Factors Contributing To School Dropout Among The Girls A


School Dropout and Completion

The purpose of this qualitative single case study was to identify and report the experiences of high school teachers working with at-risk Latino students in prevention high school dropout in public schools in Los Angeles, California. This study was beneficial as it informed school administrators and teachers on the factors that cause Latino students to drop out of high school and highlight successful strategies and interventions used to retain at-risk students in school. The theory that guided this study is the cultural ecological theory by John Ogbu. Focus groups, open-ended semi-structured interviews, and observational field notes were the tools utilized for data collection. Data analysis further indicated that a lack of educational and social factors contributed to high school dropout of at-risk Latino students. The findings included five major themes that collectively outline the factors needed to support high school retention for at-risk Latino students: creating trusted relationships, prevention programs, school climate, student intrinsic factors, and family support. Future research needs to be conducted to broaden the scope of the five themes to include high school retention in different parts of the United States. A theoretically, research should also consider dropout rates for at-risk Latino students in more affluent school districts and the positive impact of providing educational opportunities for Latino parents.

Factors Contributing to the Black High School Dropout Rate

Factors Contributing to Dropout in Rural Primary Schools

This dissertation, “The Alienating School: an Ethnographic Study of School Dropout and Education Quality in Poor, Rural China” by Chi-wa, Chung, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. A abstract: Although China is ahead of schedule in achieving the Millennium Development Goal of universalizing nine-year basic education across the country by 2015, access to school remains problematic, as evidenced by a persistent school dropout problem, especially in its hidden forms and in poor and rural areas. Despite a wide range of literature on the phenomenon of school dropout globally, there is a dearth of empirically sound and theoretically motivated research that might offer an understanding of school dropout in terms of education quality. In response to these problems, the main question addressed in this thesis has to do with the role of education quality in children's dropping out of school. The central thesis proposed is that the problem of school dropout and education quality in poor, rural China stems from the alienating nature of the school system. The methods adopted to answer these questions include a critical ethnography of four cases of dropout, each of which reflects on the assumptions associated with a particular cause of dropout or factor contributing to school access - namely, family poverty, illiterate parents, student attributes and their willingness to study, and the quality and distribution of educational resources. The thesis also offers a critical review of the theoretical approaches frequently used to conceptualize education quality, in relation to the insights gained from the case studies. The thesis is based on interviews with 112 informants and observations made during three months of fieldwork in China’s Yunnan and Guangdong provinces between 2009 and 2010. The case studies challenge the common assumptions made about school dropout, which are also leading theoretical approaches used to conceptualize education quality. The human capital approach, with its primary focus on the costs and benefits of schooling and its assumption of schooling as an investment, does not deal adequately with non-monetary concerns and the pressures on those living in poverty, and tends to ignore children who have different perceptions of schooling. A simple application of the critical approach tends to focus on structural causation and to overlook the agency of the child. While the systems approach focuses on the implementation and evaluation of education quality, it appears not to say enough about the ends of education. In the distribution of resources, both the utility-based and resource-based approaches tend to underestimate the importance of the individual’s socio-economic status. These insights also reveal the alienating nature of an educational system in an increasingly market-oriented economy. The alienating school does not respect the students’ individual interests, habits, socio-economic background, aspirations, etc. and is primarily concerned with their success and failure (or dropout) insofar as they affect the evaluation of “quality” or the effectiveness of the bureaucratic system. Students who are marginalized and cannot easily adjust, perhaps due to their disadvantaged socio-economic, cultural and geographic location, tend to be pushed out of school. The study calls for a fundamental change in attitudes of educational development and policy making and a redefinition of school failure as a consequence not so much of the child’s unwillingness to study, but of his inability to p

Dropout Rates in the United States

High School Dropout, Graduation, and Completion Rates

School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis. Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings, greater dependence on welfare and poorer physical health and well-being. Over recent decades, most western nations have stepped up their efforts to reduce drop out
and raise school completion rates while maintaining high standards. How school systems have approached this, and how successful they are, varies. This book compares the various approaches by evaluating their impact on rates of dropout and completion. Case studies of national systems are used to highlight the different approaches including institutional arrangements and the various alternative secondary school programs and their outcomes. The evaluation is based on several key questions: What are the main approaches? How do they work? For whom do they work? And, how successful are they in promoting high rates of completion and equivalent outcomes for all? This book examines the nature of the dropout problem in advanced industrialized countries with the goal of developing a broader, international understanding that can feed into public policy to help improve completion rates worldwide.

