the other hand, from literature (Heffernan, 2021; Lin et al., 2021) also mention the Mooring factors, which from the school facilitate student retention and weigh more than the Push and Pull factors.

The different factors that lead to Push, Pull and Mooring events have their effect on the involvement of students with their studies and homework (Crosnoe & Benner, 2016). The involvement of the student as a study construct has resurfaced strongly in recent years (Bernárdez-Gómez, 2022; Germain-Rutherford et al., 2021; Gottfried & Hutt, 2019). Due to the importance of this paradigm is the way in which the trajectory of students at risk takes place and how the different experiences of students develop throughout their schooling (Cents-Boonstra et al., 2022; Ghazzawi et al., 2021; Wong & Liem, 2022). The involvement of students is understood as the energy they devote to the educational task, the level of commitment or interaction they show with it, or to what extent they are involved with the educational experience (Cuconato et al., 2017; Tomaszewska-Pękała et al., 2017). It is a construct that has been widely studied before and that encompasses three main dimensions, a cognitive one, orienting their efforts towards schoolwork; another behavioral, actively participating in the learning process; and an emotional one, taking into account the affective reactions towards the different experiences that follow each other (Nada et al., 2020). As we pointed out, these dimensions are influenced, among many factors, by the different dynamics that appear in schools.

Risk Dynamics in Schools, What are the Factors That Affect Students at Risk?

One of the most outstanding issues that we find in the centers are the different beliefs that appear around the individualized treatment of the problems that students at risk may go through (Plucker & Peters, 2018). This individualization allows, both from theory and from daily practice in schools, to divert attention from these practices and defocus an environment where students spend most of their time, but which seems to show itself as impeccable when it comes to acting. This causes that most of the time, the focus of the problem is directed towards students or their sociocultural characteristics rather than "critically examining what schools do or do not do to increase and support the academic excellence of all students" (González González, 2010, p.3).

For this reason, the study of the different elements, organizational and dynamic conditions that occur in the centers and the educational experience they offer becomes relevant. In this way, it will be possible to look and understand what causes a low involvement in students and the frontal rejection that they can present to the school environment (Santos et al., 2020). The school institution itself, its relationships, its mission and values, its organization and educational dynamics are examined. It is a complementary approach to others but it tries to:

[...] assuming that the school [...] does not work for an increasing number of adolescents, [...] constitutes an essential starting point to think about how organizational and educational approaches and dynamics could be modified that [...] may be contributing to the disengagement and abandonment by some of them. (González González, 2010, p. 25)

It becomes necessary for schools to assume the responsibility that corresponds to them as a possible origin or facilitators of a series of problems in which they also have their place and that the view on the different factors must be established from a holistic point of view, also in educational centers. As an example, Salomé and Pauladarias (2010, as cited in Bernárdez-Gómez, 2022) provides us with a series of factors that favor or not the continuity of the students in the center (table 1) and influence the quality of the involvement.

Table 1. Factors About the Continuity of Students in the Center

Factors favouring involvement	Factors That Do not Favor Involvement
The characteristics of the center	The characteristics of the center
History of the center	Its dimensions
Adequacy of spaces	The composition of the student body
Educational offer	The organization of the center
Stability of the teaching staff	The criteria for grouping students
The organization of the center	Student follow-up
Attention to diversity	The community: The participation of families
Faculty	Reception and care strategies
Training received	The pedagogy used
	Teaching methods
	Adult models
	Belonging
	Accompaniment and guidance of students
	Tutoring
	Career guidance
	The motivation of the students

Note. Salomé and Paladarias (2010, as cited in Bernárdez-Gómez, 2022).

In order to delve into the different dynamics and organizational elements developed by the centers, and establish a structuring of these factors that favor, or not, the implication, the factors associated with the centers that we find in the following sections have been selected from the previous research (Table 2).

