

Dropping Out from Educational System – 1st part

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Abstract

This study aims to present that dropping out from any educational system is severe individualistic, family, educational as well as the societal problem. The complex process of a student dropping out from a high school at a very young age tends to have adverse impacts on the life of the individual in long run and is influenced by variety of factors. In the recent time, the rate of the dropout of the students have increased, especially in the developed countries, which have become the source of concern for the high-school. The students spent the most of its time in the school and develop the sense of belonging associated with the school. The concept of sense of belonging refers to the feeling of being accepted and appreciated by the rest of community and group. This makes a person feel as a significant part of the group which provides internal satisfaction to a human. This is the nature of every human being, especially youth to get a support and social ties from the society and the community they belong to. The main points in the article are: Concept of student dropout \ Rate of dropping out among high school students; Reasons for the dropout in high school – Academic failure; Education expense; Discouraging environment of school; Mental illness; Youth at risk; Youth at risk in Israel; Factors influencing dropout in school – Individual related factors, Gender; Early adult responsibilities; High risk behaviors; Values and attitudes; Peer pressure; Low self-esteem; Low occupational aspirations; Ethnicity; Locus of Control; Poor school performance; Disengagement from school; Retention; Family related factors – Background characteristics; Social capital; Level of home stress; Attributes, values and beliefs about education; School-related factors. School structure; School resources; School body characteristics; School body performance; School environment; Consequences of dropout; Individual consequences of dropping out; Labor market; and Dropout and delinquency. The article is in two parts.

Keywords: educational system, dropping out, school students.

1. Introduction

Dropping out from any educational system is severe individualistic, family, educational as well as the societal problem. The complex process of a student dropping out from a high school at a very young age tends to have adverse impacts on the life of the individual in long run and is influenced by variety of factors. In the recent time, the rate of the drop-out of the students have increased, especially in the developed countries, which have become the source of concern for the high-school. The students spent the most of its time in the school and develop the sense of belonging associated with the school. The concept of sense of belonging refers to the feeling of being accepted and appreciated by the rest of community and group. This makes a

person feel as a significant part of the group which provides internal satisfaction to a human. This is the nature of every human being, especially youth to get a support and social ties from the society and the community they belong to.

Nevertheless, it is a phenomenon that generally takes places within a school and too much extent school factors are responsible and serve as the risk factors. They are numerous factors that lead to the dropout of the students that primarily depends on the quality of education. Moreover, the factors that are related to the dropout are the school related or mostly concerned with the teachers that dent the motivation of the students, leading to an increase in rate of dropout.

This article highlights the rate of the dropout students being observed, with the impact that the dropout have on the lives of the students. In the light of the past studies, the crux of the article is to highlight the underlying factors that are responsible for the dropout of the students. Using the relevant theories, the article stresses upon the school related factors that internally pushes the students out of the high-school. The article will end with the necessary steps that have been discussed by the past researcher for the high school, to take in order to control or reduce the dropout rates.

2. Concept of student dropout

Dropout of youth in compulsory education age from the formal education system is a concept that involves and occurs in the education system within the region of Israel as well as every other region across the globe. The concept of student dropout is existing since the inception of this system. Recognition, classification and evolution of the concept of student dropout is the complex, which needs to be focused by every educational institution, particularly high school institution. The common perception regarding this concept is that those students who officially withdraw the school at the high school age and do not peruse further education are considered as dropout. Although this is most common viewpoint of most of the people across the people, this does not involve every case and reason as to why the student has left the education. For instance, no relevant information is available of those students who have suddenly stopped coming to school without the prior education (see Paura & Arhipova, 2014). With the time, generally the system of education and school specifically have become center in order to process for preparing the child for life of adult and is also considered as the condition of the ability of the students in order to integrate as the citizen who is able to contribute to the society. Similarly, the state took the responsibility for the implementation of the education as well as knowledge, a right which consists of the fundamental rights of several states in which Israel is at the top. This inviolable as well as inalienable right grants the means as well as possibility for every child living in the Israel to gain fundamental knowledge as well as education. Instead of the decisions that are socially as well as politically principled in order to take responsibility for the education which is compulsory, there are still a number of people who have been dropped out of the courses and did not realize the right towards education (Bradley & Renzulli, 2011).

