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SCHOOL MOBILITY AND SOCIAL INTEGRATION OF MALAGASY STUDENTS: ANALYSIS OF SOCIALIZATION MECHANISMS IN CONTEXTS OF FREQUENT RELOCATION

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ABSTRACT

Education, considered a fundamental right and a lever of human development, aims at the full flourishing of individuals as well as access to other essential rights such as health, security, and social participation. However, its effectiveness can be affected by various socio-economic and cultural factors, including the frequent mobility of students. In Madagascar, educational institutions face significant difficulties in supporting these mobile students due to the absence of inter-school monitoring systems and a lack of appropriate resources. This situation may influence the sustainable integration of these students into the school community. This raises the issue of the extent to which school mobility impacts students' socialization processes and their integration into different school communities. Based on the hypothesis that frequently mobile students develop specific socialization mechanisms but experience difficult and temporary school integration, this study uses a mixed methodological approach combining documentary review, semi-structured interviews with teachers from Lycée JJ Rabearivelo, and a questionnaire survey of 300 students. The aim is to deepen understanding of the effects of school mobility in order to improve educational policies and support systems for mobile students.

KEYWORDS: Education, Madagascar, School mobility, Adaptation, Integration

INTRODUCTION

Since the dawn of humanity, education has been a subject of academic inquiry and social demands. School education, or schooling, whose emergence in each society is linked to the accumulation of capital and knowledge, is characterized by the transmission of codified and structured knowledge. Education must aim at the full development of the human person and the strengthening of fundamental freedoms.

It is a means of unlocking and protecting other human rights by providing the necessary framework to ensure health, freedom, security, economic well-being, and participation in social life. However, various socio-economic and cultural constraints can influence the effectiveness of the educational system.

School mobility becomes a form of dynamic adaptation in response to precarious conditions. Indeed, it acts as a key factor in the construction of students' social identity, shaping their interactions in diverse environments and their ability to integrate into various social structures.

Malagasy educational institutions face the challenge of responding to the specific needs of mobile students. The absence of inter-school tracking systems and limited resources complicate their support. Although initiatives supported by UNICEF aim to provide temporary education for displaced children, a more structured and integrated educational framework is needed to ensure their long-term inclusion in the formal school system.

Thus, this complexity of managing school mobility in Madagascar raises the question: to what extent does school mobility impact students' socialization processes and their integration into different school communities?

Modern educational theory emphasizes that pedagogy is not a static activity and must be continuously reinvented. Several approaches fall within this model, including Dewey (1859–1952), who argued that education is not merely intentional instruction. It requires organizing social life around the child, ensuring that educational activities are grounded in real-life experiences rather than being confined to the classroom. Based on the hypothesis that students experiencing frequent mobility develop specific socialization mechanisms but face difficult and temporary integration, this study aims to assess the impact of school mobility on students' socialization and integration processes. To achieve this, in addition to extensive literature review, semi-structured interviews were conducted with teachers from Lycée JJ Rabearivelo, along with a survey of 300 students to understand the effects of school mobility on integration and academic success. The expected results aim to deepen understanding of school mobility

and provide relevant recommendations for educational policy.

I- LITERATURE REVIEW

Education enhances individuals' ability to take responsibility and make informed choices. It promotes equity and social cohesion by facilitating access to productive resources such as land and capital and increasing employment opportunities and income levels.

Education is central to both individual and collective development, but it is strongly influenced by economic, social, and contextual factors. Among these determinants, school mobility appears as a key variable, especially when driven by survival needs. Swanson & Schneider (1999) show that repeated school mobility can weaken educational trajectories by disrupting relationships between students, teachers, and parents and by disturbing academic continuity.

However, although often seen as a source of instability, school mobility can also foster adaptability and resilience. Some students quickly adjust to new social environments, forming temporary but meaningful social networks (DeLuca, 2013). According to Rabarisolonirina (2010), although school mobility can create academic and social disruptions, it also offers opportunities for social learning such as adaptability, rapid relationship building, and managing interactions in new contexts. These skills are particularly visible among students supported by family, teachers, or peers.

II-RESULTATS

To better understand the dynamics of school mobility in a context of economic insecurity, the following findings highlight the realities at JJ Rabearivelo High School in Antananarivo, the capital of Madagascar. It should be noted that in Madagascar, the majority of students in public schools come from low-income or even impoverished families. Thus, students' school mobility reflects a variety of social, economic, and educational dynamics.

