

Dropping Out From Educational System – 2nd part

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Abstract

This study aims to present with 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 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: Family Formation; Civil Engagement; Intergenerational Mobility; The Social Consequences of Dropping Out; Economic consequences; Labor market; Crime; Dropout Prevention programs around the world; Dropout prevention programs in Israel; Role of Quality of Education on Dropout Rate; Impact of sense of belonging on Dropout Rate; School-related Factors and Risk of Dropping; Students’ Perception of Teacher and Dropping out Rate; Students’ Perception of Educational System and Dropping out Rate; Theoretical Framework; Impact of Dropping out on Student’s Life; Steps to reduce the drop-out rate; and Conclusion. Chapter Summary.

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 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 place 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 drop-out of the students that primarily depends on the quality of education. Moreover, the factors that are related to the drop-out are the school related or mostly concerned with the teachers that dent the motivation of the students, leading to an increase in rate of drop-out.

This article highlights the rate of the drop out students being observed, with the impact the drop-out have on the lives of the students. In the light of the past the studies, the crux of the article is to highlight the underlying factors that are responsible for the drop-out 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 drop-out rates.

2. Family formation

Family formation is also one of the consequences of dropouts as they cannot form their own families in terms of getting married. In the light of the study conducted by Caudillo (2019), family formation usually requires higher qualification and financial settlement specifically of the boy. Being a high school dropout, it becomes highly difficult to form a family in terms of not being able to take the responsibility of the child and the spouse. Because of no financial security, it gives a negative impact on the family formation and also towards the society in terms of forming a family and having a settled married life.

3. Civil engagement

Civil engagement is one of those consequences of dropout that is related to making a difference within society. According to the study conducted by Pusztai et al. (2019), dropout individuals become unable to make a change in the society as they get isolated from the society due to the increased level of stress and mental anxieties. Moreover, they ultimately get unable to engage within the society as they feel hesitated to interact with others that leads towards a negative impact on the society. Due to dropping out, these individuals do not get positive vibes from the society and they start spending most of their time alone within an isolated place as they are unable to contribute through their skills and knowledge towards the betterment of the society.

4. Intergenerational mobility

According to the study conducted by Daruich and Kozłowski (2019), intergenerational mobility is defined as the changes within the social position of a family and within its generations. Due to the high ratio of dropouts, this is considered to be one of the important consequences on the society as the future generations also get into this. Moreover, it is also impacting the efficiency of the society in terms of its development through its future generations being socially impacted.

5. The social consequences of dropping out

There are various social consequences of dropping out within a society. Based on the study conducted by Hughes et al. (2017), students who drop out from high schools become a victim of social stigma and also the society starts neglecting those individuals. They get thought that they are completely useless and lose all social and moral support. Moreover, dropping out also impacts

their existence within the society in a negative manner and also impacts the lifestyle of these individuals. These individuals do not get many opportunities in their lives that could be due to the consequence of dropping out from high schools where they always have to face criticism from society.

6. Economic consequences

The outcomes of dropping out on the economy have been described extensively in previous studies. The study conducted by Olivetti and Petrongolo (2017) states that the lack of efficient and skilled human force working in the country could give negative outcomes to the economy. Due to this, individuals being dropouts would not be able to get good jobs and earning opportunities. Moreover, it would increase unemployment and affect the lifestyle and quality of life of people. Economic growth requires a talented and skilled workforce to work in the country that becomes highly difficult with having a high ratio of dropout students from high schools (see Latta & Lowenstein, 2017).

7. Labor market

Labour market highly depends on the availability of the workforce that is highly filled with knowledge and is skilled to join organisations. The increasing number of dropouts could create a lack of efficient candidates as most of them do not have appropriate skills and knowledge required by organisations (see Hanushek et al., 2017) (see Galily, Schwartz & Gurstein, 2019). Moreover, this could also lead towards a higher level of unemployment within the market as most of the dropouts become helpless in terms of not findings suitable growth opportunities and end up doing lower-level jobs (Guio, Choi & Escardibul, 2018). This gives a negative impact on the overall labor market and also a great loss to the organisational sector (see Galily, Schwartz & Gurstein, 2019).