School Refusal Behavior in Youth

This concise, applied, and very clearly written introduction to qualitative research methods can be used effectively in a semester, or year-long course. This introductory-level text provides the reader with a background for understanding the uses of qualitative research in education (and other professions) examining its theoretical and historical underpinnings, and providing the "how-tos" of doing qualitative research. This new edition places qualitative research within current debates about research methods and alternative ways of knowing. While the authors approach the subject from a sociological perspective, they also take care to reflect the many changes in conceptualization of qualitative research brought by post-structural and feminist thought. New to This Edition - Rewritten Chapter 5, "Data Analysis," places more emphasis on the interpretive aspect of research and research writing. - Expanded coverage of action or practitioner research (Chapter 7) highlights a topic that is of immediate use. - A dded emphasis on technology and qualitative analysis software in qualitative research helps students to use and incorporate technology efficiently. Links to useful research websites have also been integrated throughout. - Expanded coverage of such topics as formal research designs, work with different cultures, critical race theory, and the debate over quantitative vs. qualitative research. - New end-of-chapter summaries, questions, and field assignments have been added to make this text easy to use with students.

Dropping Out from School

Reducing the School Dropout Rate

Urban high schools in America are not generating the desired results. Many factors contribute to school dropout, which has an impact on the individual and society. Several of the potential causes are examined and connections between multiple causes are noted. Quantitative and qualitative studies were used to create a complete view of this issue. Dropout prevention methods and programs are described, as is the role of school counselors in dropout prevention. A phenomenological study was also conducted to gain the personal perspective of individuals who dropped out of an urban school district. The specific goal of the research was to determine what factors contributed to students deciding to drop out of high school. Seven individuals participating in a General Education Diploma program shared their experience of dropping out of high school. Individual and small group interviews were conducted. The experiences reported were compared among each participant and were also related to the existing research. Results varied among participants, they reflected both the individual and the school community. Conclusions are reported as they relate to the role of school counselors.

A nalysis of Contributing Factors to High School Dropout Rates

This book will help reduce the number of young adults who leave school without completing a high school program. These successfully proven strategies were identified through research conducted by The National Dropout Prevention Center at Clemson University. The strategies are: E A RLY I NTERVENTIONS - Family Involvement reach out to all families - Early Childhood Education begin positive learning environments early - Reading and Writing Programs establish this foundation to all learning THE BASIC CORE STRATEGIES - Mentoring/Tutoring increase competency with a supportive adult or peer - Service Learning implement academic learning connected to service - Alternative Schools provide options beyond the traditional setting - Out-of-School Enhancement develop after-care, summer school, and extended hours M AKING T H E M OST O F I NSTRUCTIONS - Professional Development provide resources & training for innovative, research-based techniques - Learning Styles and Multiple Intelligences implement proven methods for a diverse student population - Instructional Teacher Professional Development into daily curriculum - Individual Learning plans and instruction based on student's needs - Systemic Support and change rules, roles, and relationships to effect school improvement - Community Collaboration engage businesses and organizations - Career Education and Workforce Readiness provide applied training and instruction for today's workplace - Conflict Resolution and Violence Prevention teach the strategies of fair engagement and safety

A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level

This study was conducted to explore the causes of primary school dropout in Pakistani context. Dropouts, their parents and teachers were surveyed for the purpose. School and individual factors emerged as the major causes of students' dropout from primary schools. Student's socioeconomic status, grade retention, difficulties in learning, lack of interest in studies, unfriendly school, lack of basic facilities in school, teacher's hostile attitude with students were the causes identified by the dropouts. School, student and family based causes forced the parents to make decision of withdrawal of their brood from school before completion of primary education. Primary school teachers were of the opinion that the leading causes which forced the child to leave school were parental carelessness, poor parental economic condition, grade retention, student's out of school company, laziness, difficulty in learning, student's preference for child labor over studies, inability to continue learning, psychological problems, illiteracy of parents and student's poor health. Curriculum seemed outdated, irrelevant and inflexible. The teachers' professional training and commitment was a question mark.

