

**ICON
MES 2022**



International Conference on Modern Education Studies

Konya, Turkiye, June 25-26, 2022

“School Dropout”

BOOK OF ABSTRACTS

Konya, 2022

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REASONS OF SCHOOL DROPOUT ACCORDING TO PSYCHOLOGICAL COUNSELING AND GUIDANCE TEACHERS

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The aim of this study is to determine the reasons for school dropout of students according to the opinions of guidance teachers. The research was designed in the case study pattern, which is one of the qualitative methods. The study group of the research was determined by the maximum diversity sampling method according to the variables of teachers' gender and school type. The collected data are analyzed by content analysis method. The content analysis process of the research continues. Based on studies similar to the research, it is claimed that students' social environment (peer bullying, etc.) and school environment (dissatisfaction with principal, teacher, etc.) factors are effective. In another study, it was stated that the families of the students did not fulfill their responsibilities towards the students and the factors such as the financial inadequacy of the families caused the students to drop out of school. In the study, it is thought that it can be concluded that the dropout of students is mostly due to social, family, school-related and financial reasons. Because, as can be understood from the studies, teachers and families can be seen as the most important influencers of the reasons for leaving school.

Keywords: Student, teacher, school dropout



DROPOUT TRENDS IN TURKISH HIGHER EDUCATION

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Dropout studies have gained a different dimension with the tremendous change in schooling rate because of 12-year compulsory education as 4 + 4 + 4 in Turkey. Recently, studies on the social, cultural, economic, and political causes of school dropout in higher education have been intensified. However, due to the lack of systematic data on school dropouts in higher education, the subject is difficult to understand analytically, and its dynamics are difficult to explain. In Turkey, factors such as dissatisfaction with the department matriculated, academic failure, financial difficulties caused by studying in another city, and changing departments by retaking the exam or gaining the same department's primary education are effective in higher education dropouts. This research aims to make a descriptive evaluation of the data of 16.000 students who voluntarily cancelled their registration between 2011-2021 at Kütahya Dumlupınar University. The general aspects of dropout in higher education at Kütahya Dumlupınar University are discussed over nationality, faculty, department, gender, duration of education, and enrollment type variables.

Keywords: Sociology, Turkish higher education, internationalisation in higher education

CAUSES OF SCHOOL DROPOUT AND PROPOSED SOLUTIONS ACCORDING TO TEACHERS' OPINIONS

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This study aims to determine the causes of school dropout according to teachers' opinions and to present teachers' proposed solutions aimed at preventing school dropout. The study was conducted with a qualitative research method and the data were obtained through focus group interviews. The research was carried out with 35 teachers employed in primary, secondary and high schools in the centre of Karaman, Turkey. The obtained data were analysed according to the descriptive analysis technique. According to the findings obtained from the research, the teachers stated the reasons for school dropout as the family's indifference and apathy towards education, financial reasons, employment problems, employment of children, low academic achievement, negative attitudes towards school, school adjustment problems, students living in the virtual world with digital tools and social media, lack of awareness of education and learning, the circle of friends, broken families, compulsory education, central exams, environmental factors, failure of school and teachers to meet expectations, and insufficient guidance and vocational guidance services. The proposed solutions put forward by the teachers aimed at these reasons for school dropout were that they should be in constant communication with families, guidance and psychological counselling services should be provided for families and students, vocational education in all fields should start at secondary school level, departments/programmes guaranteeing employment should be opened, the employment problem should be resolved, sanctions should be imposed on students who are absent and their families, learning processes should be made enjoyable by associating them with daily life, activity-based teaching should be implemented, practices measuring skills should be included in addition to exams that measure cognitive skills, financial problems should be resolved, vocational guidance and counselling services should be provided from an early age, and students should be directed to appropriate fields in line with their interests and abilities.

