

ASSERTIVIDADE COMO FATOR DE EVASÃO ESCOLAR DURANTE A PANDEMIA DE COVID-19

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RESUMO: A evasão e a evasão escolar são problemas que há muito fazem parte do cotidiano das Instituições de Ensino, e por isso vinham sendo vistos como algo normal ou pelo menos comum, principalmente naqueles contextos onde

havia um acentuado atraso socioeconômico das famílias a que pertenciam os alunos; No entanto, nos últimos dois anos, os números derivados desses problemas vêm aumentando, fazendo com que essa normalidade chame a atenção em várias esferas do campo educacional. A esse respeito, identificou-se que os motivos pelos quais um aluno decide abandonar os estudos - independentemente do nível escolar e do país - estão de alguma forma relacionados às medidas implementadas diante da pandemia do COVID-19; bem como, na ausência de uma comunicação verdadeiramente assertiva daqueles que participam do processo de ensino e aprendizagem.

PALAVRAS-CHAVE: Assertividade, Abandono, Comunicação, Deserção, Pandemia.

ASSERTIVENESS AS A FACTOR IN SCHOOL DROPOUT DURING THE COVID-19 PANDEMIC

ABSTRACT: Dropping out and dropping out of school are problems that for a long time have been part of the daily life of Educational Institutions, and for this reason they had been seen as something normal or

at least common, especially in those contexts where there was a marked socioeconomic lag of the families to which the students belonged; However, in the last two years the figures derived from these problems have been increasing, causing this normality to attract attention in various spheres of the educational field. In this regard, it has been identified that the reasons why a student decides to leave their studies *-regardless of the school level and the country-* are somehow related to the measures implemented in the face of the COVID-19 pandemic; as well as, in the absence of a truly assertive communication of those who participate in the teaching and learning process.

KEYWORDS: Assertiveness, Abandonment, Communication, Dropout, Pandemic.

1 | INTRODUCTION

That was not what he said! He never commented on it! Or, I did not clearly understand what had to be delivered!... These are surely arguments that those of us who are dedicated to teaching had to face more frequently throughout the period of confinement derived from the COVID-19 pandemic, without stop mentioning the large number of problems that would come from the fact of verifying or defending each of the parties involved their position; and that in a certain way showed that assertive communication is a skill or competence that for a long time was taken for granted in face-to-face conditions due to “teaching experience”, but that since online communication is involved... it is not always the case.

Talking about assertive communication in teaching is talking about a mechanism through which the communication that takes place between the facilitator and the students is clear, objective, transparent and honest; However, what is thought does not always end up being what is expressed, due to multiple factors, both intrinsic and extrinsic, which, beyond helping everything that is wanted or how it is wanted, is assimilated as expected.

In relation to the above, it is not possible to close your eyes and say that it is false that there is in one way or another in each teacher a “Pedagogical Pedantry”, since to a small or large extent, in the great desire to demonstrate how much we like this or that subject and thereby make evident the reason why we are working as holders of said subject or learning unit, it is very easy to lose sight of the fact that Not all students find the theme equally attractive, so the attention they pay will depend on good communication and without the need to act aggressively or, on the contrary, in a very passive way. In other words, the important thing is to act empathically.

Until now it seems that the lack of a good ability in assertive communication is a serious problem within the educational field, but unfortunately, it is only one factor *-or as it is colloquially said “The tip of the iceberg”-* that has ended up affecting many students at all levels, to the point of dropping out or abandoning their studies.

Therefore, and under a qualitative documentary research, the objective pursued by this work is to identify at first what assertiveness is from different positions; subsequently, address the relationship between education and the serious problem caused by COVID-19;

and after that, expose the data that is available regarding school abandonment or desertion in Mexico; whenever, seen from the desired angle, it is a prevailing situation to analyze and attend to.