Table 2. Factors of the School Associated With the Involvement of the Students

Reference	Factors of the School Associated with the Involvement of the Students
Christenson et al. (2012)	Relational climate in school. Curriculum and E-A Process. Structure of goals. Academic support. Management and leadership.
González González (2015, 2017)	Relationships and relational climate in the school. Curriculum-teaching. Structural aspects of the organization. Connections and relationships with the community. Support actions, advice, guidance etc.
Nichol et al. (2016)	Curriculum Teaching style Relationships and conflicts Supports Organizational structure

Note. Several authors. Own elaboration.

In this way, for the present research it could be grouped into the following factors as dynamics of educational centers that affect the trajectory of students:

- Curriculum and Teaching-Learning Process (CEA), thinking that the number of educational centers that lack the strategies, or the will, to cover the heterogeneity of students in terms of the teaching-learning process and application of the curriculum is considerable, especially that of those who are in situations of vulnerability or risk (Christenson et al., 2012).
- Relational Climate of the Center (CRC), the students' own involvement, as a multidimensional construct, alludes in its affective/emotional dimension, to the positive relationship that is established between the students and the other members of the educational community and the center itself as an institution (Fredricks et al., 2004)
- Structural and Organizational Aspects (OAS), the different routines, practices and dynamics that occur in schools or the organizational conditions that derive from the curriculum (González González, 2017).
- Educational and Center Leadership (LEC), the role played by educational management and the role of the different leaders of the center (Valdés, 2017).
- Support and Orientation Actions (AAO), the help and advice through a guiding and tutorial intervention to all educational agents (Álvarez González, 2017)
- Relationship with the Community and the Family (RFC), democratic centers open to their environment and the families that compose them, where educational life is affected by all the agents that compose it (Tort Bardolet, 2018)

Taking into account the multifaceted character of the construct under study here, we can ask ourselves a series of questions that will guide the research. On the one hand, what kind of engagement do the different school-related factors produce in the student, and, on the other hand, are there certain preferred school stages for this to occur?

Methodology

Research Design

Narrative research has been the main way to explore the trajectories of students who were at risk of exclusion (Burton & Vicente, 2021; Stolz, 2021). Looking at the objectives and taking into account that we are going to explore the different events and experiences that certain students have gone through throughout their life course, the ideal method to achieve the stated objectives would be that of life histories (Juliá, 2018; Malcolm, 2019). Denzin and Bertaux (in Bolívar et al., 2001, p. 29) indicated that life history is the "elaboration (by biographers or researchers) as a case study of the life of a person/s or institution, which may take various forms of elaboration and analysis" using life stories or other methods of enquiry into the lives of subjects.

According to Denzin and Lincoln (2012), life history is notable for two key issues. Firstly, diachronism, as the stories are structured around a linearity in life, events unfold in chronological order and are associated with a globality, linking events to institutions; and the people with whom the subject interacts. Hence, the second issue to consider is the holistic perspective (Bisquerra, 2016; Maciá-Soler et al., 2014), with the intention of bringing together and understanding the different relationships that have developed during their life course. In doing so, a narrative is recreated that describes the life story in the same way and sequence that is present in the person, and the life story helps to develop the narrative with additional data, facilitating the reconstruction of the subject's biographical narrative in a more integral way.

Sample and Data Collection

In order to select the sample, three issues relevant to the research were taken into account: 1) the difficulty involved in searching for subjects with characteristics as defined as those of this study, who have gone through a situation that led them to leave school and, subsequently, to return to their studies; 2) that the subjects have studied or are currently studying any of the measures considered as a second chance or reincorporation into the education system; 3) the size of the sample. Taking into account the aforementioned aspects, the sample was selected in a non-probabilistic manner, based on causal criteria, seeking, on the one hand, theoretical saturation (Bisquerra, 2016) and a minimum of three to five subjects, a reference sample for biographical-narrative studies (Hernández-Sampieri et al., 2018). Finally, the sample consisted of ten subjects, 80% of them from different types of vocational training programs and 20% from direct access tests to post-compulsory studies. That is, they were students at the time of the interview and were aged between 17 and 29. Although not taken into account for the research, the sample has been balanced in terms of the gender of the students.