Keywords: School dropout, causes of school dropout, teachers' opinions



INVESTIGATION OF THE CONCEPT OF SCHOOL DROPOUT AND STUDIES

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

Keywords: Dropout, causes of dropout, consequences of dropout

PREVENTIVE ELEMENTS OF SCHOOL REJECTION OF INTERVENTION PROGRAMS AT 0-8 YEARS OLD

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As living conditions change in the changing world order, the situation of being a migrant and a refugee comes to the fore. At the same time, changing family structures can cause sudden changes in the emotional and social lives of children. Some children have both a broken family and an immigrant or refugee family. In this case, it is possible for children to benefit from early intervention programs, especially in early childhood, through alternative approaches. They have to adapt to different geopolitical locations and therefore cultures as well as different environments, especially in school changes caused by sudden and compulsory situations. In this case, school refusal comes to the fore in early childhood. One of the effective ways to combat this situation is to reveal the situations that cause children to refuse school with alternative education approaches. Project Schools trials, Free Gestalt Schools, Free Schools and representing them, Summerhill School, Democratic Schools, Montessori Schools, Waldorf Schools, Free/Independent Alternative School types, high scope, head start, PYP. (Primary Years Program), High Scope, Bank Street, Creative Curriculum and Cooperative. In this study, it is aimed to examine alternative education approaches as elements of intervention programs for the prevention of school refusal of children aged 0-8. For this purpose, since there are not enough publications in the national literature, the relevant research will be carried out by scanning the international literature.

Keywords: Early childhood period, alternative approaches, intervention programs



A CRITICAL OUTLOOK ON THE 'REANIMATION' OF VILLAGE SCHOOLS FROM THE PERSPECTIVE OF EQUAL OPPORTUNITY IN EDUCATION AND INCLUSION

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It has been officially announced very recently that the Republic of Türkiye Ministry of National Education (MoNE) is working on a novel initiative concentrating on the reopening of village schools as units entitled "village public centers", which will serve for education departments. As part of this endeavor, it has been declared that the previously existing criteria to open preschool classrooms in rural areas, which used to indicate a minimum number of 10 students, is now 5 students. This decision is deemed pivotal in particular vis-à-vis schooling in rural regions, and it is evident that it has already caught the attention of the stakeholders considering the large number of students, viz. 12 thousand students who have newly enrolled in preschool education in the said areas. What is more, it has been shared that agriculture and husbandry training programs are being organized to be offered for the local habitants again as a part of this very plan. Within this context, the present research of conceptual nature intends to dwell on the possible outcomes of the project in question, which actually dates back to "Village Schools Multi-grade Class Teachers' Professional Improvement Program" of the year 2019, as well as the potential it carries for the relevant parties. This will be attempted in particular with reference to the concepts of equal opportunity in education and inclusion. It is believed that the discussions in this regard can pave the way for rethinking education, schooling, and equity thereby providing a point of reference for researchers, practitioners and policy makers.

Keywords: Village schools, equal opportunity of education, inclusion

DELVING INTO REASONS BEHIND DROPOUT THROUGH PARETO ANALYSIS: A SYSTEMATIC LITERATURE REVIEW FOR TURKEY

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This research aims to examine the reasons of dropout of students in the Turkish higher education system resorting to the method of systematic literature review. The data of the research were collected from the relevant line of literature composed of school dropout studies on Turkish higher education, by the method of systematic literature review. To this end, first of all, 47 studies on early leaving in the Turkish education system were found (in the form of manuscripts/thesis/dissertations). Whilst 38 of these studies examined primary, secondary and non-level (in general) dropouts, only nine of them concentrated upon dropout at tertiary level. By analyzing the findings of nine studies, a total of 55 coding processes were carried out in the present research. The data were analyzed by the content analysis method and the findings obtained by the Pareto analysis method were ranked cumulatively according to the frequency level. In light of the Pareto analysis, the problems or issues that have a cumulative 80% share are the ones that need to be solved first. As a result of the research, 21 codes emerged and when 10 of these codes were ranked cumulatively, these constituted 80% of the total frequency. In this context, the findings that cause students to drop out in the Turkish higher education system were declared as follows: Social maladjustment (12.7%), academic failure/absenteeism (12.7%), financial problems/having to work (12.7%), realizing that he is not suitable for the profession (9.09%), wrong/forced choice of department (9.09%), faculty member mobbing (7.27%), appointment as a civil servant/starting a new business (5.45%), insufficient opportunities of the city (3.63%), alienation from school (3.63%) and harboring and nutrition problems (3.63%) in a respective fashion. We hold the belief that the findings of the current study can shed light to the decisions and planning pertaining to related policy making.