2 I ASSERTIVENESS AS A CONCEPT, ABILITY, ATTITUDE AND COMPETENCE

Etymologically speaking, the origin of the word “assertiveness” is found in the Latin *asserere* or *assertum*, which means “affirm” or “defend” (Robredo, 1995); while, for the Royal Spanish Academy, assertiveness is the quality of being assertive, that is, of that person who expresses his opinion firmly (RAE, 2021); while, for others, assertiveness is a social ability, which certain individuals have to communicate and defend their own rights and ideas adequately and respecting those of others, as well as being an aptitude that will have to be allow a person to communicate their point of view, which will oscillate between an aggressive style and a passive style of communication.

However, given the large number of investigations on assertiveness, there are multiple definitions that have been generated, so Table 1 shows the findings found in a simple way, based on the work carried out by Gaeta González and Galvanovskis Kasparane.

Table 1.
Assertiveness Concepts

Author	Year	Concept
Riso, Pérez, Roldán y Ferrer	1988	It's a personality trait.
Flores	1989	It is a global construct that implies the defense of rights: the ability to initiate, continue and end conversations in interpersonal relationships, as well as the initiative to solve problems, the satisfaction of needs and the ability to resist group or individual pressure and the leadership, direction and influence of others.
Author	Year	Concept
Pick y Vargas	1990	It infers accepting and valuing oneself, respecting others, remaining firm in one's own opinions, communicating clearly and directly, in the right place and time and in an appropriate way, what one wants or needs to say.
Rodríguez y Serralde	1991	It is the same as self-esteem, or at least a component of it.
Rees y Graham	1991	It involves respecting yourself and others by having the basic belief that your own opinions, beliefs, thoughts, and feelings are just as important as anyone else's.
Aguilar	1993	It is the ability to convey one's feelings, beliefs, and opinions with honesty, self-respect, and opportunity, while respecting the rights of others.

Flores	1994	It is based on the absence of anxiety in social situations, so that it becomes possible to express feelings, thoughts and actions.
Flores	1994	It is the verbal ability to express desires, beliefs, needs and opinions, both positive and negative, as well as to establish limits in a direct, honest and timely manner, respecting oneself as an individual and during social interaction, whether these are relationships or situations. of daily life in which there is an interaction with strangers; affective relationships where there is an interaction with people romantically involved (family, friends, and partner); or, educational-labor relations, in which one interacts with authorities and colleagues in a specific sociocultural context.

Author	Year	Concept
Robredo	1995	It is self-confidence, tenacity, and persistence; It is knowing how to march through life with a firm step and with your head held high, having the habit of expressing yourself based on your self-esteem, and affirming, defending, expressing yourself and acting directly, with the responsibility and ability necessary to maintain social interactions.
Díaz	1999	It is a social skill, but sometimes, due to the vague definitions of both variables, they tend to be considered as synonyms.
Elizondo	2000	It is the ability to express thoughts, feelings, and perceptions, and to choose how to react and stand up for one's rights when appropriate.
Bishop	2000	It is the ability to express oneself with confidence without having to resort to passive, aggressive or manipulative behaviors - <i>which means self-knowledge and control of one's own real self</i> - and requires knowing how to listen and respond to the needs of others without neglecting one's own interests or principles.

Note: Table showing the various concepts in relation to assertiveness. (Gaeta, 2009)

It is possible to say at first that what seeks assertiveness is closely related to Kant's ethics, specifically, with the ideals established a little over 200 years ago in favor of modernity: autonomy, equality, dignity, and impartiality. (Martínez, 2006)

On the other hand, like any trade or profession, it is expected that whoever practices as such enjoys or has at least a good performance in terms of skills and attitudes, that is, to be competent. In this regard, UNESCO published a little more than a decade ago a report through which it showed that no university could achieve success without a well-qualified and committed academic staff, pointing out that poor results are attributed to deficiencies of the students, to the lack of motivation and very rarely too bad teaching, and that the recognition of teachers continues to be based on their production and not on their labor competence. (Altbach, 2009)

Derived from the latter, here lie the questions: How is a good teacher? o What are the skills and aptitudes that determine that a teacher has the necessary competencies? And for which we can say that it is not easy to determine it, but it is possible to establish

some strategies. Initially, it is necessary to understand that these are other times, that those classroom spaces where children and young people came to listen to a person for hours have been left behind, in other words, it is necessary to leave in the past the classes called “master classes” and opt by sessions where students can participate more actively, either in person or online.

