INTERNATIONAL CONFERENCE ON MODERN EDUCATION STUDIES

DON'T
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PROCEEDING BOOK

EDITORS

Assist. Prof. Dr. Huseyin SERCE
Assoc. Prof. Dr. Mevlut AYDOGMUS
Prof. Dr. Muhittin CALISKAN

ICON MES 2022

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Konya / TÜRKİYE

ICON MES 2022

International Conference on Modern Education Studies
June 25-26, 2022
Konya, Turkey

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Project Number:

2020-1-BE02-KA201-074798

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YAYINLARI

ICONMES 2022

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PREFACE

The International Conference on Modern Education Studies has been organized in Konya, Turkey on June 25-26, 2022.

Our world has been changing rapidly in the 21st century. The society and paradigms in education have also been changing. The previous paradigms in education have been losing their validity. In addition to the changes in paradigms of education, it has become mandatory to analyze the changes which will affect the future of education. We believe that the International Conference on Modern Education Studies (ICONMES) will be a beginning to fulfill this function.

New paradigms in education discover new orientations in education-instruction practices. It also makes the institutions' being reconstructed mandatory. The conference aims to enable findings of new developments to be discussed; sample applications of new trends in all the fields of education to be shared; restructuring trends of institutions to be discussed. At this point, it is hoped that the conference will create opportunities for important sharing's.

School dropout means a student's leave from school because of various reasons. The difference between dropout and leaving school is that the students do not graduate with a diploma. The leaving from school at every level of education and at all ages is considered in the school dropout term. School dropout is an important educational problem.

The negative consequences of school dropout in the student, family and community make it necessary to reduce the dropout rate. For this reason, many countries are trying to produce policies for solving this problem. The negative consequences of school dropouts for students, families and society make it a problem that must be resolved urgently.

In this connection International Conference on Modern Education Studies aims to be a platform that questions, discusses and presents ideas related to "School Dropout"in the light of science. In this conference the topics that will be discussed under the "School Dropout" can contribute to the solutions.

Looking forward to see you in next ICONMES Conferences…

Editors:
Assist. Prof. Dr. Huseyin SERCE
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RESEARCH ON THE CURRENT SITUATION OF SCHOOL DROPOUT IN BULGARIA

Yana Balashova-Kostadinova

ABSTRACT: Traditionally education occupies one of the leading places in the value system of Bulgarians. Nevertheless, school dropout is a serious problem in the country. The government is aware of the situation and there have been several government funded researches on the causes of the problem. The government program for the development of education (2006-2015) includes programs against school dropout and providing equality in access to education. Several national and regional programs have been put in place in the last 5 years and even though school dropout is getting under control recently, it is still on high levels. In the current paper we will discuss the situation of school dropout at the moment, statistics of young people (15-24) who are NEET (Not in Employment, Education and Training), the measures taken to reduce or eliminate school dropout, we will give examples of good practices and working measures and their results.

Key words: Causes, Education, School dropout, Bulgaria

INTRODUCTION

Traditionally education occupies one of the leading places in the value system of Bulgarians. School education in Bulgaria usually starts at the age of 7. According to the degree, the school education is primary and secondary, and according to the content of the preparation it is general and professional. The schools are primary, combined schools, high school, vocational school, special school. The basic level of education is divided into primary stage (grades 1-4) and lower secondary or middle stage (grades 5-7). The secondary level of education is divided into the first high school stage (grades 8-10) and the second high school stage (grades 11-12). High school general education is conducted in general education schools (3 and 4 years of study) and in vocational schools (4 and 5 years of study). Students are admitted to general and vocational schools after passing entrance exams after 7th class in Bulgarian language and literature and mathematics. There are no restrictions based on race, nationality, sex, ethnic and social origin, religion, and social status.

There are state educational standards for the different types of school education which determine their goals, content, and characteristics of the education; the education subjects; and the requirements for the results of the education in each education subject. The state educational standards also define the competencies – knowledge and skills that are expected to be acquired at the end of the second stage of secondary education.

The system of vocational education and training prepares students for the labor market and other spheres of public life, creating conditions for acquiring professional qualification and for its continuous improvement. Vocational education ensures the acquisition of secondary education as well as qualification in a profession. Vocational training includes initial vocational training (acquisition of initial qualification in a profession) and continuing vocational training (updating, expanding or upgrading the acquired qualification in a profession). Vocational education and vocational training can also be carried out through on-the-job training (dual training system).

CURRENT SITUATION OF EARLY SCHOOL LEAVING IN BULGARIA

Dropping out of school is the phenomenon when a student stop attending school and is left out of the educational system without receiving a degree. School dropout is particularly evident in underdeveloped and developing countries, where the phenomenon has been observed between the last years of primary and secondary school. In industrialized nations, dropout occurs in higher education or university education.

There are some traditional and new approaches implemented in the educational policy in Bulgaria, but still currently 13% of students in Bulgaria drop out of the educational system. Young people who have dropped out of the educational system do not have a professional qualification and their opportunities to return to the educational system are limited.

Table 1. Students and Dropout in All Grades by Causes for Dropout

Year	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20
Total number of students	749094	741235	740362	730576	718186	708258
Number of dropout	21146	21170	20092	21805	21127	17460
By reasons:						
Reluctance	2973	3099	2670	2873	3163	2600
Family Reasons	8284	7908	7650	8952	8720	5910
Went abroad	7992	8372	8407	8744	8390	5646

Currently there are several problems in Bulgaria that create conditions for children to drop out of the educational system. Research shows that a large proportion of children who drop out of school prematurely are of minority ethnic origin (See table 2).

Table 2. A survey conducted by Vitosha Research in 2006 shows why children drop out of school most often

Reasons for drop out	1st – 4th Grade	5th – 8th Grade
1. Children from ethnic minorities	77,0 %	65,2 %
2. Children from families who often move	39,3 %	28,7 %
3. Poor children	29,3 %	27,0 %
4. Children who do not live with their parents	20,9 %	28,8 %
5. Children of divorced parents and children from single-parent families	19,4 %	20,8 %

The reasons for the irregular attendance of students at school and the large number of unexcused absences are:
- Students do not have the necessary parental control;
- Students and/or their parents do not value education;
- Difficult adaptation of Roma children to the educational process and educational activities at school;
- Demotivation for completing primary education and further education increases in the Roma community;
- Parents and students mainly recognize their rights as minorities and find it increasingly difficult to adapt to their duties and responsibilities. They abuse minority privileges;
- The poverty line and unemployment among minorities is increasing;
- There is a lack of legislation and flexibility in the reintegration of children, or prevention of dropping out of school;
- There are poor hygienic living conditions and habits in the family;
- Students in the family work, raise younger children in the family, etc. which prevents them from attending school.

There are unemployed parents in many families, others rely on temporary employment /e.g. seasonal agricultural work/, some rely just on monthly child allowances. Parents cannot provide their children with textbooks, clothes, shoes, and basic necessities. They live in extremely poor living conditions and are on the verge of survival.

Many parents are uneducated and do not consider it necessary for their children to attend school. In this way, the attitude of lack of importance of education is passed down from generation to generation and penetrates deeply as a holistic understanding of the community. The parents' concept that the child does not need education affects their motivation. They project their views and beliefs on the child, who gradually learns their model and does not perceive school as a value. Parents' lack of interest in their children's education is a major problem because parents often do not see prospects for their standard of living and those of their children to improve through higher education.

It is evident that early school leaving is a serious social problem in Bulgaria, the solution of which requires well-founded and adequate measures. There are several risk factors that could lead to dropping out of the education system. The positive change of the situation requires the implementation of complex measures and good coordination between the institutions from several different sectors at each level of government - national, regional, local and school. The main part of the responsibilities for the implementation of the national policy regarding compulsory education is concentrated in the Ministry of Education and Science, which is a natural focal point for intersectoral actions to reduce early school leaving. Furthermore, specialists face a huge challenge in preparing prevention programs that fully cover the risks. And since the problem already exists, it is imperative to develop up-to-date strategies for the reintegration of children who have already dropped out of school.

The reasons for leaving school early can be classified into several main categories.

The main reasons for school dropout as well as detailed description of what they consist of are as follows:

1. Economic reasons: these could be unemployment, low incomes, low living standards and poverty which put children in conditions leading to an increased risk of dropping out of school. As a result of financial and economic difficulties, they are forced to help their families, which leads to disruption of their participation in the learning process. Another economic reason is the migration of parents. Often, when parents migrate to Western Europe, children remain in the families of relatives who are not interested in their education. In recent years, the tendency for parents to take their children abroad has intensified and moving abroad is most often permanent.

2. Social reasons are related to parental disinterest, contradictions, conflicts, tensions and crises in the family, negative impact of the home environment, functional illiteracy or low education of parents, single-parent families. All of those lead to children and students at risk of anti-social behavior, students with behavior that is difficult or in conflict with the law, domestic violence, disregard for the right of choice of children, the imposition of severe penalties. Socio-economic reasons are namely: poor quality of life of certain social strata; low income - inability to cover expenses (textbooks, notebooks, clothes, food, etc.); inability to attend school due to the obligation to look after younger siblings; the use of children who do not attend school as a labor resource.

3. Educational reasons are also related to the way assessment of school work is done, the qualification of the teachers, the learning habits, the negative attitudes of the participants in the educational process and the lack of motivation, the quality of the textbooks, etc. The large number of absences, the lack of an effective-enough system for control of the way absences are marked and reported, the deteriorated discipline in class, violence and aggression at school, low educational results are also internal to the school processes. Difficulties in learning; low interest in the learning process and the resulting unwillingness to attend school; presence of conflicting relationships with classmates and/or teachers, etc.

4. Ethno-cultural reasons are the specific ethnic, religious and linguistic dimensions of the problem of school dropout. Strong intra-group norms and the pressure of ethno-cultural traditions among vulnerable ethnic communities and groups predetermine the specific reasons for early school leaving: lack of cognitive motivation, low level of readiness for school, lack of motivation of parents for their children to receive education, early marriage; lower value of education, etc.

5. Psychological reasons are related to the feeling of failure; alienation from the accumulated school experience, self-doubt; self-perceptions similar to "I was unlucky", "I'm not doing well", a feeling of limited control over events developing in school.

6. Institutional reasons. Insufficiently coordinated approach between the various services and specialists at national, regional, local and school level to deal with school dropout. Insufficiently effective control over the management and functioning of policies for inclusion, retention and reintegration of children and students in the educational system.

7. Reasons related to health status are related towards the integration of children with special educational needs in general education schools. This includes all factors of the material base, the educational environment, human and financial resources that do not meet the requirements for the application of the principles of inclusive education.

Young people who are Not in Employment, Education and Training (NEET).

A research for UNICEF was completed in 2015 looking into the group of young people who are not involved in studying – either in school or university, or working. We believe that the information from the research is crucial to the study of school dropout as it gives a hint on what happens to school dropout in the long-run. The study also reveals the reasons for long term NEETs status which can be helpful in identifying ways to help students stay in school. According to the research the global crisis of the early 21st century has caused turmoil in all sectors and has affected the destiny and life prospects of many people. Therefore the crisis has had a painful effect on young people, confronting them with new challenges, including increasing the risk of dropping out of school, long-term unemployment, marginalization and social exclusion. Increasingly young people are not involved in education, employment and training and fall into the category of NEETs.

The results of the study for Bulgaria show that the share of NEETs (Not in Education, Employment or Training) among young people of school age (15-18 years) is just under 11%, and among older people (between 19 and 24 years) it reaches 28%. According to the national representative survey, young people in the NEETs group are characterized by a specific socio-demographic profile. The majority of them have secondary or lower education, live mainly in small communities and more than half of them belong to minority ethnic groups. About 55% are unemployed (do not have a job but are looking for one), the remaining 45% say they are not looking for a job. Furthermore, National Statistics Institute data from the last census shows that 1.2% of the population over the age of 7 (81,000 people) have never attended school.

A significant share in the group of NEETs are young people who dropped out of the education system prematurely. According to the national survey, a total of 47% of NEETs dropped out before completing secondary education. One in four dropped out of school before finishing primary school. To complete the profile of this group, it is important to note that 86% of early school dropouts are from minority ethnic groups, 2/3 of whom are Roma.

As the results of the research show, the lack or low level of education is crucial for the future of adolescents and young people, and early school leaving is a major factor in acquiring the long-term status of NEETs.

According to the research, measures to address the problem of NEETs should be focused on four main areas:

Area 1. Family and the environment which play a key role in shaping the attitudes of young people and develop the process of decision-making. For this reason, any deviation in the negative direction increases the risk of joining the group of NEETs, especially when young people are more insecure or more passive. On a national basis, the problems in the families are covered in the National Strategy for the Child, 2008-2018.

Area 2. Education. The educational model in our country poses serious systemic problems: lack of motivation to learn, low functional literacy, difficulties in finding a job for young people, lack of motivation to introduce and use modern interactive teaching methods by teachers, lack of interest in the situation on the part of the parents. Two key problems have been identified in the education system that urgently need to be addressed:
● The first one is related to curricula and teaching methods and in particular - the weak orientation of training to practice, the large volume and lack of focus and appropriate structure of curriculum, the passive model and lack of interactive approach to teaching. In such a way, the educational process dramatically differs from the expectations of young people in terms of teaching and knowledge acquired.
● The second problem area concerns the way educational establishments are financed. The formula "more students = more resources" drastically reduces the quality of education and trust in educational institutions, illiterate young people acquire an educational degree, and the share of functionally illiterate students becomes alarmingly high. According to the latest PISA tests almost half of the Bulgarian students - 47.1% did not reach the "minimum level of proficiency" defined in PISA as far as the Reading part of the test is concerned.

Area 3. Labor market - NEETs are considered to be one of the most problematic groups in the context of youth unemployment at European Union level. A comparison between the share of NEETs and the unemployment rate shows that the risk of falling into the group of young people who do not study, work or train is higher in areas with high unemployment and vice versa. One of the most serious barriers to starting a job with NEETs is the lack of qualifications such young people remain in the NEETs situation for the longest time, leading to a loss of motivation and work habits and ultimately to leaving the workforce (the so-called discouraged unemployed). A key prerequisite for acquiring the status of NEETs is the lack of experience as a major barrier to job search. This is a problem of all young people in our country and is directly related to the lack of practical orientation of education. The NEETs group also has serious information deficits regarding the job search process (how, where, what documents are needed and how they are prepared and provided).

Area 4. Motivation is one of the significant problems related to the inclusion of NEETs in the labor market, given the fact that it is a dynamic quantity that decreases with each subsequent failure. It is considered that three types of measures are needed: ● Information - aimed at raising awareness of opportunities. ● Motivational - should be targeted at those most at risk of long-term NEETs. ● Aimed at the Roma ethnic group - focused, on the on parents - to prevent early marriages and reduce early school leaving for girls, and on young people in general - to change the attitudes towards education.

REGULATIONS RELATED TO SCHOOL DROPOUT AND DEALING WITH THE PROBLEM OF EARLY SCHOOL LEAVING

Having compiled this much information, the Bulgarian government is trying to put measures in place to limit the school dropout, work on reintegrating students back into the educational system and the limit the following negative effects of a NEETs status on young people in Bulgaria. There are several regulations that are put in place, related to school dropout and the leading strategic documents for prevention of school dropout are the following:

- Strategy for reducing the share of early school leavers (2013 - 2020);
- National Strategy for Promoting and Improving Literacy (2014 - 2020);
- National Strategy for Lifelong Learning (2014 – 2020);
- Framework Program for Integration of Roma in Bulgarian Society (2010 - 2020);
- Convention for the Suppression of Discrimination in Education;
- Law on Preschool and School Education;
- Ordinance on inclusive education;
- Youth Act.

Additionally, the Strategy for reducing the share of early school leavers (2013 - 2020), was adopted by the Council of Ministers in 2013, and includes the following documents:

- Plan for 2018-2020 for the implementation of the Strategy for reducing the share of early school leavers (2013-2020), adopted by the Council of Ministers in 2018.
- Plan for 2016-2017 for the implementation of the Strategy for reducing the share of early school leavers (2013-2020).
- Interim report on the implementation of the Strategy for reducing the share of early school leavers (2013-2020) (October 2015).
- Agreement on the implementation of the strategy for reducing the share of early school leavers (2013-2020).
- Plan for implementation of the Strategy for reducing the share of early school leavers (2013-2020).
- Report on the results of the implementation of activities under the Plan for implementation of the Strategy for reducing the share of early school leavers (2013-2020) for 2014-2015.

Basically, the establishment of an Interinstitutional Mechanism for monitoring and retention in the educational system of children and students of compulsory preschool and school age (4-16 years old) which also included measures, good practices, institutions that deal with the problem or provide good training programs to maintain interest in learning is a step towards achieving these goals. The Ministry of Education envisages various procedures and projects which are in the process of implementation under the Operational Program "Science and Education for Smart Growth", co-financed by EU funds.

Currently, under the Operational Program "Science and Education for Smart Growth" are implemented six procedures for the provision of grants aimed at reaching and retaining children and students in the educational system. As far as school education is concerned over 300,000 students from over 2300 schools across the country are involved in extracurricular activities related to the interests of students and in activities to overcome learning difficulties and increase their motivation to learn and to develop their skills under the project BG05M2OP001-2.004 "Your lesson". The aim of this project is to contribute to reducing the share of early school leavers in the long run.

More than 50,000 students are covered by career guidance activities in the established 28 career guidance centers in the regional cities of the country under the project BG05M2OP001-2.002 "Career guidance system in school education". The goal is for children to be referred by career counselors to the most appropriate schools in order to continue their education.

Nearly 6,000 students from vocational schools throughout the country undergo a 240 hour practical training in a real work environment under the project BG05M2OP001-2.006 "Student Internships".

Nearly 3,000 children and students from ethnic minorities, including Roma, are involved in activities to help them integrate into the educational system. They work with teachers and representatives of non-profit legal entities in partnership with municipalities to ensure the sustainability of the results achieved under two procedures - BG05M2OP001-3001 001 "Support for preschool education and training of disadvantaged children" and BG05M2OP001-3.002 "Educational integration of students from ethnic minorities and / or seeking or receiving international protection".

GOOD PRACTICES FOR DEALING WITH THE PROBLEM

Based on all the work, mentioned above, the Ministry of Education and Science in Bulgaria has developed strategies for dealing with the problem of school dropout. Basically four strategies have been recommended for schools:

- Interactions with stakeholders.
- Informing stakeholders.
- Strategic planning.
- Early warning system.

There are several activities and practices for the implementation of policies that have been recommended to schools to reduce school dropouts and early school leaving by the Ministry of Education and Science in Bulgaria. Some of those include:

Stakeholder Interaction
- Interaction of the school with stakeholders and institutions - school board, school council, NGOs, local organizations;
- Interaction of the school and the municipality in the process of reducing the share of dropouts;
- Interaction of the school and the municipality in the process of implementing policies for prevention of early school leaving, intervention and reintegration of early school leavers.

Informing Stakeholders
- • Sharing experience and informing the parties in the educational process;
- • Policies to compensate for the effect of early school leaving.

The role of strategic planning
- • School development strategy to overcome early school leaving;
- • School policy for prevention of school dropout;
- • Implementation of an early warning system for early school leaving;
- • Successful approaches to increase parental participation and involvement in the education process of their children;
- • School program for prevention of dropping out of school.

Building school early warning systems

Examples of Good Practices in the School System.

As a result of the collective efforts of the Ministry of Education and Science and the schools working on different programs on preventing school dropout, there are several achievements. First of all almost every school in Bulgaria develops annual School Dropout Prevention Program which describes the situation regarding dropout at the school at the moment, an analysis of the strengths and weaknesses from the previous period and the goals for the current period and a plan with measures together with indicators for the current school year. The Program is available on the website of the school, so all stakeholders can be acquainted with it and be involved in its implementation.

Some of the good practices of schools are shared by the Ministry of Education and Science on their website. We will shortly present some of them.

54th Secondary School "St. Ivan Rilski", Sofia.

The school teaches 54 classes, there are 86 teachers and about 1200 students in the school. According to the school the main challenges are related to the multicultural environment in the school, children coming from poor families and/or single-parent families.

The main problems related to school dropout, identified in the school are:
- Lack of parents' interest in the education of their children;
- Lack of adequate communication with parents;
- Lack of pedagogical experience working in a multiethnic environment;

- Lack of a school strategy for working with parents of children with antisocial behavior and susceptible to dropout;
- Lack of trust in the school institution;
- Lack of dialogue with other institutions responsible for children;
- Lack of supportive environment around the school;
- Socio-economic reasons.

What has been done?

1. A deeper analysis of the reasons of school dropout.
2. Planning of the focus of the work with specific measures related to:
   - Keeping students in school;
   - Motivating teachers;
   - Involving parents as partners.
3. Holding information sessions for parents /meetings with the management; with teachers; open days; what to expect from school; choice of school and profession for my child/.
4. Thematic sessions for parents - Parents Association /Handbook for parents/; Animus Association /psychological counseling of children and parents/.
5. Involvement of parents in school life - preparation and holding of Christmas and Easter bazaars /parents make the items and participate in sales together with students/.
6. Turning the school into a place where every child has a place to express:
   - Creating clubs – journalism, literary club, movie club, debate, drama, vocal club, piano club, different sports clubs;
   - Organizing various competitions and schools initiatives;
   - Participation in municipal and regional competitions and Olympiads;
   - Improving the system for conducting consultations;
   - Guaranteeing personal freedom and dignity children's – developing a student parliament;
   - Opportunity to participate in school life, as partners;
   - Opportunity for frequent meetings with representatives of various institutions external to the school – meeting with professionals to help career orientation, etc.

Primary school "Neofit Rilski", Gabrovo.

The school reports zero dropout of school; overcoming the manifestations of aggression at school and reducing the number of unexcused absences; increased motivation of children to participate in the educational process; students' free time is engaged; excellent performance of extracurricular participants activities in competitions and contests; opportunity for realization of children's abilities as actors, decorators, designers, artists, dancers, entrepreneurs, journalists; interest of the parents and the public of Gabrovo in each new activity of the students; the children's needs for expression of abilities are satisfied.

The school policies for overcoming school dropouts include:
- Providing a full-time training regime – students are involved in activities after classes. Twenty-four clubs are established based on students' extracurricular interests.
- Introduction of innovative practices and interactive teaching methods.
- Building a modern material and technical base using finds provided by work on different projects.
- Providing conditions for equal access to education and training of all children /children from different ethnic groups, children with special educational needs/. Providing working conditions and specialists for children with special educational needs.
- Providing assistance to students for more successful overcoming of difficulties in the school, family and social environment by the pedagogical advisor.
- Providing free access to the school base of various cultural institutions that work with children to attract specialists and professionals in the specific fields of interests to students.
- Participation in projects and programs in order to work with students at risk of dropping out, inclusion of children in extracurricular activities.
- Involvement of parents as partners in the school by participation in the planning and preparation of school celebrations, programs for extracurricular activities, etc.
- Development of school projects and joint initiatives with other schools, competitions and contests.

Elementary School "Eng. Georgi Iv. Valkov", Lukovit.

The school is implementing an early warning system for school dropout. The system includes the following components:

1. Identification of children and students at risk of early school leaving. This includes the following steps: Diagnostics of the signs of lag in knowledge acquisition. Establishment of a mechanism for collecting and exchanging information. Research and analysis of the family environment and its impact on the child. Analyzing the interpersonal relationships in the children's teams.

2. Identifying the reasons for early school leaving on a case-by-case basis so the most appropriate measures can be applied for each case.

3. Identifying specific measures for everyone at risk of school dropout. The measures taken at the school may include:

   - Providing a positive educational environment - school climate (mutual efforts of the children, parents and teachers to make the classrooms more welcoming and comfortable), atmosphere of relationships (encouraging team work), and governance by example of the teachers.
   - Supporting the educational process through new approaches to the education of bilingual students – applying different interactive methods, supporting the teachers' team to improve their qualifications.
   - Creating adequate conditions for an effective dialogue between the school and the families of those at risk of dropping out of school.
   - Referral to work with a pedagogical advisor to provide psychological and pedagogical support.
   - Involvement of children at risk in extracurricular activities according to their interests and abilities, supporting the development of their strengths.
   - Working on European projects which provides motivation and creates higher values for the students. Most of the school clubs at the school have been created with the help of funds from European projects.
   - Organization of the educational process to involve students throughout the day.
   - Establishing partnerships with other stakeholders and specialists in working with children.

4. Motivating students at risk of dropping out of school to continue their education to a higher degree.

Using an early warning system has proven to help identifying the children at risk and applying individual measures to prevent them from dropping out of the school system. Even thought that requires a lot of extra effort from the teachers, it has proven to help children stay in school and thus has a positive impact on the local society.

CONCLUSIONS

The many prerequisites for dropping out of the educational system require the preparation of an up-to-date prevention strategy. Preventive measures should be based on the risk factors. It is particularly important that the prevention strategy manages to cover problem areas leading to school dropout.

Policies to prevent school dropout include some key measures. Ensuring a positive climate and good relations at school is general. The positive educational environment is mainly related to clearly defining the rights, obligations and responsibilities of participants in the educational process; providing conditions for education based on the development of the personality of each student, as well as improving the interactions between the different participants in the educational institutions. Such clearly set boundaries in schools, as well as improved relationship between students and teachers are of great importance for building a sense of continuity and comfort in children. It is important that the school environment meets their needs and helps them adapt.

In order for the preventive policy to be successful, it is important to create a system for identifying children at risk of dropping out of school. It helps professionals working in educational institutions recognize students who are threatened to drop out, identify the problems that lead to the risk and work towards preventing future problems with these children. This requires an individual approach to each student at risk of dropping out and therefore a huge pedagogical resource that most schools do not have available.