Factors Contributing to Secondary School Dropouts in the Jackson Public School District, the Largest Urban School District in the State of Mississippi

On publication in 2009 John Hattie's Visible Learning presented the biggest ever collection of research into what actually work in schools to improve children's learning. Not what was fashionable, not what political and educational vested interests wanted to champion, but what actually produced the best results in terms of improving learning and educational outcomes. It became an instant bestseller and was described by the TES as revealing education's "holy grail". Now in this latest book, John Hattie has joined forces with cognitive psychologist Greg Yates to build on the original data and legacy of the Visible Learning project, showing how it's underlying ideas and the cutting edge of cognitive science can form a powerful and complimentary framework for shaping learning in the classroom and beyond. Visible Learning and the Science of How We Learn explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions. Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay writing or staff development. The book is structured in three parts - "learning within classrooms", "learning foundations", which explains the cognitive building blocks
Factors Contributing to School Dropout Among The Girls A

Understanding Dropouts

When wars break out, international attention and media reporting invariably focus on the most immediate images of human suffering. Yet behind these images is a hidden crisis. Across many of the world's poorest countries, armed conflict is destroying not just school infrastructure, but the hopes and ambitions of generations of children. The hidden crisis: Armed conflict and education documents the devastating effects of armed conflict on education. It examines the widespread human rights abuses keeping children out of school. The Report challenges an international aid system that is failing conflict-affected states, with damaging consequences for education. It warns that schools are often used to transmit intolerance, prejudice and social injustice. This ninth edition of the Education for All Global Monitoring Report calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schools children and schools. It sets out an agenda for fixing the International aid architecture. And it identifies strategies for strengthening the role of education in peacebuilding. The Report includes statistical indicators on all levels of education in more than 200 countries and territories. It serves as an authoritative reference for education policy-makers, development specialists, researchers and the media.

Visible Learning and the Science of How We Learn

Champions of Change

High school graduation and dropout rates have long been used as indicators of educational system productivity and effectiveness and of social and economic well being. While determining these rates may seem like a straightforward task, their calculation is in fact quite complicated. How does one count a student who leaves a regular high school but later completes a GED? How does one count a student who spends most of his/her high school years at one school and then transfers to another? If the student graduates, which school should receive credit? If the student drops out, which school should take responsibility? High School Dropout, Graduation, and Completion Rates addresses these issues and to examine (1) the strengths, limitations, accuracy, and utility of the available dropout and completion measures; (2) the state of the art with respect to longitudinal data systems; and (3) ways that dropout and completion rates can be used to improve policy and practice.

Secondary School Girls' Dropout in Tanzania

The role played by testing in the nation's public school system has been increasing steadily-and growing more complicated—for more than 20 years. The Committee on Educational Excellence and Testing Equity (CEETE) was formed to monitor the effects of education reform, particularly testing, on students at risk for academic failure because of poverty, lack of proficiency in English, disability, or membership in population subgroups that have been educationally disadvantaged. The committee recognizes the important potential benefits of standards-based reforms and of test results in revealing the impact of reform efforts on these students. The committee also recognizes the valuable role graduation tests can potentially play in making requirements concrete, in increasing the value of a diploma, and in motivating students and educators alike to work to higher standards. At the same time, educational testing is a complicated endeavor, that reality can fall far short of the model, and that testing cannot by itself provide the desired benefits. If testing is improperly used, it can have negative effects, such as encouraging school leaving, that can hit disadvantaged students hardest. The committee was concerned that the recent proliferation of high school exit examinations could have the unintended effect of increasing dropout rates among students whose rates are already far higher than the average, and has taken a close look at what is known about influences on dropout behavior and at the available data on dropouts and school completion.

