

ADVANCES IN GLOBAL EDUCATION AND RESEARCH

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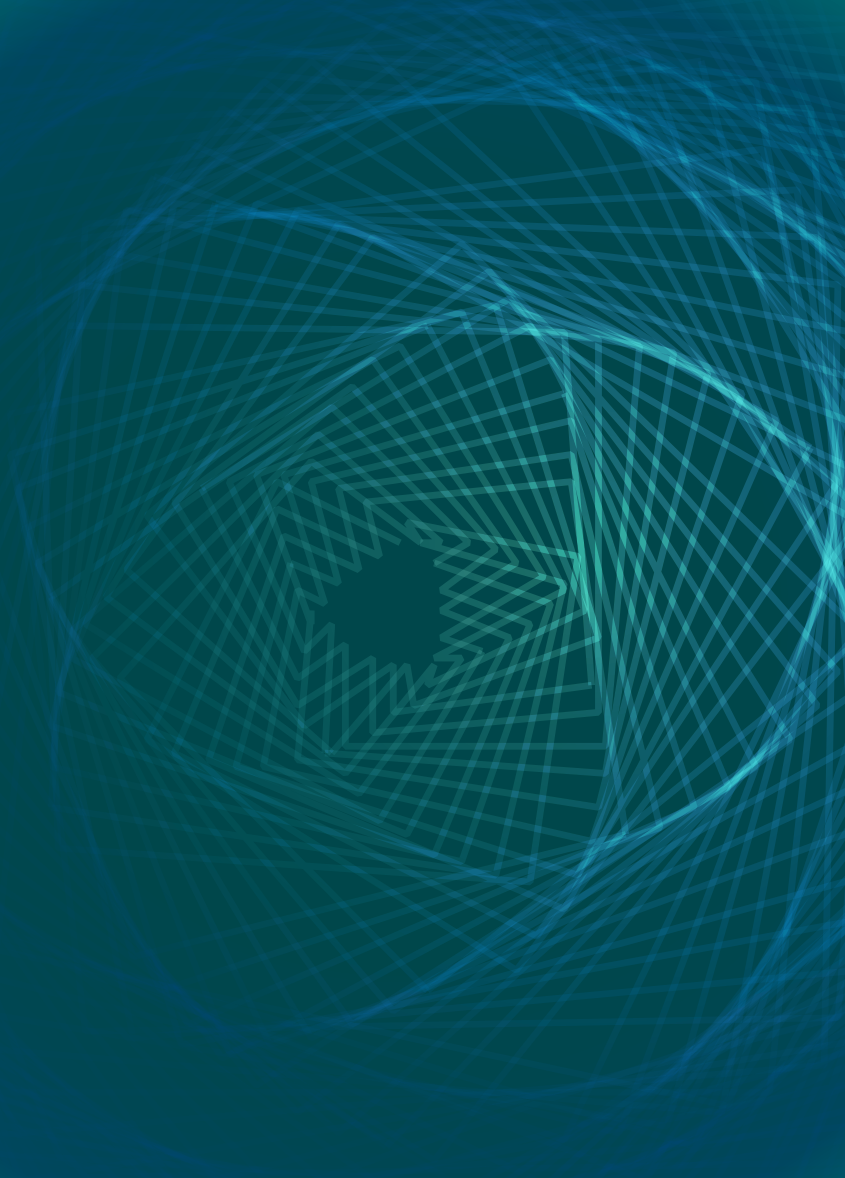
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Investigation of School Dropout Among Secondary School Institution

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Abstract

The aim of this study is to examine the reasons for school leavers at the secondary education level, to make suggestions to prevent these dropouts, and to reveal the opinions of individuals having left school about school dropout. In this study, both qualitative and quantitative research models were used. The sample consists of 221 students studying at eight secondary education institutions and 38 individuals who have dropped out of the school, also to deepen the research results eight individuals dropped out. To collect data, two scales and a semi-structured interview form were used. Quantitative data were analyzed, parametric and non-parametric tests were used, and content analysis was conducted for qualitative data. Based on findings, it can be said that counseling and guidance activities at school are important. Also, it is understood that the students trust their mothers and their views more about school dropout. It was seen that the friends of the students who dropped out of school also encouraged them to leave the school and be brought to life as soon as possible. It can be argued that the school is an economic investment tool when students understand that they leave school and earn money by getting a job.