8. Crime

One of the most important consequences of dropping out is increasing ratio of crime within a society. According to the study conducted by Eren, Depew and Barnes (2017), dropouts usually enter into the crime world when they do not get job opportunities and earning opportunities for their survival. In order to earn and feed their families, they are forced to commit crimes and earning money through different illegal ways that include street crimes, robbery and various other major crimes to meet their needs. These things are highly negative for the society that promotes negativity among the society for these individuals.

9. Dropout prevention programs around the world

There are numerous programmes associated to dropout prevention globally that aim to reduce the rate of dropout students. USAID school dropout prevention programme is one of the initiatives taken by the US government in order to reduce the dropout ratio within the country (see School Dropout Prevention, 2015). Moreover, in Netherlands, the government has taken some drastic steps to prevent dropout of students from high schools in terms of offering bus rides to students in order to reach schools and their respective education institutions who face difficulties in reaching to schools (Dropout Prevention, 2015).

Similarly, various countries have launched VET (Vocational Educational and Training) programmes in order to promote vocational education into societies where younger

generations are facing difficulties in getting quality education. It has also been observed that most of the countries have started making changes and modifications within their current education systems in terms of promoting creative learning and making students innovative through their revised syllabus based on the current industrial trends (see Brown, Buttress & Matthews, 2018). Furthermore, school-community collaboration programmes have also been launched globally based on a community advisory committee that guides students in accordance to their career choice. These trends show that there are various programmes launched globally in order to reduce the rate of dropout students from schools and also to provide them quality education so that they could seek good opportunities in their lives.

10. Dropout prevention programs in Israel

There are some dropout prevention programs launched by the government of Israel in order to reduce the dropout rate within high schools and also to persuade students to get education rather than quitting it. The ministry of education has launched Youth Advancement Service that is aimed towards dealing and resolving the social problem faced by young students and also to develop them (see Jewish Virtual Library, 2020). Moreover, this program also contributes in expanding socioeducational treatments for youth in terms of bringing them into the formal education system. Another program is named as HILA whose objective is to help those boys and girls who have quit their education after the eighth standard and working on streets though providing them education opportunities with basic and effective tools of learning (see Jewish Virtual Library, 2020). Moreover, there is another initiative of the Israeli government by the name of ORT Education centers that aims to provide education through their institutions established in the remote areas where access to education is difficult for children (Arkin & Cojocar, 2018). Also, this program aims to enhance the morale of students and to enable towards experiencing a sense of achievement in their lives.

11. Role of quality of education on dropout rate

The quality of education is defined in terms of learning environment in a school and student outcomes. In a broader perspective, quality of education is one of the major goals of the schools which attract most of the students and their parents. The quality of education of the school has also been acknowledged in terms of the positive impact it creates on an individual as well as in the society. The effectiveness and efficiency of the school is directly related with the quality of education it provides. According to the study conducted by Paura and Arhipova (2014) the number of students that graduate from the schools and manage to go to continue further education shows the effectiveness of the school as well as the education system it follows. As per the evaluation of the study conducted by Pavlović et al. (2014) school is considered as the one the most formal places to obtain and acquire education, the quality of the education plays a significant role. Due to these reasons, it can be said that the quality of education plays a significant role in retaining the students which ultimately helps in reducing the dropout among the students. Receiving the education is not sufficient for attaining the sustainable development and success quality of education is a key source that helps students in future to retain what they have learned and implement all the learnt knowledge and concepts practically in their professional career (Drake, 2011). Dissatisfaction of students and parents with the standards of education can result in dropping out of student from high.

The purpose of high schools should be to provide the quality of education to the students as well the positive environment which creates a direct impact on reducing the dropout among students. A good learning and positive environment of the school motivates the students to continue their education. Quality of education is considered to be one of the motivational factors

for the students which directly influence the dropout rate. When the quality of education in high school declines students fails to conceptually understand the content that is being taught to them resulting in disappearance of interest and attention from the class. As per the analysis of Drake, (2011) the quality of education is one of major needs of learning which enriches and flourish the experience of the students. Thus, it can be said there is an important role of quality of education in student's dropout as well as student's retention. The quality of education is necessary for every educational institution the result of which include refreshed and motivated students, active and healthy learning environment, execution of relevant learning material, effective transfer of knowledge and increased engagement. These outcomes of quality education are the major factors of student's retention, In case of failure, the rate of dropout among students can be increased.