In order to motivate and stimulate learning in all children, education must meet their needs. For children of minority ethnic origin who have difficulty coping with the minimum required knowledge, it is necessary to design curricula in a way that introduces them smoothly into the material, based on their level of knowledge. Teachers need to identify the specific difficulties of children that lead them to failure and, through relationships of partnership and cooperation, help them to overcome them.

The success of children from some ethnic groups in school largely depends on their knowledge of the Bulgarian language. As we have already noted, most of them do not speak or understand Bulgarian well when they enter

school. This becomes a prerequisite for poor learning outcomes and their dropout at a later stage. So it is necessary to develop and implement a set of measures that would ensure the minimization of this problem in the shortest possible time.

The possibility of introducing intercultural education in schools with different ethnic backgrounds should also be considered. It gives a chance to children from different ethnic groups to get to know each other's peculiarities and traditions and at the same time creates tolerance in their relationships. In view of the language barrier, it is necessary to introduce additional classes for Bulgarian language training. This would reduce the risk of dropping out, as it will make it easier for children who do not speak the language well to understand what they are learning and thus develop an interest in education.

Students who lack motivation to learn need to see the benefits of the competencies they acquire in school in order to realize the importance of education on the path to professional realization. So it is important for children to be engaged in learning the learning process. The active participation of students in the lessons is a sure way to increase their interest, which in turn prevents them from dropping out. Interactive methods can be uses to stimulate the interest of students.

Central role in keeping children in school is the parental involvement. Prevention of dropping out of the educational system is closely related to the communication between the educational institution and the child's family. Parents themselves often have difficulty coping with their children's upbringing and need the support of professionals. In most cases, however, they are not ready to acknowledge the need for such help since it is as if they are admitting that they are not good parents. That is why it is important for them to be involved as partners to the teachers and to work together on the formation of the child's personality.

A large number of children drop out of school due to lack of funds in the family. The financial difficulties of socially disadvantaged families can be alleviated by providing free textbooks, teaching aids and materials, as well as one-time financial assistance when enrolling in first or eighth grade.

The migration of families due to economic reasons is also a condition for the risk of dropping out of the educational system. Since the frequent change of school leads to difficulties in the child's adaptation. So special attention should be paid to children who frequently change their school and/or place of residence. Preventive work with such children can be carried out by school psychologists or pedagogical advisers to help them adapt to the new place.

Access to education should be equal for all children including children with special educational needs. It is necessary for the pedagogical staff in schools to have adequate training for working with children with special educational needs, as well as the ability to assess their individual educational needs. There is a real risk of dropping out of the educational system for children with special educational needs, as well as for children with disabilities. The modern school in most cases does not meet the needs of these children. Therefore, it is important to build a pedagogical and specialized supportive environment for each student to ensure inclusive education.

In conclusion most often, programs for the prevention of dropping out of the educational system are focused on attracting and retaining students in school, increasing the motivation of the teaching staff in the school and involving parents as partners. The combination of the implementation of these three main tasks of prevention strategies makes it possible to reduce the number of school dropout.

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GOOD PRACTICES IN PREVENTING SCHOOL DROPOUT

Kazım DOĞU

ABSTRACT: The quality of education is one of the most important indicators of the country's development. Turkey is a country with a high proportion of young people. In the meantime, it is one of the countries where the difference in success between schools is the highest in the world. There are serious differences between schools in urban and rural settlements in Turkey. This situation leads to the emergence of schools with quite different characteristics from each other. Rural areas are disadvantaged areas in terms of schools. One of the biggest problems in schools in these regions is the problem of school attendance. The main reasons for school leaving are; indifference of parents and students towards school, the necessity of students to work due to economic inadequacies, separated families, social exclusion, academic failure, early marriages, negative circle of friends. The aim of this study is to reduce the rate of early school leaving by sharing good practices applied to prevent early school leaving. In the study, educational administrators, guidance teachers, classroom teachers, and parents were interviewed, and the structured interview technique was used. According to the results of the interviews with administrators, teachers and parents, it has been observed that the practices related to early leaving contribute to the decrease in the leaving rate. Connections should be established with various non-governmental organizations and local administrations should be worked in cooperation. It has been revealed that the practices carried out to prevent school leaving increase the sense of belonging of families and students to the school and thus help to decrease the rate of early school leaving. One of the most effective ways to prevent school dropouts is to educate the family and increase the family's and student's sense of belonging to the school.

Key words: Leaving the school, bonding, school dropout, good practices in preventing school dropout

INTRODUCTION

School, as an educational institution, has a far superior aspect to other social institutions in shaping the behaviors of people and bringing about desired changes in them. Significant and rapid changes such as social, cultural, political, and technological are seen in many countries. Information is changing rapidly, facts and events are explained not with one dimension but with more than one dimension. For this reason, school and school success has become the most important way to achieve success, even if it is not the only way of life success for the individual (Dam, 2008). School, which is at the center of life, is a living space as well as an education and learning environment. In this area, students interact with other students, teachers, school management, and other school staff (Erden & Erdem, 2013).

School Dropout

There are three definitions for the word abandonment in the General Turkish Dictionary of the Turkish Language Association (TDK). These are (a) quitting, leaving, (b) giving up, (c) not looking, or neglecting, respectively. School dropout can be expressed as a long-term or permanent absence of a student from a curriculum. (Arslan, 2018) Although the definitions of the concepts of absenteeism and school dropout are not specified in the national and international literature, there are different opinions on this issue. In general terms, students' intermittent or long-term absences are called school absences. If this situation is used as a student's decision to drop out of school or not to continue the education process for various reasons, This is called "dropout" (Aküzüm et al., 2015).

The Reasons for School Dropout

The reasons for dropping out of school can be grouped under three general headings. These are school-related reasons, family-related reasons, and student-related reasons. Among the reasons arising from the school, reasons such as school and class size, teacher approach, quality of education, whether the school environment is safe or not, curriculum, school conditions, and student-teacher-parent relations can be counted. The reasons arising from the family are the importance the family attaches to education, financial situation, single-parent life, caregiving by someone other than the parents, and the expectation of the family. The reasons arising from the student can be listed as harmful habits, wrong friendships, turning to crime, having a disease or disability, alienation, behavioral problems, and age (Özgü, 2015). While explaining the reasons for school dropout, it will be useful to first reveal the theoretical aspect of the subject. In this regard, a theoretical classification consisting of five dimensions is mentioned. According to the General Deviance Model, students cannot adapt to school due to their different behaviors. The student's feeling of not belonging to the school and uncomfortable behaviors are the sources of incompatibility. These students become alienated from school over time and drop out of school. According to the

Deviant Affiliation Model, there is a link between school dropout and friendship relations. In this theory, if the student's friends drop out of school or are at risk of dropping out, the student can also drop out. The School Socialization Model explains school dropout through the structural features of the school. If the school climate allows for unruly behavior and the school staff is indifferent, this creates a negative environment for the student to drop out of school.

According to the Poor Family Socialization Model, the education level and background of the family are effective in dropping out of school. If the family does not support the educational status of their child and the parents themselves dropped out of school, this increases the risk of the child dropping out of school. According to the Structural Strains Models, being a member of a minority or ethnic group, gender, and demographic characteristics can cause dropping out of school (Okur et al., 2019).

It has been observed that the family of the student is also effective in the actions of students to be absent. It has been determined that parents who take care of their children and cooperate with the school are effective in ensuring their children's success, motivation, and regular attendance. On the other hand, the fact that families with financial difficulties cannot adequately meet the educational needs of children and even the child has to work causes significant absenteeism from school. For example, it was determined that families' inability to meet their children's needs for school life and poverty lead to a lack of self-confidence and cause students to exhibit absenteeism behaviors the most. Parallel to the effect of familial factors on absenteeism, the student's friends and social environment may also play a role in absenteeism. For example, it is stated that students with unsuccessful friends, absent or never going to school, drug addicts, and committing crimes are most at risk (Şanlı et al., 2015)

Studies in this area have shown that there are factors originating from the school and education system among the reasons that push students to absenteeism and drop out. The decrease in the student's satisfaction with the school and/or the teacher encourages him/her to leave the school. The fact that students cannot find enough support from the school, that there is a lot of illegal behavior in the school, and that they are victims of this increase the probability of students being absent (Çakır & Çolak, 2019).

The reasons why students drop out of school in Turkey are listed below:
- Low socioeconomic level of the family,
- Preferring working life to school,
- Low general ability level,
- Lack of interest in school work,
- Being behind in terms of success in school,
- Attitudes and wishes of the family,
- Failure and grade repetition,
- Disliking some teachers and lessons,
- Existence of physical and mental health problems,
- Very low reading speed,
- Family division and family conflicts (E. Tunç, 2011).

Studies have also examined whether the gender difference affects school absenteeism and dropout. Although absenteeism and dropouts are seen in both genders, it has been observed that in Turkey, boys are more likely to miss out on class, come to school irregularly and drop out than girls (Hüseyin Şimşek & Şahin, 2012).

There is no concept expressing this problem in official sources in Turkey. As it will be remembered, school dropout was first brought to the agenda at the 18th National Education Council held in 2010. The absence of a concept expressing this problem in official sources before this date can be attributed to this. The most important reason for the future is the increase of the compulsory education period from 8 to 12 years with the law that came into force in 2012. Accordingly, a student has to continue his education in or out of formal education until he receives a high school diploma. Therefore, the situation that can be officially mentioned here is "going out of formal education". However, it should be noted again that a student who goes out of formal education has to attend either an open education high school or a vocational open education high school (Tatar, 2016).

The Studies in Turkey about School Dropout

Yildız & Eldeleklioğlu (2018), stated that since there is no clear official definition of early leaving in Turkey, it is not possible to reach clear definitions and percentages on the subject, and therefore it is not possible to address the problem comprehensively. In addition, when the studies conducted at the national level are compared with the studies in the relevant international literature, it has been revealed that national studies are insufficient,

different studies can be planned in terms of different ages, education levels, and education stakeholders on the subject, and longitudinal studies can be done by associating them with previous studies.

A. I. Tunç (2009), concluded in his study that the underlying reasons for girls not going to school are economic reasons and conservative and patriarchal social structure. The reasons why girls do not study in Van are economic reasons, religious beliefs, and sexist traditional understanding. This result is similar to Turkey in general. It has been revealed that the traditional sexist view and prejudices that lead to the low position of girls should be eliminated, as well as education awareness should be raised.

Erktin et al. (2010), determined that the variables of school failure, teacher and peer rejection, high absenteeism, and low participation have a strong relationship with school dropouts within the scope of the project they carried out to examine the dropouts experienced in schools in a district of Istanbul. The data obtained showed that the students who participated in the study believed that the reasons for school dropout were low economic level, failure, and violence. Another perception of the participants is that students who exhibit violent behavior and students who are exposed to violence are more likely to drop out.

A qualitative study on early leaving was also carried out by (Şirin et al., 2009). In the study, face-to-face interviews were conducted with mothers and their children who dropped out of primary education. As a result, the majority of the participants stated that they left school for economic reasons.

Gökşen et al. (2006), examined primary school dropouts within the scope of their research. On this basis, data were collected from parents, teachers, students, and administrators. In this study, researchers defined school dropouts as children who left school without completing eight years of compulsory education, for reasons other than death, and who do not attend another educational institution. As a result of the research, the reasons for primary school dropout were gathered under the headings of economic, socio-cultural, familial, school conditions, and bureaucratic. The mean age of leaving school was determined as 11.5, and the factors constituting the risk group for school dropout behavior are gender, illiterate mother, parent indifferent to the child's education, family with low expectations from the child, speaking a language other than Turkish at home, working at work after school, low economic income, low level of belonging to the school, bad relations with the teacher and physical impossibilities of the school. This research is limited to examining dropouts only at the primary education level.

E. Tunç (2011), in his thesis examined the self-perceptions of vocational high school students who dropped out and the level of meeting their psychological counseling and guidance needs, 43% of the participants had failed in their courses, 18.5% had disciplinary problems, 12% were the reasons for dropping out. He found that 1% of them had to work and earn money as soon as possible, 12% of them indicated other reasons, 11.5% of their family's wishes, 2% the reason for being expelled from school, and 1% of health problems.

As a result, studies on early leaving in the Turkish literature are extremely limited. For this reason, there is no accumulation of knowledge that will allow the phenomenon of school dropout to be known with its different aspects. For example, it has been understood that there is a need to develop measurement tools aiming to measure the risk of early leaving, determine the prevalence of students with different education levels and determine the types of dropouts, and conduct studies with different samples. At the same time, it has been determined that there is a need for a national definition of early leaving. Conditions specific to Turkey may play a role in determining the content of this definition. For example, should girls who are not sent to school after primary or secondary school level in certain regions be considered as early leaving? Will leaving school without graduating from any school level be considered as early leaving or will the situation of students who have not completed 12 years of compulsory education be defined as early leaving? Answering these and similar vital questions depends on the definition of early leaving (Yorğun, 2014).

METHODS

A qualitative research approach was used in this study. Qualitative research can be defined as "research in which techniques such as observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment" (H. Şimşek & Yıldırım, 2008). The qualitative method, which facilitates understanding and interpretation, provides the researcher with the opportunity to make in-depth exploration due to its flexible structure (Karataş, 2015). The sample of the research consists of administrators, teachers, and parents working in a primary school in the Karatay district of Konya province in the 2021-2022 academic year. Information about the interviewees is shown in Table 1. The data obtained in the research were collected by semi-structured interview technique. As a result of the analysis,

the opinions of the participants were grouped into 6 themes. The content analysis technique was used in the evaluation of the data. In content analysis, data is tried to be conceptualized and themes that can describe the phenomenon are tried to be revealed. The results are presented in a descriptive way and are often quoted. Findings obtained within the framework of emerging themes are explained and interpreted (H. Şimşek & Yıldırım, 2008).

RESULTS AND FINDINGS

According to the research findings, 6 themes were created: the reasons for school dropout, the impact of the school on dropout, the impact of the family, the impact of the social environment, the impact of academic success anxiety, and sample practices to prevent school dropout. These themes are shown in Table 2.

Table 1. Characteristics of The Participants

Participant	Gender	Occupation	Education	Professional seniority	Age
Murat	Male	Principal	Master	20	41
Hasan	Male	Principal	Bachelor's degree	12	36
Muhammed	Male	Guidance teacher	Bachelor's degree	2	28
Nur	Female	Guidance teacher	Bachelor's degree	2	27
Oktay	Male	Primary school teacher	Bachelor's degree	19	40
Sema	Female	Primary school teacher	Bachelor's degree	13	36
Ali	Male	Construction worker	Middle school	----	33
Ayşe	Female	Housewife	Primary school dropout	----	29

Table 2. Reasons for Dropout of Participants, Influence of School, Influence of Family, Influence of Social Environment, Influence of Academic Success Anxiety, Good Practices in Preventing School Dropout

Participant	Reasons for Dropout	Influence of School	Influence of Family	Influence of Social Environment	Influence of Academic Success Anxiety	Good Practices in Preventing School Dropout
Murat	Economic reasons	Effective school management	Economic troubles	Socio-economic environment	Increasing social activities	Good follow-up of students
Hasan	Economic reasons	A fun and warm school environment	Low level of education	Socio-economic environment	There is a negative correlation between academic achievement and dropout	Making the school a worry-free and fun environment for the student
Muhammed	Familial reasons	Effective and competent guidance service	Low level of education	Socio-economic environment	There is a negative correlation between academic achievement and dropout	Increasing the powers of the guidance service
Nur	Academic failure	An effective guide service	Low level of education	Socio-economic environment	There is a negative correlation between academic achievement and dropout	Healthy communication between stakeholders
Oktay	Economic reasons	An inclusive school environment	Economic troubles	Socio-economic environment	There is a negative correlation between academic achievement	The school has a friendly environment

					and dropout	
Sema	Economic reasons	Sports and social activities	Economic troubles	Socio-economic environment	There is a negative correlation between academic achievement and dropout	Systematic parent visits
Ali	Familial reasons	Relations with the teacher	Economic troubles	Socio-economic environment	Reducing homework	Increasing financial aid
Ayşe	Familial reasons	Having understanding teachers	Economic troubles	Socio-economic environment	Teachers are more understanding	Providing financial aid and service opportunities

As seen in Table 2, all of the participants emphasized economic reasons as the biggest reason for school dropout. The social environment is also very effective in this regard. Ali, Ayşe and Muhammed also stated that family reasons were effective. Nur, one of the participants, expressed the reasons for leaving school as follows:

"There are many reasons originating from school, family and environment. In my opinion, the most important thing is the family's economic status and education level. If these two are low, there is usually a problem in the student's adaptation to school. The lower the education level, the harder it is to motivate the family about the necessity of education. Because even if we ensure that the student continues to school, when there is no attention at home, no notebooks, and books, the student's academic self-confidence is damaged. The positive judgment towards the school is destroyed and the school becomes a place where the student must get rid of as soon as possible."

Murat, Hasan, Muhammed, Nur and Oktay emphasized effective school management on the effects of school on early leaving. School Principal Murat expressed his views on the impact of the school on early leaving as follows:

"School is a school with student. The most important indicator of the effectiveness of a school is the continuous attendance of its students. For this reason, student follow-up should be carried out meticulously by the teacher, the guidance service and the school administration. Problems of students with absenteeism problems should be identified and solutions should be produced. I think that parent visits are very useful in this regard. Especially when you go to a parent's wedding or funeral, you can see that his perspective on the school has suddenly changed."

All the participants put forward the economic reasons for the effects of the family on school leaving. Muhammed, Hasan and Nur also emphasized the importance of education level. The student's parent, Ayşe, had the following to say:

"I am not very literate. The teacher constantly tells us to check the child's homework, but I do not understand much. His father already works from morning to evening and comes home tired. The child does not want to go to school because he cannot do his homework. We want him to study, get a good job, save himself, but we cannot force him to go to school every day."

Regarding the effects of the social environment on school dropouts, all the participants stated that the socio-economic level of the region where the school is located is effective. The student's parent, Ali, had the following to say:

"I always work and try so that the child can study and become a man. I try to help in the lessons as much as I can. If there is one educated man in the neighborhood, maybe the child will take an example, try to be like him, but there is none! My neighbors and relatives do not have a problem with education. So, no matter how hard we try, the child does not bother to read. He is also afraid that the teacher will be angry. I think teachers need to be a little more understanding. The teacher does not want to go to school by insisting that my friends will be angry and make fun of me. Most of the time we are forcibly sent to school."

Hasan, Muhammed, Nur, Oktay and Sema stated that as academic success decreases, dropout will increase. Deputy Principal Hasan said the following about the effect of academic success on early leaving:

"When we look at students who are absent from school, we see that they are generally students with low academic success. When we consider students' anxiety about academic achievement, the individual will either fight or flee to get rid of the anxiety. In this case, the student will prefer the easiest way, namely to run away. We can express this escape as school dropout. Primary school age is the period when students most need to experience the pleasure of success. It is very important that teachers do not overlook this situation in the fight against early leaving."

All of the participants stated that the school administration-teacher-guidance service and family should cooperate in order to prevent school dropout. It has been argued that a warm and happy school environment and good communication will minimize the dropout rate. Participants Ali and Ayşe stated that the way to prevent school dropout is to provide economic support from the state. Guidance Teacher Muhammed stated the strategies that can be applied to prevent school dropout as follows:

"The solution to many problems, especially absenteeism and dropout, passes through a guidance service with a very broad authority. Guidance service contacts all stakeholders (school administration, teacher, family, police, social workers…etc.) and the intersection cluster of all these stakeholders is the school guidance service. For this reason, the guidance service should be transformed into a mechanism with authority and sanction power. For example, the guidance service should be able to decide on the social assistance to be given to the students who are not in good condition. In this way, at least, the economic reasons for leaving school will be eliminated."

School Principal Murat also used the following statements to prevent school dropouts:

"I have witnessed many times that parent visits regarding absenteeism and drop-out are very beneficial. The attitude of the parent who came to me at school and the attitude of the parent I went to his house and had a cup of tea are very different from each other. I believe that establishing good relations rather than applying the laws will be much more beneficial in this regard. We are already trying to solve the absenteeism and dropout caused by economic reasons somehow through philanthropists and social aid organizations. The most difficult and important thing is to convince the parents with low education level about this issue. This is possible with good communication."

CONCLUSION

In order to minimize early leaving, all stakeholders need to cooperate. With good communication, it is possible to minimize school dropout. Trying to eliminate the problems by using more humane methods instead of applying the relevant legislation is much more beneficial for the student. It is seen that the leadership levels of the administrators are quite effective in reducing school dropout. The teacher, the guidance service, the school administration should follow up the students well, determine why the students with absenteeism problems are absent and take the necessary precautions.

RECOMMENDATIONS

Especially school management and teachers' visits to parents or participation in weddings and funerals in the region will increase the effectiveness of the school by providing a better communication environment. Increasing the authority and sanction power of the guidance service will save time by reducing bureaucracy and will make the school stronger and more effective in the region. It is thought that making the physical environments of the schools suitable for the age group and needs of the students will make the school more attractive. Professional dedication levels of teachers and administrators also play an important role in solving the problem. The fact that school administrators have leadership qualities also creates a positive effect on other stakeholders, especially increasing the level of professional dedication of teachers.

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OECD: SOCIAL AND EMOTIONAL SKILLS SURVEY (SSES): ANALYSIS OF ISTANBUL (TURKEY)

Ismail KILIÇ, Atila YILDIRIM

ABSTRACT: In the research; "Social and Emotional skills surveys" published by the OECD on January 05, 2022 by Bogota-Monizales (Colombia), Daegou (Korea), Houston (USA), Moscow (Russia), Ottawa (Canada) Sintra (Portugal), Suzhou (China) Based on the comparative analysis of the results of SSES in Istanbul (Turkey), an analysis of the skills in terms of their reflection on the education and training process is presented. It is concluded that social and emotional skills are analyzed according to the five-factor personality theory, the results are closely related to the cultures of the cities, the 10-year-old female students participating in the research have higher skill scores in all skills than the male students, and their socio-economic status is an important variable that supports the development of skills. It is seen that social and emotional skills are positively related to academic achievement. It is seen that students' life satisfaction is low at the age of 15, and teacher-student school interaction is associated with academic success and life satisfaction. It is seen that the results of the research carried out for the first time in 2019, have findings that should be taken as reference by all stakeholders in education, in the development of education policies in this direction, in the implementation of the practices in the internal and external environment of the school.

Keywords: Education Policy, OECD, Social and Emotional Skills, SSES

INTRODUCTION

It is mandatory for schools to be transformative institutions that support social and emotional learning from institutions that provide only academic skills and knowledge (Totan, 2018:42). Social and emotional learning made a remarkable leap with the conference held by the Fetzer Institute in 1994 (Elbertson, Brackett, & Weissberg, 2010; Schaps, 2010). Thinking skills are focused on "knowing how" (learning to learn) as much as "knowing what" (Glevey, 2008; Wegerif, 2007). Like Piaget, Vygotsky studied the thinking of children. He argued that ways of demonstrating the capacity to cooperate and communicate, as well as to plan and think ahead, were developed. Language is especially important to Vygotsky's work. According to Vygotsky, speaking not only enables the child to interact socially, but also facilitates thinking (Charlesworth, 2005; Charlesworth & Radeloff, 1991). Learning continues from birth to the end of life (Kandır and Orçan, 2011:42). During this life-long socialization period, the child is in constant interaction with his parents, teachers, relatives and peers. Socialization takes place through learning. During the socialization process, sometimes the child may not be aware of learning. Social and emotional learning is a skill set that can be developed implicitly rather than being an intelligence area (Türnüklü, 2004; Coryn, Spybrook, Evergreen, & Blinkiewicz, 2009; Uşaklı, 2017; Totan, 2018).

Education provides the opportunity and opportunity for the individual to grow up in a healthy way and to assume roles in society throughout his life. The disruptions seen in social structures throughout the changing and developing world necessitate focusing on different functional areas of education. Based on this rationale, the Organization for Economic Cooperation and Development (OECD) launched a large-scale follow-up study in 2019 that focused entirely on these skills for the first time, in response to the increasing importance of social and emotional skills. In the study, it is aimed to measure the social and emotional skills of students at the age of 10 and 15 and to determine the change of these skills between different age groups. Another aim of the research is to identify the elements related to the social and emotional skills of students and to offer suggestions to education politicians. In line with these goals, students' task performance, emotion regulation, cooperation, open-mindedness, and ability to interact with others are focused on. 10 cities from 9 different countries participated in the first cycle of the research in 2019: Istanbul (Turkey), Helsinki (Finland), Moscow (Russia), Sintra (Portugal), Ottawa (Canada), Houston (USA), Manizales and Bogota (Colombia), Daegu (South Korea) and Suzhou (China). The structure of social and emotional skills that are closely related to culture requires conducting studies in different countries and cultures and following a different approach from cognitive skills in measuring these skills (MEB, 2021:9).

It is assumed that the basic skills that can make students successful in the future are possible thanks to systematic preparations starting today. Both social and emotional skills, which are the sub-skills of the 21st century basic skills, and Elias et al. (1997), it is seen that the skills of having knowledge, awareness of responsibility and being sensitive focus on the same goal. Social and emotional skills are gathered under the umbrella of skills that are evaluated in many subject areas over time (Gueldner, Feuerborn, & Meller, 2010). The main problem area is to reveal the evaluation frameworks and to increase the awareness of the stakeholders with this approach, while

determining the education policies and processes. It is suggested as a result of the research that measurement approaches such as the situational judgment test, which will enable students to reveal their interpersonal and internal skills, should also be included (Yalçın, 2018: 183).