2.1 Context of School Mobility

The results show that family income strongly influences the frequency and destination of student mobility. Overall, school mobility is strongly shaped by socio-economic categories, revealing disparities in resources and family contexts. Families with stable income can choose among educational environments, while disadvantaged families often experience forced mobility that disrupts schooling.

Table 1: Influence of parents' occupational categories on school mobility and destinations

Family income source	Frequency of school mobility	Mobility				
		Towards a large city	Towards a town	Towards rural areas	Other districts	Towards another country
Civil service employee	Never	42,2	44,4	68,9	66,7	73,3
	Very rarely	26,7	22,2	15,6	15,6	8,9
	Rarely	8,9	11,1	13,3	8,9	8,9
	Often	13,3	13,3	2,2	8,9	4,4
	Always	8,9	8,9	100,0	100,0	4,4
	Total	100,0	100,0	73,9	73,9	100,0
Private-sector employee	Never	47,8	34,8	5,3	6,3	82,6
	Very rarely	20,8	13,0	13,0	10,6	5,8
	Rarely	10,6	15,9	5,8	4,3	4,3
	Often	9,7	16,9	1,9	4,8	5,3
	Always	11,1	19,3	100,0	100,0	1,9
	Total	100,0	100,0	19,0	47,6	100,0
Entrepreneur	Never	23,8	14,3	23,8	14,3	71,4
	Very rarely	14,3	9,5	38,1	23,8	14,3
	Rarely	28,6	38,1	14,3	14,3	4,8
	Often	4,8	19,0	4,8	100,0	4,8
	Always	28,6	19,0	100,0	63,6	4,8
	Total	100,0	100,0	54,5	27,3	100,0
Retiree	Never	36,4	54,5	27,3	9,1	81,8
	Very rarely	18,2	9,1	18,2	100,0	9,1
	Rarely	9,1	9,1	100,0	78,6	9,1
	Often	36,4	9,1	85,7	21,4	100,0
	Always	100,0	18,2	7,1	100,0	92,9
Unemployed	Never	50,0	100,0	7,1		7,1
	Very rarely	7,1	28,6	100,0		100,0
	Rarely	7,1	21,4			
	Often	14,3	21,4			
	Always	21,4	7,1			

	Total	100,0	21,4			
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Source: Authors, 2026

These findings highlight that educational trajectories are shaped not only by strategic choices but also by economic and social constraints (Coleman, 1988).

2.2 Adaptation Capacity

According to Rasoamanana (2019), in his doctoral dissertation defended at the University of Antananarivo, students who face frequent school changes develop resilience that depends heavily on social support and available educational resources. In rural areas, nearly 58% of students report difficulty regaining social and emotional stability, a challenge exacerbated by the lack of structured orientation programs in schools. Furthermore, the findings derived from students' responses in our survey highlight their positive perception of their ability to adapt in the context of school mobility.

However, the 13.8% of students who disagree indicate that obstacles remain, particularly for those from disadvantaged backgrounds or who receive little support from their teachers. The ability to adapt quickly is also well represented, with 58.9% of students saying they "agree" or "strongly agree."

These statistics confirm UNICEF's (2021) observations that Malagasy students exposed to diverse educational environments develop resilience that helps them adapt to new contexts. Nevertheless, the 12.8% of students who disagree highlight gaps in support mechanisms. These gaps, already noted in Rakotondrabe's (2021) research, show that the absence of formal integration programs exacerbates adaptation difficulties, particularly for students in rural areas.

With regard to the ability to adapt quickly and independence, the results are also encouraging. Specifically, 62.6% and 55.2% of students report having the ability to adapt quickly or to act independently. These findings are consistent with the conclusions of Rakotonirina et al. (2022), who showed that students participating in extracurricular activities or benefiting from strong social networks are more likely to develop these skills. However, the 19.9% of students who disagree regarding their independence highlight the need for individualized support, particularly for those who have experienced multiple school changes. The data presented in the table below offer a more nuanced and contextualized understanding of the adaptive capacities of students in situations of school mobility in Madagascar.

Table 2: Assessment of the Adaptability and Independence of Students Participating in School Exchange Programs

Opinions	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	TOTAL
Adaptability						
Ability to adapt to rules	4,7%	9,1%	22,9%	35,7%	27,6%	100%
Ability to adapt quickly	2,7%	10,1%	28,3%	39,4%	19,5%	100%
Ability to integrate quickly	4,7%	7,7%	24,9%	37,0%	25,6%	100%
Independence	6,1%	13,8%	24,9%	25,9%	29,3%	100%

Source: Authors, 2026.