12. Impact of sense of belonging on dropout rate

The term 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 the nature of every human being, especially youth to get a support and social ties from the society and the community they belong to. Care and support from other makes them strong and encouraged towards their tasks and daily routine which makes their life pleasant and liveable. When it comes to school and education, sense of belonging plays a significant role in student's academic life which provides them a sensation and feeling of safety, security and identity. This sense of belonging encourages students to perform well and helps in their social and physiological development. Studies under this domain represents that the students who feel a part of community of school and feel strongly connected to it tends to perform well in their studies as compare to those who feel left out (see O'Keeffe, 2013). In providing the sense of belonging to high school student quality of teaching plays imperative role in engaging the students in the class and refrain from doing any kind of discrimination among students. Moreover, sense of belonging keeps them motivated towards school and actively take part in all the co-curricular activities. On the other hand, occasionally teachers and educators tend to favour the students on basis academic achievements, grades and intelligence resulting in negligent attitude towards average students that leads them to quit their educational career in mid. Teacher's attitude plays an important in generating the sense of belongings among students (see Drake, 2011).

It has been observed that the sense of belonging results in motivating the students towards their academics as well as towards school which results in reducing the school dropout among high school students. Furthermore, it is evaluated that those students with strong social ties and an enlarged social circle are more connected towards their school and less likely to be a dropout. Sense of belonging is developed and encouraged when teachers and management of the school work hard to make their institution a better place to learn (see Strayhorn, 2018). Practicing family environment within the school premises help the students to get open about their thoughts and converse with teachers and co-fellows which ultimately results in making them feel connected. Furthermore, the practical implication of healthy activities also generates a sense of belonging within the students since it encourages them to participate more which ultimately reduces the risk of dropout among students. The study conducted by Morrow and Ackermann (2012) shows that the sense of belonging among students is considered as the important factor for their retention within the school. It is the essential responsibility of educational institutes to provide the sense of security and engagement to students that can work as a motivation factor for students to regularly attend the school and ensure active participation in academics resulting in low dropout rate.

13. School-related factors and risk of dropping

The students spent a lot of time at the school, thus the context of the school is vital in the personal and social grooming of the high-school students. There are numerous studies that are being directed towards the factors at the school level that are significant towards the dropout phenomenon. As per the study of Charmaraman and Hall (2011), the single factor or event does not contribute in dropping out, but the risk tends to increase when the several factors that are particularly existent, that too for a longer duration of time. As per the study of Yahia, Essid and Rebai (2018), there is a strong influence between the educational performance along with the school infrastructure and the resources that are available in the school.

Moreover the study of Gil et al. (2019) mentions other key factors which plays a contributing role in the dropout of the students such as the size of the school, where many of the students get frustrated and packed due to small, crowded and congested environment, adversely affecting their psychology. Moreover, the teacher-student ratio impacts the mentality of the students. It has been found out through a research conducted by Smeyers (2006), that at most of the occasions, the smaller schools where there are fewer students per teacher are deemed to have a positive impact on the school performance, thus are likely to lead to less dropout rates in the high school. This has been further validated in the study of De Witte et al. (2013), which mentions several characteristics of the schools that plays the decisive role in increasing the dropout rate of the school, that lines up to the school size and school type, the school equipment and the resources, as it psychologically impact the well-being of the student in the high school

One of the important factor in this regard is the classroom organisation, and the school climate in which the students are studying. According to the study of Simić and Krstić (2017), the classroom climate plays a vital role on both the academic achievement and the level of the engagement of students in the school and other extra-curricular activities. Further the students cited in the study that the negative school experiences are one of the strong explanation or justification for the students to drop out, as it was the school climate that unpleasantly impacts by creating a negative influence on the students, by leading to increase the attention deficit, and causing of the behavioural disorders, that are cited to impact the behaviour of the students in long-run.

Moreover, as per the study of De Witte et al. (2013), the schools in which there are limited opportunities for the academic success are viewed as low growth playground for the students, leading to higher growth rate. As stated above as well, one of the strongest mediating factors in school leaving is the lack of the academic success, which leads to the student perceiving school adversely. It has been observed that the students who get low grades, failed to clear the subjects or even fail retain the grades are more likely to leave the school before graduation. Those students who fail to cope up with other students will prefer leaving rather than continuing with the face of frustration. Moreover, the lack of key equal opportunities are viewed from the students' lens as the imbalance created between the academic expectation of the school and resources that are required to fulfil the expectation.