Likewise, understanding that to be said to be competent is no longer enough to have knowledge of a certain subject, since globalization and technologies have brought a quantity of information closer to people, and that in the case of students, these allow them to observe how it is that they are acting in other instances and from there, make a comparison, which on many occasions puts us in question, but that being truly mature and professional will have to be seen as a positive criticism to improve.

Regarding skills, attitudes and competence, a crucial point is to possess what are called disciplinary competences, because, first of all, we must be sure to know *-if not completely-* at least to a great extent beyond the basics. of an area of knowledge, try to update said knowledge, and this is only obtained through continuous training.

Enough of believing that we are a full glass which no longer has room for anything, it is better to maintain a certain humility and recognize that one does not know everything and that there will always be something more to learn. But also, enough of deceiving ourselves by enrolling in training courses for the simple fact of meeting a schedule, an institutional goal or to obtain a higher score. It must be considered that the training will only benefit if the activities are attended to correctly, if they are carried out in accordance with the norm, and not, presenting them as their own when it was other people who did them with a justified or unjustified workload.

Added to the above is the learning that comes from work experience, because... how to teach a person to do something and convince them that it will be useful if we do not teach them with real cases, if we do not share what we have experienced and how we have done it vivid. That is, it is our duty as teachers to have a cognitive and practical command of everything that is provided.

Before tackling the second group of skills, it is worth stopping along the way and asking ourselves... Why am I teaching? If the answer has to do with a certain conviction, go ahead, but if you came to teaching out of work necessity, you must recognize that it may well be the trigger for what has already been mentioned about being pedantic in the classroom, since the great Most of us who work as teachers and do not graduate from pedagogical or normal universities, we usually replicate the way in which knowledge was provided to us, under the argument of “That’s how they taught me and see me, I’m a good professional”, and that is that nobody You can question it, but as has also been commented... these are other times, and it is necessary to know how to teach in the full extension of the word, therefore, pedagogical skills are fundamental.

In relation to these competences, it is urgent to be able to facilitate knowledge in

such a way that it allows each student to establish critical thinking and, in addition, be able to self-assess their performance; around which it is necessary to act in the classroom or through a screen as a guide, and not simply be the one who speaks and gives orders. In the same way, it is important to adopt the figure of a leader who can establish a positive climate to work, where everyone wants to participate or, to arrive or attend the next session because of the interest that has been aroused and not just because avoid a foul. As well as, implement activities that serve as reinforcement and positive feedback on knowledge; without forgetting to diversify the way in which the information is presented or shared, which must be orderly, simplified and with significant examples, and again, forgetting those visual materials overloaded with letters that look more like copies of a book.

It should be clarified that around all these strategies is the fact of doing it under a planning that considers addressing real problems; coherently evaluating each of the assigned activities and where a critical point in this is to consider the student's workload, since omitting it will be in the possibility of not delivering or delivering with deficiencies, in addition to the fact that the extension of the work allows be reviewed carefully and thus establish the necessary observations that allow you to identify successes and mistakes, and not only serve as evidence of delivery without knowing if the objective was met. At the same time, we will have to work on the preparation or organization of activities that reinforce learning, let's remember that not everything is formality, so using certain dynamics will help a lot. Finally, in this great section, it should be borne in mind to be able to explain in great detail the evaluation criteria and procedures, where a good battery will be of great help, in addition to avoiding major headaches in the future.