In the research; It is aimed to determine how the social and emotional skills of the students are according to the cities and countries participating in the survey, and what factors support or prevent the development of social and emotional skills of students in their home, school and peer environments.

METHOD

Model of the Research

Document analysis is a qualitative research method used to analyze the content of written documents meticulously and systematically (Wach, 2013). Like other methods used in qualitative research, document analysis requires the examination and interpretation of data in order to make sense of it, to form an understanding about the relevant subject, and to develop empirical knowledge (Corbin & Strauss, 2008).

Data Collection

OECD Social and Emotional Skills Research Turkey Preliminary Report and MEB Education Analysis and Evaluation Report Series-19 September 2021 report was used. This method is preferred when it is not possible to collect new data because the data that the researcher is trying to reach already exists in the documents (Bowen, 2009; Merriam, 2009).

Analysis of Data

Data were analyzed by document analysis, reading (detailed review), review (surface review), and interpretation. This iterative process combines elements of content analysis and requires thematic analysis (Corbin & Strauss, 2008; Strauss & Corbin, 1998). Since research has been done on reports and legislation in this direction, statistical data has been used together with descriptive analysis in the analysis of data (Merriam, 1998; Karataş, 2017).

FINDINGS AND INTERPRETATION

The study was conducted with the participation of a total of 60 thousand 985 students, 35 thousand 468 parents and 56 thousand 393 teachers from 10 and 15 age groups from 10 different cities (Figure 1); The cities of Istanbul (Turkey), Helsinki (Finland), Moscow (Russia), Sintra (Portugal), Ottawa (Canada), Houston (USA), Manizales and Bogota (Colombia), Daegu (South Korea) and Suzhou (China) participated. In the sample of Turkey, in October-November 2019, there were 81 schools in Istanbul where 15-year-old students were educated and 96 schools where 10-year-old children were educated. participated in the research. Four thousand 250 parents, six thousand 49 teachers and 165 school principals also participated in this study.

Figure 1. OECD Measurement of social and emotional skills participating cities

Table 1: Distribution of Turkey Sample by School Types

10 Years-old Group			15 Years-old Group		
School Type	Number of Students	Student Ratio (%)	School Type	Number of Students	Student Ratio (%)
Middle School	59	80,08	Anatolian High School	38	48,84
Imam Hatip Secondary School	9	13,11	Vocational and Technical Anatolian High School	30	36,02
Primary School	27	6,81	Anatolian Imam Hatip high school	9	11,79
			Science High School	2	1,89
			Social science High School	1	1,48
Total	95	100		80	100

The OECD especially takes into account the variables of age, gender and socioeconomic level in the presentation and interpretation of the study findings. The model used by the OECD in the study includes social and emotional skills expressed as the "big five" (Table 2).

Table 2: Skills Measured by the OECD Social and Emotional Skills Survey

Mission Performance	Emotion Regulation	Collaboration	Open Mindedness	Interacting With Others	Compound Skills
Responsibility	Stress Resilience	Empathy	Tolerance	Sociability	Self-Efficacy
Persistence	Optimism	Confidence	Curiosity	Initiative	Achievement Motivation
Self-Control	Feeling comfort	Collaboration	Creativity	Energy	

While establishing this model, the five-factor theory of personality, which is the most frequently used among personality theories and has been shown to provide valid and reliable results about personality in different parts of the world, was taken as a basis. These are: 1. Biological and physiological approach, 2. Characteristics (treat) approach, 3. Psychoanalytic approach, 4. Phenomenological (humanistic personality theory) approach, 5. Social learning approach (Aliyev, 2008:30). It is seen that the classification as self-control, adaptability, extraversion, neuroticism, openness to development (Çiçek and Aslan, 2020: 140) is made according to the literature.

The "Five-factor personality theory" used in the study:

Interaction with others: With the model of interaction with others used in the study, the students' skills of open, understandable, active listening, healthy and meaningful relationship with groups were measured.

Open-mindedness: It was evaluated as an indicator of intellectual curiosity and openness to new lives and experiences, while this modeling was considered in the context of such characteristics as openness to development, ability to think outside the tradition and independently.

Cooperation: During cooperation, children's ability to better understand, adapt to, and Decipher the feelings and thoughts of others was measured, with the ability to work together to achieve a specific goal or task with common energy and motivation among students.

Emotion regulation: Emotion regulation is the measurement of the form and severity of an individual's emotional reactions by recognizing the effects of both their own and those around them.

Task performance: Responsibility is the determination of the situation in which an individual performs the tasks he needs to do and assumes the consequences of his mistakes, behavior that he has made.

Composite skills: It is seen that they form self-efficacy and achievement motivation.

Findings on Social and Emotional Skills

It is seen that social and emotional skills are in a structure related to culture and that 10-year-old students score higher than 15-year-old students in almost all social and emotional skills. It is believed that this condition is caused by the emotional and social difficulties faced by students at the age of 15 in adolescence, which is the

developmental period of students. A decrease in life satisfaction at the age of 15 is observed in all cities included in the study. The finding that younger students have higher social and emotional skills also applies to Istanbul, and the coefficients obtained show a great similarity with other participating cities in general. It has been concluded that the skills that Istanbul is partially different from other participating cities are emotion regulation, open-mindedness and cooperation. It was determined that the difference between 10-year-old students and other students in the sub-skills of optimism and emotion regulation was higher than the average in Istanbul. The difference in empathy level between Dec5-year-old students and 10-year-old students in Istanbul is also higher than the international average.

When the sub-skills that female students have a higher average than male students are examined, the biggest differences are seen in the sub-dimensions of tolerance 0.12 in the age group of 10; 0.28 in the age group of 15; 0.24 in the age group of 10; 0.18 in the age group of 15; and 0.19 in the age group of 10; 0.17 in the age group of 15. This finding indicates that at both age levels, female students have higher tolerance, empathy, and collaboration skills than male students.

The difference between the average skill scores according to the socio-economic level Dec significant changes according to the participating countries and cities. The students in the Istanbul sample obtained significantly different results from the other participants, and it was found that the relationship of social and emotional skills with socioeconomic level was weaker in Istanbul than in other cities. For Dec, the differences between the sub-skill averages of responsibility, trust, tolerance and motivation to succeed in students aged 10 years are the lowest in Istanbul. In contrast to the general trend, it was determined that socioeconomically disadvantaged students had higher motivation for responsibility, perseverance, confidence, working together and achieving success in the 15-year-old students in the Istanbul sample.

Studies in the literature, certain cities have significant relationship with academic achievement of certain social and emotional skills and have found that (Konishi and Wong, 2018; Portela-Pino, Alvarinas-Villaverde and Pino-Juste, 2021). It is seen that task performance and open-mindedness are related to academic achievement. It has been determined that the curiosity and persistence characteristics evaluated within the scope of these two basic skills are consistently related to academic success in both age groups. It has been determined that there are negative and significant relationships between stress Deciency, creativity and sociability and academic achievement indicators in various disciplines. Considering the positive effect of a certain level of anxiety and stress on academic performance (Munz, Costello and Korabik, 1975), it should be taken into account that if the anxiety and stress in question exceeds this level, it leads to relaxation, which in turn can lead to a decrease in academic achievement.

Curiosity also has a significant and relatively strong relationship with reading skills in both age groups in the Istanbul sample. On the other hand, reading skills show a significant and positive relationship, and this relationship becomes stronger in the 15-year-old age group compared to the 10-year-old age group. Other participating countries and cities in Istanbul from partially separating element 10 in the age group of 15 while there is a negative relationship between optimism scores reading skills with optimism and emotion control in the age group of sub-skills and is a positive relationship between reading skills. It has been determined that curiosity, trust, responsibility and creativity are the social and emotional skills that have the strongest relationship with success in art classes in Istanbul, respectively.

Life satisfaction is defined as the degree to which an individual is satisfied with his or her own life and individuals use their own criteria when evaluating their personal satisfaction (Shin and Johnson, 1978). the life satisfaction of students in the age groups of 10 and 15 years varies greatly. the average life satisfaction of 15-year-old students (7.2) is significantly lower than the average of 10-year-old students (8.2). A similar trend is observed in all participating cities; life satisfaction decreases significantly during the transition from the age group of 10 to the age group of 15. although there are only these two sub-skills related to life satisfaction in the 10-year-old age group, stress resistance and creativity sub-skills in the Dec5-year-old age group are also among the variables related to life satisfaction. The findings indicate that as optimism, confidence and stress resistance increase in most countries and cities, life satisfaction also shows significant increases. In the Istanbul sample, the sub-skill that has the strongest relationship with the current well-being is optimism. However, stress-resistance ability was not associated with well-being in Istanbul, unlike other countries and cities. A significant decrease in students' exam anxiety is observed as optimism and creativity increase along with stress resistance. The factors related to students' life satisfaction show significant relationships with the school climate and expectations. It is important for parents and teachers to show that the value of students' expectations changes over time.

In this context, creativity and curiosity are considered to be among the important skills that should be gained Dec students. In addition to structuring educational processes to support these skills, it shows that participating in extra-curricular activities makes significant contributions to students' curiosity and creativity (Cotter, Pretz, & Kaufman, 2015; Johnston, 1937). The creativity and curiosity scores of the students who participated in artistic and sporting activities outside the school are significantly higher than those who did not participate. it shows that the creativity score averages of the students participating in art activities are 23% higher in the 10-year-old group and 31.2% higher in the 15-year-old group than the students who do not participate. As for participation in sporting events, these rates were calculated as 17% and 15.8%, respectively. The relationship between the creativity scores of the students in the Istanbul sample and participation in sports and artistic activities is clearly seen.

Curiosity is the skill that shows the strongest relationships with work expectations in science-oriented professions. Curiosity has meaningful and positive relationships with the expectations of working in science-oriented professions in all participating countries and cities.

Effective communication Dec students and teachers in both age groups has a significant and positive relationship with the belonging of students to the school. Due to the fact that the relationship in question is bilateral, the interaction between the student and the teacher fosters school belonging, and the interaction Dec as school belonging increases.

The rates of students who have a high school affiliation, establish positive relationships with their teachers, and are often bullied vary greatly between participating countries and cities. Istanbul stands out as the city with the highest proportion of students (13%) who belong to the school together with Daegu. Istanbul is also located among the cities where the proportion of students who are often bullied is less than (8%). Finally, the proportion of students with positive relationships with their teachers in the Istanbul sample was calculated as 17% and it can be stated that it is at a relatively high level compared to other cities. When the results of the Istanbul sample are examined, it is seen that the sub-skills that have the strongest relationship with school belonging in both age groups are sociability, optimism, working together and energy. The potential for effective communication with teachers of students who consider their responsibilities as a priority, who are interested in understanding and who are trying to achieve success criteria is also increasing.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Social and emotional skills are expected of individuals 21. age skills are important features that are included in and support cognitive skills. It can be considered important that the social and emotional skills previously discussed in a section in PISA are discussed in more detail and with a higher quality from a technical point of view in this study.

According to the results; what is significant is that the social and emotional skills of younger students are at a higher level. It shows that the life satisfaction of students is also closely related to age, and the life satisfaction of 15-year-old students in all participating cities is lower than that of 10-year-old students. The decline in educational performance during the transition period to adolescence, disciplinary problems, future concerns, school dropout, etc. among the reasons for the more frequent occurrence of undesirable situations, it can be Dec that there is a decrease in these skills.

It is observed that gender leads to significant differences in social and emotional skills at both age levels. Female students task performance, cooperation, open-mindedness and composite skills of male students have a higher score in emotional regulation and the ability to interact with others inferred that it is focused on activities that compensates for the shortcomings of a balanced gender distribution can be included.

It has been shown that social and emotional skills are closely related to the socioeconomic level. Dec of the most important findings is that socioeconomically advantageous students have higher scores in social and emotional skills when all participating cities are considered together. One of the possible reasons for this situation is that families with a high socioeconomic level invest more and support them more for their children's academic success, as well as for their social and emotional development. The findings can be interpreted as the fact that equal opportunities and opportunities in education are still important for the development of social and emotional skills.

The findings on the relationship between skills and academic achievement indicate that these relationships are partially weak, but certain social and emotional skills show a consistent relationship with academic success.

Curiosity and perseverance show significant associations with indicators of academic achievement in almost all participating cities. This finding is important in that it shows that students whose sense of curiosity is encouraged and who persevere to learn will be likely to have increased academic achievement. In addition, it is seen that family and teacher expectations can carry this success even higher. The findings based on curiosity and creativity in the study confirm that these two skills are fed from each other, 21. it can be interpreted as a meaningful result that the creativity skill within the scope of century skills is higher, especially in students in the age group of 10, and that it decreases over time in many cities.

It has been shown that teacher-student interaction has a direct and significant relationship with school belonging. The fact that these relationships are positive and meaningful in all participating cities, and in turn, the prominence of bullying as a threatening element of this relationship provides important clues about the importance of the school climate. It is seen that the development of a school climate that gives students confidence, allows them to communicate comfortably with their teachers, and is not afraid to make mistakes contributes to a sense of belonging to the school. Social and emotional skills also have an important role in supporting cognitive skills and are greatly influenced by the school climate.

I. OECD Social and emotional skills (SSES)

Within the scope of the SSES; It is seen that confidence, optimism and sociability decrease and it can be interpreted that students need support in these skills. Another important difference evaluated is the significant score differences between the social and emotional Dec of male and female students. Girls have a higher level of task performance-cooperation-open-mindedness than boys, while male students have a higher level of emotion regulation- interaction skills with others than girls. Girls have the motivation to achieve high at the age of 10-15, the ability to take responsibility, the ability to work together. On the other hand, this skill level can be cited as the reason for the high academic success in terms of female students.

II. The Relationship Between Social and Emotional Skills and Academic Deciency

It is aimed to develop cognitive skills simultaneously with social and emotional skills in educational systems (OECD, 2015; Rogers, 2015). The importance of social and emotional skills; facilitating learning (Durlak et al. 2011; Elias and Haynes, 2008; Wang et al.(Dymnicki, Sambolt, & Kidron, 2013; Moreira, et al., 2019); reducing behavioral problems (Dymnicki, Sambolt, & Kidron, 2013; Moreira, et al., 2014), adaptation to innovations (Cristovao, Candeias and Verdasca, 2020; Dymnicki, Sambolt and Kidron, 2013), responding to changing employment demands ((Acemoglu and Autor, 2011; According to Özer and Perc, 2020), supporting disadvantaged students (Becker and Luthar, 2002; OECD, 2018; RISE, 2021) is considered (MEB, 2021). students aged 10 years and girls have high scores in this respect compared to boys.

III. Life satisfaction and well-being

According to the results Dec there are great differences between the life satisfaction of students in the age groups of 10 and 15 years. As optimism, confidence and resilience to stress increase in most countries and cities, life satisfaction also shows significant increases. Among these variables, optimism stands out as the trait that has the strongest relationship Dec life satisfaction. The findings obtained in Istanbul are consistent with the findings obtained in other countries and cities, and optimism and confidence sub-skills show significant relationships with life satisfaction. On the other hand, it is noteworthy that creativity has a negative relationship with life satisfaction in 15-year-old students.

IV. Creativity and curiosity

Creativity and curiosity, which are found between social and emotional skills, are 21 Dec education. it is among the characteristics expressed as Decennial skills (Cinque, Carretero and Napierala, 2021). (Figure 2.), i) learning and innovation skills, ii) information, media and technology skills, and iii) life and career skills (P21, 2007). The results obtained from the Istanbul sample also show a great harmony with the overall results. It Dec determined that there are negative relationships between the expectations of students participating in the study from Istanbul to work in creative-oriented jobs, their creativity scores are positive, and their communication and cooperation skills with others are negative.
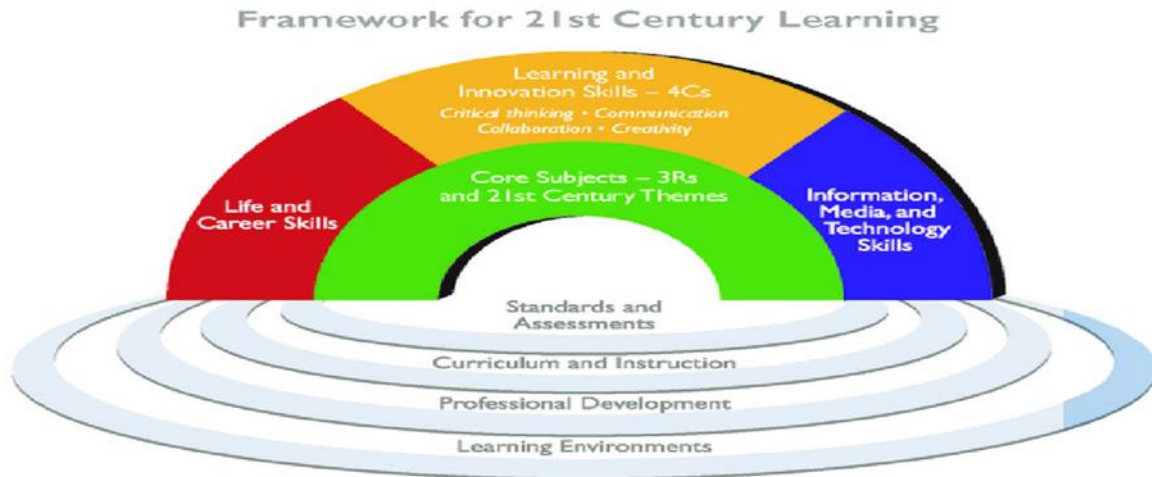
Figure 2. P21 framework for 21st century learning (partnership for 21st century learning (P21), 2007)

V. Social relations in the educational process

Social relations occupy an important place in the student's life in the process of education and training. The actors who have spent the most time since childhood are family, school and the environment. As well as the nature of the relationships that the student establishes with the immediate environment with which he is constantly interacting, the nature of the environmental variables mentioned is becoming more important every day (Furrer, Skinner and Pitzer, 2014). It has been found that there is a significant level of relationship between social and emotional skills and academic achievement, curiosity, persistence and trust sub-skills, mostly in cities. Decisively, there is a significant level of relationship between social and emotional skills and academic achievement in cities. It is suggested that by increasing the curiosity of educational processes in schools, students feel safe, a positive school climate, teacher-peer interaction will contribute to student success. The results obtained from the Istanbul sample also show consistency with other cities. In both age groups, the sub-skills that have a relatively strong relationship with student-teacher interaction are responsibility, curiosity, and motivation to succeed. In other words, the potential for effective communication with the teachers of the students who consider their responsibilities as their priority, who are interested in understanding and who are trying to reach the success criteria is also increasing. The contribution of participation in extracurricular activities, social and emotional skills, therefore a high rate of events to ensure student participation increased students ' interest, curiosity, and creativity skills while providing a direct contribution, it is seen that it has concluded that indirectly contribute to academic achievement. It is concluded that teacher-student interaction and bullying have a significant and positive relationship with students' sense of belonging to the school; negative interaction and exposure to all kinds of bullying create an obstacle for the student to develop a sense of belonging to the school.

Social and emotional skills assessment framework in this direction by increasing the awareness of stakeholders about updating the curriculum, school autonomy, guidance (personality) services, sustainable monitoring and evaluation (feedback transmitter) coordination with national and international monitoring and reporting results in the creation of the process can be achieved.

Each skill area can be managed from a student-specific database by monitoring it using the quintuple personality analysis method from early childhood. Student, school, parent, etc. according to the results obtained from the point of view of stakeholders, policies for this area can be implemented at the local level. Despite the conclusion that the improvement in social and emotional skills feeds the sense of creativity and curiosity in the student and contributes to his academic success; based on the assumption that students with high academic achievement, creativity and curiosity can also support social and emotional skills, it may be recommended to conduct relational analyses in the PISA and TIMMS exams conducted by the OECD. Experimental studies on the development of social and emotional skills in students in the direction of preventing undesirable behaviors and attitudes can be carried out by researchers.

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DROPOUT SYNDROME AND VALUE DISINTEGRATION IN NIGERIAN EDUCATIONAL SYSTEM

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ABSTRACT: The normative role of education over the years has reiterated that no nation can ultimately rise above the quality of its educational system. This corroborates the pivotal role of education in development and social change. However, formal education has been termed inadequate in providing white-collar jobs and returns on investments as it hitherto was. Widespread among Nigerian students is the phenomenon of formal education considered not worthwhile in achieving their ends considering the devaluation attached to education, hence the adoption of value disintegration in this article. Value disintegration spans a disinterest in what a people consider valuable. Its impact is discernible from the rise in dropout rates at all levels of education. A study claims that approximately 18% of students in Nigerian tertiary institutions drop out each year, thereby terminating their dreams of attaining higher education. UNICEF Reports in 2020 also claims that only about 61% of 6-11-year-old children in Nigeria regularly attend primary school, and only 35.6% of children aged 36-59 months receive early childhood education, with others dropping out at various stages. This paper focuses on transvaluation which involves students redirecting their energy into unethical practices – a case of sudden wealth syndrome. Value disintegration is directly linked to the increased rate of dropouts in Nigerian schools. The paper shall consider adopting a meta-analysis approach with sourced information from journals, textbooks and literature to address value disintegration and dropout syndrome in the Nigerian educational system, and the article shall highlight the ethical concerns against brain drain and underdevelopment

Keywords: Dropout syndrome, ethics, out-of-school children, transvaluation, value disintegration

INTRODUCTION

Education is an indispensable tool for every human society to thrive, improve and preserve its important elements of knowledge. The Nigerian educational system upon proper examination appears to have experienced a gradual shift in paradigm from being one in which education is cherished as a sole means of achieving national growth and development to one wherein the value attached to it has reached an all-time low – a case this article regards as value disintegration vis-à-vis dropout syndrome.

For emphasis, over the last five years, about 18% of students have been reported to have dropped out of school and this is becoming worse by the day (UNICEF, 2004). Adesina (2011) reported that students in Nigerian tertiary institutions drop out of school for several reasons thereby truncating their dreams of acquiring higher education. It identified financial constraints as a strong factor for increased dropout rate alongside other factors such insecurity threats, lack of adequate infrastructure,

It could be argued that the increase in school dropout rate also results from the disintegration of educational values. A number of students have grown frustrated with the fact that the energy spent on studying often does not measure up with the results upon graduation in a world where gainful employment has become a spot only for a few. They had resorted to spending their energy on other activities which they perceive more worthwhile enough to satisfy their economic interest even when it is detrimental to social progress.

Value disintegration spans a disinterest in what people consider valuable. Its impact is discernible from the rise in dropout rates at all levels of education. With the growing phenomena of current ethical trends in the Nigerian society, this paper sets to interrogate the nexus between value disintegration and the increased dropout rate in Nigerian education system. It also aims to offer some crucial paradigmatic measures which could be of great imports to both Nigerian populace and communities. In addition to the aforementioned objectives which this paper aims to achieve, there shall also be an attempt to conceptualize the concepts of value disintegration and dropout syndrome from a general worldview to a specific integrated perspective.

Value Disintegration

An attempt to give a conceptual clarification of value disintegration requires us to adopt meta-analysis by isolating the concepts 'value' and 'disintegration'. Proceeding from its etymology, the word 'value' originates from the old French word *valoir* meaning bad, and Latin *valēre* meaning to be strong or worth (Baruwa & Balogun, 2020). Literally, value can be described as that quality of a thing according to which it is thought of as being more or less desirable, useful, estimable, important, etc. In essence, it can be viewed as 'something' which

is desirable or worthy of esteem for its own sake; thing or quality having intrinsic worth. It can also be defined as the social principles, goals, or standards held or accepted by an individual, class, or society.

The concept of value can be thought about from different perspectives. This include but not limited to its importance; worth; usefulness; principles or standards of behaviour; one's judgement of what is important in life; monetary or material worth of a thing such as a unit of currency, work of art and so on. Having examined this, it is necessary to state that the perspective of value for this article is based on ethical values. For Baruwa (2020), value regulates (and guides) human behaviour and actions with respect to their day-to-day encounters. Hence, values denote the moral principles and beliefs or accepted standards of behaviour that a person or social group has high regard for in respect of its worth or usefulness. To corroborate this, Mile and Dubi (2014) conceived values as the standard and criteria which are used to judge qualities and things as good or bad, right or wrong, truth or falsehood, and so on.

Many viewpoints have reiterated that values play a crucial role in shaping human societies and in determining choices of human actions. Values can manifest themselves in several ways – physically in objects or when experienced via human actions, beliefs, or feelings. It should be identified that values can be classified as personal (subjective) or public (objective). Personal values refer to things cherished by an individual such as wealth, knowledge, prestige, honour, and aesthetic values while objective values are those that have general acceptability in the society such as moral values. On the other hand, disintegration is the process of losing cohesion or strength, or the process of separating or breaking something down into small pieces. This can be summarised as the breaking down of something into small particles or into constituents. It can also be viewed as the loss of unity, organisation, or integrity in something by breaking it into parts.

Drawing from the claims, value disintegration can be described as the situation in which values are gradually breaking down or losing cohesion. It is the situation whereby there is great disagreement among the people on what is considered good or bad, ethical or unethical, right or wrong, beautiful or ugly, etc. It may also mean a loss of integration of value signified by a movement away from high levels of agreement to lower levels. Babarinde and Bankole (2011) defined value disintegration as a situation in which a society alters its way of living or how its members stay together, for instance, when a society moves from a rural agricultural economy to an urban commercial economy. They identified the effects of value disintegration as a coin with positive and negative sides.