The technique used to collect the data to carry out the research was the one indicated by the different methodological references (Boluda et al., 2017; Cotán Fernández, 2015; Taylor et al., 2015) as the ideal one for biographical-narrative type research, specifically the development of life stories, this is the semi-structured in-depth interview. This tool allows the researcher the necessary immersion in the study problem and sufficient flexibility to develop the interview according to the different needs that arise as it is carried out (Deterding & Waters, 2021). To develop the interview, previous research studying trajectories (Emery et al., 2020; González González & Bernárdez-Gómez, 2019; Thiele et al., 2017) and the different aspects to be investigated were taken into account.

Thus, an interview was created to investigate the different events and experiences that had occurred throughout their school career. The questions were sequenced logically, but not rigidly, and were shaped according to the students' answers. Among them, two types of questions were posed, general questions, or grand tour, designed to raise open issues (Hernández-Sampieri et al., 2018); and questions to exemplify, or probes, when it was necessary to delve deeper into a specific issue. The interview was validated using the individual aggregate method (Traverso Macías, 2019) by sending an initial draft and receiving feedback from experts in the research area.

Thus, the questions used in the questionnaire are based on the following three points:

- Questions that lead to the contextualisation of the subject and the beginning of the interview, taking an interest in the different socio-economic contexts in which he/she has grown up and the vision and personal assessment he/she has of him/herself.
- Questions that will show us the different events and experiences in each of the stages that the subject has lived through in his/her educational trajectory: the stage prior to leaving school, the time when he/she was away from education and the stage when he/she returned to education. In addition, they will be questioned about how these events occur and how they value them.
- Questions aimed at obtaining a general retrospective on their trajectory and closing questions, asking general questions about their expectations over time and the general assessment of their process and the training received. This part will also serve to go deeper into aspects that were not sufficiently clear or that you wish to clarify.

The core questions asked to the subjects were the following:

- Over the years, what has your life been like outside of school?
- Tell me about yourself; how are you or how do you define yourself?
- Tell me about the schools you have been in; what was the atmosphere like?
- About those schools, what was your experience in your school and in high school? What would you highlight?
- What would you highlight both positively and negatively? Why?
- What was the process of deciding to drop out of school like?
- What did you do while you did not attend school?

- What influenced you the most to go back to school and not drop out?
- What was the process of going back to school like?
- What have been your expectations along the way?
- How do you think those experiences (that you have talked about) have affected your life?

Analyzing of Data

Two different and complementary techniques were used to analyse the qualitative data collected. On the one hand, content analysis, identified by Creswell (2014) or Friese (2020), as a comprehensive analysis technique that allows the researcher to investigate the discourse through a procedure that explores and structures the systematic information (Lewis, 2016). It is a technique that describes the workflow of working with the text in three specific steps: 1) the reduction of information, with the consequent preparation of data and decision making on how to approach the analysis; 2) the arrangement of the data, establishing the techniques to be used and where they are given structure; and 3) the extraction of relationships, verification of conclusions and endowing them with meanings that provide answers to the problems posed (Taylor et al., 2015).

In addition, in a complementary way, the analysis procedure contemplated by Barton and Lazarsfeld (Taylor et al., 2015) will be used, which complements the above with three further steps of analysis: 4) systematising the relationships that emerge in the form of quasi-statistics that allow an analysis of the co-occurrences between categories of analysis; 5) making matrix formulations using different semantic networks and Sankey diagrams that express specific interrelationships and from which different patterns in the subjects can be extracted. 6) qualitative theory-supporting analysis, designed to propose trends, present general formulations and theoretically contrast the statements drawn from the analysis process. To carry out the analysis, the ATLAS.ti software in its version number 22 has been used.