The third large group of competencies are the so-called generic ones, which refer to those characteristics of attitude, personality and communication that a teacher should possess. In this regard, someone could well say that it is enough to simply be punctual, speak eloquently and if nature wanted it that way... be physically graceful, but the reality is different. Today students are often heard questioning the reasons why a certain place was given to a person to teach when they do not know the subject, but also, because of how they dress, how they address people or because of the way he acts. And it is that we cannot lose sight of the fact that in addition to being teachers we are actors, and that, as such, we must get into our role and execute it in the best possible way.

Pointing out, a first characteristic in terms of attitude is creativity, in relation to which we must try to proceed every day, it is necessary to captivate students, and therefore, look for a thousand and one ways in which it can be shared knowledge, avoiding being repetitive and thus falling into monotony and boredom; Another one is punctuality, since this will speak of the commitment and respect that one has, and that by working on it pertinently in terms of raising awareness of its value in the personal and professional sphere, very surely more than one will adopt it; another is empathy, which is perhaps one of the most difficult to attend to, firstly because of the large number of students that are attended to and that all have

different needs, and secondly because by doing so, there is a risk of being misunderstood and point out as someone who has preferences, and thirdly, because doing so can waste time and not comply with an agenda, which would result in an administrative offense. However, empathy may well be linked to what was mentioned in the paragraphs before, where the workload must be taken into account and assign tasks that can be attended to correctly and that, even though they are very simple, provide evidence that the knowledge has been assimilated.

Continuing, there is humility as one more characteristic, and regarding which it is worth mentioning that it will allow you to accept criticism and identify limitations, from which you can improve; on the other hand, there is the power to act with seriousness, patience, justice, passion and love, which together will make it possible to provide truly student-centered care, where impartiality prevails, but at the same time, trustworthy objectivity.

Moving on to personal characteristics, cheerfulness is the first, followed by a good sense of humor and the ability to socialize, followed by a good appearance in clothing; then there is honesty, integrity and transparency in what is said, and how or why it proceeds in such a way. And that, if analyzed coldly, no one would like to have a class with someone with whom a dialogue cannot be established, added to the fact that his person denotes always being in a bad mood and that, beyond giving confidence, generates fear. Or whose clothing suggests being anything but a teacher and that everything he answers generates distrust.

Going back to the concept that we are actors, how we communicate turns out to be extremely important, so, in terms of communicative characteristics, it is necessary that when speaking, we make sure to transmit the information clearly, using a volume and tone of voice. suitable for each moment, as well as taking advantage of everything that the kinesics of our body can allow us and be coherent, and applying proxemics in order to show an openness to answer questions and attend to everyone equally. That is, communicate assertively.

3 | ASSERTIVE COMMUNICATION AND MENTAL BLOCK

Saying that there is good communication with students and that it is assertive is not impossible, since on many occasions it will be a matter of good preparation or constant training, in addition to years of work; However, on the other hand, it is a fact that it is difficult to fully achieve, and that if you are not fully aware of the various aspects that come into play, at a certain moment and without knowing it, it is possible to generate a conflict at the level cognitive that can affect or influence learning and interest in it, identified as a mental block.

Initially it was said that mental blockage was the uncontrollable suppression or repression of painful and unwanted thoughts or memories, which is why it was considered a physical disability, or it was simply the result of a lack of concentration. On the other hand, it was established as a defense mechanism against mental illnesses, such as hysteria,

neurosis and lack of pathology. (De Latorre, 2019)

More recently it has been recognized that the way in which a mental block is presented varies from one person to another, since it will depend to a large extent on the cause that originates it. For Patricia Valseca Marques, a member of the group of psychologists that make up the Psychological Center of Madrid “El Prado”, from a psychological level, the causes can be due to loss of energy, exhaustion, internal tension, dissatisfaction, suffering, loss of sense and impossibility. to carry out the plans; while, from a physical plane, they can be caused by a headache, nausea, skin problems, gastrointestinal disorders and/or an unsatisfactory sex life. (Valseca, 2022)

In addition to the above, the mental block presents various variants or categories, where in each of them the origin is different; For example, regarding the so-called blockages in the approach of the work, according to Briz Reyes (2017), the blockage occurs due to a lack of motivation, an exhaustion of the creative discourse that is accompanied by the temporary absence of ideas and, therefore, the syndrome of the empty study, which arises in those temporary lapses that are between the consummation of a work and the opening of another.