Considering the Nigerian society, some of the positive effects of value disintegration include the elimination of unhealthy cultural practices such as gender segregation, slavery, female genital mutilation, facial tribal marks, human sacrifices and so on. The negative effects include indecent dressing, loss of respect for elders, sexual corruption, low level of cooperation, unhealthy competition, loss of cultural values, increased rate of criminal activities, poor attitude to hard work, weakness of social institutions, and so on (Babarinde and Bankole, 2011).

Dropout Syndrome

Dropout can be viewed basically as a situation in which a student previously enroled in an educational institution voluntarily quits studies before completion of the programme. Alternatively, it can be seen as when a student for one reason or the other leaves school prematurely before graduation, and without transferring to another school; a student who quits before finishing study usually pursue a different life.

Dropout syndrome can be inferred from a situation in which the rate of dropout becomes too high to create a state of uneasiness in the society. Adeleke and Ogunkola (2013) identified that this phenomenon is traceable to myriads of factors ranging from political, socio-economic, family, school-related and other societal factors. Family factors have been identified to include low family socioeconomic status, racial or ethnic groups, male special education status, low family support for education, low parental education, residential mobility, low social conformity, low acceptance of adult authority, high level of social isolation, amongst others. Ajaja (2012) identified school-related factors such as disruptive behaviour, being held back in school, poor academic achievement, academic problems in early grades, not liking school, feelings of "not fitting in" and of not belonging, perceptions of unfair or harsh disciplines, feeling unsafe in school, not engaged in school, being suspended or expelled, poor management of conflicts between work and school, pressure from having to work and study, having to work or support family, substance use and pregnancy.

With regards to Nigeria, the dropout rate over the years has become bothersome and is gradually developing into a fiery monster in Nigerian educational institutions. Based on the previous assessment conducted by several government and non-governmental organisations, the rate of school dropout continues to increase yearly. Even

the federal government of Nigeria has acknowledged that the dropout syndrome is currently ravaging the education sector and needs to be proactively curtailed before it becomes uncontrollable.

For UNESCO EFA Monitor Report (2011) in Abraham (2011, 42), the dropout rate is higher in Africa than in other continents and Nigeria has the highest figure in Africa. The report stated that:

"Half the world's out-of-school children live in just fifteen countries: 8.6 million in Nigeria, 7.3m in Pakistan, 5.6m in India, 2.7m in Ethiopia, 1.2m in Niger, 1.1m in Kenya, 1.0m in Yemen, 1.0m in the Philippines, 0.9m in Burkina Faso, 0.9m in Mozambique, 0.8m in Ghana, 0.7m in Brazil, 0.7m in Thailand and 0.5m in South Africa. Out-of-school numbers in Nigeria rose by 1.4 million from 2004 to 2007 and counting."

Njoku (2022) identified that Nigeria has the highest rate of school dropout in the world with at least 10.5 million children out of school. This amount to about one-fifth of the global number of out-of-school children. It also reported that one-third of Nigerian children are not in school. It estimated that 35 per cent of Nigerian children who attend primary school do not go on to attend secondary school. Similarly, it was identified that the number of dropouts varies across genders with the female gender more exposed to dropouts than males. It reiterated that among the 15 countries in sub-Saharan Africa reportedly having more than one million girls out of school, Nigeria has the highest with about 62% of female children out of school (Njoku, 2022).

In a study conducted by Okpukpara and Chikwuone (2011), it was reiterated that the probability of dropout among girls is 23% compared to 12% for boys, in urban areas and that dropout for girls is more prominent in rural areas than boys with 16% rate for girls and 5% for boys. Uche (2013) equally identified that dropout among female students is triggered by factors such as child labour, poverty, lack of sponsorship, the quest for money, bereavement, truancy, broken home, single parenthood, unemployment, low level of education, ignorance, peer influence, parental irresponsibility, inadequate teaching staff, lack of infrastructure, teenage pregnancy, bad education, lack of job opportunities, the disintegration of families amongst others.

Njoku (2022) further noted that insecurity has also grossly contributed to the increased rate of dropout in Nigerian schools especially in the Northern part of the country which has been riddled with terrorist attacks on schools and as such many schools have been closed down.. In a press released by UNICEF (2022), it was identified that in 2021, there were 25 attacks on schools where 1,440 children were abducted, and 16 children killed. In March 2021, no fewer than 618 schools were closed in six northern states (Sokoto, Zamfara, Kano, Katsina, Niger, and Yobe) over the fear of attack and abduction of pupils and members of staff.

The effect of dropout syndrome on the Nigerian society cannot be overemphasised. Commenting on the effects of the high dropout rate in schools, Inokoba and Maliki, (2011) noted that students who drop out are mostly exposed to vices and constitute a threat to national security in the long run:

"Youths to escape the rot and deprivation and live big like the politicians, youths would rather stay out of school and engage in money-spinning ventures such as oil bunkering, kidnapping, intimidation, and political thuggery. The girls are not left out as well and mostly they become sexual prey to indigenous boys/men who have made it, the oil men, and security forces sent by the government to contain insurgency (p. 219)"

In the long run, several studies have argued that the dropout syndrome has also contributed negatively to the Nigerian educational system in several ways including educational wastage, increased unemployment, reduction in economic earnings, low-paced national development, reduced literacy rates, and a non-innovative environment (Ajaja, 2012). In addition, Adeleke and Ogunkola (2013) reiterated that the menace of dropping out from school can be linked to an increased rate of social vices like youth restiveness, robbery, thuggery, gangsterism, rebellion, terrorism, and hunger which pose serious security threats to societies and the nation at large.

METHODS

The methodology adopted in this paper is a meta-analysis approach with sourced information from journals and textbooks. The aim of adopting a meta-analysis approach is to provide the readers with a clearer perspective of issues surrounding the discourse of dropout syndrome and value disintegration in Nigeria considering the contributions of scholars over the years. Dropout, value, morals, ethics and Nigerian educational system are main keywords that guided the resources used in this article.

EMERGING ISSUES IN NIGERIAN EDUCATIONAL SYSTEM

Although the Nigerian educational system over the last decades has witnessed the emergence of several elements which continues to threaten its rate of development, this paper focuses on value disintegration and increased dropout rate. It is necessary to examine some underlying issues which have contributed to their pronounced influence. It could be argued that they have continued to influence the rate of student dropout. With regards to the scope of this paper, issues like cyber-crime and prostitution are of crucial concern. It has been observed that school dropouts have now taken refuge in these two main acts as a leverage to achieving what they perceive cannot be guaranteed by long years of studying.

Cybercrime can be viewed as any criminal offences committed using the Internet or another computer network as a component of the crime. It can also be seen as offences that are committed against individual or group of individuals with a criminal motive to intentionally harm the reputation or finance of the victim or cause physical or mental harm to the victim directly using modern telecommunication networks such as internet and mobile phones. For Andrews (2022), cybercrime may be defined as any unlawful act where computer or communication device or computer network is used to commit or facilitate the commission of a crime.

For him, the common forms of cybercrimes include but not limited to hacking, unauthorized access to bank accounts, impersonation and identity theft, phishing, spoofing, unauthorized reading of emails, desktop counterfeiting, pornography, cyber harassment, fraudulent conversion of property, chat room conspiracy, sending computer virus, plagiarism, phreaking, cyber bullying, cyber stalking, cyber grooming, online job fraud, online sextortion, sexting, sim swap scam, spamming, ransom ware, website defacement, cyber-squatting, downloading unauthorized data (Andrews, 2022).

Considering the Nigerian milieu, Okesola and Adeta (2013) argued that:

"...in Nigeria, perpetrators of this crime who are usually referred to as 'yahoo yahoo boys' are taking advantage of e-commerce system available on the internet to defraud victims who are mostly foreigners in thousands and sometimes millions of dollars. They fraudulently represent themselves as having particular goods to sell or that they are involved in a loan scheme project… In this regard, so many persons have been duped or fallen victims. But this could not only be the technique used by these cyber criminals. There are several other techniques being used (p.13)"

Adeleye (2019) noted that students who engage in cybercrime usually attempt to oppress other students with the intention to lure them to join hands with them. These students, he argued deflate the ego of other students with their ostentatious lifestyle as they are usually found everywhere flaunting their ill-gotten wealth even on campuses. Noteworthy, he identified that not all students who exhibit affluence in schools are criminals, but those from poor homes attempt to level up with those from influential homes essentially through crime. He noted that cybercrimes have become very fashionable, almost a profession among the youths especially students in higher institutions such that they have considered it an opportunity to improve their overall conditions of life. He also noted that these students perpetrate their crimes using various devices ranging from mobile phones, tablets and laptops to defraud individuals, organisations, companies, financial institutions, government agencies etc. In addition to value disintegration, he identified other causes of cybercrimes which include excessive emphasis on mundane things, poor parental upbringing, or discipline standards in schools, peer pressure, hypocrisy of religious institutions (who glorify wealth without hard work), as well as the need to escape poverty and economic hardship.

Furthermore, he identified that students have graduated from cybercrimes to what is known as 'yahoo plus'. This involves ritual killings and use of charms to hypnotise target victims. Stories have been told of people stealing under wears for ritual purposes. In recent times, there is hardly a day that comes by without news of ritual killings by youths in Nigerian newspapers. The effects of cybercrime on student's life can be obvious considering the daily experiences. One of the most devastating effect of this criminal acts among students is that it impugns on their reputation, the integrity of their school and that of their parents as well as guardians as such students when caught are sometimes paraded before newsmen. Some of these students involved in cybercrimes have been arrested by the police, the Economic and Financial Crimes Commission (EFCC) and other law enforcement agencies across the country.

According to EFCC Reports (2019), the Economic and Financial Crimes Commission in collaboration with the FBI paraded in Lagos one hundred and sixty-seven suspects for various cybercrimes among whom were undergraduates and graduates of various institutions of higher learning in Nigeria. According to the EFCC, the

arrest was carried out in a collaborative operation tagged 'Operation Rewired'. The EFCC also claimed that it recovered from the fraudsters the sum of one hundred and sixty-nine thousand, eight hundred and fifty US Dollars and the sum of ninety-two million naira in addition to 'four exotic cars, plot of land in choice areas in Lagos and a property in Abuja'. Similarly, no fewer than thirty-two suspects were arrested by the EFCC in Abeokuta in 2019. According to the Daily Post, fourteen of the suspects were said to be undergraduates. 'Six exotic cars, laptops, cell phones, and several documents containing false pretences and fetish objects were among items recovered from the suspects. Also, in early 2019, about twenty-four students of the Olabisi Onabanjo University, were arrested and subsequently paraded by the EFCC for their involvement in 'yahoo yahoo' (cybercrimes).

In June 2019, three yahoo boys were arrested in Ibadan by the EFCC, out of which two claimed to be undergraduates of the Polytechnic Ibadan and one from Emmanuel Alayande College of Education, Oyo. The students, until their arrest, were said to be living 'flamboyant life without tangible source of income'. These convicts were ordered to forfeit to the Federal Government some of the items such as laptops and phones seized from them during investigations and ordered to refund all the monies fraudulently obtained from their victims. Adeleye (2019) demonstrated that students who engage in cybercrimes usually get blinded by the sudden and unexpected affluence and become deviant and arrogantly disrespectful to their lecturers, non-teaching staff and sometimes flagrantly confront the management of their schools. Some of them also develop into snobs who find it difficult to associate with or live peacefully with their colleagues – a case of value disintegration.

In addition, such students find it excessively difficult to cope with their academics either due to loss of concentration or frustration about the rigour of studying. These criminal acts lead to loss of money, valuable property and vital information for individuals and organisations who fall victims to their acts. According to a report by the Centre for Strategic and International Studies (2018), 'close to $600 billion, nearly one percent of global GDP, is lost to cyber-crime each year'. In the same regard, Adeleye (2019) noted that 'Yahoo plus' often results in loss of body parts and precious lives as victims are maimed or gruesomely murdered for ritual purpose by students who use them to get 'spiritual or diabolic power'. Unfortunately, the overall effects of these acts negatively ridicules the country in the comity of nations.

Another ethical issue worthy of concern is prostitution which can be considered to be ravaging the Nigerian educational system, and attributed as one of the most notorious acts engaged in by both students and dropouts in Nigerian tertiary institutions. The World Health Organization (WHO) defined prostitution as a process that involves a transaction between a seller and buyer of a sexual service. Corroboratively, the Joint United Nations Programme on HIV/AIDS (UNAIDS) (2002) regarded prostitution as sex outside of marriage involving transaction of money or other forms of material wealth. For Zatz (1997) prostitution might be provisionally defined as attending to the sexual desires of a particular individual (or individuals) with bodily acts in exchange for payment of money.

It could be identified that prostitution may be engaged in by men, women or children. Research has revealed that in the contemporary Nigerian setting, female sex workers include young widows, separated wives, or women thrown out of marriage. The Nigerian sex workers today are not always below average in educational attainment as studies have shown that university, polytechnic and colleges of education students embark on prostitution given their need to support their education. According to Olugbile, Abu and Adelakun (2008), many undergraduates have resorted to full time prostitution in their campuses under the guise that they are hustling. According to these authors, prostitution goes by different numenclatures in the universities such as 'Aristo', 'Runs', 'Parole', 'Flexxing', 'Digging', 'Late hour', 'Survival' and many others. Some students seem to have become so adept at prostitution that they remorselessly engage in the act.

Speaking on the new trend of prostitution, Olugbile, Abu and Adelakun (2008) also observed that there is an innovative approach to prostitution. For them, some student-prostitutes now advertise themselves through photo albums kept by middlemen in popular hotels close to University campuses. In some cases also, these student-prostitutes are recruited on contract basis by politicians to attend parties and see to the sensual needs of the men in the parties.

Oyeoku et al (2012) reiterated that:

"It is very common these days in many cities in to see some young girls roaming the streets and hotels seeking for clients when they are supposed to be in schools or at home. Both male and female undergraduates are actively involved in prostitution. While the boys indulge more as the go between among the female prostitutes, the girls are more prone to the act of prostituting itself (p. 45)."

Studies conducted in different parts of the world have identified several factors responsible for prostitution such as poverty, economic hardship, insecurity, broken homes, male child preference, peer group influence, influence from the environment, lack of opportunity and early sexual experience. Also, it could be argued that the socio-economic background of the family is one of the reasons why undergraduates engage in prostitution.

Oyeoku et al (2012) further opined that the prevalence of youth prostitution has become a serious social problem to universities in Nigeria, government and society in general, due to its hazardous effects which include health risks (sexually transmitted diseases such as syphilis, gonorrhea, the dreaded Human Immunodeficiency Virus (HIV) which are incurable and may lead to death or permanent health disorder), physical risks (exposure to abuse and life-threatening hazards such as ritual murders, violent rape, and other physical injuries), emotional and psychological risks, and sociological risks (such as gender based violence, unwanted pregnancies, abortion, school dropout and others).

CONCLUSION

The fight against the scourge of cyber and other financial crimes is expected to be fought head on by individuals and government or its agencies. Individuals must take conscious efforts to prevent loss of vital information by using very complex passwords to protect their information. Cybercrimes, when discovered, should be promptly reported to relevant security agencies. As parents or guardians, we must begin to do the needful by giving proper moral upbringing to our children, and we must monitor them either while at home or in school.

RECOMMENDATIONS

This paper recommends that government must strengthen its security agencies saddled with the arduous responsibility of fighting cybercrimes in Nigeria. There is a need for constant retraining of security agents and anti-crime officials in order to keep them abreast of the various advancement in the mode of operation of cybercriminals. In a nutshell, security agencies must sustain the ongoing aggressive onslaught on cyber criminals in Nigeria and should leave no stone unturned in their attempt to curtail the menace.

The Nigerian government must also strengthen its bilateral collaboration with foreign governments in the onerous fight against the menace of cyber or financial crimes across the globe. Proper and committed efforts should be channeled towards effective tracking and chastising of people engaged in cybercrimes and similar activities. Government's fight against cybercrimes through appropriate legislation is a welcome development. The Cybercrime Prohibition and Prevention Act (2015) and other relevant Acts which deal with cyber/financial crimes should be given further impetus. Stringent punitive measures should be put in place to deter criminals.

Cybercrime study should also be included in the school curricula and should be taught at all levels of education in Nigeria. This would make students understand better the dangers that lie in being engaged in it. Also, adequate sex education should be inculcated into learners to ensure that they do not derail from the virtuous path. The educational system should be made more functional and attractive to students in order for them to consider learning a worthwhile endeavour. This can be achieved through effective capacity building, recruitment and appropriate deployment of teachers, provision of necessary infrastructures including library and laboratory facilities, as well as increased financial contributions to education in firm of grants, scholarship and award of juicy rewards to diligent and outstanding students (rather than the usual peanut offer). This would systematically entice more students to learning and help combat the rising out-of-school syndrome.

In the long run, students should be properly mentored to develop themselves into authentic beings who can take autonomous decisions and take full responsibility for their actions. When students fully understand the concept of 'self', it creates a better understanding and also boost their self-esteem. This will ultimately enlighten them to the prospects of education and further boost their conception of personal identity to be not just only like their peers but also better than their peers deterring immoral acts. In other words, the Nigerian populace and the Nigerian government must learn to adopt the long-forgotten road in adopting proactive strategies to contend with the ethical issues before it exacerbates. This, if taken, will prevent the Nigerian educational system from being robbed of its future productive forces.

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OPINIONS OF GUIDANCE SERVICES FOR GIFTED STUDENTS WHO DO NOT ATTEND THE SCIENCE AND ART CENTER

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ABSTRACT: The aim of this study is to reveal the views of guidance services about gifted students who do not attend science and art centers. A case study which is one of the qualitative research methods was used in the study. The study group consisted of 20 psychological counselors/guidance counselors working in Science and Art Centers in different provinces of Türkiye in the 2021-2022 academic year. In the study, a semi-structured interview form consisting of open-ended and closed-ended questions was prepared in order to reveal the views of guidance services on gifted students who do not attend science and art centers. As a result of the research, the reasons for chronic absenteeism were found out that high intensity of the courses, preparation for exams, transportation problems, overlapping of school and other courses with science and art centers, also students finding the activities carried out in science and art centers unnecessary or disliking them. Moreover, it was determined that parent interviews were effective in students' attendance at science and art centers after chronic absenteeism. In addition, it has been revealed that science and art centers need to implement regulations on time, exams, number of students, placement, staff training, developing belonging, transportation, type of education and effective communication in order to eliminate the chronic absenteeism of students.

INTRODUCTION

School dropout is seen as a significant threat to the ability of education systems to deliver results in line with the expectations of their countries. In this respect, policies related to education systems should include measures to eliminate school dropouts (Ayyıldız, 2022). Chronic absenteeism, which is considered in the context of school dropout, also reveals important information about the quality of education systems of countrie (Graeff-Martins et al., 2006).

Chronic absenteeism is a significant barrier to learning and must be prevented (Gottfried & Jacob Kirksey, 2022). This is especially a problem for individuals with special needs (Thurlow, et al., 2002). Research shows that students with special needs are more likely to be chronically absent (Chen & Rice, 2016; Cortiella & Boundy, 2018; Lereya et al., 2022). Students with special needs include gifted students.

Special talent is the Turkish equivalent of "gifted, talented" in English (Çelik, 2014). The education of gifted students have great importance for the future of countries. These students should be supported with special education activities that take into account their developmental characteristics. In Türkiye, gifted students participate in additional educational activities in science and art centers to support their qualifications (Güneş, 2018).

In Türkiye, students are admitted to science and arts centers based on their general aptitude, also music, and art skills (MEB, 2016). It has great importance that gifted students undergo identification processes and are supported with additional educational services. It is of great importance that gifted students undergo identification processes and are supported with additional educational services (Summak ve Şahin, 2014). Research reveals that science and art centers face many problems in legal, physical, managerial, and practical areas (Sarı & Öğülmüş, 2014). In addition, the fact that students have to attend the science and art center together with their schools brings along some problems. Students not attending science and arts centers is considered one of these problems (Çelik, 2014).

Guidance services have great importance for students to make maximum use of their existing competencies and to be successful academically and psychosocially (Lunnenberg, 2010). Guidance services build a bridge of communication between administrators, teachers, parents, and students and provide support services for the benefit of students. In this respect, guidance services try to get to know students in a multidimensional way and have detailed information on this subject (Yeşilyaprak, 2012).

The fact that gifted students, who are seen as an important value in the context of the human capital of countries, do not attend science and art centers can be seen as a negative situation in terms of the development of these students. To compensate for this negative situation, it is first necessity to reveal the current situation of students who do not attend science and art centers. It is thought that the opinions of guidance services are important in determining the current situation of students who do not attend science and art centers and developing policies for this situation.

The Purpose of Research

This study aims to reveal the views of guidance services on gifted students who do not attend science and art centers. With this purpose, the following questions will be addressed:

According to guidance services;
1. What are the most important reasons why students do not attend science and arts centers?
2. What are the factors that influence the decisions of students who start attending science and art centers after chronic absenteeism?
3. What should be done to eliminate the problem of absenteeism in science and art centers?

METHOD

In this study, which aims to reveal the views of guidance services on gifted students who do not attend science and art centers, a case study, which is one of the qualitative research methods, was used. The case study is a research method used in many fields where the researcher analyses a situation, program, event, action, process, or one or more people in depth (Creswell, 2017). In a case study, there is no such thing as testing a hypothesis or making a comparison. What is important here is to categorize the dimensions related to the problem situation and to make sense of these categories (Hancock & Algozzine, 2006). This study, it was aimed to understand the current situation by addressing the situation of gifted students who do not attend science and art centers in the context of the views of guidance services.

Study Group

The study group consisted of 20 psychological counselors/guidance counselors working in science and art centers in different provinces of Türkiye in the 2021-2022 academic year. The purposive sampling method was used to determine the study group. In this sampling method, the population is divided into similar strata, and the stratum that can best represent the problem situation is selected. In this way, the stratum most suitable for the research is sampled (Balcı, 2010). In this context, the workplaces of the psychological counselors/guidance counselors who constitute the study group of the research are as follows:

- Yüksel Bahadır Alaylı Science and Art Center
- Konya Science and Art Center
- Yusuf Demir Science and Art Center
- Nuri Pakdil Science and Art Center
- Halil İnalcık Science and Art Center
- Yenişehir Municipality Science and Art Center
- Emine-Emir Şahbaz Science and Art Center
- Diyarbakır Science and Art Center
- Şişli Science and Art Center
- Adıyaman Science and Art Center
- Zeytinburnu Şehitler Science and Art Center
- Turhan Akçay Science and Art Center
- Hatay Science and Art Center
- Yusuf Gökçenay Science and Art Center
- Şehit Polis Mehmet Karacatilki Science and Art Center
- Çorum Science and Art Center
- İzmit Science and Art Center
- Battalgazi Science and Art Center
- Şanlıurfa Science and Art Center

Data Collection Tool

The data collection tool of the study was developed after reviewing the studies in the literature and receiving the opinions of experts. In this context, a semi-structured interview form consisting of open-ended and closed-ended questions was prepared to reveal the views of guidance services on gifted students who do not attend science and

art centers. This form includes 3 questions about the personal characteristics of the participants and 6 questions about the problem situation.

Data Collection and Analysis

The data collection process of the study started after the necessary permissions were obtained. The questions in the data collection tool were converted into an online form in the Google Form environment. Before the research questions, the purpose of the research and instructions on how to fill in the measurement tool was given. In the directive, it is specifically stated that the principle of "voluntariness" is taken as a basis for completing the scale. The data collected via Google Form is stored in Google Drive and destroyed within three months. It was also stated in the consent form that the research was conducted voluntarily. The consent form was also submitted to the participants for approval on the online platform. Within the scope of the research, data were collected from teachers working in guidance services between 18 April 2022 - 25 April 2022. Each participant took an average of 10 minutes to answer the form. The analysis of the data will be carried out by descriptive analysis, which is one of the qualitative research techniques. Before this examination, themes were identified by consulting the opinions of experts and examining the research in the literature. These themes are discussed under the headings of findings and discussion.

To ensure the validity, reliability, and transferability of the research, first of all, it was ensured that there was a consensus among the researchers in determining the themes. In addition, the process of identifying themes was examined by an external researcher. Also, all stages of the study were explained in detail and the views of the participants were given directly. (Merriam & Tisdell, 2015). In this transfer process, teachers were given a code number (Teacher 1 = T1) and their opinions were listed.

RESULTS AND FINDINGS

The results and findings obtained as a result of the research are discussed under sub-headings.

Results and Findings Related to the First Sub-Problem

In the first sub-problem of the study, an answer was sought to the question "What are the most important reasons why students do not attend science and arts centers?". In this context, first of all, numerical information about the students who did not attend science and art centers in the 2021-2022 academic year is given in Table 1.

Table 1. Numerical Information on Students Not Attending Science and Art Centres (2021-2022 Academic Year)

General Aptitude	Painting	Music
585	65	72

According to Table 1, in the science and art centers within the scope of the research, students in the general ability field have the highest number of attendance problems. This is followed by students in music and painting. In examining the underlying reasons for these students' not attending science and art centers, the findings obtained from the interviews conducted by guidance teachers/psychological counselors with parents and the opinions of guidance teachers/psychological counselors regarding the situation in question were taken into consideration. Regarding the problem situation, first of all, the findings obtained from the interviews conducted with the parents are presented. As a result of the interviews conducted by guidance teachers/psychological counselors with parents, it was seen that students did not attend science and art centers mostly for the following reasons:

- The high academic workload of students,
- Preparation for exams,
- Transportation problems,
- School and other courses overlap with courses at science and arts centers,
- Student reluctance,
- Finding the activities carried out in science and art centers unnecessary or disliked.