Two different techniques were used to ensure the reliability of the data analysed. On the one hand, the theoretical saturation of the data itself (Lewis, 2016), where data continues to be obtained as it is analysed until consistency is achieved. On the other hand, the systematicity provided by the software helped in the identification of redundant or problematic elements or the replicability of a theory (Bernárdez-Gómez, Portela-Pruaño et al., 2022).

Among the categories that were used in the analysis, those related to the involvement perceived by the students, the type of event, the stage of their educational trajectory in which said event occurs and the type of event depending on the level of approach to the student can be highlighted. However, within those referring to events that may occur in their trajectory, only those referring to the educational center and teachers will be taken into account for this text. With respect to the employees directly in this analysis, it should be noted that they have been those referring to the involvement, stages and elements and dynamics of schools: Curriculum and Teaching-Learning Process (CEA), Relational Climate of the Center (CRC), Structural and Organizational Aspects (OAS), Educational and Center Leadership (LEC) Support and Orientation Actions (AAO) and Relationship with the Community and the Family (RFC).

The codes used in the research that refer to a specific factor have been extracted from the theoretical research carried out. They can be contrasted with the factors listed in the sections of the theoretical framework. Similarly, the other codes used refer to a previously developed aspect to be studied.

Ethics statement

The research project under which this study was conducted was reviewed and approved by the Research Ethics Committee of the University of Murcia (Approval Identification Code: 3226/2021); this included the information sheet of the participants and the informed consent form to participate in the study. In addition, all members of the sample participated on a voluntary basis. After explaining to them the development of the research and that their participation would be anonymous and confidential, they filled out an electronic form in which they gave their informed consent to participate.

Research quality

The research carried out has followed the quality criteria of qualitative research, adopting the principles of truthfulness and the associated criteria that have brought agreement to the research (credibility, transferability, dependability, and confirmability; Berkovich & Grinshtain, 2021; Yadav, 2021).

- Credibility, using multiple sources of information to saturate the information obtained and identify the different categories that emerge.
- Transferability, the research has been developed through several research reports.

- Dependability, triangulating the data (see Bernárdez-Gómez, Portela Pruaño et al., 2022) and per-forming data logging using ATLAS.ti software.
- Confirmability, by checking the data obtained with the participants themselves and discussing the information with the research group.

Findings / Results

Initially, the prevalence of each of the codes used in the analysis that corresponds to the dynamics of the center and life events and critical events are presented. With this, we can establish what characteristics the different dynamics of the educational institution have with respect to the theory of the life course. Table 3 shows two data for each of the relationships, the total count of citations that the two codes have in common and, on the other hand, the coefficient of concurrence that this relationship presents. This coefficient will show us the strength with which these two codes are linked.

Table 3. Concurrency Table Between Center Dynamics and Event Types

	Critical events		Life events	
	Count	Coefficient	Count	Coefficient
AAO	5	0,04	72	0,09
AEO	2	0,02	42	0,05
CEA	5	0,03	130	0,16
CRC	12	0,06	155	0,19
LEC	0	0,00	2	0,00
RFC	1	0,02	12	0,01

Note. Extracted from ATLAS.ti software.

In an illustrated way, in Figure 1, we can see that there is a greater force of relationship of three specific codes if we talk about life events, which have the least impact on the trajectory of students. The AAO, the CEA and the CRC are the dynamics in the centers that are most present in the trajectories of the students, the ones that most affect them. In turn, the relational climate of the center (CRC) stands out as one of the factors that develops more critical events in the trajectory of the students.