Keywords: Turkish higher education, school dropout, Pareto analysis



INSIGHT INTO THE DROPOUTS

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School dropout is always regarded as an important educational problem at all levels of education. The official measures to prevent school dropout mainly requires administrative sanctions like some fine for parents who refuse to send their students to school without an excuse. These measures are not only far from being useful, they are mostly not applicable. In this presentation I will elaborate on some of the reasons for school dropout. The reasons for school dropout can be dealt with in two groups; the ones arising from the family and the ones arising from the student. The educational background and economic status of the family, the family's approach to education, parents' profession, the number of siblings, belonging to some religious groups, the blood feuds, the increasing need for work force during planting and harvest seasons, the belief of the parents that their students cannot be successful can be listed as some of the reasons for school dropouts stemming from the family. On the other hand, disliking the teacher, school or the courses, socialization problems, gaining bad habits, harmful friendships, some bad examples for the students, early marriages, the desire to make money starting from an early age can be listed as some of the reasons stemming from the student. Additionally, students think of the school as a non-entertaining, boring place where mostly academic activities are carried out. To sum up, it is thought that rather than the administrative sanctions to prevent school dropouts, putting more emphasis on extracurricular activities, helping the students like the courses, the school and the teachers will be a lot more helpful in keeping the students at school, and providing them more benefits.

Keywords: School dropout, education, graduation

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

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Mevlüt Aydoğmuş - Assoc. Prof. Dr., Necmettin Erbakan University

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

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

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



UNDERSTANDING FALLING-OUT FACTORS THAT CONTRIBUTES TO SCHOOL DROPOUT AND THE WAY FORWARD: ANALYSIS OF GOVERNMENT FAILURE, CULTURAL BELIEVES, NATURAL DISASTER AND INSECURITY

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School dropout has become a treat to the society, government, and individual because of the adverse effects and consequences. This study looks beyond the individual and school factors to determine the role of government, society, and parents in the dropout process. Falling out of school is a process not a single event and this is due to issues that both the student and the school cannot remediate. This paper focused on the falling-out factors that contribute to school dropout rate and what can be done to control it and its effects. Content analysis was employed to select related papers from both print and online resources. Qualitative multiple case study design and adequate review of literature in the interpretive research paradigm was adopted. The research approach looks at issues historically and holistically by addressing specific scenarios that gives details when the why, how and what question is answered (Hennick et al., 2011). Existing secondary data or empirical evidence were used by this study to present issues especially on the falling-out factors that results in school dropout. Theory of motivation was used to guide this study because motivation is the driving force that sharpens the behavior to achieve set goals intrinsically and extrinsically. It is recommended that parent, society and government should nurture the student with the spirit of self-determination and motivation to encourage schooling. In addition, public awareness and orientation should be provided and effective safety protocols established during crisis and emergencies.

Keywords: Dropout, falling-out, motivation

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

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Hüseyin Serçe - Asst. Prof. Dr., Selçuk University

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

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



NAVIGATING THE SCHOOLING EXPERIENCES OF TRANSGENDER PERSONS IN PAKISTAN: PAVING THE WAY TOWARDS POLICY REFORM

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The transgender community in Pakistan, like in many other parts of the world, is marginalized and underprivileged when it comes to fundamental human rights, including, -among others- education, health, and living. A low level of education is one of the reasons transgender persons in Pakistan have to resort to professions such as begging, dancing, and sex work, which increases their vulnerabilities. Based on In-Depth Interviews with 13 transgender persons in Pakistan belonging to different age groups, and having different levels of education, this research aims to understand the school experiences of transgender persons, including the problems they face(d) in their schooling, and, if applicable, the reasons for their dropout from school. Among the participations 8 were transgender women, 3 were transgender men, and two were non-binary. In this research, I also compare the life experiences of transgender persons who could complete their school (10-years of education) and those who, for some reason, were dropped out before completing 10-years of education.