III- DISCUSSIONS

The validation of the hypothesis suggesting that students who move frequently develop specific socialization mechanisms, yet their integration into new school communities remains difficult and temporary, is based on two analyses.

The first explores how school mobility contributes to the development of students' interpersonal skills, provided they receive adequate guidance and support. This stage draws on research such as that by Rasoamanana (2019), which shows that 68% of Malagasy students experiencing mobility believe they have strengthened their ability to interact with new people, particularly thanks to support from teachers or peers. However, this dynamic depends heavily on the presence of welcoming mechanisms in schools, which remain insufficient in many institutions in Madagascar (UNICEF, 2021).

The second stage analyzes the impact of frequent mobility on students' social and educational development. Rakotondrabe's (2020) research highlights that, although mobility offers opportunities to expand social networks and gain new experiences, it often undermines relational and academic stability. This is particularly evident in rural areas, where students often must adapt to different cultural and linguistic environments. Drawing on secondary and empirical data, this study aims to confirm the validity of this hypothesis by exploring the benefits and limitations of the socialization mechanisms developed by mobile students.

3.1 School mobility helps develop certain interpersonal skills if students feel guided and supported.

Research conducted in Madagascar confirms that school mobility, although associated with significant challenges, can foster the development of interpersonal skills among students, provided that appropriate support measures are put in place.

Madagascar's 2018–2022 Sectoral Education Plan also highlights the crucial role of support mechanisms in transforming school mobility into a beneficial experience. The plan emphasizes that students experiencing mobility often face social and educational disruptions, but that well-structured orientation programs and psychosocial support can mitigate these negative effects. It recommends, for example, the integration of educational counselors and extracurricular initiatives that promote social interaction between mobile students and their new classmates (Sectoral Education Plan, 2018).

Furthermore, a study conducted by Rakotondrabe (2020) on school dynamics in rural areas of Madagascar reveals that mobile students develop interpersonal skills such as empathy, cooperation, and conflict resolution when they receive formal or informal guidance. However, the study notes that these outcomes depend heavily on the presence of active support, particularly in environments where teachers play a pivotal role in the integration of newcomers.

Furthermore, UNICEF reports (2021) confirm the importance of community support in the Malagasy context. Local initiatives, such as academic support groups or informal tutoring networks, help students who are on the move feel included and supported. Such support is particularly crucial in rural areas, where educational infrastructure is often inadequate. UNICEF emphasizes that these supportive environments help students overcome the social and emotional challenges associated with school transitions, while strengthening their ability to interact in new settings. These various sources show that, although school mobility can present challenges, it also offers an opportunity to develop essential social and interpersonal skills, provided students are supported by appropriate resources.

Principal component analysis was used in this study to explore how school mobility promotes the development of students' interpersonal skills when they receive adequate support. This statistical method makes it possible to identify relationships among various dimensions and to pinpoint the main factors that influence the social and relational adjustment of students in mobility situations.

The variables selected for this analysis cover various aspects of support and social interactions—including support from new classmates, parents, and trusted adults—as well as the ability to form new friendships, adapt to new situations, rebuild social relationships, understand new cultures, and overcome challenges. The objective is to identify the key factors essential to the successful integration of mobile students and to understand how these different forms of support influence their ability to adapt. The results shed light on the relational dynamics that facilitate or hinder student integration, while highlighting the strategies developed to address the challenges posed by school mobility. The first three components account for nearly 59% of the total variance, confirming that they are critical to understanding the adaptation mechanisms of mobile students.

Table 3: Variance explained by item components

	f1	f2	f3	f4	f5	f6	f7	f8
Equity	2,437	1,206	1,076	0,836	0,740	0,671	0,563	0,470
Percentage explained	30,459	15,080	13,454	10,451	9,251	8,391	7,036	5,879
Cumulative percentage	30,459	45,539	58,993	69,443	78,694	87,085	94,121	100,000

Source: Authors, 2026

Principal component analysis thus identified three main factors that shape the adaptation and socialization dynamics of students in situations of school mobility. These factors reflect the key dimensions that influence their ability to integrate into new educational environments, develop interpersonal skills, and overcome the challenges associated with frequent school transitions. Each factor highlights specific aspects of social support, individual adaptability, and the ability to form interpersonal relationships in changing contexts. Interpreting these factors thus provides a better understanding of the mechanisms through which school mobility influences the educational and social trajectories of mobile students.