Moreover, the study of Charmaraman and Hall (2011) validated that when the students failed to find the positive relationship in terms of fulfilment of social needs or in other words, there is lack of climate for support and motivation that contribute in increasing the dropout rates. A climate of the shared purpose and the concern are viewed as the key elements in the retaining the students till their graduation.

14. Students' perception of teacher and dropping out rate

One of the significant role in terms of the dropout rate is the student relationship with the teachers and the mediating role played by the teacher in terms of the support granted to the

student which affects the student performance. As per the study of Yazzie-Mintz and McCormick (2012), the teacher support is critical in regard to the student participation in the class, and thus tends to impact the motivation level of the student. The students' perception is influenced by the interest the teacher depicts towards the teaching and learning, which are the critical variables in preventing the students from getting drop out from the school, thus indicating that the motivation is the key to success of the student and prevention of the dropout (see Ning & Downing, 2011).

Moreover, the organizational features that can contribute in the positive social relations include the teacher-student contacts based on the limited number of people in the school premises and much reliance lies on the teacher, to focus on the needs of the students along with their immediate family and the entire community. Moreover, thus much reliance lies on the support and the back the teachers provide throughout the tenure of high school, that encourages the students to keep going, and thus reduces the rate of school dropout (see Yahia, Essid & Rebai, 2018),

As per the study of Bennacer (2000), which was being carried out on 1,123 high school students, it concluded that the teacher has a vital role to play in boosting the academic achievements of the students, by improving the psychosocial conditions in the classroom. Thus the teachers' role in moderating the environment of classroom and improving its psychological conditions is vital for developing the interest of the students. On the contrary, the excessive rules set in the class lead to lower academic performance, thus the classroom environment in which the rules are either strict, unclear or are inconsistent in nature tends to aggravate the dropout risk (see Fortin et al., 2013).

The study of Fortin et al. (2006), indicates that in many high-school it has been observed that teachers' main focus is on the disciplinary interventions and frequent suspensions that lead to lowering the motivation of the students, which in turn increases the drop-out rates among the students. It was found in the study of Simić and Krstić (2017) that the teachers are controlling, uninterested and tends to be unsupportive towards the students, which deleteriously affect the academic performance of the students. Moreover, these teachers tends to worsen the student-teacher relationship, which is a key in development of the students, affecting the performance of the students and persistence in the school.

Moreover, in the light of the study conducted by Jeremić et al. (2012), which was in Serbian context, there were many other factors that were observed from the teachers end. The foremost were the unfair grading system and the lacking experienced in generating the useful feedback on the well-being and the progress of the students. It was coupled with the extensive and insufficient use of the tests and the assessments, along with the formative grading that has led to a significant increase in the demotivation among the students of Serbia. Thus, the teachers need to lower their criteria that should enable the students to pass the classes. The normal mindset found in the school is that they keep the criteria high in the interest of the school, in order to keep high number of students in the high school, to earn more money from them, in return bribe the teachers by preserving their jobs.

Just like this study, most of the studies tend to focus on the school-related factors more than the familial ones, which demonstrate the vital significance for the early school leaving (Lessard, Poirier & Fortin, 2010). Thus, it can be presumed that the dropping out process takes place within the school and different school factors area are assumed the role of risky and protection.

15. Students' perception of educational system and dropping out rate

Education is known as the one of the major need for the development of human beings which helps them to escape from poverty. The national development mainly relies over this along

with the prosperity of the society. The students have a perception that the government is responsible for the education which should be managed by the national resources. Education is regarded as the most important factor for economic as well as social impact in the society. Hence, the government as well as the society have shown a vested interest that makes sure a proper flow of student towards the education. The students of most of the countries travel abroad in order to get quality higher education from the countries that are developing. This mostly takes place in such countries that re in their developing stage. Due to this a large amount of money is spent over education outside the country due to which opportunity is missed by the country which is related to opportunity (see McWhirter, Garcia & Bines, 2018). The quality assurance is regarded as the most important thing which is necessary for the education system according to the students as the first thing that is focused by the students is quality assurance. Quality is known as the fitness for the purpose whereas quality assurance is known as the system, process, action or procedure which is intended for leading towards the achievement, maintenance, monitoring as well as quality enhancement. Student started focusing over the quality assurance which is known as the most important issue for the world in which the collaborations are instigated among the agencies for quality assurance at regional or international level. There are several associations developed in the world that are working in order to ensure the quality of education (see Peguero et al., 2019).