When the opinions of guidance teachers/psychological counselors on students who do not attend science and art centers are examined, it is seen that the problems expressed by parents are also put forward by teachers and mostly central exams 8. and 12. class. It is observed that there are ruptures at the classroom level. In addition, it is noteworthy that there are continuous absences due to transportation and program-based problems carried out in science and art centers. Some of the teachers' views on this issue are as follows:

- *Since there was a significant difference during the project period, I think it is more appropriate to evaluate this period. The main reasons for absenteeism are students' preparation for university exams, the intensity of exams, courses and lessons at school, the fact that the lessons at the Science and Art Centre are after school and students feel tired (T1).*
- *Support is in education; attendance is usually very high. It can be a problem only because of the problems of transporting them due to the density of families. The Individual Talents Recognition Programme is another group with very high attendance, with absenteeism only during exam weeks. Special Skills Development; is the stage where the ruptures begin. In 7th grade, both students with sportive and artistic activities and students with academic intensity have a very tight schedule and the science and art center becomes a burden or a burden for them. They refuse to accept even the smallest responsibility. Project Production and Management Program; Even if students who reach this stage continue with a single course, there are serious problems in continuing to the science and art center. This is the stage where children who cannot produce something or do not want to deal with it leave the process. The 11-12th grade is the peak stage of the continuation problem (T4).*
- *The main reasons for attendance problems include boredom, lack of belonging and motivation, transportation problems, overlapping schedules due to some students attending private schools, and seeing coming to the science and art center as a waste of time (T6).*
- *The main reasons for absenteeism are the difficulties experienced by families in dropping students off at the science and arts center and picking them back up (transportation), and the fact that it is an exam year (time problem) (T8).*
- *If the student wins from the 1st grade and started in the 2nd grade, he has to go to the support class for 3 years, and this situation squeezes the students and affects them to continue (T11).*
- *Course and homework density in the school and preparation for central exams in the 8th and 12th grades causes chronic absenteeism (T13).*
- *High school entrance exams and university exam preparations are effective in absenteeism (T15).*
- *Service problems and lack of attractive activities cause chronic absenteeism (T16).*
- *Support Training Program and Individual Ability Accommodation Program Students are very high and they usually come with pleasure. They find the Science and Art Center fun. In the 7th grade and 8th-grade level students in the Special Talents Development Program, absenteeism shows. The reasons for the majority are the exam preparation process and the concern of breaking out of the race. A small number of students have the opinion that the Science and Art Center is not useful. During the project period, the absenteeism rate is increasing slightly more. Especially in the 11th grade and 12th-grade exam preparation process increases gradually increasing. Absenteeism is increasing for reasons such as not being able to put forward a project in project students and avoiding responsibility (T18).*
- *Students are more willing and have intense participation in the support training program, but this density continues at every top stage (T19).*

Results and Findings on the Second Sub–Problem

In the second sub-problem of the research, "What are the factors that influence the decisions of students who start attending science and art centers after chronic absenteeism?" The answer was sought. In this regard, it is understood that approximately 200 students from the statements of guidance counselors/psychological counselors started to study in science and art centers again. It is seen that parents' negotiations are effective in the continuation of the students after chronic absenteeism. In particular, to prevent the records of the students, it is seen that they started their education again, some of the students with transportation problems are eliminated, and a student with economic problems is supported by scholarship. In this regard, some of the opinions of guidance teachers/psychological counselors are as follows:

- *As a result of family and parent talks, our students started to come back to the institution (T3).*
- *While parents thought that absenteeism would not cause any problems, some of the students started school again when the students were notified that the student's registration would be deleted by the administration (T6).*
- *With the loss of the effect of the pandemic process, some students resumed school (T8).*
- *Our continuous absenteeism decreased by reducing the loss of road-time losses of newly opened science and art centers close to their homes (T10).*
- *We met with parents and students again. They did not want to participate in the effect of pandemics. However, we have prepared a different course program. We have done studies to increase their motivation. We were effective in a short time (T11).*

- *In some of them, program changes were made. In some, there was feedback with the effect of the fear of deleting records. Rather than the student, parents mostly want their children to continue their science and art centers. In this respect, he convinces the parent-student (T12).*
- *In the interviews of the information message and guidance service on the absence of absenteeism sent by the Authority Administration, the contribution of the institution to the future design of the student, the educational opportunities and opportunities in the science and art center (T13).*
- *Student continuation was achieved by the placement of our students in groups suitable for social, emotional, and personality traits and the appointment of students to the parents (T17).*
- *A student could not continue for economic reasons. When he provided scholarships, he started to continue. 2 students were explained by the contribution of the Science and Art Center to the students (T19).*
- *When the records were deleted, they wanted to renew the registration of the student from the General Directorate by submitting a petition specifying the number of excuses (T20).*

Results and Findings on the Third Sub–Problem

In the third sub-problem of the research, "What should be done to eliminate the absenteeism problem in science and art centers according to guidance services?" The answer was sought. When the opinions of guidance services are examined, it is seen that teachers emphasize the structural management of science and art centers in a more planned manner. In particular, it is seen that these are gathered in the following titles:
- Time,
- Exam,
- Number of students,
- Settlement,
- Personnel breeding,
- Development of belonging,
- Transport,
- Type of Education
- Effective communication.

According to the opinions of guidance teachers/counseling teachers, some of the things that should be done to eliminate the absenteeism problem in science and art centers are as follows:

- *Part-time online training can be offered in exam processes (T2).*
- *Once the numbers should not be as much as the current. A counselor should not fall more than 10 students to the teacher. Thus, the counselor can meet and take care of the child regularly. You can recognize children's talents interests and learning styles and belong to the Science and Art Center can be created through the right studies. But now a teacher is falling between 40-50 students in our institution. One-to-one interview documents are like utopian goals to recognize the student. Unfortunately, only targets are achieved at the maximum level (T2).*
- *Continuing the Science and Art Center should be attractive as a quality. Experimental activities should gain weight. Or there should be no science and art centers, and special education policies should be implemented in schools (T5).*
- *Students should only go to the Science and Art Center in the school area. At the same time, these students can be given additional points in the high school transition exam (T6).*
- *There should be no obligation to continue the project group until the 12th grade. If the student who has passed the project group has completed his project in the 10th grade, he should be able to graduate (T8).*
- *Parents' interviews can be planned more frequently. Sanctions may be imposed by the state regarding the continuation of the students. Students who continue to the Science and Art Center can be given additional points in central exams (T10).*
- *Science and Art Centers should be turned into institutions where students continue full-time. These schools should be made more equipped physically and with tool equipment based on branches. Parents should be provided with many financial and moral conveniences in terms of transportation (T13).*
- *I think that the Ministry's free transportation within the scope of special education will reduce existing absences. In addition, 100 %continuation of high school students can be achieved by bringing additional points (T14).*
- *It may be effective for our students to be placed in groups suitable for social, emotional, and personality traits. It is also important to appoint a consultant for the student and parents. Support should be provided during planning time. It have great importance that students are supported in transportation (T17).*
- *For the development of a sense of belonging, wealthy equipped independent buildings are required for workshops and extraordinary teachers who make motivating activity projects (T20).*

DISCUSSION

A school dropout can be defined as a student leaving school without completing the program in which he/she is enrolled (National Center for Education Statistics [NCES], 2020). This problem can be caused by personal, family, and economic factors (Weybright, 2017). Dropout can also occur at all levels of schooling (Dekkers & Claasen, 2001). Chronic absenteeism is also an important problem that is related to school dropout and occurs due to similar problems (Gubbels vd., 2019). Although this problem is seen at different levels of education, it is considered to be a more vital issue in special education (Spencer, 2009). Chronic absenteeism of gifted students, which is considered in the context of special education, can be considered an important situation considering the potential of these students.

Gifted students potentially have higher levels of interest, speed, and depth of learning than their peers (Dağlıoğlu, 2010). Making effective use of the potential of these students is of great importance for the holistic development of countries. Due to this situation, policies regarding the education of gifted students have been accepted as state policy in many countries. However, it is seen that an education policy suitable for gifted students has not been implemented in Türkiye (Kılıç, 2015). For this reason, it is observed that gifted students face many problems throughout their educational life (Talas vd., 2013). Chronic absenteeism, which is among these problems, is a situation that is intensely encountered in science and art centers where gifted students attend. (Güneş, 2018).

As a result of this research, which aims to reveal the views of guidance services on gifted students who do not attend science and art centers, it was found that students especially in the 8th and 12th grades are the most gifted students. It is observed that they have problems with attendance at science and arts centers due to central exams in the classroom. In the literature, chronic absenteeism is more often associated with health problems in the student or parent (Chang et al., 2018; Hofferth et al., 2001; Kadı, 2000; Kearney, 2008), housing instability, students feeling excluded or insecure at school (Arkonaç, 2001; Balfanz & Byrnes, 2012; Chang et al., 2018; South, 2000; Kağıtçıbaşı, 1998), lack of motivation (Chang et al., 2018; Sheldon & Epstein, 2004), transportation problems (Teasley, 2004); It can be said that the cases of chronic absenteeism in science and arts centers, especially due to central exams, are due to a different situation related to the Turkish education system. On the other hand, it is seen that reasons such as transportation problems and lack of motivation, which have been put forward in the literature regarding chronic absenteeism, are also experienced in science and art centers. On the other hand, the fact that some students were reintegrated into science and art centers through communication with parents reveals the importance of parent-student-school communication in preventing chronic absenteeism (Kula & Yıldız, 2015). In this context, it is thought that it is important to implement regulations that will take into account the current situation of students by strengthening the communication between student-parents-schools to reduce chronic absenteeism in science and art centers, taking into account the principle of flexibility.

CONCLUSIONS

As a result of the research aiming to reveal the views of guidance services on gifted students who do not attend science and art centers, the reasons for persistent absenteeism were shown to be high course intensity, preparation for exams, transportation problems, overlapping of school and other courses with science and art centers, student reluctance, finding the activities carried out in science and art centers unnecessary or disliking them. In addition, it is seen that parent interviews are effective in students' attendance at science and art centers after chronic absenteeism. In particular, it is noteworthy that students restarted their education in order not to be deregistered, that some students with transportation problems had these problems solved, and that a student with economic problems was supported through a scholarship. In addition, it was concluded that science and art centers should implement regulations on time, exams, and number of students, placement, staff training, developing belonging, and transportation, type of education, and effective communication to eliminate the chronic absenteeism of students.

RECOMMENDATIONS

- As a result of this research, the following recommendations can be put forward:
- Steps should be taken to reduce the course density of the students of Science and Art Center students.
- During the central exam years (8th and 12th grade), flexibility should be provided in terms of the continuation of students to science and art centers.
- The advantages of science and art centers should be increased and incentives should be adjusted to eliminate the reluctance of students.

- Teachers and managers of science and art centers should be trained on issues related to special talented students before and after duty. The physical capacity of these schools should be developed and programs should be prepared for the preparation of activities that will attract students' attention.
- Students' transportation problems should be solved.
- A more effective counseling system should be organized to determine the interests and needs of the students.

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ENVIRONMENTAL AND SOCIAL FACTORS AFFECTING THE DROPOUT OF PRIMARY SCHOOL STUDENTS IN RURAL AREAS OF MAZANDARAN PROVINCE

Bahram Moghaddas, Huseyin SERCE

ABSTRACT: The issue of "dropout," specifically in primary school, is a challenging and complicated subject as one is deprived of education and progress in life. Hence, the present study seeks to identify the reasons for the dropout of primary school students by relying on a qualitative method. In this study, purposeful sampling and in-depth and semi-structured interview techniques have been used in accordance with the nature of the research. The sample size was determined based on the theoretical saturation rule of up to 32 interviews. Participants also included dropout students and their parents. All stages of data collection were performed by grounded theory and three stages of coding, namely open, axial and selective. Finally, eight main categories were identified concerning the present issue and formulated in a paradigm model with the main category of "integrated rural poverty as a central aspect of dropout." According to the findings, "economic challenges" were identified as causal conditions in various forms. Other areas such as "specific cultural beliefs" and "ethnic/tribal conflicts" along with causal conditions have also influenced the phenomenon. Interfering factors with three categories of "family disorder," "inappropriate teacher/student interaction space," and "educational space inside and outside the school" have led to strategies such as "frequent absences," "lack of interest in studying," and "blame the system of educational promotion " under the category of academic problems. This issue has resulted in consequences such as "uselessness of study," "literacy adequacy," and "promotion of dropout pattern" under the category of "disbelief in literacy."

Keywords: dropout, environmental and social factors, school dropout, primary school

INTRODUCTION

Leaving school is not only an educational issue but also a social problem that deserves attention. In addition, it has psychological and economic consequences. When external resources, such as economic partnerships and partnerships in secondary and higher education, provide students with educational and social opportunities, they do not contribute much to their development and continuing education (Colangelo, Assouline, & New, 1999). Nevertheless, when schools face serious constraints on external resources (i.e., social and economic constraints), as is common in advanced rural education, they should continue to support it. Dropping out of school is one of the problems of education in the world. Today, dropout is a global phenomenon in all countries of the world. In almost all developing countries, dropout has become a field of interest for researchers and political planners. According to the poverty report, the dropout phenomenon has been considered one of the growing challenges and obstacles to achieving national policies. Evidence suggests that many students are dropping out of school at different levels of education. A study on high school dropouts shows that a factor in students' decision to drop out can be a motivating factor (Tidwell, 1988). For the attention-grabbing section, students' self-determined motivation to study is significantly reduced (i.e., low levels of intrinsic motivation and regulation are identified, and high levels of external motivation and regulation are formed). Which, in turn, may lead to their decision to drop out of school. The critical point is when compulsory schooling ends, that is, the time when students reach the age of six and have to decide whether to continue their education or not. At this time, students are acting according to their own decision. Students who have decided to leave will do the same, and so do students who intend to continue their education (Harder and Reeve, 2003). In our country, this phenomenon has become one of the main concerns of the education system. According to the Statistics Center of Iran, more than a quarter of students drop out annually (Mumtaz News, 2015). In a study by Sahin and his colleagues entitled "causes of absenteeism and student dropout "in Turkey in 2016, factors such as child-parent relationships in the family, economic problems and problems within the family, look at education, manager relationships and the teacher with the students and how the teacher interacts with the student in the classroom have been cited as the main reasons for dropping out.

RESEARCH METHOD

The present research method is qualitative and of the primary theory type. In terms of paradigm, qualitative research is basically based on the paradigm of interpretive-social constructivism. Qualitative research generally refers to any research whose findings have not been obtained through statistical processes and for quantification purposes (Mohammadpour,2013) Qualitative method emphasizes the nature, processes, and meaning which is not achieved by relying on quantitative methods (Denzin and Lincoln, 2011), the nature of the method requires

the formation of a researcher-subject relationship. Also, the context of the study affects the method (Denzin and Lincoln, 2011). The sampling method is fundamentally different from qualitative and quantitative research. Because its purpose is to gain a deep understanding of the phenomenon under study instead of generalizing the findings, qualitative research is a way to reach people's mental content and cannot be done through rigorous and precise quantitative methods; its tools and methods are also very different. Therefore, in this study, people will be selected eligible for the interview based on theoretical sampling. The process of data collection is to produce a theory by which the analyst simultaneously collects, encodes, and analyzes his data to develop his theory as it appears (Mohammadpour, 2012). The purpose of theoretical sampling is to maximize the possibility of comparing events and cases to determine how a category changes in terms of its characteristics and dimensions (Strauss et al., 2012). In this research, the data collection tool is in-depth interviews with participants; Hence, written sources and documents such as student's transcripts and previous educational backgrounds will be used. The type of analysis in this study, which will be done qualitatively, is the type of grounded theory method. This method goes through three types of coding, which are "open coding," "axial," and "selective". Unlike quantitative methods, which use validity and reliability as evaluation criteria, the qualitative method uses the criteria of credibility, trustworthiness, dependability, transferability, and confirmability (Flick, 2012).

The following findings result from several steps such as conducting interviews, implementing and screening concepts and reducing them, and then forming categories and finally the main category, "integrated rural poverty as a field of dropout." This category somehow covers all of its previous categories and is more abstract than them, and in general, the conditions for such a selection have been extensive research and consultation with various experts. In order to achieve the predetermined goals, 32 interviews were conducted. The interview time ranged from 30 minutes according to the interviewee, including their level of education, motivation, interest, willingness to cooperate, and other personal conditions. The sampling of the interviewees was done by receiving a list of dropouts in recent years from the district education department. After implementing all the texts of the interview and screening, finally 57 concepts and removing the same codes and 41 codes and the initial concept (Shahmohammadi & Bahmani, 2020).

FINDINGS

It is crucial to understand the various risk factors and how they may affect a student's success in education or their decision to drop out. In order to take action early and reduce dropout rates to help schools, it is important to identify these factors and understand which students are at-risk. One method of doing this is to implement a school-wide dropout screener through factors affecting the situations. These screeners flag students at risk for individual or multiple variables and help keep track of which students require immediate assistance or intervention, which students should be watched carefully, and which students are on track for graduation (Hoff et al, 2015).

Causal Conditions

Economic Challenges Category

This category consists of several concept codes, including the inability to pay for school services, lack of tuition fees, inability to provide children with education, lack of a fixed monthly stipend, unemployment of the father, and lack of coverage of support and relief institutions, oversees various economic issues and concerns, which are eventually named under economic challenges and identified as causal conditions. The majority of the interviewees mentioned this issue in different ways. Economic challenges have been one of the main reasons for dropping out (Sepidnameh et al., 2016, Shahmohammadi & Bahmani, 2020).

Interfering Factors

Family Disorder

In this study, "family disorder" was identified as one of the intervening conditions. This category refers to all injuries, problems within the family, and in general, anything that disrupts the family; These include old parental age, parental illness, divorce, parental care, failure to pursue educational issues, consent to drop out, failure to interact with children at home, parental illiteracy, need for child labor, and brotherly military service (Sepidnameh et al. 2016).

Space inside and outside the school

The above category, an intervening condition, indicates issues that are relevant within the school space and some outside the school space - but entirely within the school. In other words, this category includes the following components and concepts; Lack of school in his village, lack of football field, lack of school service, harassment of boys while traveling to schools in surrounding villages, and mixed classes. This category has been one of the most important and decisive factors in the dropout of many students. Continuing education in some villages requires going to a school outside the village. Inevitably, due to the long distances of some villages, the issue arises that the shuttle service should be available. Most interviewees explicitly acknowledged that the lack of a school in the village prevented them from continuing or dropping out of school or as a frustrating obstacle to continuing their education (Sepidnameh et al. 2016). It has been difficult for both girls and boys, but the lack of a shuttle service has often been a significant obstacle.

Inappropriate teacher-student interactive space

Another category, interfering or disturbing conditions, refers to the interaction of an emotional and loving relationship between teacher and student. In other words, this category is about emotional relationships, loving the student, the teacher's lack of special prejudice against students, and the relationship with love and friendship. At this stage, elementary school students' age sensitivity and emotional fragility can make them enthusiastic students and vice versa (Sepidnameh et al. 2016). However, the relationship between teacher and student in the elementary school is vital in these cases, and the student is more enthusiastic and motivated to prepare for the following grades because of his love and affection for his teacher.

Underlying conditions

Special cultural beliefs

Beliefs provide a way of looking at the world and the social environment. Some of the constituent concepts of this category are belief in early marriage, belief in the superiority of the role of housewife, forced marriage of children, disbelief in girls entering university, considering a girl ten years and older as a full-fledged woman, marriage preference on the continuation of children's education, the taboo of a male teacher and precocious puberty. The Arab residents of this area believe that children should get married soon. Girls in particular usually get married at a very young age. Therefore, such a tradition and culture in these people confirms that marriage takes precedence over continuing education and progress in general through education (Sepidnameh et al. 2016).

Tribal conflicts

Another category, land conditions, indicates that in some villages, due to various waste issues, sometimes there are conflicts between the two villages, and sometimes there is a war and quarrel. Assuming that not all the villages studied had their school, some students were not sent to a nearby village due to circumstances or even particular prejudices at the time of the conflict. In such circumstances, parents should either cautiously or generally prevent their child from going to neighboring villages that have become rivals for fear of being beaten or even killed by the village (Sepidnameh et al. 2016).

Strategy

Educational Problems

Strategies developed to control, manage, and deal with the phenomenon occur under specific conditions. In other words, (interactions, strategies, or processes) represent the interactions and actions actors have expressed in response to those conditions. The above category, identified and defined as strategy or interactions, refers to actions and behaviors specific to the situation. Strategies include "poor academic performance," "blame for the promotion system," "frequent absences," "lack of interest in studying," and "not learning." (Sepidnameh et al. 2016)

Consequences

Disbelief in literacy

Consequences indicate the results of interactions and strategies and are influenced by the related conditions (Mohammadpour,2012). This category includes the components of "promoting the uselessness of studying," "promoting the adequacy of literacy," and "promoting the pattern of dropout." From the above points, it can be said that dropping out of school at the village level has led to consequences such as promoting adequacy of education and literacy, which some parents also explicitly stated in interviews. Also, the occurrence of this phenomenon in abundance has formed a pattern for others whose dropout is faced with minor obstacles by family and non-family. Therefore, this pattern can be quickly followed. Another consequence is the promotion of the worthlessness of studying or the uselessness of studying (Sepidnameh et al. 2016).

The core category of the study (integrated rural poverty as a dropout field) After several steps, including interview, initial coding, screening, selective coding, the core category of "integrated rural poverty as a dropout field" was selected. Based on this, all other categories can be sorted under this category and assumed in connection with this category. Considering the above and reflecting on the obtained categories, the core category can be called "integrated rural poverty as a dropout field."

Because integrated poverty includes different poverty levels, and on the other hand, all the aforementioned categories are in the category of various types of poverty and deprivation, this category is at a more abstract level. "Economic poverty" refers to various challenges, from small to large, from temporary unemployment to permanent unemployment due to lack of financial support, inability to provide clothing, and economic poverty in general. The "educational space inside and outside the school" also indicates the low level of internal and external facilities related to the school. "Specific cultural beliefs" also clearly indicate a rigid belief and, more appropriately, a kind of gender bias against the female sex that does not believe so much in this sex, and the social world confines them to the home. The "category of educational harms" also refers to academic deprivation and poverty. "Family disorder" is a form of socio-cultural deprivation from a large family to other family-related problems. Disbelief in literacy "alone is a fundamental deprivation. Low expectations of literacy indicate an inability to understand literacy status and ignorance of it. "Ethnic and tribal conflicts" are also a kind of inappropriate context that leads to forced dropout of some people (Sepidnameh et al. 2016)).

DISCUSSION AND CONCLUSION

The rural environment is fraught with many deprivations ranging from economic problems to intellectual and cultural barriers. One of the most common problems in rural areas compared to cities are students dropping out. Although dropouts occur at all levels, their existence in the first degree of a person is a challenging and complicated subject. Therefore, the central question of the present study is to identify the roots of this issue in the studied rural environments, using the main storyline in the framework of the paradigm model by presenting the underlying theory, namely, "the integrated poverty of the rural environment as a field." Accordingly, in the present study, conditions or contexts represent those conditions, situations, and contexts that form the emergence of situations, requirements, or problems that people respond to with action/interaction/emotions, and from the macro-level to include wisdom. The category of economic challenges as a causal condition has dramatically influenced the phenomenon. The existence of weak economic foundations in various aspects and forms has provided conditions that sometimes directly caused students to drop out of school, and their deprivation, or in interaction with other factors, has facilitated students' dropout conditions. On the other hand, "cultural beliefs" and "ethnic conflicts" as ground conditions have also affected the dropout phenomenon along with causal conditions. The educational environment inside and outside the school, the inappropriate interaction environment of teacher/student, and the disorder of the family as intervening conditions have also led to the aggravation of causal conditions. The result of these three dimensions, namely causal, grounded and intervening conditions (Sepidnameh et al. 2016).

It has led to the formation of "educational problem" strategies. The interaction of these three conditions has led actors to strategies such as frequent absences, a lack of interest in studying, blaming the promotion system, and being passive about learning or weakening the curriculum. Thus, the interaction of the three dimensions, i.e., causal, contextual, and intervening conditions, has led to strategies in participants with a passive view of education. "Study" and "promote the pattern of dropout among villages and for other students." According to the obtained categories, the major category of the research, namely, "integrated poverty of the rural environment as a field of dropout," was formed. in this study; The root of dropout in this environment should not be sought in a single and unique cause but in their interaction and interaction. This interaction does well in the central category

of integrated rural poverty as a dropout field that contains such readings of entanglement and interaction of types.

According to Bourdieu, actions are the product of an unconscious relationship or the two sides of a habitual field (Milner and Bravit, 2006). It is taught in school. According to Bourdieu, to understand why students drop out of school, the school environment is meaningless. The school, the knowledge, and the student and its interactions with family and friends are like triangular vertices necessary for each other. In conditions of personal stability, change occurs slowly, and in other habitual situations, it must respond to fundamental and sometimes catastrophic changes in the field, such as students dropping out. Changes in each of the three vertices of the student, school, and student interactions also directly affect the other vertices. As Bourdieu uses it in his theoretical writings, Inconsistency follows the same trajectory and observes the rupture in the interrelationship between habit and the structure of the midfield, which no longer correspond to each other. Also, in Bourdieu's view, the mental structure of the observer (Sepidnameh et al. 2016). It changes the nature of the position of individuals in the social world, and those with a single position in the social world have a similar structure (Ritzer, 2005).