Keywords: school, dropouts, leaving, compulsory

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Introduction

Education is one of the most important tools for the development of societies and for individuals to reach a certain level of welfare. The complete receipt of a qualified education by all layers of society directly affects the future of societies. Despite the fact that compulsory education has been increased to twelve years in our country and the compulsory registration of students who are out of formal education is made to open education high schools, the school dropout rate is as shown in the 2020 education targets of the European Union; It remains high, well above the target of reducing it below 10%. Students graduating from primary education fail to focus on their lessons, especially in the first year of secondary education, both with the effect of adolescence and the complacency given by the entrance exam to the high schools they entered in the 8th grade, and this leads to academic failure.

Children who tend to drop out of school experience four main problems: they do not trust the support of their family members, they have communication problems with their families, they do not help with their homework, and they argue about their future (Fortin et al., 2006). It is possible to say that leaving school without receiving the prescribed and adequate education causes not only personal but also social problems. Individuals who have not received a secondary education

diploma will reduce their income, therefore the taxes to be obtained by the state will decrease, the social security expenditures that must be provided for the person and his family will increase, social dissonance will arise, the crime rate will increase, and health-related problems will increase (Hayes et al., 2002).

Literature Review

Education Reform Initiative, which defines itself as “an independent non-governmental organization and non-profit initiative that contributes to a structural transformation in education for the development of children and the community they are in, by providing quality data, creating a constructive dialogue environment and forming a common mind from different perspectives” (ERG) states in the “Students and Access to Education Education Monitoring Report 2019” published in 2019 that there are differences in school attendance rates by gender and regions.

Yorğun(2014), in his doctoral thesis, stated that 24 individuals, one of whom had dropped out of school in the last two years in the city center of Hatay in the 2011-2012 academic year, the second 454 students who dropped out of school in the city center of Izmir and then continued their vocational high schools, and the third one in Izmir city center. Studying with 906 students attending an Anatolian high school, a vocational high school and a general high school, it was determined which variables predicted school dropout.

In his doctoral thesis, Zorbaz (2018) used two-stage sampling method in his doctoral thesis, working with 1851 students in the central districts of Ankara in the 2016-2017 academic year, determining the student and school-related factors that lead to the risk of school dropout on the basis of a bioecological approach, and aimed to examine the interactions between these factors. The researcher, who collected data from 30 different schools, found a statistically significant difference between the school dropout risk averages, while it was seen that working in a job outside of school, the presence of friends who left school, non-social behavior, environmental risk and alienation to school increased the risk of school dropout of secondary school students. It has been determined that the perception of a safe environment, academic monitoring, commitment to school and participation of the family in education reduce the risk of dropout.

Boyd (2016), in her doctoral thesis, aimed to determine the tendency of children currently studying in the 6th grade and the characteristics of their schools to leave school as an early warning system when they reach the 10th grade. He examined 2162 students who were in the 6th grade in the 2009-2010 academic year and were expected to go to the 10th grade at the beginning of the 2013-2014 academic year, who attended 34 Columbus City Schools in the state of Ohio. observed that approximately 400 students (18.5%) could not reach this level on time, and identified this data as an early warning system for early school leaving.

In his master's thesis, Brock (2011) examined the extent to which students' personal, parent, teacher, and school-related factors predict high school dropout among primary school students, using data collected from the National Longitudinal Survey of Children and Youth in Canada (NLSCY). Findings from this study show that gender, socioeconomic status, hyperactive and careless behaviors, as well as parental support predict high school dropout.

Methods

In this study, which examines school dropout at secondary education level, qualitative and quantitative research methods are used as a mixture.