When inquired about the problems faced during school, many of my participants mentioned lack of acceptance, bullying, catcalling, and incidents of sexual violence at school. Due to the same reasons, and some others such as poverty, dis-ownership from family, and relocation as the main reasons for school dropout among transgender persons in Pakistan. My research shows that transgender persons who completed school were more likely to enroll in college, and even universities, and had less violent life experiences as compared to those who dropped out from school. In the end, the research offers some policy recommendations at various levels to decrease the school dropout rate of transgender persons in Pakistan, which include sensitization training of teachers and staff, and providing monetary incentives.

Keywords: School dropout, education, transgender, vulnerability, policy recommendations

ANALYSIS OF COLLEGE DROPOUT AND ABSENTEEISM AMONG FRESHMEN: CASE STUDY OF A LIBERAL ART UNIVERSITY USING HURST EXPONENT

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College dropout has long been an issue in higher education among freshmen and has long been an issue many universities and colleges face. The transition of a student from high school to college can be very challenging in the first year. Many freshmen are responsible for their attendance, their work, and their behavior. It is a freedom they experience for the first time. This freedom can bring good value as well as be the cause behind dropping out of college. Research in predicting college dropout has become sophisticated and machine learning has shown to be reliable in this regard. Al Akhawayn University is the only liberal art university in Morocco and it offers a unique learning experience for its students. In an attempt to understand the reasons behind dropouts of our students, in this paper, we conduct a Hurst Exponent analysis of absenteeism for freshmen who have dropped out of Al Akhawayn University. We take the number of earned credits as time and the average number of absences as our variable for a sample of 512 freshmen who were enrolled between the academic years of 2012-2013 and 2021-2022. We observe that the average number of absences decreases as the number of earned credits increases and we obtain a Corrected R over S Hurst exponent of 0.908 which shows that this absenteeism trend is smooth and has a small volatility. Among freshmen dropouts, we can say that absenteeism is higher as the number of earned credits is lower.

Keywords: College dropout, MENA, liberal art, absenteeism, Hurst



A STUDY ON SCHOOL DROPOUT OF ADULTS DUE TO MATHEMATICS

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The study aims to investigate adult school dropouts due to the mathematics class. The study is an exploratory mixed method research. Participants consist of adults aged between 30-65 in the Southeastern Anatolia Region of Turkey. Within the scope of the research 955 parents were applied to a questionnaire first to determine the reasons for their school dropouts. In line with the data collected, the school dropout reasons were coded in light of the literature and analyzed by the SPSS 25.0 software. The obtained categories were identified as financial reasons, domestic reasons, failure, environmental conditions, personal reasons, social reasons, teacher factors, health problems, etc. The conducted chi-square independence test confirmed the "School dropout is not independent of failure in mathematics." hypothesis. After that, semi-structured interviews were held with participants who listed the mathematics class among their reasons for failure. Obtained qualitative data were analyzed with Maxqda qualitative data analysis software. The school dropout cases caused by mathematics will be presented in detail based on the conducted interviews. It is thought that this study will contribute to researchers and practitioners who are conducting studies in school dropout and mathematics education fields.

Keywords: Mathematics, mixed method, school dropout

OPINIONS OF GUIDANCE SERVICES ON GIFTED STUDENTS WHO DON'T ATTEND THE SCIENCE AND ART CENTER

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The research aims to reveal the opinions of guidance services about gifted students who do not attend Science and Art Centers. The study group of the research, which was conducted as a qualitative case study, consists of 20 Psychological Counselor/Guide Teachers working in Science and Art Centers in different provinces of Turkey. The purposive sampling method was used to determine the study group. In the data collection process of the research, a semi-structured interview form consisting of open-ended and closed-ended questions were used. The analysis of the data was carried out with content analysis, which is included in qualitative research techniques. As a result of the research, it has been seen that the students who did not attend the Science and Art Centers were mostly in the field of general ability. It was determined that the guidance services held interviews with the parents of these students. It was understood from the opinions of the parents that these students did not attend the Science and Art centers for reasons such as the intensity of the lessons and exams in their regular schools, transportation, and finding the activities boring and useless. When the opinions of the guidance teachers regarding this situation were examined, it was concluded that the students did not attend the Science and Art Centers to prepare for the central exams held in the 8th and 12th grades. When the opinions of the guidance teachers regarding the attendance of the students at the Science and Art Centers are examined, it is seen that it is recommended to make it more attractive to attend these institutions, to implement a more flexible program in the years when the central exams are held, and to implement some legal and administrative practices regarding the functioning of the Science and Art Centers.