3. Rate of dropping out among high school students

Dropout rate is the percentage of students failing to complete the education or leaving their schools/colleges without acquiring the complete education. Currently, the dropout rate among the students is one in three. As per the analysis of the statistics of data, over past five years two thirds of the universities have recognized and noted that there has been a continuous rise in dropout among students since past five years (see Rosemary Bennett, 2020). The official data shows the percentage of young people leaving the universities or high schools has increased by five percent. According to the report of *The Times*, the rising number of high school dropouts highlights that the universities are admitting too many students who lacks the skills and academic behavior which is required to obtain and acquire a relevant degree (see Rosemary Bennett, 2020).

It has been suggested that some students require additional time and support to do transition from primary and secondary school to high school and universities.

It has been analyzed and observed that out of 150 universities in UK, 100 universities encountered an increasing rate in student's dropout which comprises of overall 67% (see Rosemary Bennett, 2020). According to the report of Weale (2020), dropout rates among the university dropout rate has gone up for consecutive three years among the students of UK. Statistics revealed that in England around 26,000 did not make it to the degree completion that enrolled in 2015 after the first year of university education. Rates of student dropping out vary across the sector of education widely. It has been analyzed that around five undergraduate tends to quit their education on the very first year of their university program. According to the most recent figures of 2016, around 6.4% of the university students quit their undergraduate education before getting enrolled in second year.

The high school dropout rate of Israel has dropped mainly from previous decade, and yet there are large disparities which exists among various social groups. As per the data which is gathered in 2008, the rate of overall dropout students was 10.1%, whereas in the year of 2017 it was 7.6% which have been decreased 25% from previous years. Excluding figures that are present in the ultra-Orthodox community, the picture is considered to be more positive which shows a decrement of an 8 percent in a decade ago to 4.5% in the year of 2017. In the community of Bedouin, the rate of drop out is 9.6%, whereas in the Arab community it is regarded to be 8 percent. In addition to this, the Jewish state as well as state religious school systems, the rate of dropping out of students is 4 % (see Sahin, Arseven & Kiliç, 2016). However, there is a notable improvement that is observed in the Bedouin and Arab communities from a decade ago when the rate of dropping out were more than 15%.

4. Reasons for the dropout in high school – Academic failure

One of the most important reasons for school dropout is the academic pressure on students of high school are unable to cope-up with. Studies under this domain prove that who are not able to study proficiently are more like to dropout from school. Struggling and striving hard on regularly is considered to be one of the biggest reasons for the students to drop out of school. In order to get a high school degree, it is important for the students to be academically efficient and effectively cope-up with their academics. In case of failure, students get discouraged and this ultimately results in high school dropout (Bradley & Renzulli, 2011).

5. Education expense

According to the study conducted by National Center of Education Statistics, students who suffer from financial problems or have low family income are more likely to be dropout from the school. The school dropout rate due to low family income or financial issues is 9.4% as per the study of National Center of Education Statistics. Most commonly, students with financial issues are likely to do job rather than continuing their studies in to support their needs and their family. In many cases, the earnings families of poor students are mostly below their poverty line (see Bureau, 2020). Moreover, the education has become expensive these days. Expensive institutes and unaffordable school makes it difficult for the earning students or financially unstable students to cope-up with their basic needs and education simultaneously (see Sahin, Arseven & Kiliç, 2016).