On the other hand, regarding the blocks of creative expression, Guilera (2011) establishes that they arise due to the lack of visualization of the problem and its bad representation, as well as due to expressive poverty in the solution. While for Briz Reyes (2017), this type of blockage appears due to the existence of doubts in creative language, as well as academic teachings and ideologies that resort to conflict, and ultimately, that difficulty that arises when giving for completion of a work.

In the case of cognitive blocks, Ramírez (2015) shows that this type originates from a deficiency to interpret and contact the outside world. While for Guilera (2011), the causes derive from the lack or excess of information, from not understanding well what is being asked to do, followed by the lack of abstraction.

Concerning the evaluation blocks, Briz Reyes (2017) affirms as a source the existence of self-criticism and comparison with other creators, as well as the breach of expectations, where disappointment is evident according to the eventualities framed as success prostrate in a creation concrete.

As far as affective blocks are concerned, Rodríguez (2006) has determined that this stems from self-imposed limits, vague feelings of guilt, boredom at work, unnecessary creative prolongation, the pathological desire for security and the fear of failure.

Regarding resource blockages, according to Briz Reyes (2017), they stem from economic difficulties, time availability problems, complications with workspaces, inadequate exposure of the ongoing project, and family burdens.

Regarding socio-cultural blocks, as Guilera (2011) declares, they originate from the tendency to stay with the first idea, the so-called “facilism”, the propensity to stay with the obvious. Meanwhile, Ramírez (2015) mentions that this blockage rises due to the

exaggerated predisposition to success, framed by the environment, and the excess or restriction of knowledge of the subject in question. While for Alcaráz (2011), everything starts from the fact that it occurs when teachers restrict their students, where the environment never encourages or appreciates creativity and tends to lean towards conventions.

Regarding the blocks within the professional field, according to Briz Reyes (2017), this block arises from the lack of professional recognition, or, due to discriminatory factors and negative criticism from the group.

As far as environmental blockages are concerned, according to Guilera (2011), they arise in an unbreathable work environment, where there is a lack or abundance of physical space, a lack or excess of ventilation, a shortage or excess of noise and insufficient tranquility. before a good concentration to develop creativity.

Now that, regarding physical blockages, Rodríguez (2006) comments that they arise from environments where monotony prevails, they are static and whose tranquility generates a lack of creative stimuli. As well as, by stormy, accelerated, unstable and chaotic means.

For their part, personal blockages, according to Alcaráz (2011), are presented both due to a mental nature, where one is unable to see the problems that surround them; as well as by an experience obtained, which makes us continue to act with what has worked.

In addition to all of the above, there are the so-called Multiblockers of creativity, where according to De Prado (2017), they can be classified according to the level of consciousness in which they are located, thus coexisting blockers anchored in the unconscious, which derive of traumas and fears of all kinds and that have been accumulated throughout life; semi-conscious entrenched blocks, whose origin stems from logical processes induced by rational capture, prevailing a tendency to evoke and remember logically and in an orderly manner what was assimilated in a hasty manner; the blocks associated with rational and social consciousness, which start from the actions of a taxing or imposing authority of the one who commands or obliges; and the blockages of the humanitarian creative supra-consciousness, caused by a primary and primitive thought incapable of overcoming data foreign to the senses, as well as discrimination and social segregation that makes one feel different, not to mention the fervent need to feel unique, root and source of perceiving, feeling, acting and autonomous thinking.