Keywords: Discontinuity, science and art center, gifted students, guidance service



TRAUMA-INFORMED ALTERNATIVE EDUCATION FOR AT-RISK YOUTH

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Alternative education programs play a key role in offering equitable and modified education for youth at-risk of school drop-out. Early disengagement from education causes a range of societal issues, such as unemployment or underemployment, poverty, substance abuse, and poor health later in life (Hickey et al., 2020). Many students entering alternative education settings come from complex trauma backgrounds, and require a range of holistic supports. Implementing a trauma-informed framework within alternative education is particularly important given the increased rates of traumatic events experienced by students enrolled in these programs, and further research should examine the intersection between trauma-informed schooling and alternative education (Greig et al., 2021). As a teacher in alternative education, I am passionate about using a trauma-informed approach at a classroom level, however, more needs to be done at a systemic level to reduce school drop-out rates. My book chapter highlights the need for trauma-informed alternative education and how the effective implementation of trauma-informed alternative education may decrease school drop-out rates. My current doctoral study aims to fill the gap in current research by examining trauma-informed practice within alternative education at a systemic level, through exploring the potential impact of school and system leadership to implement the necessary changes. This context will be explored from the perspective of an ecological systems framework (Bronfenbrenner, 1977) for trauma-informed practices within alternative education, and data will be analysed through a critical lens utilising Ungar's (2017) Differential Impact Theory. Findings will inform a recommended trauma-informed framework that will benefit alternative education programs implemented for at-risk youth.

Keywords: Trauma, trauma-informed, alternative education, inclusive education, at-risk youth, adolescents

DROPOUT SYNDROME AND VALUE DISINTEGRATION IN NIGERIAN EDUCATIONAL SYSTEM

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

Keywords: Drop-out syndrome, ethics, morality, transvaluation, value disintegration



ROLE OF UNIVERSITIES IN COMMUNITY RESILIENCE IN PAKISTAN

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The main purpose of this study was to explore the role of universities in community resilience in Pakistan. The objectives of the study were to: recognize the role of higher education institutions in community resilience in Pakistan, know about the effectiveness of community resilience and investigate the views of respondents about the role of universities in community resilience. This study was delimited to three universities of Balochistan province of Pakistan that are University of Baluchistan Quetta, Balochistan University of Information Technology engineering and management sciences and University of Loralai. It was quantitative study and the research design of the study was descriptive and survey type. The population of the study was comprised of the teachers and students of three universities of Balochistan province of Pakistan that are University of Balochistan Quetta, Balochistan University of Information Technology engineering and management sciences and University of Loralai. For the selection of the sample of the study, simple random sampling was used for the three districts universities. Questionnaire was used as an instrument of the study for the data collection. Content validity was determined from the review of related literature in consultation with experts and personal involvements of the researcher. The reliability of the questionnaire was investigated by Split-half test, using SPSS (Version, 24). After the collection of data, it was entered into software known as SPSS (Version, 24). The data were further analyzed using mean, frequencies, percentages, and chi-square.

Keywords: Community, resilience, community resilience, higher education

DISADVANTAGED CHILDREN AND YOUTH SCHOOL DROPOUTS: HOW KENYA'S UNITED NATIONS VISION 2030 IS ELUDING KENYA

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There is an increased population of school-age children and youth missing the education necessary to uplift themselves and Kenyan society. Many factors contribute to the high population of disadvantaged children, which predisposes them to school dropout and failed adulthood. By 2019, over 1.13 million children of primary school age, 6 to 13, were out of school in Kenya. The situation has worsened due to disasters (e.g., the COVID-19 pandemic and school closures, floods, locust invasions). This study aims to identify the various community, government, and nongovernment initiatives in eliminating factors that increase the risk of learners dropping out of primary and high schools in Kenya. This study uses a situational analysis framework and preliminary data (e.g., research in Kakamega and Turkana Counties in Kenya) and secondary data (e.g., from Kenya's Ministry of Education Science and Technology and UNICEF) to examine factors influencing school dropout in Kenya's primary and secondary schools. Education for All is critical for all countries, especially in the Global South, such as Kenya, in poverty eradication. Initial findings indicate school dropout factors include child/teenage pregnancy, child marriage, child labour, drug abuse, poverty, inaccessible schools, poor infrastructure, insecurity (due to human activities—conflicts, natural disasters). My tentative argument is that there is a need to address these barriers to increase the enrolment and retention of primary and secondary school-aged children, including girls and children with disabilities. There should be various top-down and bottom-up approaches to address the barriers to the education and schooling of children. These should include community mobilization, cash transfers, educational supplies to support families, teacher training, and new evidence and policies. Children's right to basic quality education is vital for Kenya's achievement of UN Vision 2030.