6. Discouraging environment of school

School climate and environment of the school is one the most significant aspect of the education which creates and impact on student's retention. Environment of the school includes the quality of teaching, rules and regulations, relationship of students with teachers and co-

students and emotional and physical safety and wellbeing of the students. According to the study conducted by the author, the positive climate and environment of the school promotes the student's retention which ultimately reduces the student's dropout. The association of positive school environment deals with the association of less bullying and higher encouragement by the teachers and leaders of the school. Physical and emotional well-being of the students is another factor which encourages them towards the studies and helps them to learn more quickly which results in student's retention (see Sahin, Arseven & Kiliç, 2016).

According to the study conducted by the Bradley and Renzulli (2011), if the environment of the school is negative and discouraging, more students tend to dropout from the school. Moreover, it has been analyzed that bullying and peer relationship in the school is one of the most leading factors for student's dropout, which negatively impacts the environment of the school. Teachers and leaders within the school are mostly responsible to create a positive environment in the school which ultimately helps in retaining the students for a longer period of time.

7. Mental illness

Another major factor of school dropout of high school students is the ill mental health of the students. As per the study of Sahin, Arseven and Kiliç (2016), there is direct and proportional relationship with the mental illness of the students and the performance within the school. Mental illness is one of the reasons due to which students of high school are not able to perform well in their studies which ultimately results in the school dropout among the students. Overload and tough academic studies are among the reasons which contribute in developing the depression and mental illness in school students. According to the study of the author, depression and mental health illness causes anxiety and low self-esteem due to which students make decisions regarding the school dropout. It has been analyzed in the study that mental illness likely to interfere between the ability of a student to cope-up with academics and creates a negative impact on overall educational performance.

8. Youth at risk

Youth at risk is used for those young individuals who are surrounded with a range of circumstances and have numerous social problems. According to the study conducted by Artuch-Garde et al. (2017), these problems could be mental illness, depression and anxiety related to job opportunities and not being able to get quality education. In the educational context, this term is described to be the risk or a threat to a child or a young individual who faces intense problems in terms of having a successful transition into adulthood (see Brashear & Riddle, 2018). Furthermore, youth at risk can also be considered to be the increasing number of dropout students who drop their education in between due to increased mental pressure and due to other factors leading them towards quitting education.

9. Youth at risk in Israel

Youth at risk in Israel is based on the expenditures for the early childhood development that is observed to be low in terms of their education and development. According to the study conducted by Arkin and Cojocar (2018), youth at risk is also an outcome of not giving education and special care to children from their childhood to their adulthood. Moreover, this shows that the youth in Israel is at high risk towards their unfamiliarity of the technological trends and technical education and also through psychological issues that these children face on their daily basis that impact their effective growth and development (see Brookdale.jdc, 2020).

10. Factors influencing dropout in school – Individual related factors gender

It is evident that reason of dropout for every individual can vary, depending on the way they triggered by the certain issue (see Rumberger & Rotermund, 2012). In this concern Prince and Hadwin (2013) advocated that some students intends to dropout from the high school due to the pressure from the society or discrimination. Whereas, some individuals quit the school due to the lack of motivation and sense of belonging (see Dwyer et al., 2013). However, McCallumore and Sparapani (2010) argued that gender of the student plays vital role in influencing the way they perceive the things and pressures to dropout from the high school. The study accumulated by Stewart, Lim and Kim (2015) highlights that girls school security is one of the imperative reason that urge them to quite the school due to the lack of safety measures. However, according to Statista (2017), it is highlighted that 20.2% females dropout from the school because they were bullied by their mates in the school whereas rate of dropout among males due to bullying is 16.7%. Bullying has become serious issue in high school that consequences are not limited to the dropout from school and it also urges them to quiet their life as well. Moreover, in male dominant societies families prefer to educate the male child and invest the money on their education that often result in quitting of the girls from schools (see Oelsner, Lippold & Greenberg, 2011). Paura and Arhipova (2014) asserted that males tend to dropout from school due to their resilient attitude towards gaining education and conflicts with the fellow students.