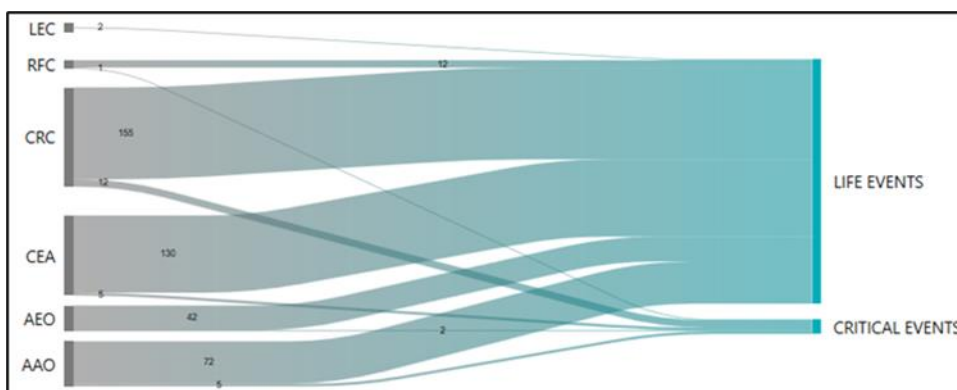


Figure 1. Sankey Diagram of the Relationship Between Center Dynamics and Types of Events in the Student Trajectory

On the other hand, it is also of interest to know the characterization of the dynamics of the centers, to explore the relationship they have with the involvement it produces in the students. That is, these dynamics produce an increase in involvement or distance students from the school. Table 4 shows the relationship between the different center dynamics studied and the quality of engagement they produce.

Table 4. Table of Concurrency Between Center Dynamics and Quality of Student Engagement

	Negative Engagement		Positive Engagement	
	Count	Concurrency Coefficient	Count	Concurrency Coefficient
AAO	29	0,06	58	0,15
AEO	24	0,05	21	0,05
CEA	61	0,12	70	0,16
CRC	96	0,19	74	0,16
LEC	0	0,00	2	0,01
RFC	11	0,02	4	0,01

Note. Extracted from ATLAS.ti software.

In an illustrated way, in Figure 2 we find the Sankey diagram that presents these relationships. In it you can see how positive and negative events occur in their trajectories. However, they highlight the CEA and the CRC as two dynamics that negatively affect students in a special way. Similarly, also the CEA and the CRC, in addition to the AAO, are dynamics that produce a positive quality of engagement in their trajectories. Therefore, the key to making the quality of engagement positive lies in how the dynamics of the center develop and not in a specific dynamic.

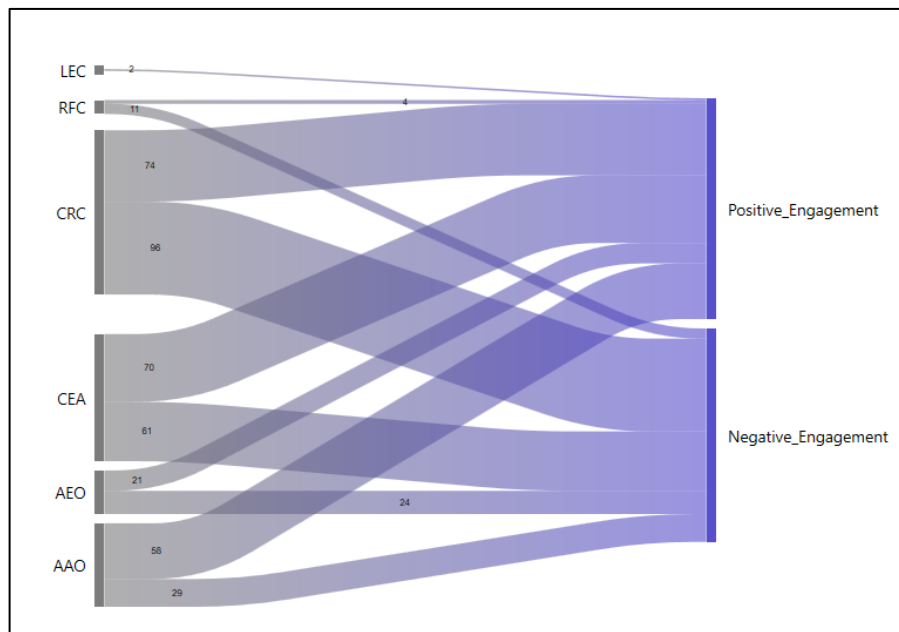


Figure 2. Sankey Diagram of the Relationship Between Center Dynamics and Quality of Student Engagement

On the other hand, it is also of interest to know if these dynamics or events manifest themselves in some stages or others of their educational trajectory. Table 5 shows this relationship between the center dynamics and the stages in which they occur. As in the previous tables, events are manifested in a generalized way. However, only some that occur more frequently and have greater relationship strength than the others in each of the stages stand out.

