

The perception of interparental conflict and school retention in a sample of students from professional courses

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Abstract

Conflict between the couple can happen, but it does not always have negative consequences. However, study results suggest that interparental conflict tends to affect family functioning negatively and is associated with emotional and behavioral difficulties in children or adolescents. Thus, this study aims to verify if there is any relationship between the perception of interparental conflict and school retention. The study included 139 adolescents of both genders, aged between 15 and 18, the students are from the 10th to 12th grade of vocational education. For data collection, Children's Perception of Interparental Conflict Scale (CPIC) was used. The results obtained show the existence of a relationship between the perception of interparental conflict and school retention. It appears that students with higher averages in some of the dimensions assessed by the instrument have already had at least one retention throughout their school career.

Keywords: Family, interparental conflict, adolescent, school retention.

Introduction

In Portugal, Professional Courses are one route of secondary education with double certification. These courses prepare teenagers for an easier and more qualified insertion in the labor market and allow them to carry out studies at post-secondary level and higher education.

Professional Courses are recommended for those who completed the 9th grade of school or equivalent training; and who are looking for a more practical and labor market-oriented training and/or to pursue higher studies.

There are Professional Courses in the most diverse areas of education and training, such as: industry and technology, services, commerce and transport, agriculture and environment, sociocultural animation (...). Professional Courses or Vocational education has been marked by the stigma of social class (Alves, 2019). It is a form of training, seen as a second option, courses are usually attended by students aged above the average (Lemos, 2015). School trajectory marked by failure (Pacheco 2014; Santos, 2016). In addition to the stigma of social class, data from the General Directorate of Statistics for Education and Science (DGEEC) show that students in professional courses: Show ages