11. Early adult responsibilities

Generally, in high school most of the students belong to the mature age that is 17 and above therefore responsibilities over them increases with the passage of time (see Fall & Roberts, 2012). Janks (2014) asserted that at high school level most of students are expected to pay their own academic fees or earn for their personal expenses. These responsibilities causes the extensive pressure over the students and makes it difficult for them to manage their education along with their part-time job. Furthermore, Jackson (2013) advocated that it has been observed in the educational institute that students doing part-time jobs lose their focus over their education and possess the poor academic results that demotivates them to continue their education further. Similarly, in this concern Siddhu (2011) asserted that responsibilities at the individuals in early stages of professional education distorts their concentration level and effect their academic career in negative way. The study assembled by Dunne and Ananga (2013) highlighted that responsibilities towards families at early stage is the significant reason for the girls to dropout from the school at initial stage.

12. High risk behaviors, values and attitudes

Personal behavior and attitude of the individual play dominant role in fuelling the reasons to dropout from school (see Bayer et al., 2012). Freeman et al. (2015) stated that there are different types of student in school that possess the different types of attitude towards gaining the education. Some students take it as the formality to acquire the degree by passing the courses through any means (see Fan & Wolters, 2014). In Casillas et al. (2012) students that are resilient towards education tend to quit at early stage or switch schools according to their interest. These type of students are more prone to indulge in risk activities that often enforces the management of the school terminate them from school due to their unethical and non-serious behavior (see Heublein, 2014).

13. Peer pressure

In learning environment and educational institutions students are required to work and learn in teams. Socializing is the most common aspect in the education institutions where

students tend to meet with the new people that are their fellow students as well as competitors in class room (see Neely & Griffin-Williams, 2013). However, unhealthy relation between the students leads to the severe conflicts among each other and fuels the issue like bullying, threatening and arguments (see Li, Zang & An, 2013). In this regard, the study assembled by Bongani (2014) asserted that social environment of the students in the school possess the great potential in influencing the dropout rate because sometimes it make the learning environment unbearable for the students. The study conducted by Chinyoka (2014) highlights that peer pressure can be negatively linked with the dropout rate because lack of understanding and conflicts with the fellow students drag the individuals into depression and anxiety that influences the dropout from the school.

14. Low self-esteem

Self-esteem refers to the degree to which certain individuals value themselves and respect their own abilities (see Khalkhali et al., 2013). Self-esteem of individual can be low or high and it solely depends on the perception of individuals about themselves and amount of confidence they possess in their abilities (see Mzuza et al., 2014). Schoeneberger (2012) advocated that the person experiencing the low self-esteem tends to feel lesser important and capable as compared to their fellow colleagues. Further, Tavakolian and Howell (2012) asserted that low self-esteem is the driver of the depression, loneliness and vulnerability among the students because they feel less valued and less capable and that causes them to quite the education. Moreover, Featherston (2010) advocated that the students having the low self-esteem afraid from indulging any constructive activities in the school due to the lack of confidence over themselves that effects their academic result in a negative way.

15. Low occupational aspirations

The term aspirations refers to the belief and hope of individual regarding future prospects growth (see Rojewski et al., 2012). Generally, in high schools students are trained to work in the professional environment and professional skills are developed that can help them in their academic career (see Lee & Rojewski, 2012). However, some students take this phase as the formality to complete the education. Whereas, some students intend to attain the high career achievements by focusing over the education properly (see Chesters, 2015). Career or occupational aspiration works as the source of motivation for some students to continue their education by standing firm against all barriers rather than quitting in between. However, individuals that are hopeless about their future goals and do not possess the sufficient confidence about it are less motivated to continue their education (Porowski & Passa, 2011). Low occupational aspirations demotivate the individuals and distract them from the right path that can bring the career achievements to them. However, Hopson and Lee (2011) argued that unrealistic policies and regulations have made the student less motivated towards their career achievements because rise in standards and benchmarks has increased the number of failure as well.