In this research, the universe of the study is 2367 students and dropouts from 8 official high schools in Çan District of Çanakkale province in the 2018-2019 and 2019-2020 academic year, and the sample is 338 students from the sample group selected according to the school representation ratio from the students studying in high schools in Çanakkale province Çan district. and 38 individuals who have dropped out of school. While choosing the sample, the characteristics of the universe should also be considered (Tabachnick & Fidell, 2001). Likewise, stratified sampling was used in the selection of sampling because of the necessity of representing the subgroups in the sample in proportion to their weight in the population. Stratified sampling is a type of sampling applied when all subgroups in the universe are required to be included in the sample. This type of sampling should also be used when comparing subgroups (Balci, A., 2015).

Findings

Individuals who dropped out of school stated that they did not have any problems with their family and friends as long as they continued to school. Three of the individuals stated that they had problems with their teachers and that they had problems with B1 and B6 teachers. B4, on the other hand, stated that she had to leave the school because she failed her class for two years in a row.

My teachers and friends have always insulted me because of my appearance since elementary school. So much so that I even forgot to read it in the 2nd grade. These insults continued as I continued to secondary school and high school with the same friend environment. I couldn't stand it any longer (B1).

It is understood that the student was forced to drop out of school due to the attitude of the teacher and friend. One of the important facts explaining student behaviors is peer characteristics and relationships (Karacabey, 2016). Children, who socialize at school and experience life itself, may encounter situations such as wrong choice of friends, developing negative behavior that comes with herd psychology, the desire to make themselves accepted by their friends, meeting with cigarettes, alcohol or drugs, and cruel criticisms brought by popular culture more cruelly than adults.

Individuals stated that they were pressured by their families to not drop out of school, but they also respected their decision. In general, it was understood that they received support from their families in the interviews.

My friends who dropped out of school and worked in the industry told me to leave school immediately if you can't do it (B6).

I saw school as a useless place. I left school because I found my job more useful. I started earning money as soon as possible(B5).

Psychological counseling and guidance services in schools are one of the necessary structures for early recognition of the risk of school dropout and intervention accordingly (Yorğun, 2014). The interviewees stated that they did not make a speech from their teachers, school administrators or

school guidance service about not leaving the school, and they did not have any information on this subject.

Individuals stated that they encouraged their friends who did not attend school to drop out, and that their families wanted them to go to school until the end.

When I couldn't pass 9th grade, my uncle took me in front of him and spoke. If you can't succeed, he said, draw your life as soon as possible and get started. I decided to become a barber as I worked as an apprentice in the barber during the summers (B3).

Individuals who dropped out of school stated that they were aware of the importance of the education received. However, none of the interviewees stated that they did not regret leaving the school. They stated that being compulsory to go to school puts a pressure on them.

If I hadn't gone to school, I'd be wandering around now. If it wasn't for the expulsion from school, maybe I wouldn't have quit. You have to choose your friends well at school. If I had a good friend environment, maybe I wouldn't quit (B5)

Individuals who have dropped out of school do not agree that they need to attend school in order to start life and start earning money, or that the skills that the school will give them will be sufficient. According to them, school is not necessary for those who have certain abilities, have low academic achievement, have problems at school and have problems with absenteeism.