Keywords: Poverty, disability, children, climate change, insecurity



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

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Atila Yıldırım - Prof. Dr., Necmettin Erbakan University

In the research; Istanbul (Turkey) results of the "Social and Emotional skills research SSES" published by the OECD on January 05, 2022 and the other Bogota-Monizales (Colombia), Daegu (Korea), Houston (USA), Moscow (Russia), Ottawa (Canada) based on the comparative analyzes of the cities of Sintra (Portugal), Suzhou (China), analysis of the studies on the development of social and emotional skills of students who are assumed to contribute positively to academic success in education will be presented.

What social and emotional skills are, highlights for Istanbul and other cities, the relational ratio of SSES skills to life satisfaction, as well as the effects of the school environment,

In participating cities, students;

- General information about social and emotional skills,
- Factors that support or hinder social development in home, school and peer environments,
- How broad policy, cultural and socio-economic contexts affect these skills;
- Valid, reliable and comparable information on skills will be interpreted from different fields.

The results of the report can be interpreted as that it may attract the attention of decision makers, especially at the local level, in developing education policies.

Keywords: Education policy, OECD, social and emotional skills, SSES

SCHOOL EXCLUSION AND CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: LESSONS AND TRENDS FROM ENGLAND

Seamus Byrne - Dr., Leeds Beckett University

Children with special educational needs (SEN) represent approximately 14.9% of the total pupil population in England (DfE, 2019). They also represent one of the most vulnerable population groups within the English education system and consistently endure higher rates of school exclusion than their non-SEN peers. Recent years have also witnessed a troubling and consistent increase in the number of children with SEN who are routinely excluded from school either permanently or subject to a fixed-term period. Either way, each exclusion directly impacts the child's right to education and their subsequent life chances and outcomes (Danieles & Cole, 2010; Gazeley, 2010; Gazeley et al, 2015). Indeed, governmental figures illustrate that children with a SEN are 25% less likely to be in sustained employment by the age of 27 in comparison to their non-SEN peers (DfE, 2018).

Drilling down deeper into these realities, this presentation will explore the interface between school exclusions and children with SEN. It will do so by firstly setting out the legal framework which governs the exclusion of children from school in the first instance. This section will examine both the relevant domestic and international legal standards, particularly in the context of children with SEN. The second part of the chapter will examine existing policy and data in relation to the exclusion of children with SEN and identify current trends within the English education system, while the third section of the chapter will explore some lessons that need to be learned to better rights-proof the provision of education for children with SEN to ensure that they do not remain, by virtue of their disability, in a precarious educational hinterland where they are disproportionately susceptible to being excluded from school.

Keywords: School exclusion, children, special educational needs



WHAT HAVE THE COVID-19 SCHOOL CLOSURES TAUGHT US ABOUT THE EDUCATION OF CHILDREN AT RISK OF SCHOOL EXCLUSION? EVIDENCE FROM A CROSS-SECTIONAL STUDY ON THE IMPACT OF THE LOCKDOWN ON CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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Angeliki Kallitsoglou - Asst. Prof. Dr., University of Roehampton London