16. Ethnicity

Ethnicity divides the individuals in the set of groups on the basis of their cultural background, race and national identity (see Booker & Mitchell, 2011). Generally, in schools all students belong to different backgrounds and ethnic groups, but curriculum and professional education is same for all (see Losen & Gillespie, 2012). However, ethnicity plays central role in high school when majority of the population belongs to the similar ethnic groups and minority feels ignored or left out. Huang et al. (2014) asserted that in educational and work environment ethnicity incorporates the ingredient of racism and discrimination among people. Dee (2017)

found that teachers and management of the institutions often discriminates among the students on basis of their background and ethnic groups. These practices lessens the sense of belonging among student and inspires them to dropout from the school due to being treated differently and constant favoritism.

17. Locus of control

Locus of control can be defined as the psychological process that concerns with the belief of the people regarding the extent to which they have control over the certain situations and outcomes (see Yukselturk et al., 2014). However, internal and external two different types of locus of control that differs according to believe of the people. Individual having the internal locus of control follows the pursuit that their own action are responsible for their success and failure (see Schall, Wallace & Chhuon, 2015). However, follower of external locus of control beliefs that external factors such as destiny and luck effect their success or failure and they do not have any control over it (see Drost, 2012). Internal locus of control is more preferable and beneficial for the students because it help them to invest their maximum efforts in educational career to achieve the success in future rather than external locus of control that can demotivate them with the assumption that to pour efforts in education is useless and outcome cannot be controlled by them (Aspelmeier et al., 2012). This attitude often leads to the increase in dropout rate in high school where students thinks that success of their academic career are not in their control.

18. Poor school performance

It is evident that poor academic performance has always remains the significant reason that influences the dropout rate more frequently (see McKee et al., 2016). Poor academic performance can be considered as the imperative factor that demotivates the students to continue their education and lower downs their self-esteem as well (see Fall & Robert, 2012). The system of defining the capabilities and performance of every student on the basis of grading and marks has been criticized greatly because drops the interest of students towards learning and make them feel inferior when they are compared with other students on the basis of grades (see Mo et al., 2013). In this regard, the study accumulated by Wilkin and Bost (2016) emphasis that poor performance in school creates the perception among students that academic education is not beneficial for them and it is not worthy to continue it further and invest the financial resources over it.

19. Disengagement from school

Rumberger and Rotermund (2012) advocated that disengaged students are most vulnerable to the adverse effects of social and academic outcomes. Frequent absence from the school, poor academic performance, unhealthy social circle, lack of belonging, disruptive behavior and lower self-confidence are some major reasons that leads to the disengagement of students from the school (see Fall & Roberts, 2012). Disengagement from the school lowers down the interest of the students from their academics that substantially increases there rate of absenteeism from the school that further affects their academic performance in a negative (see Wang & Fredricks, 2014). Hirschfield and Gasper (2011) asserted that social and constructive learning environment plays imperative role in motivating the students to visit their educational institution on regular basis besides engaging hectic learning routine they can relax with their class fellows and learn new concepts. Bilge (2014) advocated that students are disengaged with their educational institution tend to drop out at early stage and face the severe consequences such as unemployment, social exclusion and low income.

20. Retention

Student retention reflects the capabilities and potential of the educational institution to ensure the successful completion of academic career of students successfully (see Simpson, 2013). Services, benefits, learning environment and expertise provided to the students play vital role in achieving the high student retention rate (see Marchbanks et al., 2015). Less competent and technical expert teaching staff that do not possess the abilities to manage and deal with the students properly leads the student to drawback from the educational institution due to contradicting relations with teachers (see Aulck et al., 2016). Financial assistance is another imperative measure that offers the numerous opportunity to the institution to retain the students with their school by offering them numerous scholarship opportunities.