The association of South East Asian Nation has taken several steps in order to assure the quality of higher education in the countries that are situated in southeast of Asia by the ASEAN university network. Another AUN has four basic activities which are exchange of staff as well as students, performing collaborative activities, promoting the ASEAN studies and sharing the information from different sector. Students consider several activities of AUN which are considered as the driving force to assure the quality. These activities include taking the polices for reducing the economic gap in the countries. Along with that making such policies for the countries that are developed in order to internationalise the standard of higher education institutions and exchanging the staff along with transferring the credit. In addition to this it also includes making such policies in order to create a single market (Van Houtte & Demanet, 2016). It is suggested that such activities are designed for increasing the collaboration among different universities which also established the regional economy by which the productivity is improved along with efficiency.

It is investigated that the institutions of education require to ensure a quality of standard of service which helps them to sustain in the market in which they are operating. The institutions are mainly known as the service centres which are similar to profitable and non-profitable organisations that helps in segmentation and targeting the market which depends over the dimensions quality of education. There are several studies that have identified the perception of students regarding the education system (see Gale & Parker, 2017). The study by Ceballos, (2019), have forced that the quality is considered as the most important factor for the students. The credentials of the faculty, the feature of academic as well as support of administration is also considered to be important by them. By using the segmentation, the market of the students is classified in several different groups and with the authorities of the university which can analyse the attractiveness of every segment of the group, it also helps in analysing the promotional efforts.

Students have a perception that the modern universities are doing business, they are experiencing the market of buyers in which the students are going to university in order to buy the education from the end of university through curriculum, library, and faculties along with the resources that are offered. It also consists of the different segments that is required in order to value the propositions (see Zajac & Komendant-Brodowska, 2019). Hence, selection of the appropriate segment is considered to be very important as the students would be considered as the target market which represents the student body which is loyal.

It is observed that as per the students the main factors that are behind the dropping out of the students are linked with the individual characteristic of the student in which the educational performance of the student is included. it also includes the achievement in the

academic platform, persistence as well attainment. The behaviour of the students is another factor in which the engagement of the students, course taking, peers, employment and peers are included. The attitudes of the students are also regarded as the factor that includes motivations, goals, values as well as self-perception.

The background is also regarded as the factor which includes demographics, previous experiences and health. The factors that are linked with the institutional characters are structure, and resources of the school. The family resources and the structures are also regarded as the things that impacts the dropping out of the students (Shrivastava, Janghel & Bhatt, 2016). Another study have focused over the factors that are formulated by the students which are related to the dropping out of students from basic education. These factors includes informal fees from the children, low salary for the teachers, poor health as well as malnutrition for the children as well as overcrowded classrooms, poverty and inadequate facilities for the school and poorly train and qualified teachers are behind the low level of motivation for students which also impacts the dropping out of students (see Herrera, Gloria & Castellanos, 2019).

16. Theoretical framework

The theory that can be relevant in regard to the dropping out of the students is the “pull-out” and “push-out theories”. According to the pull-out theory, the students make a cost-benefit analysis from their economic interests of whether to remain in the school or leave it, to see the benefits by comparing both of the decisions. The pull-out theorists view the students in the contextual sense, where they view schooling as an important part of the lives of the adolescent, along with their family, the labour market, friends and the business organisations. Thus the reasons for pulling the students out of the school are the external factors such as the heavy family responsibilities or the employment opportunities (see Ananga, 2011).

As per the pull-out theorists, in case of the country facing low unemployment rate, there are more chances for the students to leave their school, in order to likely found more jobs. The age group of 16 to 24 are likely to experience high growth in their jobs due to the age factor, attracting pay scale as well. These kinds of jobs are more attractive to these teen workers as compared to the adult. Through their cost benefit analysis, the perceived opportunity cost in studying in the school is generally high, because in such case, they are forgoing their present earning by staying in the school (see Bradley & Renzulli, 2011). The students who fits in the pull-out theorist concentrate more on their family responsibilities, that is to maintain the structure of the family, taking effective care of their siblings and contributing for the likelihood and well-being of the family. Thus the student access the gains and losses, and then decide to leave the school, as there are many important activities awaiting for them such as the job opportunities or the duties related to the family.