Dropping Out

Factors Contributing to School Dropout

Factors Contributing to High School Dropout

Factors Affecting Language Minority School Dropouts

Qualitative Research for Education

H.R. 3042, the Dropout Prevention and Reentry Act
Dropout: Students Leaving Urban High Schools Prior to Graduation

Factors Influencing Primary School Dropouts in Reach Supported Boarding Schools in South India as seen by Teachers, Peers and Principals

The Kenyan government's policy on Special Needs Education emphasizes inclusivity. Programmes are put in place to create awareness and train teachers to teach learners with disabilities including those with Learning Disabilities. However, research indicates that learners with learning disabilities often dropout of school more often than their counterparts. Factors suspected to contribute to this dropout include lack of curriculum adaptation, inappropriate methods of teaching, poor teacher attitude and lack of parental support. This book highlights the influence of these variables and explores possible solutions to the phenomenon. Both teacher trainees and those teaching in regular classrooms will find this book most valuable.

A Study of In-school Learning Experiences as Contributing Factors in School Dropout

The Impact of Teenage Pregnancy on School Dropout among Secondary School Girls in Embu Municipality

Factors Contributing to School Dropout in a Peri-rural Black Community

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

Helping Students Graduate

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

School Dropouts and Dropout Prevention

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

Teacher Perspectives of Factors that Cause High School Dropout Rates for Latino Students

A study of in-school learning experiences as contributing factors in school dropout

The Impact of Teenage Pregnancy on School Dropout among Secondary School Girls in Embu Municipality

Factors Contributing to School Dropout in a Peri-rural Black Community

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

Helping Students Graduate

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

School Dropouts and Dropout Prevention

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

Helping Students Graduate

This book aims at evaluating the factors contributing to girls' school dropout and relationship to HIV/AIDS in Secondary schools in Tanzania. Secondary education has major problems in Africa especially the matters relating to girl child. There are high rates of schools dropout due to various reasons that eventually disorient the girl's education. This book shows how education sector is over concerned on other factors that cause school dropout with minimal emphasize on effect of HIV/AIDS which is detrimental to African education and development although it has been catered for in the Millennium Development Goals (MDGs). The cause-effect of dropout and HIV/AIDS has been well analyzed with reference to Dar es Salaam, the largest city in Tanzania, East Africa. This is a good platform for harmonizing and redesigning the recommendations in education and health sector in order to achieve the MDGs.

**Strategies to Help Solve Our School Dropout Problem**

**Engaging Schools**

Most kids in the developed world finish high school—but not in the United States. More than a million drop out every year, and the numbers are rising. Dropping Out provides answers to fundamental questions: Who drops out, and why? What happens to them when they do? How can we prevent at-risk kids from short-circuiting their futures?

**The Hidden Crisis**

This book describes the fifteen strategies identified through research reviewed by The National Dropout Prevention Center and Network at Clemson University. Each chapter in this book was written by a nationally recognized authority in that field. Research has shown that these 15 strategies have been successfully implemented in all school levels from K - 12 in rural, suburban, and urban centers; as stand-alone programs or as part of systemic school improvement plans. Helping Students Graduate: A Strategic Approach to Dropout Prevention also covers No Child Left Behind and its effects on dropout rates; Dealing with Hispanic dropouts; Differences and similarities between rural and urban dropouts. These fifteen strategies have been adopted by the U.S. Department of Education. They are applicable to all students, including students with disabilities.