21. Family related factors – Background characteristics

Family background of students holds significant position in fostering and hindering their educational career (see Lamb, 2011). Some families greatly emphasis over earning the education and higher degrees while some families expect from their children to dropout from the school and continue with their family business. In this regard, Hovdhaugen (2015) asserted that family background plays key role in motivating the students to diligently pursue their higher education by considering the example of their ancestors and elders. Moreover, Hopson and Lee (2011) argued that financial position of the family holds great importance in influencing the students' education. Lack of financial resources forces the students to quit the education in middle and continue with earning for their family rather than paying high fees in high schools (see Lassibille, 2011).

22. Social capital

Current existing human society is divided into three different categories named as upper level, middle level and lower level, depending on the financial positioning and background (see Jerrim, 2013). Most of the families belonging from the upper or middle level society possesses the sufficient amount of financial resources that can help them to continue their education smoothly (Song et al., 2012). Whereas, De Witte and Csillag (2014) advocated that most the student belonging to middle level families gets the financial assistance from their relative communities that fosters their education. Most of the people belonging to these two levels of society are well educated and employed that creates the pressure for the students to stand at the same pace as them in the society (see Porowski & Passa, 2011). However, students belonging to low level of the society lack the financial assistance and all people in their society are less educated due to similar reason. Scarcity of financial resources and lack of motivation from society urges the students belonging to low level to drop out from the educational institution and support their family financially.

23. Level of home stress

The unhealthy and stressful environment at home acts as the source of distraction for the student and drags them into depression that affects the academic performance in a negative way (see Eicher et al., 2014). Some parents tend to severely pressurize their kids to acquire the results and high academic grades that drags them into haphazard and severe pressure that makes the whole process of gaining education stressful to them (see Rosemary Bennett, 2020). Furthermore, conflicts and argument at home on daily basis distracts the students from their career path and they easily lose their attention in class affecting their academic performance. Students are not mature and capable to differentiate the personal from professional life easily like an adults. O'Keeffe (2013) asserted that stressful home environment not only effects the

psychological well-being of the students but it also effects their social, academic and professional life as well.

24. Attributes, values and beliefs about education

Perception and belief of the families regarding the education play significant role in allowing and restricting their children from gaining the higher education. Families motivate their children to acquire the higher degrees and build their professional career on their own (Bergeron et al., 2011). However, in some countries concept of education is different for the males and females (see McWhirter, Garcia & Bines, 2018). In male dominant society families prefer that males should acquire the higher level of education and attain the growth in professional career. However, females are expected to fulfil their responsibilities at home and do not indulge in professional world. Cultural background and values of the people play imperative role in developing their perception regarding the acquisition of education (see Fan & Wolters, 2014).

25. School-related factors: School structure

The school structure is also one of the reasons behind the high risk of students dropping out. According to the study conducted by McNeil (2013), lack of efficient school structure in terms of having effective school management and administration leads towards higher risk of students being dropped out. Weak school structure also impacts the academic performance of students as they do not get to learn in a friendly environment that evolves a negative feeling within these students. This can be considered as the lacking of teaching capabilities and lack of cooperative behavior by the school staff towards the students that do not focus on the constructive learning of students. Therefore, the significance of having a strong and effective school structure is high that plays a vital role within enhancing the learning capabilities of students and minimize the risks associated to the high ratio of students dropping out from high schools.

26. School resources

School resources include the resources provided to students including facilities that have become essential within the contemporary educational setting. Based on the study conducted by Rumberger (2020), these resources include proper classrooms and the distribution of resources according to the capabilities of students. Moreover, providing labs and libraries are also included in these resources. In schools where these resources are not available that persuade students towards learning, as a result, more and more students drop out from these schools. Similarly, providing quality education and focusing on the use of effective academic resources are also counted in these resources that are essential to use for better learning opportunities for students. Primary resources include equipment, curriculum materials, technology, manipulative and textbooks that make students study within the school environment (see Rodriguez et al., 2020). However, the unavailability of these resources could lead to a high ratio of students dropping out.