The first component (F1) (30.46%) highlights the impact of support and the rebuilding of social ties on the adjustment of students in situations of mobility. It shows that students who benefit from strong parental support and the ability to form new friendships are better able to manage school transitions. Cultural understanding also emerges as an important factor, suggesting that openness to diverse educational environments facilitates social and academic integration. This component thus reflects a dynamic in which the family environment and social flexibility play a central role in adaptation.

The second component (F2) (15.08%) illustrates the role of support from adult figures in the stability of mobile students. The presence of trusted adults and parents involved in their education appears to strengthen their ability to adapt to frequent changes. This component confirms that parental and educational guidance is essential for mitigating the negative effects of mobility and maintaining a degree of continuity in the student's educational journey. Students who receive this support are more likely to integrate quickly into their new environment and overcome adjustment difficulties.

The third component (F3) (13.45%) highlights the social interactions and relational flexibility of students in mobility situations. The ability to form new friendships, peer support, and openness to different cultures are essential elements for fostering successful integration. This component indicates that socialization within new schools plays a decisive role in the school experience of mobile students. Those who succeed

in establishing strong relationships with their peers more easily develop interpersonal skills and greater adaptability to changing contexts.

Factor analysis thus confirms that school mobility, when accompanied by appropriate social support, promotes the development of interpersonal skills. Social integration is a key factor in adaptation, and it is strongly influenced by support from peers, teachers, and parental figures. Furthermore, frequent mobility strengthens certain skills, such as adaptability and cultural openness, which become assets for these students.

To confirm and further explore the findings from previous analyses, a new principal component analysis was conducted. This approach aims to provide additional insight into the relational and social dynamics that influence the integration of students in situations of school mobility. The variables included in this analysis cover key dimensions, such as acceptance by peers, perception of transition, formation of social bonds, development of interpersonal skills, and social support from friends, teachers, trusted individuals, and former friends.

This new approach validates the structures observed previously while highlighting additional nuances. By identifying the most significant components, this analysis enhances our understanding of the mechanisms through which school mobility influences students' social and educational experiences.

This principal component factor analysis aims to explore the key dimensions that influence the social and educational integration of students in situations of school mobility. The variables studied include aspects related to peer acceptance, the perception of transition, the formation of bonds, the development of skills, as well as the role of social support from friends, teachers, trusted individuals, and former friends.

Table 4: Variance explained by item components

	f1	f2	f3	f4	f5	f6	f7	f8
Equity	2,491	1,217	1,077	0,882	0,715	0,655	0,515	0,449
Percentage explained	31,138	15,215	13,464	11,019	8,934	8,182	6,436	5,612
Cumulative percentage	31,138	46,352	59,817	70,836	79,770	87,952	94,388	100,00

Source: Authors, 2026

The results reveal three main components that account for nearly 60% of the total variance, highlighting key dimensions such as social support, interpersonal skills, and perceptions of the transition. These

components provide an in-depth understanding of the mechanisms that enable students to navigate changing school environments. Interpreting these factors is essential for understanding the mechanisms that enable students to navigate changing school environments. Interpreting these factors is essential for understanding the relational dynamics and coping strategies of mobile students.

An analysis of the variables' contributions to factor formation highlights several key dynamics in the social and educational integration of students in situations of school mobility. The first component (F1), which accounts for a large portion of the explained variance, is strongly influenced by skill development (19.32%), academic support from friends (18.89%), and relationship building (13.03%). These results suggest that mobile students, when they receive adequate social support, are able to develop interpersonal skills that promote their integration. This dimension thus highlights the foundational role of the friendship network in the adaptation process, emphasizing that the presence of a supportive social circle is a major lever for strengthening students' relational and academic abilities.

The second component (F2) highlights the importance of teacher support (25.82%), the perception of transition (20.18%), and support from former friends (18.22%). These results show that students experiencing school mobility feel that the educational environment and the maintenance of pre-existing relationships have a significant impact on their adjustment. The perception of transition, which is strongly correlated with this component, reflects the difficulty of achieving stable school integration, particularly in the absence of enhanced educational support. This finding aligns with research on the importance of teachers' role as mentors in mitigating the negative effects of frequent relocations and promoting greater educational continuity.