It is pertinent to comment that, along with the previous blocks, there are the so-called emotional barriers and the perceptual barriers, where the first and from the point of view of Guilera (2011), appear due to apathy and lack of enthusiasm, the lack of self-control of emotions, the ambitious pressure to be different and want to be relevant to others. In this regard, Ramírez (2015) establishes that the origin of these lies in laziness, a hypercritical personality, over-motivation, fear of immediate bosses, distrust of peers and subordinates, and in view of which, there is a latent need to find a solution as soon as possible, which, in turn, generally leads to giving in to the first idea that arises.

While for Briz Reyes (2017), they arise from the over-identification with the work that

brings out his feelings with his work, the self-censorship of certain topics due to privacy and health problems that unbalance the physical state and/or or mind of the creative. While for Rodríguez (2006) the distrust in one's own creative abilities and the fear of being wrong stand out as sources. Finally, Alcaráz (2011) argues that they appear when trying to preserve an image and not risk losing it, having time pressure in view of obtaining results, presenting null stimuli to develop creativity, retaining a tendency to routine and cloistering oneself in laziness and/or lack of energy.

Now that, in terms of perceptual barriers and according to Guilera (2011), he declares a lack of perceptual sensitivity as triggers, specifically sensory stimuli capable of providing relevant information about the key attributes of objects, as well as a lack of concentration, excessive haste or saturation due to the exuberance of information.

In summary, a large part of the causes that give rise to both the mental block and the barriers are situations that recurrently occur in the classroom due to the lack of a clear language on the part of the teacher, where it seems that it is more prevailing to demonstrate the degree of knowledge that is possessed before using a simple language and that is at the level of the students.

4 I EDUCATION AND COVID-19... A CATASTROPHIC PAIRING

Nothing leaves more of a mark on the human being than what radically changes their daily habits or the stability of their family. In this sense, December 31, 2019, will be remembered by many as the date on which "normalcy" changed globally, but for others, it will be the day on which governments determined to establish security measures to prevent the spread of the virus. lethal SARS-CoV-2 virus (named by the World Health Organization as COVID-19 on February 11, 2020), the closure of borders, the confinement of people or the total stoppage of activities.

In the case of Mexico, according to Christian Arturo Zaragoza Jiménez, director of Epidemiological Information of the General Directorate of Epidemiology, the timeline regarding COVID-19 began on February 27, 2020, when the first case of infection was detected. at the National Institute of Respiratory Diseases in Mexico City, and which would be followed by the determination of phase 1 of the pandemic, a period in which the first death would occur on March 18 of that same year. Subsequently, with the establishment of phase 2, measures such as social distancing, a first confinement and the labor restriction of certain activities would be adopted, which in many people caused disagreement, especially since nothing like it had been seen in several decades. However, the biggest conflict came with the declaration of emergency and with it phase 3, since most of the country would have to enter the so-called "Work at Home" or "Home Office"(Sáenz, 2021)