Conclusions

Examining the Risk of Dropout in the Face of School, Teacher and Course Opinions

First, a significant difference was found in terms of school, teacher and course opinions of the individuals attending school according to their course success. It is seen that the positive attitudes of the students towards the school, teacher and lessons are related with the high academic and school success of the students. Secondly, students who study at home develop more commitment to the school and the risk of dropping out is reduced. Thirdly, if the communication of school administrators with students increases and strengthens their communication, the student's school, teacher and lesson attitudes will improve. From this point of view, we can say that orientation, guidance and counseling at school are important in preventing school dropout. Fourthly, we can say that students who share their problems with their teachers love their teachers more, learn a lot at school, have friends at school, love their lessons more, like going to school, social activities are organized in their schools, they have less problems with their teachers and there are less problems among students at school. Teachers' dealing with students' problems - just like administrators - positively affects students' attitudes towards school, teacher and lesson, and teachers need guidance, guidance and counselor duties. Fifthly, we can say that students who do not have friends who do not go to school love their teachers more, learn a lot at school, have friends at school, love their lessons more, like to go to school, social activities are organized in their schools, they have less problems with their teachers and there are less problems among students at school. Students who do not have friends around who do not attend school have higher attitudes towards school, teacher and lesson. Sixthly, those who say that their mothers will react negatively when individuals who have dropped out of school say that they want to return to school, have higher perceptions of school, teacher and course. In fact, it can be inferred for these students that he regretted dropping out of school. According to the findings of the qualitative research, it was observed that individuals

who dropped out of school did not have much problems with teachers, friends and school administrators while they were at school. They stated that their families support them and respect their decisions. It was observed that they had constructive conversations with their families about their attendance to school, and they were impressed by their friends who did not go to school. In addition, they stated that they did not receive sufficient support from school administrators, teachers and guidance services to stay at the school.

Examining the Risk of Dropout in Terms of the Perception of the Education Received

We can say that the students who work at the same time while going to school think that the school is important for being a professional and a good citizen, having a good marriage, supporting their family in the future, and raising their children well. In other words, we can say that the importance of education is higher for students who work in an income-generating job while they are students, and they are more aware of what the school will provide them in the future. Moreover, according to the findings of the qualitative research, it was observed that individuals who dropped out of school were more conscious of the perception of the education received than those who attended school. They said that they dropped out of school in order to start life and be economically better, to reduce their dependence on the family and to get rid of the obligation to go to school. It was observed that the suggestions to his/her friends who were academically unsuccessful around him/her were that his/her friends who had problems at school, had absenteeism problems and did not like school should not waste time at school and should start life as soon as possible.

According to the findings of the research, the probability of leaving school decreases as the course success increases. Students studying at home, saying school administrators communicate with them, sharing their problems easily with their teachers, are more connected to their schools, lessons and teachers, and their desire to continue school life increases. Based on this finding, it can be said that the guidance, counseling and guidance activities in the school are important. Also, it was understood that the students trust and value their mothers and their views more about school dropout. Another result that affects school dropout is the presence of peers who do not go to school around the student. In the interviews, it was seen that the friends of the students who dropped out of school also encouraged them to leave the school and be brought to life as soon as possible. It can be argued that the school is an economic investment tool when students understand that they leave school and earn the same money by getting a job if they see the school as a place to make money in the future.

Implications and Further Researchers

Positive communication of school administrators with students increases students' interest in school, teachers and lessons, and thus their commitment to school. The fact that school administrators are in students, in positive communication and more social can help students stay in school. Likewise, students who can share their problems with their teachers are more committed to the school. Therefore, it will affect students positively if teachers establish more constructive relationships with students, make them feel that they are with them at all times, and take care of them even when everything is fine. On the other hand, the attitudes of students who want to attend school towards school, teachers and lessons are more positive. Improving the school and course environments by teachers and school administrators can also reduce the risk of early leaving. It has been understood that individuals who attend secondary education especially value their

mothers' words more than their fathers. Students can be prevented from dropping out of school by cooperating with their parents' teachers and school administrators to attend school.

In addition, since the students' homework at home affects their perceptions of school, teachers and lessons positively, it may be beneficial for them to encourage and follow their home studies, especially from the 9th grade, when the risk of leaving school is higher at the secondary education level. Especially with the changes made in recent years, the importance of vocational education has increased. However, this drives students away from school and directs them to open education focused only on earning money, and causes them to stay away from the social and cultural values they should take. Changes in laws and regulations can be made not to remove students from school, but to tie them to school. A study can be conducted to explain the views of individuals who have just dropped out of school and those who have dropped out in earlier times. Because individuals who have dropped out of school in previous years may feel more remorse in this regard.

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