The study of Doll, Eslami and Walters (2013), indicates the pull-out factors that are instead of within the student himself such as the financial grievances, need for out-of-school employment, sufficing the family needs, or coping up with the changes in family structure such as marriage, childbirth, that would ultimately lead to pull out the students away from the school. The other reason could be the illness, where the greater value in terms of the opportunity cost is placed to remain outside of the school, thus breaking the flow of the high school education.

On the contrary, there are the push-out theories unlike the pull-out where the existing conditions of the family pulls the students out of the school. The push-out theory are the factors that are related to the school, such as the disciplinary policies and relationship with teachers and other students that eventually lead to push students out of the high school. As per the push-out theory, the focus is entirely on the school factors that lead to discourage the students from continuing with their high-schooling (Stearns & Glennie, 2006). The students in this theory

believes that it is the structure and policies of the school that adversely impact them and rejects them, which creates a negative impact on their behaviour.

The push-out theorist presents the arguments that the students don't leave school based on their individual attributes, but more reliance on the school structure. They define the push effects as the factors that are being located within the school and adversely impact the relevance with the students (see Ananga, 2011). These factors tends to lead the students to reject the context of schooling, where these factors can ranges from being with the school structure, contextual, climate related and can narrow down to being individualistic, and the students as per the push-out theory sees the school as an unwelcoming place.

As per the study of Doll, Eslami and Walters (2013), the study distinguishes between the push and pull factors. The student is ultimately pushed out when there are adverse situations faced within the school environment, that further lead to series of events that finally results in the drop out situations. This can range from tests, attendance, and some of the disciplinary policies that could even account to the poor behaviour. Thus the key difference between the push and pull factors has to be concerned with the difference in agency. Hereby, with the push factor, the agent is the school, where as a result of the consequence, the student is eventually removed from the school. While, on the contrary, it the pull factors are concerned, the student himself is the agent, where the external attractions or the distractions, can bolster the student out of the school. Although there are striking differences in the push and pull factor theory, this study will look in depth the push factors where the school plays the role of the agency and the action is suffered and taken place on the student (see Bradley & Renzulli, 2011).

17. Impact of dropping out on student's life

The decision of choosing not to finish high school is regarded as one of the decision which is consequential which is made by high school students. There are number of students that are drop out of the schools and makes decision in haste and mostly the students are dropped out of the students due to performing unethical activities which they regret lately. It leads to several negative professional as well as personal consequences. The process of dropping out of high school is regarded as a long process of disengagement which has profound economic and social consequences for the students, their families as well as communities. Different countries are facing a crisis for the epidemic proportions that have high percentage of students that are unable to complete their education (see Peguero et al., 2019).

The event of dropping out of student from their educational institution is considered as major life event of the students that majorly impacts the chances of students over subsequent educational as well as occupational opportunities. It is indicated that one-third of the students that have entered high school and did not able to graduate on their time. It is estimated that there are more than 7000 students that have been dropped out of high school daily which means every one person out of three people are facing dropped out (see Gale & Parker, 2017). The students are regarded as the future of their countries and also they are referred as the greatest resource. Every children deserve such education that helps them for preparing to become productive members of the society so that they are able to perform their economic as well as civic duties. As such, it is ensured that they have opportunity for succeeding. The individual of the country or the city will get the benefits from the citizens that are educated (see McWhirter, Garcia & Bines, 2018). Therefore, by this the interest that is of everyone would be served by ensuring that the students should get proper education in educational institutions.

It is analysed for most of the students, graduating from high school is considered as the minimum standard that they have achieved in order to lead a successful life. The diploma that is achieved by the person from high school would help the people to embark over the variety of the

pathways for career, personal as well as social success which is normally not available to the students that are dropped out of high school. There is an extremely serious plight for the dropouts of the school, college or university which is considered to be extremely serious. If the students are dropped out there are very less chances that students are able to secure a proper position in their profession.

The people face increasingly bleak career prospects without having a diploma that is mainly tied with the entry-level employment. They remain very behind in this age that is driven by the technology in which career adaptability is not a plus point but it is referred as one of the major requirement (see Shrivastava, Janghel & Bhatt, 2016).