Finally, the third component (F3) reflects the interactions between forming new connections (20.32%), the perception of transition (48.42%), and maintaining contact with former friends (23.16%). These results indicate that mobile students are often led to reconnect or maintain contact with their former social circles, which plays a key role in their emotional stability. However, the high weighting of the perception of transition shows that these efforts remain marked by a form of instability and constant reconfiguration of social networks. This dynamic suggests that, while school mobility can be an opportunity to forge new relationships, it also requires continuous adaptation that can, in the long term, undermine the development of a lasting sense of belonging.

3.2 Frequent student mobility affects their social and educational development.

From another perspective, research conducted in Madagascar confirms that frequent school mobility has a significant impact on students' social and educational development. According to the work of Rabarisolonirina (2010), the link between school mobility and dropout rates is particularly concerning in the Malagasy education system, which is marked by structural dysfunctions that undermine students'

academic stability. This instability disrupts educational continuity and affects the development of social relationships, reducing opportunities for sustainable integration into new school environments.

The 2018–2022 Education Sector Plan also highlights that students who frequently change schools face significant educational and social disruptions. However, it emphasizes the role of academic and psychosocial support as a means to help them adapt. The integration of initiatives that promote the development of interpersonal skills and the strengthening of support networks could thus reduce the negative effects of these repeated moves.

Furthermore, a study by Rakotondrabe (2021) on schooling in rural Madagascar shows that students who move frequently are more likely to develop adaptive skills, such as social flexibility and resilience. However, these gains remain limited in the absence of institutional support programs. The UNICEF report (2021) notes in this regard that students facing a Children who move frequently often have difficulty maintaining stable relationships, which can hinder their social and emotional development.

The results of our survey data analysis confirm that school mobility has a moderate influence on the continuity of students' learning. The correlation between the frequency of school changes and disruptions in certain subjects ($r = 0.116$; $p = 0.047$) suggests that mobile students may encounter difficulties in following a coherent curriculum, which is consistent with Rakotondrabe's (2021) research on educational discontinuity in Madagascar. However, the impact of variations in teaching methods from one school to another ($r = 0.039$; $p = 0.504$) appears more limited, indicating that the diversity of teaching approaches is not necessarily perceived as a major obstacle by students. These results confirm secondary data suggesting that pedagogical stability and academic support are key factors in the adaptation of students in mobility situations, thereby reducing the negative impact of school transitions.

Regarding the effect of mobility on academic motivation and engagement, the weak correlation ($r = 0.047$; $p = 0.424$) suggests that frequent travel is not a determining factor in the decline in student motivation. This observation aligns with the findings of Rasoamanana (2020), who identifies other variables, such as the school climate and parental support, as factors influencing academic motivation. Furthermore, the virtually nonexistent relationship between mobility and the development of coping skills for daily challenges ($r = 0.013$; $p = 0.825$) indicates that simply changing schools does not guarantee greater resilience.

Table 5: The Relationship Between Educational Mobility and Learning Pathways: Challenges and Opportunities

	Educational trails			
Correlations				
	Changing schools has disrupted my learning in certain subjects	I find that teaching methods vary too much from one school to another, which makes it difficult for me to adjust academically	Frequent travel affects my motivation and commitment to my studies	I think that changing schools has helped me better overcome obstacles in everyday life
How many times did you change schools during your school years?	,116	0,039	0,047	0,013
Sig. (bilateral)	0,047	0,504	0,424	0,825

Source: Authors, 2026

From another perspective, an analysis of the correlations in our results shows a weak link between the frequency of school changes and the quality of students' social relationships.

The correlation between the number of school transfers and the sense of belonging within a peer group ($r = 0.061$; p not significant) suggests that mobile students do not consistently face major difficulties in integrating socially. However, this integration often remains superficial and dependent on the socialization opportunities available in new school environments. These findings corroborate the work of Rakotondrabe (2021), which indicates that while school mobility can expand students' social circles, it does not necessarily guarantee lasting and strong relationships. Furthermore, the absence of a significant correlation with emotional support received from friends ($r = 0.008$) shows that school mobility does not directly foster the formation of deep emotional bonds, confirming the idea that mobile students develop specific, but often fleeting, socialization mechanisms.

Furthermore, the virtually nonexistent relationship between mobility and the impact of social relationships on academic motivation ($r = 0.015$) indicates that students do not directly perceive their social interactions as a determining factor in their academic engagement. Furthermore, the negative correlation, albeit weak, between the frequency of school changes and the quality of relationships with teachers ($r = -0.043$) suggests that mobility may weaken the educational bond, making it more difficult to establish constructive relationships with teachers. These results corroborate our hypothesis that frequent mobility influences

students' social and educational development, but in a mixed way: it promotes the acquisition of adaptive interpersonal skills, while making integration and educational relationships more unstable and temporary.