The village environment itself is plagued by various deprivations here. In this, the teacher plays an essential role as an available resource for rural students; Because he interacts with the language used in the classroom, the sensitivity of the age group in this course can act as a calming mechanism. Once the main causes and factors in the dropout event are identified, the Department of Education must address this significant and underlying cause (Sepidnameh et al. 2016).

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UNDERSTANDING THE 'FALLING-OUT' FACTORS THAT CONTRIBUTE TO SCHOOL DROPOUT AND THE WAY FORWARD: ANALYSIS OF GOVERNMENT FAILURES, CULTURAL BELIEVES, DISASTERS, PANDEMIC AND FORCED MIGRATION

Victor Olugbenga AYOKO

ABSTRACT: School dropout has become a treat to the individual, government and the society because of the adverse effects and consequences .this study looks beyond the individual and school factors to determine the role of parents, government and the society in the dropout process. Falling out of school is a process, not a single event and this is due to issues that neither the student nor the school can remediate .This paper examined the falling-out factors that contribute to school dropout rate and what can be done about it.This paper employed content analysis to select related papers from both print and online resources. The research approach looks at issues historically and holistically by addressing specific scenarios that gives details when the why, how and what question is answered (Hennick et al.,2011). Existing secondarydata or empirical evidence was used in this study to present issues especially on falling-out factors that result in school dropout. The study is guided by the theory of motivation because motivation is a driven force that sharpens the behavior and desire to achieve set goals intrinsically and extrinsically. It is recommended that parents, society, government, religious and cultural leaders should nurture the students with the spirit of self-determination and motivation to encourage schooling and academic achievement. Public awareness should be given to the citizens and safety protocols established during crisis and emergencies

Keywords: Dropout,Falling-out,Motivation,Disaster,Pandemic

INTRODUCTION

Nigerian education system is besieged with numerous challenges at both external and internal levels of administration. These are caused by lots of factors which according to UNICEF are not different from those that had undermined social and economic development. One of such problem is the rate of school dropout. UNICEF (2021) reported that after Nigeria, Pakistan has the highest number of out-of-school children globally. Almost 22.7 million Pakistani children between the ages of five to sixteen are out of school. The cost and effects of school dropout is not only on the individual but also on the society at large because school dropouts become frustrated, face rejection, unemployed, take to crime and social vices. It was rightly observed by Shahidul and Zehadul(2015) that most of the studies on school dropout consideredonly the push out and the pull out factors bearing in mind that the effect of a factor sometimes can be mediated by other underlying factors.

This study focused more on this research gapconsidering the factors that neither the student nor the school can remediate. These factors are known as falling-out factors and are caused by agents such government` failures, cultural and religious belief, war, insecurity and terrorism, natural and man-made disaster, crisis, emergencies and pandemic.

THEORETICAL FRAMEWORK

Motivationis the driven force that sharpens the behavior to achieve set goals. A motivated student will undergo self-regulation, self-adjustment and behavioral adaptation that will regulate and fine-tune the attitude towards schooling and academic achievements.

Dropping out of school are caused by both internal and external factors just like motivation can be intrinsic and extrinsic.Studies have shown that academic motivation is an important psychological factor that helps predict whether students drop-out of school (Vallerand, Fortier, and Guay, 1997). In addition, report from various researches has provided support for the relationship between students` educational expectations and high school dropout (Ensminger and Slusarcick,1992; Muller, 1998).

This theory relates to this study because a motivated student will do all possible to overcome all odds to graduate from school while a demotivated student will be push, pull or fall out of the school system by various agents of school dropout.

Falling-out factors cannot be remediated by neither the student nor the school but the parent, society and government should fashion out policies that will intrinsically and extrinsically motivate the students to stay in school for academic achievements.

CONCEPT OF SCHOOL DROPOUT

A student who fails to complete a school or college course or any person who fails to earn high school diploma is referred to as school dropout. Inability to complete schooling has been recognized as a social problem for decades. Dropping out of school is not a single event but a process. It`s a life challenging event because the contributing factors of school dropout interact gradually over many years before the concerned student finally disengage from school. Figure 1 shows the conceptual model diagram of various factors that may instigate student to drop out of school system

Figure1: Conceptual Model of Factors Contributing to School Dropout.
Source: Ayoko (2022)

According to Jordan et al.(1994), school dropout can be linked to two different factors. These are adverse situations within the school environment and factors within the individual student. However, Watt and Roessingh (1994) introduced a third reason known as `falling out of school`. This happens in a condition that the concerned student does not show improvement or progress in school work and eventually becomes apathetic oreven disillusioned with school completion. This is usually a `side effect` of insufficient personal and educational supports from parent, society and government.

The main difference between push factors, pull factor and falling-out factor has to do with the causative agency. The agent of push factor is the school.it is a situation the concerned student is push out of the school system due to consequences. The student is the agent in pull factor because the concerned student pulled out due to distractions or enticement. With falling-out factor, neither the school nor the student is the agent of dropout. Instead circumstances beyond the control of students and school environment led the student to drop-out of the school system (Doll, J.J et al.,2013).

Falling- out elements are `side effect` of insufficient personal and educational support` that is supposed to be given by the parents, society, and government.

Out of the three factors framework of school dropout, the falling out factor is less discussed in literature and this has created a gap in research, hence this study. This paper will focus more on falling out factors. Some of the circumstances that neither the school nor the student can remediate that can lead to lack of interest in schooling were discussed using Nigeria as a case study.

RESEARCH METHODOLOGY

This study adopted a qualitative multiple case study design and literature review in the interpretative research paradigm. Data was collected from secondary sources, arranged into themes and were analyzed for contents. It is critical to mention that the research approach looks at issues holistically and historically by addressing specific scenario that produces details when people answer to the why, how and what question (Hennick et al.,2011) This study applied existing secondary data and empirical evidence to present issues especially on the literature review on challenges of administration, development and management of education at all levels and the implication on the falling-out factors contributing to school dropout at all educational levels in Nigeria.

FALLING-OUT FACTORS RESPONSIBLE FOR SCHOOL DROPOUT

There are many factors that neither the students nor the school can remediate that contributes to school dropout at all levels of education. These factors will be discussed under government failures, natural disaster, cultural belief, societal vices and war/terrorism.

Government Challenges and Failures

These are factors that are due to bad governance, improper implementation of policies of education and mismanagement of resources meant for the development of educationalprograms. They include the followings:

PoliticalInstability and Influence

The change in political power has leads to lack of continuity on government policies and initiatives on educational development, this has affected the education sector overtime because new administration usually discontinues program put in place by the old administration thereby disorganizing some good intention of the old administration by the new ones probably due to political difference and interest. Nigerian leaders lack the political will and commitment to invest in education and nurture the investment according to laid down policies to actualization.

Academic and Institutional Corruptions

Nwaokugba and Ezeugwu (2017) stated that corruption in the educational sector has impacted social equality, merit and competence as it becomes exclusive for those who can afford it. They further observed that, corruption in the educational sector drains the system of quality education, impacts the moral advancement in the society while impeding the sustainable development of the country.Vanguard new paper (2019),observed that the level of corruption in the educational institution is high and is responsible for the poor administration of education on Nigeria. This is even worsened due to the fact that the international funding from multinational organizations that is attracted by this sector is misappropriated by those in charge (Ololube,2016). According to International monetary fund working paper prepared by Sanjeev, Hamid and Erwin(2000),the report indicate statistical significance relationship between corruption and both mortality and dropout rates. In the words of Godwin(2017), corruption can sap the development potentials of not only the institutions but the entire nation.

Infrastructural Problems

Education infrastructure is an important factor in determining the quality of learning, teaching and educational output however, most schools lack basic infrastructure, such as laboratory ,library, internet facilities, electricity, students` hostel and quality learning environment Ogunode (2020), observed that there are inadequate infrastructural facilities in majorities of the universal basic schools across the country , he also confirmed that there are inadequate infrastructural facilities in the secondary schools across the nation. David (2004) in his study reports that it is especially true for the variables in his analysis that measures infrastructurequality reveal that schools infrastructure ruin, schools that rely on temporary building instead of permanent structure and schools with inadequate custodial services provide an environment where students are less likely to attend school and are more likely to dropout.

Inadequate Funding

Contrary to the recommendation by UNESCO that countries should allocate 26% of their annual budget to the development of education, the budgetary education to education in the year 2021 was meager6.3%. According to Onanwa and Wisdom (2020), they opined that the issue bothering on limited financial resources both at the local government level accounts for non-payment of salaries, dilapidating buildings and lack of infrastructure in primary schools. In his word,Babalola (2007) asserted that inadequate funding is one of the greatest challenges facing the ministry of education in Nigeria. The poor funding of all educational agencies in Nigeria is affecting the programs and activities of these agencies. A study by Omolo, Sika and Maureen (2019) established that there is a strong positive correlation which was statistically significant thatwhen public education fundingincreases, the dropout rate decreases

Problem of ICT, Electricity and Internet Connectivity

Public schools in rural areas face serious issues in keeping up with E-learning or On-line learning .This is probably due to economic backwardness. During emergencies like the recent covid-19 pandemic, schools in the rural area were unable to access education through the various available E-learning portals because of lack of ICT resources and electricity connectivity. On the other hand, the students who were eager to learn may not have the access to E-learning due to lack of resources and affordability factors which automatically increase the dropout rate (Ilonga, Ashipata and Tomas,2020) The effects of unstable power supply(electricity) on the tertiary institutions administration in Nigeria results in slowing down of academic activities, teaching, researching, poor academic performance of students, increase in administrative cost and wastages in the system (Ogunode and Ayoko,2022). This problem is not limited to only rural schools some urban located schools face similar problems of lack of ICT infrastructures, electricity and internet connectivity.Oginni and Popoola (2013) found out that by using information and communication technology, students` retention scores were better when contrasted with those who were instructed via conventional methods.

Unqualified and Unlicensed Teachers

According to federalministry of education (2013), a number of challenges have been identified as clogs in the actualization of quality, equity and access in education in Nigeria. One of these is the serious issues of qualified and licensed teachers shortages at all levels of education According to NEEDS (2014),the issue of shortage of professional teachers cut across all educational levels in Nigeria

War, Insecurity and Terrorism

The issue of school attack by the insurgent especially in the northern part of the country calls for a serious intervention because no meaningful development and progress can take place in the administration of schools under such condition. According to The Cable (2019), UNESCO documented it that Boko- haram has killed 2,300 teachers in the northeastern part of Nigeria since the start of insurgence in 2009. In addition,the 2018 globaleducation monitoring report confirmed that 19,000 teachers have been displaced in the region, affecting access to quality education. According to Freeman and Simonsen (2015), school dropout will increase when there are several risk factors. Those factors will comes from the school and from outside the school. The current Russian-Ukraine war has led to collapse and damaging of various educational institutions and infrastructural facilities. Many international students have to flee for safety abandoning their educational ambitions. If the war prolong, many displaced students may eventually drop out of school. Some international students may become afraid because of uncertainty caused by this war and may eventually drop out of their academic pursuit. Some

student and scholar may have seen their financial situation change due to the effect of the war and may not be able to cope socio-economically.

Inadequate School Supervision, Inspection and Leadership Problem

The major drawback in the education sector is due mainly to lack of regular supervision and inspection of schools. The importance of adequate monitoring of educational activities cannot be over emphasized. Lack of supervision is as a result of poor leadership as opined by Michael (2013)poor leadership can be the downfall of school administration because poor leadership can disrupt the school environment[school climate] and make it difficult for teachers and student to achieve desired academic experience. A meta-analysis of 165 studies identified one aspect of school climate, classroom or instructional management as associated with reduced school dropout (Wilson, Gottfredson and Najaka, 2001). Since school climate is adjustable, improving school climate through adequate inspection and supervision of schools can be an important factor to prevent school dropout and otherwise can contribute to school dropout rate.

Lack of Extra – Curricular Activities

Educational extra – curricular activities like games and sports, going on excursions, arts and crafts, inter house sport competition, school clubs and so on play important roles in both the physical and mental development of students. Extra-curricular activities have a positive effect on the students as opined by Smith (2008), a student social self – concept is positively impacted by the development opportunities added to him by sports. This contribute to higher scholarly desire and thus, better academic outcomes for students athletes. He continued that juvenile students who does not get a chance to be associated with a particular group are more likely to endure negative repercussions which include: disciplinary issues ,drug abuse, drop- out and suicide in extreme cases.

Lack of Adequate Data and Information

Reliable data is needed in educational sector for the purpose of planning, forecasting, decision making and policy formulation for educational development. As submitted by British council (2014) access to reliable data and complete information on educational in Nigeria has for long time proved difficult. Federal ministry of education (2013) also noted that it was challenging to obtain data with current statistics for assessment mainly due to the fact that adequate data on educational sector was generally not available in the public domain. Non-availability of data at our school is viewed as a crisis inhibiting the development of effective monitoring, planning and evaluation.Chinelo (2012) in her studies recommended that the ministries of education should adopt a specific period every year in the school calendar for comprehensive estimation and evaluation of attrition rates. There should also be created a data bank that will continually capture the flow of students in each cohort to facilitate analysis on cumulative dropouts and attrition rates.

Over-Crowding of Students

The unregulated admission policies and lack of alternative institutions like the vocational or technical institutions has made the populace to focus only on the available schools and this has leadsto explosion in the studentpopulation in our institutions oflearning. Alyssa(2018), made it clear that overcrowding of student in a class during teaching and learning causes lack of control and at the sametime have a negative effect on the student. Over population of student also have effect on the limited educational resource. School facilities that are designed to accommodate a particular capacity is overstretched beyond capacity due to uncontrolled population. Shah and Imamullah (2012) discovered from their research that overcrowding classes could have a direct impact on students learning. They not only affect student performance but also,put stress on teachers and increase school dropout rate of students.The high population of student in some class room made class room management very cumbersome and by extension rendered teaching and learning ineffective (Ochonogor and Umudhe,2007).

Unstable Academic Calendar

According to ogunode,Jegede, Adah, Audu and Ajape(2021), unstable academic calendar of the tertiary institutions is also hindering effective implementation of academic activities especially community services programs of respective institutions. A study carried out by Ogunode(2020) to investigate the causes of unstable academic calendar in Nigerian higher institutions using federal university, wukari, Taraba state as case study showed that strike actions by ASUU/NASU, students` union election,communal clashes, unnecessary increase in school fees,culticconflicts,national programs and public holidays are all factors that are responsible for unstable academic calendar in our school system. In the opinion of Ogunode(2021), he mentioned that half - baked

graduates, poor coverage of syllabus, resource wastage, students` involvement in criminal activities and students` prolonged year of graduation are the effects of unstable academic calendar. In addition, Femi (2017), made it clear that strike actions are affecting the administration of tertiary institutions and preventing implementation of their programs which includes teaching, researching and community services. Due to uncertainty and instability of school academic calendar, students becomes discourage and eventually dropout of school.

Too Much Theory and Literary

Pyle and Wexler (2012) suggested that teachers should design studies that link what student study with their career. This idea of making study or school relevant has also been emphasized by the association for supervision and curriculum development (2007) and OECD (2012)

Many higher institutions pump too much theories into students forgetting that the labour market demand both the theoretical and practical aspects for effectiveness and performance. This has affected graduates of our educational system because such graduate finds it difficult to compete globally. Those that find it difficult to cope with theories without practical eventually dropout of school

Cultural and Religious Belief

Culture is simply a way of life of people in a particular community. Some cultural practices affect education negatively by not accepting education as a right. A study carried out by Ahmed et al.,(2018) concludes that parental cultural and religious beliefs are related to students dropout. Commish and Brock as cited in Chege and Sifuna, 2006) penned that cultural and religious belief such as early marriage, parental services, employment in domestic market, expectation of immorality of female children, expectation of harassment, female students` abduction, fear of mixing females children with boys at school and highest status accorded to marriage and motherhood in many communities impact negatively on female participation in secondary education.

According to Hollamp (2009), he reported that the rate of school dropout among school aged girls are on the increased because in the rural areas, girls schooling is considered of no benefit by the parents because they belief thatgirls will leave their family to get married. Other studies also foundout that teenage pregnancy is a significant cause of school dropout for girls (Boyle et al.,2002). Infact, Dunne and Leac (2005) reported thatdropout rate for girls are higher than the dropout rate for boys.

Cultural norms and belief is a constraine to girls` education especially in many developing parts of the world (save the children, 2005). It was observed by Atayi(2008) that in Africa, parent were more concerned about the roles of girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals.

According to Odaga and Heneveld (1995) religion is frequently associated with low female participation in schools and the reason have to do with the fear of parents based on the assumption that western education promotes values and behavior for girls that is contrary to cultural norms. Beliefs, culture and attitudes of parents determines the chances of the child to be educated because the initial decision of a child to attend school is taken by the parent or guardiance. As documented by Ahmed et al.(2018), Save the children (2005) reports indicated that cultural norms also inhibit girls access to education in many parts of developing world.

Disasters

Natural disasters like: tsunami, draught, typhoon, volcanic eruption, earthquakes, cyclone, land erosion, floods, typhoons,tornadoes, climate change, land slide or man-made disasters like: bomb, chemical spills, urban fire, civic insurrection, bandit attack, war, trafficking, and ethnic conflict can hinder students ability to achieve academic excellence due to trauma usually associated with such event and loss of livelihood can lead to extreme poverty and may eventually lead to school dropout and malnutrition The potential impacts of these natural or man-made disasters can be very serious on the social and economic life of families and vulnerable students. Mudavanhu (2014) documented that disasters threaten the lives, right and needs of millions of children of school going age around the world. Most of the vulnerable population in a community is housed in the schools. During emergencies like disasters, focus is mainly on physical damage caused by the strikes but not on the effects on students that eventually drop out of school which is due to the psychological and sociological impacts on parents, school, community and the school going population. Van-Horn and Houston (2016) opined that financial hardship in a family may trigger a student to seek employment rather than return to school. At-risk

students struggling academically pre-disaster may not return to school post-disaster. Natural disaster are always sudden and unpredictable though some are seasonal and predicable.

Pandemic

A pandemic is an epidemic of an infectious disease that had spread across a large region like a state country, continent, multiple continents or world-wide. When a disease spread is exponential, it becomes a treat to livelihood and the social and economic effects usually lead to students dropping out of school. The recent covid-19 pandemic contributed to increase in rate of school dropout especially in the third-world countries. This is due to the lockdown protocol adopted as safety strategy, schools, social and business activities were put on hold for months and this adversely affected the socio-economic condition of the masses. The financial pressure due to the lockdown aggravated the rate of school dropout. The effects of any form of pandemic results into circumstances that are beyond the school, students and even the government and this may lead to dropout in school by vulnerable students. Shakil et al.,(2020) reported that increased in death anxiety amongst the parents of the children who are experiencing this fear is keeping their children at home to let them remain safe and secure. Therefore, covid-19 has a direct bearing on the dropout of students in Pakistan. Shuja et al,.(2021) also found out that the world was facing a learning crisis and millions of young and primary school students was out of school even before this devastating illness. The problem of learning losses due to dropout has become worst with this coronavirus. Mode of learning, government policies and fear of death are also the few challenges that play their roles in the increase of dropout rate of students

Forced Migration/Displacement

Forcedmigration/displacement is movement of people from place to the other due to force, compulsion, anxiety or coercion. It is the movement of refugees and displaced persons from place of fear or discomfort to a more secure or comfortable location. Refugees are people who flee from their country because of fear or persecution due to religion, racism, political opinion, activism or membership of a particular social group and who are outside of their country of origin, nationality or permanent residence and are unwilling to return. Internally displaced persons on the other hand are group of people who have been forced, coerced or under compulsion obliged to flee or leave their homes or place of habitual residence in order to avoid the effect of natural or man-made disaster and who have not crossed state boundaries. Movement of people from place of comfort locally as IDPs or internationally as refugees has adverse effect on the education of school children, when children are swept along with their families in forced migrations, they leave behind their schools and usually settle in places where there is no adequate provision for education, Displacement can last for a long time (years or decade) and in most situation, displaced children lack access to school and eventually drop out of school (IMO,2004) .

Child labour, child marriage, Recruitment of children into gang and armed forces, lack of proper data and documentation, financial problems, communication barrier, distance from school, availability of school, overcrowding, and inadequate facilities could possibly discourage displaced children from continuing their education, as a result, they drop out of school.

CONCLUSION

This study has added to the abundantly available literature new factors that can lead to students staying out of school, Factors that contribute to dropout rates of learners especially falling-out factors such as: government failures, cultural/religious belief, Pandemic and natural disaster are discussed. The phenomenon of learners dropping out of school does not have only financial implication but it also has psychological and social implications.

The factors that influence students to dropout of school are interrelated and interwoven. As a result, to improve quality education and minimize students falling out of school, every hand must be on deck to care for the dropout students because some can be suicidal, take to crime or derailed mentally but if we care for them, they can put a better performance in the future.

Some students found themselves falling out of school due to circumstances beyond their control. Such students should be motivated by the society, corporate organization, religious bodies and the government by providing alternative program that will improve their socio-economic status and make them to be acceptable in the society. Policies that will intrinsically and extrinsically motivate students to stay in school should also be considered by the government.

RECOMMENDATIONS

This study focused on the falling-out factors but recommendations are made based on the fact that the factors that contribute to students` dropout are interrelated and interwoven. Dropping out of school can be due to combination of more than one factor.Ziomak-Draigle (2010) as cited by Kathy (2015) asserts that dropout prevention takes a multi-systemic integrative services approach. She indicated that six components are necessary for dropout prevention success: early identification and intervention; individualized attention; involvement of peers; involvement of families; involvement of community; and community-wide multiagency collaborations. To discourage students from dropping out of school through falling-out factors, the onus lies on the parents, government, policy makers and the society at large to put all hands on deck to proffer solutions to these circumstances that neither the students nor the schools can be blamed because the students and the school cannot remediate the factors.

The followings are recommended strategies to prevent further early leaving of school (dropout) without academic achievement and to ensure that vulnerable students receive quality education:

(1) The budgetary allocations to education should be increased to 26% according to United Nations recommendation, Government should provide alternative avenues for effective funding of school and all educational activities. Private schools should also be considered for support funds or grants from the government to promote quality education. Students should be considered for scholarship and bursaries
(2) ICT facilities and alternative power supplies, school laboratory, library and other infrastructures should be made available this will motivate students to stay in schools. Adequate resources, instructional, human, school plant, and material) should be made available especially in the rural areas
(3) School climate should be inspected regularly by the education inspectors as to assure the quality of teaching, learning process and the safety of the student and staffs.Only qualified and licensed teacher should be allowed to teach in the school system.
 (4) Appropriate monitoring and discipline measures should be put in place in the school to discourage cultism, bullying, discrimination, victimization, absenteeism, malpractices and misbehavior.
(5) Adequate security of life and properties should be provided by the government in the host communities in which schools are located to avert bad experiences of insecurity
(6) Tertiary institutions should always consider introducing students to the practical aspects of their studies and not only the theories. This will motivate learning and lead to production of credible graduates that can compete globally and champion positive changes in the society.
(7) Innovative public awareness and orientations should be given to students, parents and community leaders by reshaping their minds and perceptions on the importance of education and the effects of dropping out of school on their children` academic pursuit, growth, personal development and future opportunities.
(8) Government, corporate organizations and the community should provide alternative education like vocational and technical education for students that drop out of school so that they can become useful members of the society.
(9) Policies should be put in place for alternative education during emergencies like war, natural disaster and pandemic so that students can be connected with their studies and cushioning interventions to ameliorate the economic situation of citizens during crisis should be considered by government and corporate entities.
(11) Are-orientation on the importance of education should be given to religious and cultural leaders so that they can encourage their followers to go to school. Strategies for Community campaigns on education for all(EFA) should be implemented do that parents can permit their children to go to school.
(12) Policies on inclusive education and different curriculum should be formulated so that learners with special needs, disabilities, religious and cultural minorities can be integrated into schooling.
(13) School-community relationship, learners-teachers relationship and parent school cooperation (PTA)should be solicited.
(14) Vulnerable learners and orphans should be given special consideration and access to education through scholarship. Special educational interventions should be considered for children of nomads, internally displaced persons and refugees
(15) Education should be made attractive by adopting innovative ways to of encouraging schooling through social media, educational movies, computer simulations, funfair and eye catching views so that learners will want to attend school without being forced.
(16) Reformation in the education sector and revision of government policies from time to time so that development of education is not affected. It is critical for policy makers and leaders to develop relationship and partnership with various non-governmental organizations and various dropout prevention and strength based programs, projects, parents, schools, teachers and community stakeholders to effect desired positive change

(17) Government should put in place alternative forms of schooling like evening classes and adult education should be explored for those that cannot attend classes during the day or during the week. This will improve literacy level and readmission of dropout students to promote equal education opportunities.

(18) Education in emergency (EIE) policies should be effectively implemented to ensure that people affected by emergencies and crisis have access to safe and quality education

(19) Child labour should be abolished and cultural beliefs that mitigates against schooling especially for the girl child should be discouraged

(20) Open distance learning and E-learning should be reinforced by schools and government by providing appropriate digital platform so that when students drop out of school due to any factor, they can still be connected to learning. Dropping out of school should not be dropping out of learning

(21) Free and compulsory education especially for basic education should be implemented effectively as enshrined in the national policy on education.

(22) Community development program by elites in the society and corporate social responsibilities by corporate organizations in the community should be encouraged by government to finance program that will encourage students, especially girls to stay in school.

(23) Stigmatization of students that drop out of school should be avoided by providing inclusive education, psychosocial and livelihood support.