The rate of graduation are considered as an important indication which shows the performance of the students. Such rates are meticulously examined which also divulges the extent for the tragedy in most of the schools. Most of the schools publish wrong graduation rates in order to save their mangle but the people are aware of the problem that are faced by most of the high schools of the nation. There are several factors that are considered to be very important in dropping out of students from their respective degree in which poverty, low rate of literacy as well as parenting responsibility, level of achievements and the requirement of earning the money by the employment so that the students are able to contribute in financial terms that also helps in improving the families (see Zajac & Komendant-Brodowska, 2019).

The majority of the students that are unable to complete their degrees from the high school along with the graduating class mainly consists of Hispanics, Blacks as well as the native people of their country. Most of the students are forced to leave their schools in two years of the graduation date which is projected. The tragic cycle is not regarded to be substantially improved from several past decades and in which several reforms of education are regarded to be high over the public agenda. Within this time, the politicians as well as other officials that are elected purports for working in order to mitigate the high percentage for the students that are dropout (see Herrera, Gloria & Castellanos, 2019). The general public is not aware of the severity of the problem that are faced by the dropouts which are mainly due to the inaccurate as well as inconsistent data and there are tragic consequences of this.

18. Steps to reduce the dropout rate

There are several programs and strategies that are used in order to reduce the ratio of dropout. A number of proposed solutions are recommended for combating the problem that is related to the dropout of high school which also deals with the social issues that are encountered by the teenagers on daily basis. The solution mainly target at risk by the youth which ensures that they have necessary tools and guidance for successfully completing the education. There are different interventions that are used in early age in which it is advocated that working with the children at very young age helps in teaching the importance of staying in the schools (see Chakraborty & Chaudhuri, 2019). The schools led the way for the development of the programs that are effective for the students. These programs are pioneered from third standard. By building strong as well as stable school environment, it is very important factor for the development of the proper programs for the children that needs specific attention (see Jia, Konold & Cornell, 2016). It is very important for starting the essential elements for the sound environment of school environment, beginning with the organisation of the administration and ends with the culture of school.

It is investigated that alternative programs for education would help the students that are dropped out of the high schools. There are some students for which the traditional high schools or educational institution do not work. The teenagers that have to support their family as well as their education. For such students going school in the day is not considered to be feasible (see

Andersson & Kroisandt, 2019). Thus this idea is introduced in which alternative schools are formed. Furthermore, the dropout prevention programs are considered as an effective strategy that helps the students that are dropped out of the educational institutes. Under this there are several strategies that are being provided to the communities, families as well as districts of the school for continuing their education. The resources are provided in the form of strategies and the strategies that goes with the problems of the students are provided to them (see Sivakumar, Venkataraman & Selvaraj, 2016). This strategy provides the school districts with the alternative strategies like unique teaching techniques, procedures for assessment and learning activities. In Israel, most of the students are dropped out of their high schools due to the lack of confidence. For this the education ministry of Israel introduced unique as well as accelerated approach for learning which is pioneered by the Yeholot association which is regarded as the subsidiary for of the Rashi foundation which is initiated in the year of 2009. Due to this there is dramatic rise in the rates of matriculation which has spurred the continuity of the programs which now provides 6,000 people schools as well as confidence along with the potential tools which helps in decreasing the rate of dropping out students (Bradley & Renzulli, 2011).

19. Conclusion. Chapter summary

The literature that is related to the impact of quality of education as well as sense of belonging on the risk of high school students dropping out is included in this chapter. The concept of student dropout is included in this chapter. A student is considered to be a dropout if he/she fell into one of the following categories; first, students who withdrew from the system to join the workforce, the military, or due to pregnancy or were needed to assist at home. Some students provide this kind of information about their plans for the future. Second, students who were removed from the school system for non-attendance but they did not formally withdraw from school. The rate of dropping out among the students of high school is also discussed in the chapter. It is analysed from the chapter that 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. The several reasons for the dropout in high school is also discussed and the main reasons that are listed are academic failure, expensive tuition fees, the environment of the school which is discouraging and the mental illness. In addition to this the role of quality education in the rate of dropout students is also discussed along with the impact of sense of belonging over the dropout rate. This sense of belonging encourages students to perform well and helps in their social and physiological development. Studies under this domain represents that the students who feel a part of community of school and feel strongly connected to it tends to perform well in their studies as compare to those who feel left out. The school related factors as well as the risk of dropping out is discussed in the chapter along with the perception of students over teachers in dropping out and the perception of students over educational system. The steps and programs that are used in order to reduce the dropout rate is also briefly explained in this chapter.

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