Table 6: Correlation between the frequency of school transfers and the quality of social relationships

	Quality of social relationships			
Correlations				
	I feel like I belong in my peer group	I receive emotional support from my friends at school	My social relationships have a positive impact on my academic motivation	My relationships with my teachers are constructive and encourage me in my learning
How many times did you change schools during your school years?	0,061		0,008	0,015
				-0,043

Source: Authors, 2026

A further analysis of correlations in our survey data shows that, although the influence of school mobility on students' social and educational development is moderate, it remains significant in certain aspects of their adjustment and integration. The weak relationship between the frequency of school changes and difficulty forming stable friendships ($r = 0.039$; $p = 0.502$) suggests that mobile students may encounter obstacles in building lasting relationships, but that other factors such as the school environment and personal dispositions play a more decisive role. These results are consistent with the work of Rakotondrabe (2021), which indicates that while mobility forces students to constantly rebuild their social network, it does not necessarily result in prolonged isolation. This trend is reinforced by the lack of a significant correlation between the frequency of school transfers and feelings of isolation at the new schools ($r = -0.019$; $p = 0.749$), indicating that students who change schools do not necessarily feel more excluded than their peers. However, these results also suggest that adaptation depends largely on the support systems put in place in schools.

Furthermore, the correlations between mobility and teachers' support for student integration ($r = 0.054$; $p = 0.355$) as well as learning to adapt to new cultures and school rules ($r = 0.049$; $p = 0.406$)—although weak—confirm that mobility can serve as a catalyst for social learning. These results align with the observations of Rasoamanana (2020), who found that students exposed to diverse school environments develop adaptive skills and cultural flexibility, although these gains do not always compensate for the

social instability caused by frequent changes. Thus, these findings support our hypothesis that mobility influences students' social and educational development by enabling them to acquire adaptive skills; however, this influence remains contingent on the quality of the support they receive and on how students perceive these transitions. In the absence of structured institutional support, integration remains a fluctuating process that can reinforce both the resilience and the social vulnerability of mobile students.

Table 7: Correlation between school attendance and enrollment in new schools for students transferring from other schools

Integration into new schools				
Correlations				
	It's hard for me to form lasting friendships because I change schools so often.	At each new school, I often feel isolated until I adjust to the new environment.	Teachers at my new schools take the time to help me fit in.	Moving from school to school has taught me to adapt quickly to the different cultures and rules at new schools.
How many times did you change schools during your school years?	0,039	-0,019	0,054	0,049
Sig. (bilateral)	0,502	0,749	0,355	0,406

Source: Authors, 2026

The various findings of our analysis confirm the third hypothesis, which holds that students who move frequently develop specific socialization mechanisms, but their integration into new school communities remains difficult and temporary. The study reveals that school mobility, when accompanied by adequate support—whether from parents, friends, or institutions—fosters the development of interpersonal skills such as the ability to form friendships, adapt to new environments, and overcome relational difficulties. However, despite these enhanced skills, frequent transitions continue to disrupt the continuity of social relationships, limiting students' sense of belonging in their new schools.

These findings are consistent with, among others, Rakotondrabe's (2021) observations on the ambivalent effects of school mobility: on the one hand, it enriches the social capital of mobile students by diversifying their networks of relationships, and on the other hand, it weakens their emotional bonds by imposing successive disruptions. The weakness of integration measures in certain schools, combined with a more

or less successful adaptation to new school cultures, explains why integration often remains superficial and temporary. Thus, even if the while mobility encourages students to develop a certain degree of social resilience, it requires structured support to turn these challenges into genuine opportunities for personal and educational growth.

CONCLUSION

This study on school mobility and its effects on students' socialization and integration processes highlights the complexity of educational trajectories in a context marked by significant socioeconomic constraints. The results confirm that frequent mobility leads students to develop specific social adaptation mechanisms, enabling them to adjust quickly to new school environments. However, this ability to adapt does not guarantee sustainable and stable integration into host school communities. Consequently, school mobility appears to be both a survival strategy and a factor of educational vulnerability, requiring an appropriate institutional response. These findings should therefore lead to a rethinking of educational policies in favor of a more inclusive system, capable of ensuring educational and social continuity for students in situations of mobility.

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