**Factors Influencing Dropout of Learners With Learning Disabilities**

**Causes of Primary School Dropout**

**Causes of Pupil Drop Out in Primary Schools in Uganda**

This book is a reflection on the factors contributing to primary school pupils' drop-out in a rural set up of a developing African country. It scrutinizes the efforts invested by stakeholders to retaining pupils in school besides considering weaknesses in the approaches employed by the stakeholders. The reflection is anchored in the reality that although primary school enrolment has improved tremendously worldwide in the last decade, Sub-Saharan Africa still struggles to reduce the phenomenal problem of pupils dropping out of school after enrolment. The problem of school retention is compounded by issues of gender and regional imbalances in development and resource endowment. It concludes that key factors hindering school retention are child labor, pregnancy among girls, poverty, orphanage, lack of parental guidance and negative attitude to schooling.

**Exploring Explanatory Individual Related Factors of High School Dropout**

For many years, nationwide, approximately one third of American high school students have not been graduating from high school. The dropout rate is one of the reasons cited for the implementation of the No Child Left Behind legislation, which highlighted the severity of the dropout problem and the imposing priorities and standards placed on school districts. Mississippi leads the nation in the rate of students who drop out of high school. The purpose of this study was to examine the factors that contribute to the dropout epidemic in secondary schools in the Jackson (Mississippi) Public School District where annually a high percentage of students, particularly African Americans, fail to graduate with their grade 9 cohorts. This study used a descriptive and causal-comparative research design to identify the contributing factors to secondary school dropouts among 80 students enrolled in the Career Academic Placement (CAP) program in the Jackson Public School District. The Jackson Public Schools Dropout (JPSD) Questionnaire was utilized for the study. Differences in the students’ responses were examined using a Mann-Whitney U and Kruskal-Wallis analysis of variance (ANOVA). Findings in this study indicated that the number one factor that led students to decide to drop out of school was feeling that they were behind, or failing course work. This affected about 55% of the students, causing them to leave school early. A post-hoc analysis revealed 15% of the respondents who dropped out were grade 9 students, and approximately 15% of the respondents who dropped out were grade 12 students. Approximately 42.5% of the students comprised 10th graders and 27.5% were 11th graders.

**Factors Affecting School Dropout**

The authors examine the major groups within the dropout population, the myriad of factors within schools that lead to dropping out, and the larger social and economic context within which dropping out occurs. The resulting synthesis of knowledge and perspectives provided here will enhance our understanding of an important topic that has, to this time, been given too little attention.

**Family Factors and School Dropout, 1920-1960**

This study aims to discover the rates of 12th graders staying at school and dropping out of school, and to explore the individual related factors contributing to the statuses, employing the data from database Education Longitudinal Study of 2002. Two models of indicators are tested for the influences of individual related factors on the students’ dropout statuses with only demographic factors or both demographic and family related factors under consideration. In the result of both models, 5 out of 9 individual related factors are tested to have significant effect on 12th graders’ decisions about whether to drop out of school: The student's standardized test score, how many times a student has been suspended or put on probation, how far in school student thinks he or she will get, how many times a student is absent from school, and the number of academic risk factors in student's 10th grade. In this study, number of academic risk factors is the strongest predictor of whether students will drop out in their high school senior year. According to the result, school and parents shall reach to students with multiple academic factors, and encourage all students to have better test scores and higher expectation on how far they will go on education. A lso, making class interesting is a good way to attract student constantly going to school and reduce school absence.
The Alienating School

When it comes to motivating people to learn, disadvantaged urban adolescents are usually perceived as a hard sell. Yet, in a recent MetLife survey, 89 percent of the low-income students claimed they really want to learn—applied to them. What is it about the school environment—pedagogy, curriculum, climate, organization—that encourages or discourages engagement in school activities? How do peers, family, and community affect adolescents’ attitudes towards learning? Engaging Schools reviews current research on what shapes adolescents’ school engagement and motivation to learn—including new findings on students’ sense of belonging—and looks at ways these can be used to reform urban high schools. This book discusses what changes hold the greatest promise for increasing students’ motivation to learn in these schools. It looks at various approaches to reform through different methods of instruction and assessment, adjustments in school size, vocational teaching, and other key areas. Examples of innovative schools, classrooms, and out-of-school programs that have proved successful in getting high school kids excited about learning are also included.