Table 5. Table of Concurrence Between Center Dynamics and Educational Stages

	Previous Primary Stage		Previous Secondary Stage		Reinstatement Stage	
	Count	Concurrency Coefficient	Count	Concurrency Coefficient	Count	Concurrency Coefficient
AAO	12	0,05	29	0,08	28	0,11
AEO	15	0,07	26	0,08	4	0,02
CEA	27	0,09	74	0,20	22	0,07
CRC	58	0,19	91	0,23	23	0,07
LEC	0	0,00	2	0,01	0	0,00
RFC	6	0,03	8	0,02	0	0,00

Note. Extracted from ATLAS.ti software.

Thus, table 5 and figure 3 highlight the greater importance given by the subjects to events related to the relational climate of the center in the stage of elementary education, something that will also be present in the stage of secondary education and in the stage of reintegration. In addition, in this stage the dynamics related to the curriculum and teaching-learning and the support and orientation actions that students receive also acquire importance. It should be noted that, in the stage dedicated to secondary education, the organization of the center also considerably influences students in their careers.

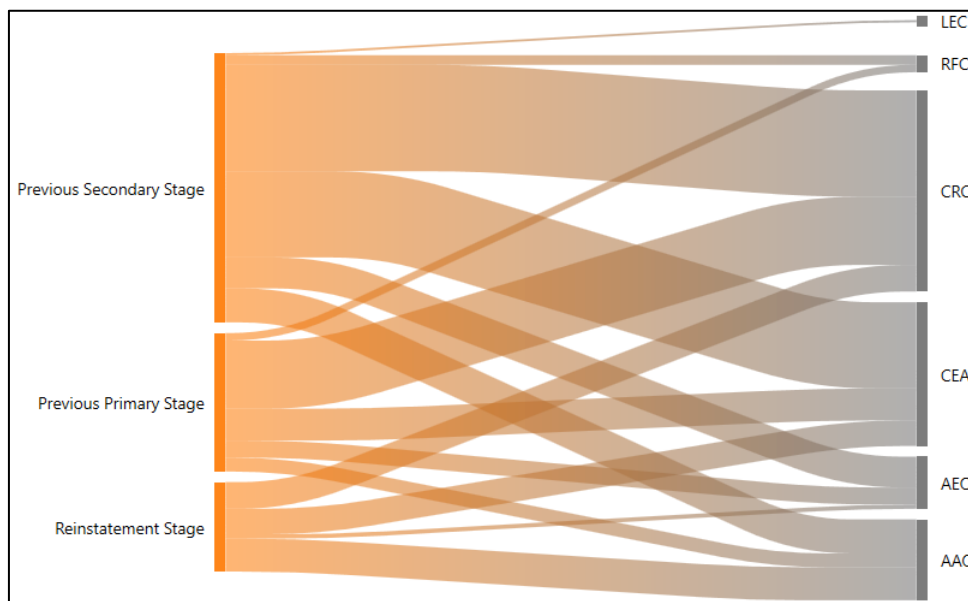


Figure 3. Sankey Diagram of the Relationship Between School Dynamics and Educational Stages

In general, using the semantic network presented below (Figure 4), the above can be illustrated. It is observed how these factors have a different influence on engagement depending on the stage where they happen.