27. School body characteristics

Based on the study conducted by Jia, Konold and Cornell (2016), there are some characteristics associated to the school body that includes a clear vision and focus towards educating students, high effectiveness within the leadership and focusing on the state standards while using the academic materials. Most of the students drop out of schools as they do not find such characteristics within the school body as they promise to them before taking admissions. However, there are many schools globally that do not possess these characteristics in terms of providing quality education to students and focusing on the constructive learning of students that could help them achieve something big in their lives. According to the study conducted by Kennedy

(2017), today's schooling environment and culture do not possess these characteristics in terms of making students innovative but are focused on putting academic pressure on students that lead towards an increasing number of students dropping out from high schools.

28. School body performance

School body performance is highly important to retain students and to make them able to choose their path. Based on the study conducted by Erwin (2018), school body performance should be based on having a culture of creative learning and also make students innovative. A student becomes able to achieve something big in his or her life due to the education he or she gets. However, it has been observed within the today's schooling setting that their performance in promoting creative learning and making students innovative is not up to the mark where pressure is being executed towards students to achieve good grades. In the current school setting, the performance of high schools is evaluated based on its students achieving high grades (see Jones, 2017). It ultimately demotivates other students who are not capable to perform well in academics and thus end up dropping out from those schools. Therefore, the performance should be based on the learning and education quality of schools.

29. School environment

The school environment plays a significant role in the learning of a student in which various aspects are involved. In light of the study conducted by Sahin, Arseven and Kiliç (2016), the school environment includes the culture of the school that falls under its internal environment. Its internal environment includes the facilities provided to students and also the culture followed within the premises of the school. However, various schooling environment is surrounded by intense pressure for students academically where creative learning and innovation are not focused. This issue is creating intense pressure on students where they are taught traditional ideas and do not have any freedom to implement and share their ideas and thinking. This also leads towards a higher ratio of students dropping out from high schools.

30. Conclusion. The consequences of dropout. The individual consequences of dropping out. Labor market. Dropout and delinquency

There are various consequences faced by an individual in terms of having individual consequences that include the negative impact on the self-esteem of an individual and also on the psychological aspects. According to the study conducted by Johansson (2019), most of these students lack skills and knowledge to fulfil their desires. Moreover, they rely heavily on the public welfare and health services as they become highly depressed and lose their self-confidence after being a dropout due to the intense pressure from society and people surrounding him. These individual consequences lead to negatives outcomes in an individual's life (see Galily, Schwartz & Gurstein, 2019).

There has been a negative impact on the labor market due to the increased number of students becoming dropouts from high schools. According to the study conducted by Dobbie and Fryer (2016), dropout students ultimately become unable to learn new skills and increase their knowledge due to which they are unable to secure their careers with a suitable job. They are forced to do odd jobs and becoming labor doing multiple lower-level jobs for their survival. As a result, there is a lack of skilled and highly qualified workforce to be working for organizations and these students do not get their desirable jobs within their desired organizations as they require education and set of skills and knowledge (see Galily, Schwartz & Gurstein, 2019).

As a consequence of the increasing number of dropout students from different high schools, there is an increase within the delinquency within society. Based on the study conducted

by Cook and Kang (2019), students who are dropouts do not get suitable jobs and earning opportunities due to which they enter into the crime world to earn to fulfil their desires and to survive. This is one of the negative consequences of dropouts in the society that lead towards the rise of street crimes within society. Based on the study conducted by Fernández-Suárez et al. (2016), delinquency is the ultimate result of unemployment specifically for individuals who do not have qualifications certificates and degrees due to which there are no job opportunities for them to earn money. Furthermore, these young individuals also get addicted to drugs and smoking due to high anxiety level and intense mental pressure (see Galily, Schwartz & Gurstein, 2019).

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