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AN ANALYSIS OF FACTORS AFFECTING HIGH SCHOOL MALE DROPOUT STUDENTS WITH A GROUNDED THEORY APPROACH IN MAZANDARAN PROVINCE

Bahram MOGHADDAS, Mevlut AYDOGMUS

ABSTRACT: This study aimed to study the factors affecting the dropout rate of male students in schools in rural areas of Mazandaran province. The research used a qualitative method based on the grounded theory approach. Twenty-three male students were studied purposefully, and criterion-based selection based on the theoretical saturation index was applied. The data collection tool was a semi-organized interview. After implementing the text of qualitative interviews and extracting the interviewees' views, the interview texts' content was analyzed based on the coding method (open, pivotal, and selective). Two methods of reviewing participants and non-participating experts were used to validate and assess the data.

Findings of the study indicate an influential category in rural boys dropping out of school, including economic and livelihood factors, educational environment factors, teacher-student interactions, defective family structure, cultural and value contexts, academic failures, and negative attitudes toward literacy. In the form of causal factors, interventions and contexts of strategies and consequences are presented as the final model. Therefore, it is suggested that considering the leading causes and factors in the occurrence of rural boys' dropouts. The education system of the country and the province must eliminate the causes and implement the strategies found in this model to achieve the desired consequences in preventing rural boys from dropping out.

Keywords: dropout, high school students, dropout students, affecting factors

INTRODUCTION

In today's society, people have different expectations of education. They want the education system to take the lead in solving social problems, leading society to prosperity and progress, and leading people to a better and fairer life through education. Nevertheless, can the education system be problematic in this regard, reduce social inequalities, be a ladder to promote people from lower social and economic class to a higher class, and provide them with a better job and economic status and higher social status? Mehran (2006)

In the education system, what causes the failure to achieve the goals and objectives has been the dropout and dropout and is mainly seen in the form of dropout between the period of rejection and lack of employment in the field of study. It exists in society, so it will not be easy to solve this problem. Boys 'and girls' dropping out of school may be due to failure in exams and deprivation of promotion, or as a result of social and economic constraints (Moayeri,1997, Aghdasi & Zeynalfam, 2012).

In the educational system, the dropout causes the failure to achieve the goals and objectives. The reasons for boys dropping out of school reflect society's complex issues and problems, so it will not be easy to solve this problem. Boys' dropping out of school may be due to failure in exams and deprivation of promotion or social and economic constraints. Research has shown that adolescents who play the role and behavior of adults at an early age suffer a great deal of impairment in performance in adult life. The more adolescents can gain educational experiences during adolescence, the better they can be prepared to face life's challenges in adulthood. Early school leaving is a "false premature" incident that engages the adolescent prematurely in adult roles (Pearson, & Newcomp. (2002). Psychologists and educators believe that adolescents should be as young as possible, between the ages of 14 and 18. That is, to spend their growth, time, and energy in the educational environment (Dash Khaneh, 2001).

Staying out of school early for students can have adverse effects and consequences on the individual and social dimensions. Considering the majority of the female student population in the total number of students in the country, the study of their early dropout, taking into account government investments and families in this regard, seems necessary. The more students can spend years in the education system, the better prepared they will be to face life's problems in adulthood. Moreover, the optimal use of girls' educational opportunities can increase the production and national income of the effects (Arefi, 2004, 2003).

Experts relate the reasons for the decline or loss in education to the system's shortcomings. They erroneously show that the construction and purpose of the education system has a significant role in wasting resources in the form of dropout and repetition of primary education (Arefi,2004). Not only do dropouts join the many

unemployed illiterates in the community, but failure to attend increases the cost of public education. Increased and expensive per capita education in some countries is noticeable. Therefore, the need to research the socio-environmental causes of boys' school dropout not only leads to recognizing the determinants of this issue but also provides planners with basic strategies for prevention programs.

The results of a study conducted by Chow (2003) on the situation of students at risk of dropping out of school, students' negative experiences with teachers and school principals, personal problems and negative experiences with other students in the school environment, and the feeling of loneliness of lower-class students the most important reasons and factors for dropping out of school have been mentioned.

Education plays a very crucial role in the improvement of productivity, efficiency, and social and economic development of a country as it brings a change in the individuals for promoting greater productivity and cultivating modern attitudes, values, and beliefs about work and quality of life (Jan et al., 2000). Hence, different scholars and educationists hinted at the various aspects of the issue.

Knowledge acquisition is the starting point of human growth and development and the movement of societies towards sustainable progress and development. One of the criteria for growth and development, literacy, and proper distribution of equal educational facilities and opportunities among different segments of society is in the direction of achieving educational justice.

At the national level, the transfer rate from primary to middle school is 90% for boys and 80% for girls. In urban areas, the literacy rate for women is about 82%, while in rural areas, it is close to 62% (Ministry of Education, 2016). Other cultural factors limit women's rights and participation. In some cultures, "religion" still plays a crucial role in determining gender norms. Religious views can threaten or ignore women's rights, especially concerning gender, mobility, and employment. Economic fundamentalism and policies and practices that favor profit over individuals can also lead to disregarding women's rights.

Theoretical and Empirical Background of the Study

Parents' negligence and illiteracy [or illiteracy in the sense of ignorance] and their neglect of the importance of education and literacy, society's disregard for the education process, school programs, mixed gender, male teachers, family financial poverty, community and parent attitudes to the education of students, inappropriateness and lack of educational materials to learn and flourish creativity, lack of experienced and caring teachers and lack of regular and timely prevention in various cases of students attending school causes them to fail and drop out of school (Arefi, 2004, 2003). Various statistics show that dropout is one of the biggest problems in the education of today's world. Today, dropout is a global phenomenon in all countries of the world. Evidence suggests that many students are dropping out of school at different levels of education (Abid, Mohd & Afa, 2014), where dropouts among girls are higher than among boys each year. Lack of attention to this ability is evident in less developed countries (Mellisa, 2015).

Research methodology

The present study used the qualitative research method and precisely the strategy of the grounded theory approach to obtain a brief description of the experiences, attitudes, and perceptions of the interviewees regarding the factors affecting the dropout rate of rural boys. The reason for using the qualitative method is the existence of weakness in the theoretical and experimental background of the research. Participants were the middle school and high school dropout boys in Mazandaran Province. Therefore, relying on their experiences and perspectives, we can have a more realistic understanding of these factors. For this purpose, the criterion and purposeful sampling method was used to assess the opinions of the sample members.

The selection criterion was mainly having the experience of dropping out of school students and then the purposeful selection of those willing to participate in the research. Because in qualitative research sampling, the number of people in the sample is determined by theoretical saturation criteria, which means that when the researcher concludes that more interviews and observations do not provide him with more information and are simply a repetition of previous information, in this case, the researcher stops collecting information. Accordingly, the number of samples studied to achieve theoretical data saturation was 23, and the process of selecting participants continued until theoretical saturation. Research tools, including semi-organized interviews, were used to obtain information from the participants.

The duration of the interview varied from 30 minutes. The triple coding method was used in data analysis. First, each interview was read several times to understand the meaning. Then the essential sentences were identified, and to extract the meaning from these important sentences; an attempt was made to place the extracted codes in specific thematic categories.

Then, the formulated and related meanings were placed in the form of categories so that the results could be combined into a comprehensive description of the subject under study (the reason for rural boys dropping out of school). Finally, in order to check the final validity, two methods were used; first, the findings were shared with some participants, and second, to ensure the reliability of this process, the method of reviewing professors who had quality work experience (data foundation) to review the triple coding paradigm, and their application was used in modeling (Shahmohammadi & Bahmani, 2020).

FINDINGS

Components affecting the dropout rate of male students

The findings of the three codings (Open coding, pivot, and significant categories) led to identifying and representing one of the main categories and components affecting the dropout rate of rural boys. The components include seven central items and 37 influential factors in students' dropout. The seven items include casual, interfering, and background factors.

Causal Factors

Economic and livelihood challenges

This category consists of economic deterrents and financial poverty, including the inability of parents to pay for education, meeting the family's living needs, seasonal family income, lack of a fixed monthly pension, high reliance on manpower, the family's need for boys' economic work in activities livestock, agriculture, carpet weaving and handicrafts among the economic challenges factors and identified as causal factors (Shahmohammadi & Bahmani, 2020).

Interfering Factors

Educational environment category

The category of intervening factors refers to issues within the framework educational atmosphere. Components such as the lack of a school in the village, the lack of transportation services, the mixed classes, the existence of transportation hazards, and the harassment of boys are among the components of this category. These reasons have been among the influential and decisive factors in the dropout of many rural boys. In some rural areas, the distance between the villages or the central part is considerable, creating problems for rural boys to continue their education (Shahmohammadi & Bahmani, 2020).

Category of teacher-student interactions

Another category, the intervening factor, refers to the interactions between teacher and students and students with each other. In other words, this category includes sub-components such as; Inappropriate behavior of teachers and classmates in case of academic failure, teacher transfer, change or relocation of the educational environment, unemployment and unemployed neighbors, lack of interest in education, and the presence of male and sometimes single teachers. In other words, this category shows all the emotional relationships and interactions between the teacher and students, with findings that lack academic achievement and rejection (Shahmohammadi & Bahmani, 2020). It has been a strong motivator for dropping out of school. The interviewees' embarrassment at their teacher and classmates' lack of education motivates rural boys to become more motivated and their students more inclined to drop out.

The category of defective family structure

In this study, defective family structure was identified as interfering factor. This includes all injuries, problems within the family, and in general, what causes family dysfunction, such as maternal illness, low-income family supervision, parental illiteracy, the death or absence of a parent, the absence of a male child in the family, old age, and includes the majority of the family population.

Underlying or background factors

Category of cultural and value factors

Background factors are a series of unique properties that indicate phenomena. In this study, cultural and value factors are one of the factors that indicate boys' dropout. The way we look at the world and understand the social environment results from beliefs. Some of the concepts in this category are paying attention to the preference for girls being homemakers, the preference for marriage over continuing education, not allowing boys to continue their education in the surrounding villages, precocious puberty, and the taboo of male teachers, and fear of mixed moral hazards. In these areas, students believe that the ignorance and illiteracy of parents lead to a lack of understanding and performance of homework and its programs and the continued presence of students in schools provides many problems for the students' education. Students' home curriculum reduces their children's continuing education (Shahmohammadi & Bahmani, 2020).

Strategies

Category of academic injuries

The educational damage caused by the mentioned factors causes the actors' reaction to those conditions. This category, identified and defined as strategy or interactions, implies specific reactions and behaviors to the situation. Components of this category include frequent absences, weakening of the educational base, lack of interest in studying, and blame of parents and the school system. The above interviews and other statements of the interviewees, expressing disinterest in lessons and school, lack of attention to their abilities, absence, and weakness of the educational level, indicate the existence of some educational injuries under the category of academic injuries (Shahmohammadi & Bahmani, 2020). This basic element, which various factors can cause, has caused many students to drop out of school or wait for the slightest opportunity.

Consequences

Negative attitude to the function of literacy

This category reflects the results of interactions and strategies and is influenced by the associated conditions. This category includes components of promoting the uselessness of studying, promoting the adequacy of education in higher education, and promoting the pattern of dropout—this negative attitude towards the various forms expressed among the interviewees. Dropping out of school in the village shows consequences such as promoting the adequacy of education and literacy, which some parents believe in and have also affected the interviewees. Moreover, the occurrence of this phenomenon in abundance has formed a model for others: dropout is faced with minor obstacles by their family. Another consequence of this category is the promotion of the worthlessness of studying or the uselessness of studying. Many of the statements showed imitations of first-degree relatives and people who had dropped out of school at the village level. Therefore, imitation of this pattern is one of the significant consequences of this category and since leaving school has not faced any obstacles, either from the family or from outside, it results in dropping out (Shahmohammadi & Bahmani, 2020).

Dropout, the major category of research:

In this study, after passing several steps such as conducting interviews, initial coding, screening, and selective coding, the central category of "rural boys dropping out" was finally selected. Based on this, all other categories related to the core can be assumed. Considering the mentioned categories, the central category can be called the dropout field. This category first can analyze previous categories. Because economic and livelihood challenges indicate a variety of challenges from small to large, from financial poverty to lack of coverage of support institutions, this category is quite appropriate. The educational environment and the interactions of teachers and students also reflect the issues governing the educational system or rural schools. Cultural and value attitudes also indicate religious prejudices and, more appropriately, a kind of gender bias against gender that does not have such an attitude towards this gender, and the whole social world considers them limited to home and village. The category of educational harms also indicates the effectiveness or discussion of the impact of deprivation or educational poverty. Defective family structure is itself a problem that somehow affects dropouts (Shahmohammadi & Bahmani, 2020). Finally, a negative attitude towards the functioning of literacy is a kind of inappropriate bed preparation that leads to girls leaving compulsory or optional education.

Discussion

Research data on the conceptual scope, the study of the dimensions and components affecting the dropout rate of rural students in this section have been reviewed and analyzed. Moreover, the results obtained for the factors affecting the dropout rate of this group of students have been compared with the results of studies conducted in this field. Therefore, the present study aimed to obtain in-depth information from experiences and reactions about the factors affecting the dropout rate of rural students and to identify these factors. The rural environment is fraught with many deprivations ranging from economic problems to intellectual and cultural barriers. One of the most common problems in rural areas compared to cities are students dropping out.

Based on the findings of the present study, the reasons for dropping out of school can be divided into seven contract categories: In the first category, there are economical and livelihood challenges. Factors that can be raised by entering adulthood and employment or marriage and dropping out of public or university education. Challenges such as financial poverty, living needs, low income, lack of tuition, family needs, and seasonal family income are some of the causal components that have been effective in dropping out of rural students (Shahmohammadi & Bahmani, 2020).

In the second category, there are culturally valued attitudes of parents that as underlying factors have influenced the dropout phenomenon along with causal factors. Components such as poor parental supervision, preference for marriage over continuing education, and fear of moral hazards due to mixed classes are some of the factors mentioned by the subjects.

The third category is an educational environment, teacher interactions and students, and defective family structure, as intervening factors have also affected the dropout phenomenon along with causal and ground factors. Issues such as the lack of a separate school or educational space at higher levels, the lack of transportation services, the existence of transportation hazards, the distance between school and home, inappropriate behavior of teachers and classmates in case of academic failure, teacher relocation, change or relocation Unemployed peers with no degree, lack of interest in continuing education, distance from school and home, maternal illness, poor parental supervision, parental illiteracy, death or absence of one parent, absence of male children in the family, old age of parents, large family population They are one of the practical components in dropping out of school (Shahmohammadi & Bahmani, 2020).

Another result of this research is the category of academic injuries. This category results from the interaction of causal, intervening, and contextual categories. These interactions have led students to strategies such as frequent absences, poor grades, lack of interest in continuing education, and blame from parents and the school system for being passive in the face of learning or poor grades. The final category of this research is the consequences (Shahmohammadi & Bahmani, 2020). These consequences include promoting education sufficiency, the uselessness of education, and ultimately promoting a broader pattern of education. The findings of this study are consistent with the results of Sepidnameh et al. (2016). It and the establishment of norms prevent education, so, according to the categories obtained, the major dropout category is formed.

In this study, the root of boys' dropout should not be found in a single cause but the interaction and action of other categories. This interaction and influence are well in the central category as a field for dropping out of school that contains such a reading of the entanglement and interaction of other categories of components that together their effects are well mentioned. To understand why drop out of school or, in other words, it can be said that the school environment is meaningless in itself. Instead, it is necessary to pay attention to the living conditions of families, their culture and value system, and the interactions of these factors with each other. The learning environment in the village is small, and the different interactions are more impressive. Therefore, the educational system should be a calming mechanism in the teachers' minds. Suppose the educational system cannot find proper interactions with the livelihood, cultural and value categories of the villagers and does not take steps to eliminate those conditions (Shahmohammadi & Bahmani, 2020). In that case, the educational system for students at the bottom of the pyramid and the living, cultural, value, and other conditions at the top becomes strange, repetitive, and boring. Students at this critical juncture decide to drop out.

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INVESTIGATION OF THE CONCEPT OF SCHOOL DROPOUT AND STUDIES

Murat AKKOYUN

ABSTRACT: The aim of this study is to investigate the concept of school dropout and studies. As a research method; "Literature review method", which is one of the qualitative research methods, was used. Dropout is becoming an increasingly global problem for countries. School dropout rate seriously affects the education level and quality, welfare level and development plan of a country. The symptoms of dropping out of school appear as increased absenteeism, indifference to the lesson and increasing bad behavior. Dropping out, we can examine its causes in three different ways. The first is school-related causes: Preschool is not compulsory, there are no scientific studies to evaluate interests, talents and skills in primary schools, there are no or insufficient fine arts and sports secondary schools arranged according to interests, talents and skills of the students, there too many lessons, the duration of the lesson is too long and teacher's approach. Second, family-related causes: socio-economic status of the family, education level, health status and attitudes towards school. And lastly, individual reasons: interest, attitude and abilities towards school and relationship with friends at school. In addition, problems such as loss of time, wastage of talent, unemployment, increase in crime rates, lack of self-confidence in young people, hopelessness for the future and inability to raise conscious citizens arise. Considering such harmful consequences, countries need to make serious programs and investments to prevent this.

Keywords: Dropout, Causes of dropout, Consequences of dropout

INTRODUCTION

Education is one of the most significant issues in the developed countries in order to have the power of economic development and sustainable competition in the world. Education contributes not only to economic progress, but also to the employment of qualified labor force, democratic society, to the decrease in crime-poverty-inequality-unemployment-violence rates. For these reasons, many countries are making a great effort to improve their education systems (Ministry of development, 2014).

Aim of the Study
The aim of this study is to investigate the concept of the school dropout and studies.

METHOD

Research Model

As a research method; "Literature review method", which is among the qualitative research methods, was taken as basis. In the literature review method, the existing written sources (books, articles, papers) in the field of the research problem and the information available on various internet sites are brought together (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012).

What is Dropout?

Dropout is one of the most striking problems in education system. It is growing and becoming an increasingly global concern for countries (Adelman & Szekely, 2017). Today, it is seen that many countries tend to cope with this problem with increasing efforts. So what is the school dropout?

There is no clear definition of the concept of dropout. Dropping out of school is defined as the failure of the student to complete the education level he/she is in due to various negative reasons (Dekkers & Claassen, 2001).

The symptoms of dropping out of school appear as increased absenteeism, indifference to the lesson and increasing bad behavior. There are many causes why students drop out of the school. When the studies about dropout are investigated, it is possible to examine its causes in three different ways.

1. School related causes

In our country, Preschool is not compulsory and there are no scientific studies to evaluate interests, skills and needs of students in primary schools. In addition, there are no or insufficient fine arts and sports secondary schools arranged according to interests, needs and skills of the students. For that reasons, students don't find any

interesting environments that satisfy their needs and attract their attention. They don't foster good feelings towards schools.

Relationship between the school principal and students is a crucial factor for dropout. (Bayhan & Dalgıç, 2012). Negative approaches of principals and teachers towards the student cause students to drop out of school. Furthermore, it is observed that students who are afraid of the harsh and negative attitudes of principals when they are late to school, they don't prefer going to school on that day (Şahin et al., 2016).

Besides, teachers' negative and extremely oppressive behaviors towards the students is a significant factor in the students' attendance at school, for example homework pressure. When students don't do their homework, they are afraid of being punished in front of their peers. To avoid this, they don't prefer coming to school (Şahin et al., 2016).

The quality of the communication between the teacher and students, the level of expectations of the students from the teacher is another important issue for the dropout. (Ataman, 2008). If students don't establish good communication with teacher, they will have tendency to dropout school and probably become alienated to school.

Schools usually are not interesting and attractive places for students to come because there aren't enough sociocultural activities ,instead of this, extreme and difficulty of the curriculum, the long duration of the lessons, forcing capacity of the students and of course success oriented approach discourage the students to go to school (Şahin et al., 2016).

2. Family related causes

Family is one of the most significant parts of education, so even a little trouble that may occur in the family affects education deeply.

The socio-economic status of the family is one of the most important reasons for dropping out of school because if the parents have financial difficulty or don't have sufficient income, they force their children to work instead of school at an early age. This leads the students keep away from school for a long time and this has a negative effect on their school life (Şahin et al., 2016).

Family history is effective in the emergence of the tendency to drop out of school at an early age; situations such as family divorce, family pressure, behavioral control of the family make it easier to drop out of school. So, the students in these kinds of situations are reluctant to go to school (Şimşek & Şahin, 2012).

The low educational level of the parents and their educational expectations for their children decreases the students' willingness to school . When students feel support from parents, they are more in control and more ambitious in school (Nguyen et al., 2021).

One of the most striking reasons for dropping out of school in our country is child brides, that is, early marriage. This situation arises due to reasons such as low education level of families and poverty. Therefore, families force their daughters into marriage and do not send them to school (Boran et al., 2013).

Individual causes

In a study conducted by Beekhoven and Dekkers (2005), it was found that private personal problems negatively affect school career; It has been concluded that problems such as learning problems, lack of motivation, wrong choice of vocational education are determinant in school dropout (Şimşek & Şahin, 2012).

Students who don't have a good relationship with their friends and teachers or who don't like the school are unwilling to attend the school. Academic failure and learning disability are remarkable as highly significant causes of the school dropout (Şahin et al., 2016).

One of the causes for dropping out of school is the health problems experienced by students. (Yıldız & Şanlı Kula, 2012; Bayhan & Dalgıç, 2012). if they get a disease that is difficult to treat or fatal, they have to drop out of school.

According to the study of Pagani et al. (2008), the three risk factors that prevent students from completing school are having a mother who has not completed school, being from a single-parent family at an early age and having a poor grade from primary school. While none of the male students with all three risk factors could complete high school, only one of the female students could complete high school.

Consequences of Dropout

Consequences of dropout caused by many factors affect both individual and society in many ways (Yıldız & Eldeliklioğlu, 2018). Problems such as loss of time, wastage of talent, unemployment, increase in crime rates, lack of self-confidence in young people, hopelessness for the future and inability to raise conscious citizens arise.

According to the results of the social dimension of dropping out, previous studies indicated that school dropout lowered the quality of education, damaged the country's economy, increased social service expenditure, caused more taxes to be collected from the citizens (MoNE & UNICEF, 2013).

The students who have dropped out the school have more health problems, higher risks of crime involvement and suicidal tendencies, are forced to work at lower income jobs requiring less training, have lower living standards, and experienced social incompatibility (Taylı, 2008).

Discussion, Conclusion and Recommendations

The goal of this research is to draw a general framework concerning the issue of school dropouts in Turkey's education system (Yıldız & Eldeliklioğlu, 2018).

How many students drop out of school and leave their education in the education system of a country can give clues about the economic, social and cultural conditions in that country (Taylı, 2008).

In this, it can be argued that these results could contribute to a significant decrease in school dropout rates if the government implemented school organizations that would increase the students' self-esteem, motivation and determination (Handanos & Aktan).

Depending on family factors, students' tendency to drop out of school increases as their relationships with their families weaken or as family pressure increases (Şimşek & Şahin, 2012).

Depending on the school factors, the students' tendency to drop out of school significantly increases as the degree of satisfaction of the students with the school, the degree of satisfaction with the administrators and teachers at the school, and the degree of interest of the administrators and teachers at the school decrease (Şimşek & Şahin, 2012).

Regarding perceived reasons to dropout, economic problems, disallowing from going to school by the family and academic failure is the biggest obstacle for school completion for all individuals in the sample. However, in all age groups, economic issues and academic failure are the most significant reasons to dropout for male, while disallowing from going to school by the family and getting married, engaged, pregnant or becoming mother are the most significant reasons to dropout for female (Boyacı, 2019).

According to research findings, it is essential to establish an effective guidance and counseling system for all education stakeholders in order to prevent student dropout at the higher education level, especially at vocational colleges. The findings of the research indicate that secondary education graduates and their families also need an effective guidance and counseling system when they are trying to find the right higher education institutions (Can et al., 2017)

Based on the findings of the study, it is concluded that school policies and practices should be reorganized in order to enhance school environment, construct and improve students' positive school perception, consequently, to decrease the dropout tendency (Yüner & Özdemir, 2017).

In line with the results of the research, it was found appropriate to make the following suggestions: It is essential to arrange long-term educational training programs such as guidance and counseling system for all education stakeholders. For this reason, Ministry of National Education and The Ministry of Family and Social

Policies can cooperate on this issue to create a stress-free learning environment and reduce and prevent the dropout of the students.

This research was carried out with the qualitative research method based on literature review. Different research can be carried out on the basis of interview-based qualitative research methods, as well as quantitative and mixed research methods.

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REASONS FOR SCHOOL DROPOUT ACCORDING TO PSYCHOLOGICAL COUNSELING AND GUIDANCE TEACHERS

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ABSTRACT: This study aims to determine the reasons for school dropout of students according to the opinions of guidance teachers. The research was designed in the case study pattern, which is one of the qualitative methods. The study group of the research was determined by the maximum diversity sampling method according to the variables of teachers' gender and school type. The study group of the research consisted of 8 Psychological Counseling and Guidance teachers. The collected data are analyzed by the content analysis method. When the research findings are evaluated in general, factors such as the low income of the family, negative peer influence, the negative attitudes and behaviors of the teachers towards the students, the severe disciplinary punishments in the schools, and peer bullying are the most common reasons for the dropout of the students. According to the opinions of the Psychological Counseling and Guidance teachers, it is seen that one of the biggest reasons for the dropouts of the students is the low socio-economic status of the families and the negative friend circle of the students. Because the answers given by the teachers to the questions create repetitions in this direction. In this respect, non-governmental organizations, politicians, municipalities, etc., to reduce the dropout rates of students financial support can be provided. In addition, student-based training can be provided and support can be provided so that students can change their attitudes towards substance addiction and their circle of friends.