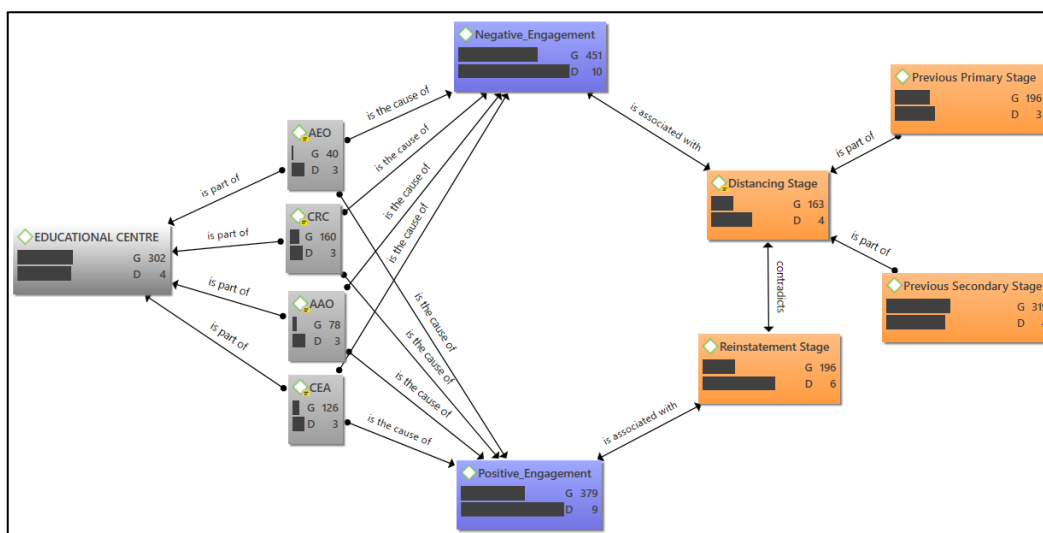


Figure 4. Semantic Network of Relationship Between Categories Used in the Analysis

Discussion

The influence of the different factors related to the school, in addition to having them reflected in the previous figure, is fully illustrated with figure 2. In it, you can see the different codes used depending on the factors linked to the school context (González González, 2015, 2017; Thureau, 2018) that were established for this research and the quality of engagement they promote. For this reason, it was affirmed that the key did not occur in one specific dynamic or another, but in how it was developed.

Aspects such as expulsions (Quijada & Ríos, 2021), the relational climate of the center (Boyaci, 2019), the lack of individuality (González González, 2015) in a broad sense, both in the teaching-learning process and in the lack of adequate guidance (Salvà-Mut et al., 2014), are just some of the events that students mention in the stories. There are questions raised by students that make us think about the effectiveness of different factors that are said to trigger events that harm their trajectory, as is the case of actions aimed at control or discipline in the school environment, -say the lack of control in the classroom or schedules- (Santos et al., 2020). As far as they point out, those measures have no effect if the direction from which they come is not one recognised by them as a reference figure (Brandenburg, 2021). When they are raised in the stage before their departure, where the center becomes a hostile environment, these measures only reinforce the idea that they are in a prison. However, in the reincorporation centers, the figures from which these measures come are not understood as hostile (Cents-Boonstra et al., 2022; Gebel & Heineck, 2019), but

become people who support them, understanding that these requirements (schedules, classroom control, supervision, etc.), are actions that they must take in order to regularize and improve their situation.

If we delve into factors of greater relevance, due to the insistence of the subjects in it, we can find a relational climate of the center where aggressions, both physical and verbal, to the students of other students or teachers, lack of involvement in the process that students go through or, on the contrary, relational climates that result in a positive way due to the sympathetic attitude of the teachers or the good relationships generated between students (Gottfried & Hutt, 2019). Reference can also be made to teaching-learning processes and curricular applications lacking interest to students and others, usually in the reincorporation stage, which exert a high motivation in students, thus increasing their involvement. An interest that, most of the time, is awakened by providing some activity to the process and that, the students themselves, value greatly.