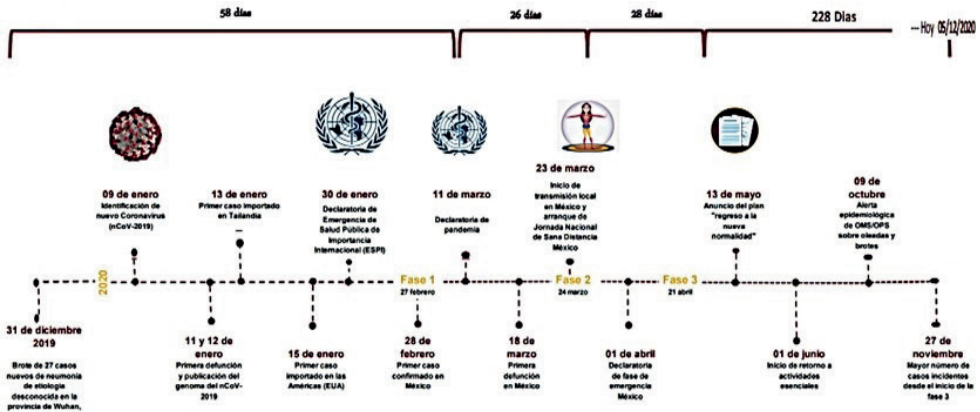


Figure 1

COVID-19 timeline in Mexico

Note: Graph through which the timeline in relation to the progress of COVID-19 in Mexico is exposed, as well as some measures implemented in this regard. Taken from: <http://saludsinaloa.gob.mx/wp-content/uploads/2020/reportescovid/Covid19ReporteDiario12Diciembre2020.pdf>.

It is very unlikely that more than 1,100 days ago, when it came to light that there was an outbreak of pneumonia of unknown origin in Wuhan province, China, there was anyone who could glimpse that this situation would be the cause of a great number of deaths worldwide, given the accumulation of scientific and technological advances it was almost unimaginable that our species would be so decimated by a virus.

Although the figures continue to increase day by day, although not with the same speed, in the case of Mexico the data increased little by little until reaching alarming figures, where from that first death registered on March 18, 2020, the number it would go to 475 in just seven days, and that according to the Ministry of Health (SS), by May 14 there would be 40,186 confirmed cases, 24,856 suspected cases and a total of 4,220 deaths; where for many these figures were not very true, since from the point of view of foreign authorities, Mexico was one of the countries with the lowest number of diagnostic tests applied to its population compared to other countries. (Escudero, 2020)

Based on the technical report issued by the SS on April 24, 2022, the figure was 5,733,785 confirmed cases and 324,129 deaths, (El Economista, 2022). While, by January 10, 2023, that is, three years after the pandemic, there were 7,608,985 estimated cases, 331,333 confirmed deaths. (DGE, 2023)

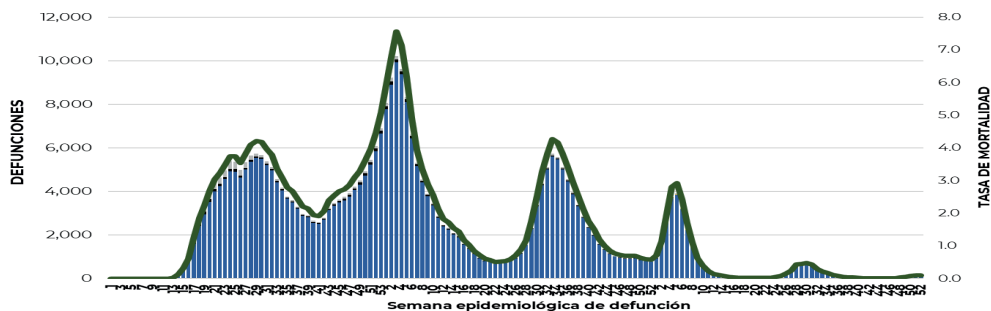


Figure 2

Deaths per epidemiological week in Mexico

Note: Graph showing the number of deaths from COVID-19 in Mexico by epidemiological week from January 2020 to January 2023. Taken from: https://www.gob.mx/cms/uploads/attachment/file/790547/Informe_Tecnico_Semanal_COVID-19_2023.01.10.pdf.

5 | SCHOOL DROPOUT AFTER THE COVID-19 PANDEMIC IN MEXICO

In the case of Mexico, it was in mid-May 2020 when the return to the “new normal” was announced, although in the case of educational institutions, activities continued to be carried out virtually until May of the following year, at which time in which, 459 thousand 422 students of various levels resumed classes in person but under certain security measures in the states of Campeche, Chiapas, Coahuila, Nayarit, Nuevo León, Tamaulipas and Veracruz. (SEP, 2021)

However, given the spikes in infections and the ongoing vaccination campaigns, the massive return began until early 2022, and before that, the confirmation of a situation that had gradually been identified... school dropout.