Keywords: Student, teacher, school dropout

INTRODUCTION

School dropout is becoming a problem all over the world. This problem is also more prominent in Turkey today. Because, no matter how high the enrollment rate has increased, the dropouts of students for various reasons are increasing. In the simplest sense, early leaving can be defined as students leaving school without completing their learning process (Ioana et al., 2015; Wajid et al., 2022). In the report published by the Ministry of National Education and Unicef (2013) in Turkey, school dropout is stated as students leaving school for different reasons and reasons during their learning process. In another definition, school dropouts are the inability of the country to train its human resources at the desired level, that is, individuals withdraw from this education process without completing them (Eryılmaz Ballı & Kartal, 2020). It is claimed that students drop out due to complex reasons that arise during their education processes (Lee- St. John et al., 2018). When the definitions are examined, it is understood that dropout is caused by some reasons that students experience while the education process continues.

There are many reasons for school dropout in the literature. Some of these reasons can be listed as follows; early marriage of girls (Sekine & Hodgkin, 2017; Koçtürk et al., 2018), adolescent students starting to work at an early age (Staff et al., 2019), high cost of going to school (Wang et al., 2016), teacher-student relationship (Wajid et al., 2022), education level of parents, gender (Kim et al., 2015), poor academic achievement (Koçtürk et al., 2018), absenteeism (Parr and Bonitz, 2015), involvement in crime at an early age (Rud et al., 2018), impaired mental health (Hjorth et al., 2016), student-related learning problems (eg, dyslexia), student support, socio-economic status of the family (Gil et al., 2018), compulsory curriculum (curriculum) (Görlitz & Gravert, 2016), teacher and other students' (peers') attitudes and behaviors (Taş et al., 2013), substance use (Valkov, 2018), families' economic inadequacy, family's failure to support their children, and insufficient opportunities in schools (Aküzüm et al., 2015). In their study, Migali and Zuchelli (2017) included demographic characteristics such as ethnicity and gender, parental history, cognitive skills, and individual preferences among the biggest factors of early leaving. As it is seen when the studies in the literature are examined, the reasons for leaving the school are familial, economic-material, social, self-induced, schools or teachers.

When the psychological factors of school dropout are examined, it is claimed that concepts such as autonomy, competence, and relatedness, which are believed to be innate and play a role in meeting the psychological needs of human beings, affect school dropout (Ricard & Pelletier, 2016). In the study conducted by Shaw et al. (2015), they stated that the general health problems of students affect school dropout. However, they suggested that the general health problem affected the school psychology of the students. As it can be understood from this study, the general health problems of students can be seen as one of the psychological reasons for school dropout. In another study in the literature, early parenting, arrests, bullying, academic failures, conflicts, health problems, etc., are the stressors of school dropout such factors are listed (Dupéré et al., 2015). The absence of parents and the fact that students are forced to shape their lives against social pressures can be considered the psycho-pedagogical dimension of school dropout (Colucci & Arcidiacono, 2017). In another study, when examined

psychologically, it was determined that as the students' extraversion-introversion and psychoticism (psychological disorders) statuses increase, the rate of dropping out of school increases (Majeed et al., 2018). In the study investigating the psychological reasons for the dropout of boarding students and non-boarding students, it was stated that the reasons for dropout of students differed according to the school environment, student-family relationship, student-teacher relationship, and student's interest in education (Pandey, 2016). In the research by Parviainen et al. (2020), depressive problems, behavioral problems, etc. It was found that students with psychological problems had a higher dropout rate than other students. In a qualitative study on school drop-outs of female students, it was suggested that they could not attend school due to social and family pressures (Dahal et al., 2019). Because these pressures force students to leave school psychologically. In another study, it is stated that negative psychological pressures (anxiety, anxiety, loneliness, depression, etc.) play an important role in school dropout (Huan et al., 2015). As stated in the literature, there are many psychological reasons for school dropout.

When examining dropouts from a psychological point of view, it is known that students in schools are guided by Psychological Counseling and Guidance teachers in line with their development, problems, or needs. In this respect, it can be thought that psychological counseling and guidance teachers have an important role in school dropouts. Pennie et al. (2016); Dockery (2012) states that school counselor teachers are at the forefront in reducing and preventing dropouts. Because, one of the important reasons that cause students to drop out is that psychological counseling and guidance teachers do not respond quickly and promptly according to the needs of the students, or when effective guidance cannot be provided in line with the needs, it can lead to the dropout of students (Adane, 2015; Hanımoğlu, 2018). In the study conducted by Rumsey and Milsom (2019), it is stated that psychological counseling and guidance teachers have a great effect on the prevention of dropouts of students who drop out due to academic and behavioral problems. The reason for this is that in the study conducted by O'Connor (2018), dropout rates in schools where counseling services are provided have decreased by almost half. In addition, some of the strategies that school counselors, teachers, and administrators can use to reduce dropout rates among at-risk students include classroom activities, school-based groups, guidance, teacher involvement, and training (Pennie et al., 2016). In summary, it can be understood that the main trainers here are the psychological counseling and guidance teachers. Therefore, this research is important for the literature and can contribute to the literature.

As a result of the literature review, this research aims to try to determine the reasons for dropping out of secondary school students according to the opinions of teachers. For this purpose, answers to the following questions were sought. According to the students;

1. What are the general factors that cause school dropout?
2. In your opinion, what are the individual factors that cause school dropout?
3. What are the family characteristics (family status, family education level, income status, number of siblings, etc.) that cause school dropout in your opinion?
4. According to you, what are the social reasons that cause school dropout?
5. What do you think are the factors related to teachers that cause school dropout?
6. In your opinion, what are the school-related factors (disciplinary problems, physical facilities of the school, etc.) that cause school dropouts?
7. What do you think are the factors (bullying, humiliation, etc.) related to the peers of the students that cause school dropout?

Literature Review

School leaving is a major problem for developing countries. Early leaving has become a problem that threatens the education system in many countries around the world (UNESCO, 2015). The problem of early leaving can be experienced in both rich and poor countries, although the underlying causes differ (Njagi & Mwania, 2017). Almost all countries in the world have established detailed education systems that develop human capital equipped with knowledge, skills, and attitudes for productivity. For this reason, the tendency of countries to reduce drop-out rates has led to intense public and private investment in education, the introduction of international and local legal frameworks, and the development of measures by government and non-governmental organizations (Shavisa et al., 2016). Early leaving is defined by OECD (2003) as a student leaving school before completing his/her qualification when he/she starts school.

The decision to drop out of school brings with it many negativities. Trancă (2020) states that early leaving is not only an educational problem in many countries but also a social challenge. This is because the decision to drop out is often accompanied by social stigma and feelings of failure and guilt (Lydner, 2022). In this process,

students try to become freer and gain more autonomy by getting away from their parents (Njagi & Mwania, 2017). As Eryılmaz Ballı and Kartal (2020) stated, dropout can have individual consequences as well as negative social consequences. The reason for this is that early leaving is a factor that negatively affects human capital development for a nation. Because school dropouts can have negative consequences on the social, political, environmental, and economic development of a country (Sarker et al., 2019). Therefore, when the school dropout problem is examined from a social perspective, it becomes a serious concern for educators, policymakers, and the public (Freeman & Simosen, 2015; Witte & Csillag, 2014). In addition to being a major academic problem in the development of students, early leaving also has a significant impact on socio-economic and health outcomes (Valkov, 2018). Because lonely and quiet student groups, low academic performance, low participation in extracurricular activities, and students with low participation in classroom activities constitute more than half of school dropouts (Freeman & Simosen, 2015). It can be thought that this situation may cause students to have problems both in terms of work and in terms of psychology in the future. Lansford et al. (2016) stated in their study that students who dropped out of school were arrested, were addicted to drugs and were not in good health.

As it can be understood from the literature review, early leaving has many negative effects both socially and individually.

While there are many negative individual consequences such as individuals committing crimes, substance abuse, and staying at a low-income level in the future; socially, it may affect society culturally and financially, as it may cause a decrease in the number of qualified people needed for the development and productivity of the country.

METHOD

In this section, information about the model of the research, the sample group, data collection and analysis are given.

This research is qualitative with a case study type. The case study type was chosen because this study only describes one problem (Bogdan & Biklen, 2007). Creswell (2002) states that qualitative research provides researcher and reader with exploratory information on subjects such as "describing an event, interpreting and analyzing the behavior and beliefs of a group or individual".

Study Group

A maximum variation sampling method was used while determining the sample group. This type of sampling makes it possible to collect information from as many cases as possible on the subject under investigation.

The study group consists of 8 Psychological Counseling and Guidance Teachers working in different schools in Konya in the 2021-2022 academic year.

Gender	Frequency	%
Female	5	62,5
Male	3	37,5
Total	8	100

5 of the teachers forming the sample are female and 3 are male.

Data Collection Tools and Analysis of Data

Data were acquired by using a semi-structured interview. The data obtained in the research were analyzed through the content analysis technique. Content analysis is carried out when the research cannot be expressed very clearly theoretically or when more in-depth analysis is needed (Yıldırım & Şimşek, 2011).

FINDINGS

In this part of the study, the results of the analysis of the data collected from the participants are included.
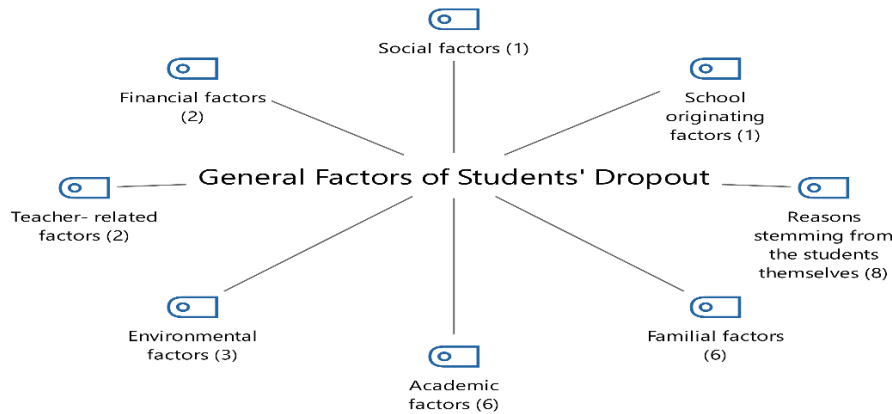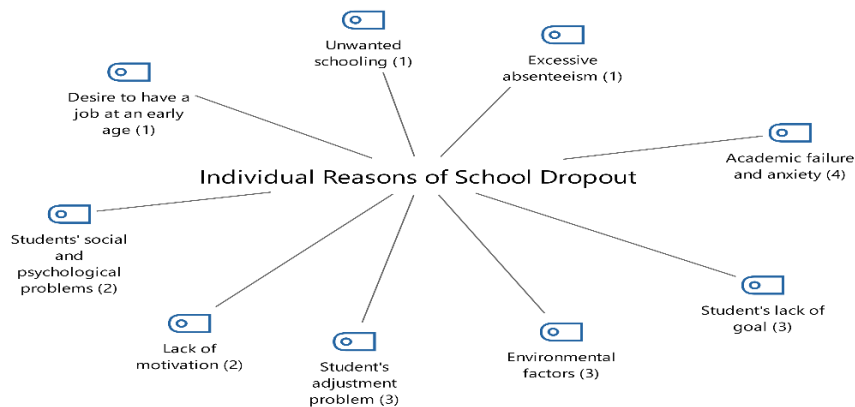

Figure 1. General Reasons for Dropping Out of Students According to Teachers' Views

It is seen that the opinions of Psychological Counseling and Guidance teachers about the general factors of students' dropout are coded in 8 sub-themes. In line with the opinions of the teachers, when the reasons for the dropout of the students were examined in general, it was determined that the reasons stemming from the students themselves (f=7) were the most. Other common reasons for students dropping out are academic factors (f=6) and familial factors (f=6), environmental factors (f=3), financial factors (f=2), teacher-related factors (f=2), school originating factors (f=1), social factors (f=1).

According to the opinions of the teachers, some examples of the general reasons for the dropouts of students are as follows:

O1".. students start working because their family's financial situation is insufficient … »
O2 "…. Some students may drop out of school because of the social environment they live in and their relationships with teachers…"
O5 "…children who are failing in classes and whose families have more problems do not want to come to school much."

Figure 2. Individual Reasons for Dropping Out of Students According to Teachers' Views

It is seen that the opinions of Psychological Counseling and Guidance teachers about the individual reasons for school dropout are coded in 10 sub-themes. In line with the opinions of the teachers, when the reasons for the dropout of the students were examined individually, it was determined that the students mostly dropped out due to academic failure and anxiety (f=4). Other individual reasons for students dropping out are the student's adjustment problem (f=3), environmental factors (f=3) and student's lack of goal (f=3), students' social and psychological problems (f=2), lack of motivation (f=2), financial problems (f=1), excessive absenteeism (f=1), unwanted schooling (f=1), desire to have a job at an early age (f=1).

According to psychological counseling and guidance teachers, some of the individual reasons for dropping out are as follows:

O2 "… when we examine it more, it is seen that the students who drop out of school have social and psychological problems…"
O7 "Students working in other places are constantly absent due to their family's financial situation. This causes school dropouts."
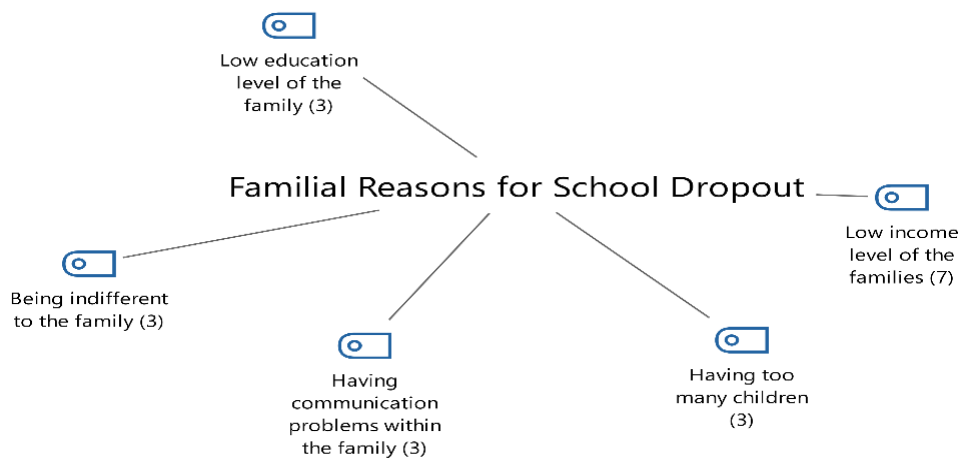O6 "Students usually choose school by family force … as a result of this situation, dropouts are seen."

Figure 3. Familial Reasons for Dropping Out of Students According to Teachers' Views

According to the opinions of the teachers, the familial reasons for school dropout were coded into 5 sub-themes. In line with the opinions of the teachers, when the family reasons for the dropouts of the students are examined, it is mostly the low-income level of the families (f=7), low education level of the family (f=3), being indifferent to the family (f=3), having communication problems within the family (f=3).

Some of the reasons for leaving school due to familial reasons are explained by the teachers as follows:

O4 "…some of the students, especially those in rural areas, have too many siblings, so families cannot take care of them…"
O8 "… one of the biggest reasons for school dropouts is that families cannot support their children because their education level is very low…"
O1; O2; O3; O6 "… low income of families can cause students to work at an early age…"
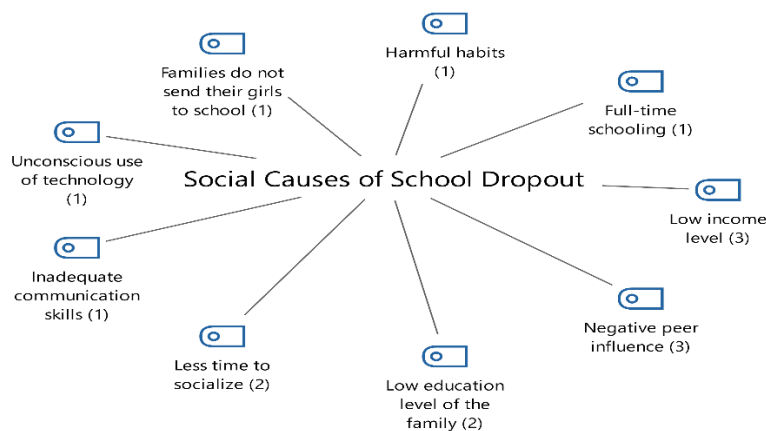

Figure 4. Social Reasons for Dropping Out of Students According to Teachers' Views

When the figure is examined, it is seen that the social factors of Psychological Counseling and Guidance teachers and students' school dropout are coded in 9 sub-themes. In line with the opinions of the teachers, when the social factors of the students' reasons for dropping out were examined, it was determined that most students dropped out due to negative peer influence (f=3) and low-income levels (f=3). Other social reasons for students leaving school are less time to socialize (f=2), low education level of the family (f=2), full-time schooling (f=1), inadequate communication skills (f=1), and unconscious. use of technology (f=1), families do not send their girls to school (f=1) and harmful habits (f=1).

According to the opinions of the psychological counseling and guidance teachers, some of the social factors that play a role in the dropouts of students are as follows:

O4; O1; O8 "…students can often drop out of school by being influenced by their friends."
O8 "… families do not want to send their girls to school, especially rural areas and religious ones…"
O2 "…some of the students state that they cannot spare enough time for themselves…"
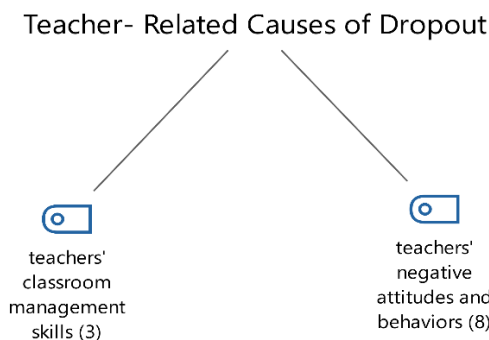

Figure 5. The Reasons for Leaving the School Due to the Teachers According to the Opinions of the Teachers

According to the opinions of the teachers, the reasons for leaving the school originating from the teachers were coded in 2 sub-themes. In line with the opinions of the teachers, the most common reasons for students to drop out were teachers' negative attitudes and behaviors (f=8) and teachers' classroom management skills (f=3).

The reasons for leaving school originating from teachers were explained by some teachers as follows.

All the teachers participating in the research stated that "… the negative, harsh attitudes and behaviors exhibited towards the students cause the students to drop out of school …"
O4; O6; O7 "… Inadequate classroom management skills of teachers cause school dropouts."
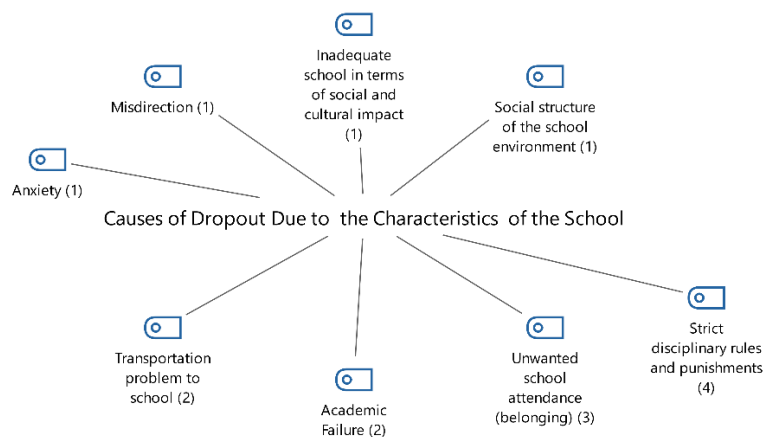

Figure 6. Reasons for Students to Leave School Based on Teachers' Opinions

According to the opinions of the teachers, the reasons for the school-related dropouts of the students are coded into 8 sub-themes. Strict disciplinary rules and punishments (f=4) were found to be the most common view among students' school dropout reasons. When other causes are examined, it is seen that unwanted school

attendance (belonging) (f=3), academic failure (f=2), transportation problems to school (f=2), inadequate school in terms of social and cultural impact (f=1), the social structure of the school environment (f=1), misdirection (f=1) and anxiety (f=1) were determined as the main reasons for school dropout of students.

The opinions of the teachers on the reasons for leaving the school due to the characteristics of the school are as follows:

O5 "… the negative social structure of the school environment causes students to drop out…"
O2; O7 "… absenteeism is increasing because the school is home, making it difficult for students to go to and from school…"
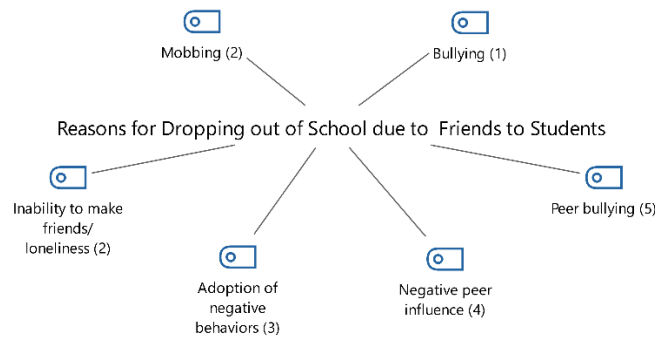

Figure 7. The Reasons for Leaving the School Due to the Friends of the Students According to the Opinions of the Teachers

Finally, it is seen that Psychological Counseling and Guidance teachers and students' school dropouts due to their friends are coded in 6 sub-themes. In line with the opinions of the teachers, when the reason for leaving the school due to the friends of the students was examined, it was determined that peer bullying (f=5) was the most common. Other social reasons for students dropping out are negative peer influence (f=4), adoption of negative behaviors (for example; making friends with drug addicts, making friends with school dropouts) (f=3), inability to make friends/ loneliness (f=2), mobbing (f=2) and bullying (f=1).

Finally, the reasons why students drop out of school because of their friends are as follows, according to teachers' opinions:

O1; O3; O4; O6; O8 "… most of the students in schools are exposed to the bullying of their friends. This situation increases the dropout of students from school".
O1; O3; O5; O6 "… as students establish friendships with people who engage in negative behavior, they try to make their behavior similar to them…"
O4; O8 "… coming to school unintentionally causes dropouts in students, they are absent…"

DISCUSSION, CONCLUSION AND SUGGESTIONS

In the study, the general reasons for the dropouts of the students were examined and in line with the answers given by the teachers to this question, they stated that the students were mostly due to social, economic, environmental, familial, academic, teacher, and school reasons. When the individual reasons for dropout, which is another research question, are examined, factors such as students' academic failure, anxiety, inability to adapt to school, inability to set a goal for themselves, lack of motivation, social and psychological problems, and the desire to find a job at an early age play a role in students' school dropouts. are individual factors. It was observed that students dropped out of school due to family problems. The reasons for this are the low socioeconomic level of the family, the fact that the family has too many children, and insufficient communication within the family. Social causes of school dropout, which is another research question, play an important role, especially in religious families, where girls are not sent to school, students' communication skills are insufficient, harmful habits are used, the family's education level is low, and the family's income level is low.

According to the perceptions of psychological counseling and guidance teachers, students may drop out of school for some reasons originating from their teachers. Among the biggest reasons for this are the negative attitudes and behaviors of teachers towards students; another reason is that teachers' classroom management skills are not sufficient. In another research question, it was stated that the students left the school due to the characteristics of the school. The teachers stated that the factors such as the distance from the school to home,

the lack of sufficient social and cultural activities in the school, academic failure, the social environment of the school, anxiety, and misdirection of the students by the teachers were the reasons for the students to drop out. Finally, the problems that students experience with their friends can cause school dropouts. According to the teachers, it was stated that school dropouts were observed in students who were exposed to psychological violence, peer bullying, and left alone by their friends.

According to the results obtained, when the literature examined, in the study conducted by Staff et al. (2019), the fact that students have to work at an early age due to their financial situation causes school dropouts. In another study conducted by Wang et al. (2016), it is stated that the reason for the dropout in families with low income is school costs. In the study conducted by Aküzüm et al. (2015), the financial insufficiency of families increases school dropouts. Not sending girls to school and getting girls married at an early age (especially in rural areas) were found to be one of the reasons for school dropouts (Sekine and Hodgkin, 2017; Koçtürk et al., 2018). In another study on early leaving, it was determined that teachers' attitudes and behaviors towards students and teacher-student relationships were among the reasons for dropout (Wajid et al., 2022). Academically unsuccessful and incompetent students also cause school dropouts (Koçtürk et al., 2018). In another study, it was concluded that the low educational level of the parents (Kim et al., 2015) and the crimes committed by being influenced by negative friends (Rud et al., 2018) caused the students to drop out of school. A study by Makwinja (2017) found that the school environment and teachers' management skills in the classroom affect students' dropouts. In another study conducted by Gil et al. (2018), they concluded that students drop out of school when families do not support their children or if they do not support them. In general, the results obtained from the research and the results obtained from the literature support this study.

In this respect, non-governmental organizations, politicians, municipalities, etc., to reduce the dropout rates of students financial support can be provided. In addition, student-based training can be provided and support can be provided so that students can change their attitudes towards substance addiction and their circle of friends.

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Co-funded by the Erasmus+ Programme of the European Union

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