To finish this brief description of the school factors that influence the school trajectories, it is worth highlighting the role of the different support and guidance actions that can be found, or not, in the school centers (Nicholson & Putwain, 2015). There is a considerable difference between what students express before leaving and in the reincorporation stage, since they manifest totally opposite experiences. This is due to the facilitating effect, distancing or involvement, presented by the different professionals of the center -eye, not only the teachers of the students- depending on the stage in which the focus is located (Nichol et al., 2016; Plucker & Peters, 2018). In the stage prior to the departure the actions of help and reinforcements are presented, the case that they reach the students, when there is already an almost irreversible damage in the trajectory of the students and, in the stage that they are reincorporated, they have a continuous attention since they are involved again in their studies.

Conclusion

Research in educational exclusion presents numerous aspects in terms of how to apply it and the topics or problems on which to investigate. In the case of the present research, the application of the theory of the life course through the educational trajectories of the students and the push-pull and mooring factors through the variation in the quality of the engagement of the students, have meant added value to the construct studied.

There are a number of factors in schools that are considerably relevant to students' careers. Although these factors or dynamics have been explored before, there was no work on the perspective offered by the effect of these factors on something as broad as a trajectory. Therefore, they are factors that should not be studied transversely, but longitudinally. Just as student trajectories are not the sum of different disconnected moments, the dynamics of schools are not disconnected factors.

With regard to the objective set for the research presented, to explore, compare and understand the different events that affect the involvement of students at risk of exclusion, following the push-pull and mooring model, in relation to the dynamics of the educational centers through which they travel throughout their school and training trajectory. It can be said that it has been achieved in a satisfactory way. The different dynamics have been characterized with respect to their role in the educational trajectories of students and the quality of engagement they produce. In general, it can be pointed out that: 1) the various factors present in educational centers intervene in different ways in the trajectory of students; 2) this difference lies in the fact that the dynamics of schools will develop in one way or another, depending on the performance of the agents linked to them.

Finally, a key factor among these actions highlighted by the group of young people at risk, and they stress this, is the change in methodology that appears in their rein-corporation stage and the significance that emerges from the learning. Students have consistently mentioned the difference between the educational institution before they dropped out and the current one. This leads us to ask ourselves why some teachers act in one way or another. In the case of educational centers where students are reincorporated, the learning process is deeply customized to the students' needs, a fact that does not happen in previous stages. This adaptation to the individual circum-stances of each student should be established as an educational priority for the teacher and educational administration.

Recommendations

Nowadays it is always a risk to set out recommendations or future lines of research in relation to a specific topic or problem, since the breadth of knowledge that is generated every day, added to the accumulated knowledge, makes the task of contemplating reality and all that it places at our disposal unmanageable.

Through this research it has become evident how the different events that occur in the students' trajectories are intimately linked and must be understood in this way, despite the singularity of each trajectory. Specifically, this study has shown that there are factors that influence one stage more than others. It is therefore necessary for schools to pay more attention to some factors than others depending on the stage students are at. Furthermore, it has also been observed that, although the involvement can be negative or positive, depending on the stage and the factor. All factors and all stages are conducive to positive involvement which should be encouraged.

Limitations

It is necessary to point out the limitations encountered in carrying out the study: 1) The vast amount of knowledge that has been generated previously and the desire to bring it all together and analyze every little aspect, but it is impossible. In addition, it would have been possible to have continued with the analysis of the data in a more extensive way, but this would also have been an almost endless task. 2) We would have liked to carry out a second interview in which aspects could have been clarified or clarified; however, due to the timeframe established and the conditions of access to the educative institutions at the time, also due to the situation resulting from the pandemic, this was not possible.

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Authorship Contribution Statement

Bernárdez Gómez: Conceptualization, design, analysis, writing, editing/reviewing. Portela Pruaño: Conceptualization, design, analysis, writing, editing/reviewing, supervision.

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