Focused on the field of desertion, this was a problem that could be seen coming one year after the pandemic, as demonstrated by the study “*Educate in contingency*”, implemented by the Department of Education of the Universidad Iberoamericana from Mexico City, who with the support of CONACyT and the advice of six other institutions, identified after analyzing a sample of 277,144 participants, made up of students and teachers from levels ranging from primary to higher education that at least one in four students had thought about the possibility of dropping out, where 75% said it was for reasons directly related to the pandemic; and that, even though only 7% of the sample met the standards established by the Federal Trade Commission for remote work through electronic means, the real problem was pedagogical, because beyond being able to talk about the implementation of real innovation processes in education, the reality is that education and the teaching process was the one who was trying to adapt. (La Redacción, 2021)

For its part, the Education Association with Course, announced through its spokesperson that, in February 2022, Mexico ranked second among the countries in Latin America with the highest dropout rate (Infobae, 2022), which is closely related with the

results obtained by the study “*Post-pandemic Education: How is the return to school going?*” Conducted by México Evalúa and the School of Government and Public Transformation of the Tecnológico de Monterrey, whose findings were that, with respect to the total enrollment of each level, the highest dropout occurred in preschool with 627,229 students (13%), followed by 366,954 upper secondary level students (7%), 507,845 primary level minors (4%), 168,595 secondary level adolescents (3%), and 51,941 higher level youth (1%), all of this with respect to the 2019-2020 and 2020-2021 school years. (Martínez F. , 2022)

Given this scenario, the head of the Federal Education Secretariat announced during the LIV National Ordinary Plenary Meeting of the National Council of Educational Authorities (CONAEDU), held on June 23, 2022, in Puebla that, among the strategies for Addressing the situation would be making school control rules more flexible, expanding federal scholarship programs, and improving educational infrastructure through the “*The School is Ours*” program (Expansion Política, 2022). Proceeding that although it is to be applauded, it is clearly observed that attention to the pedagogical aspect continues to be neglected before the administrative aspect.

6 | FINAL COMMENTS

Various strategies may be implemented in order to address school dropout, however, taking all of the above, as well as the reports presented by the World Bank regarding the fact that Mexico has an educational crisis in which it is estimated that girls, boys and young people lost learning equivalent to two years of schooling (TWB, 2020), and that of INEGI in 2021 regarding the Survey for the Measurement of the COVID-19 Impact on Education (ECOVID-ED) 2020, in which it was identified that 26.6% of the population considered that distance classes are not very functional for learning (INEGI, 2021), regardless of whether it is for technical and technological reasons or economic resources, how knowledge is shared is fundamental. Hence the value that good assertive communication takes.

And it is that we cannot lose sight of the fact that the slogan we have when accepting to be in front of a group of students -*whatever the level, in person or remotely*-, is to share each of the knowledge in the best way, seeking to make Reflect to each student on the why and wherefore of said subject, avoiding at all times falling into inappropriate positions for those who have decided to make teaching part of their life, being empathetic with each and every one of those who make up the group , even when there are those who do not meet our standards of what a good student should be. As well as keeping in mind that assertive communication -*as Pick and Vargas established in 1990*- deals with accepting and valuing oneself, respecting others, remaining firm in one’s own opinions and communicating things clearly and directly.

Finally, as stated by Angélica Natera, executive director of Laspau Inc. Harvard University, we must seek to work every day because we are united by a passion for

education and because we believe in the transformative power of education (Natera, 2022), and to which, in the first place, well-used assertiveness will allow for better communication, avoiding generating confusion, gaps or disinterest, and yes, captivating, encouraging and awakening the desire to learn more; and secondly, pertinent training in the management of technological tools, which together will help the panorama in terms of school dropout to change, or at least reduce significantly in each cycle.

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