Cecilia Essau - Prof. Dr., University of Roehampton London

Children with special educational needs (SEN) are disproportionately excluded from schools, therefore identifying ways to support their education is an important research and policy imperative. The present study examined the socioemotional wellbeing and daily habits of children between 5 and 12 years old with SEN during the first national COVID-19 lockdown in the United Kingdom. Participants were 995 caregivers of primary school children who completed a wide range of measures on the social and emotional outcomes (SEO) and daily habits of their children during the first national COVID-19 lockdown in the United Kingdom as part of a 20 -min electronic survey distributed via social networks between July and August 2020. The findings showed that while receiving SEN support was associated with worse SEO during the lockdown, multiple hierarchical regressions analysis showed that SEN did not predict independently children's outcomes after controlling for sociodemographic characteristics, child and parent mental health, child parenting stress, and difficulty experienced with the confinement. Additionally, we found that once child poor mental health was accounted for children with SEN were reported to have better SEO during the lockdown. These findings emphasise the urgent need to support the social and emotional wellbeing of children with SEN and to rethink the educational goals and school-based provision for children with SEN.

Keywords: Lockdown, COVID-19, special educational needs, mental health

EARLY MARRIAGES OF YOUNG GIRLS AS A REASON FOR SCHOOL DROPOUT IN ALBANIA

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This article aims at giving an overview of the situation of school dropout in Albania, focusing mainly on the early marriages of young girls which oblige them to quit school. Recommendations about how to prevent this phenomenon are also presented. Marriage at an early age is not an unknown phenomenon. This practice has existed and continues to exist in different regions, cultures and religions, affecting children of both sexes. However, girls are the ones who are most affected, turning this phenomenon into a gender problem as well. Such marriages are also found in Albania, although there are no complete studies on this phenomenon yet. However, the factors that affect early marriages, especially of young girls, are mostly related to economic problems, lack of education and living in rural areas. As a result of early marriages, many girls are forced to drop out of school. In Albania, the Ministry of Education reports every year that the number of students dropping out of school is decreasing. Meanwhile, according to some international organizations, the number of students dropping out of school every year in Albania is twice as high as reported in the official statistics of the Ministry of Education, which makes the phenomenon of school dropout a problem that requires immediate and long term solution. Article 7 of the Family Code in Albania provides that marriage can be performed between a man and a woman who have reached the age of 18 years. However, the Criminal Code does not criminalize child marriage. Therefore, it is necessary to review the Albanian legislation so that early marriages are considered punishable.

Keywords: Early marriages, school dropout, young girls



OUT-OF-SCHOOL CHILDREN AND STRUCTURE OF EMPLOYMENT: A PANEL DATA ANALYSIS IN MACRO LEVEL

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Rza Mammadov - Dr., Nakhchivan State University

Out-of-school children rate is an essential determinant for the countries' economic outputs. However, there is limited research on how out-of-school children rates can be effective in economic development. The present study aims to fill that gap by investigating how out-of-school children rates can be effective in the employment structure of countries from different income levels. The data was retrieved from the database of World Bank by aggregating income groups. A panel data of 1991-2019 on children out of school (% of primary school age), employment in agriculture, industry and services and vulnerable employment (% of total employment) were included. An econometric approach was adopted and the VAR model was employed to analyze the panel data. According to the findings, a two-year lagged increase in the rates of out-of-school children results in 0.03 decrease in employment in the industry; a three-year lagged increase results with 0.01 decrease in employment in industry and a four-year lagged increase results with 0.01 decrease in employment in service. On the other hand, an increase in the rates of out-of-school children reveals a positive effect on vulnerable employment. After reaching these findings, a variance decomposition is performed to determine whether the change in the variables within a certain period is due to itself or the other variable. Accordingly, out of children can explain 10 % of the variance in employment in agriculture rates; 7.7 % of employment in the industry; 5 % of employment in service, and 16 % of vulnerable employment. We hope the results will explain the role of out-of-school children in employment and contribute to the efforts to make education available for all.

Keywords: Out-of-school children, employment structure, industry, service, agriculture, vulnerable employment

GOOD PRACTICES IN PREVENTING SCHOOL DROPOUT

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The quality of education is one of the most important indicators of a country's development. Turkey is a country with a high proportion of young people. In addition, it is one of the countries where the difference in success between schools is the highest in the world. There are serious differences between schools in urban and rural settlements in Turkey. This situation leads to the emergence of schools with quite different characteristics from each other. Rural areas are disadvantaged areas in terms of schools. One of the biggest problems in schools in these regions is the problem of school attendance. The main reasons for school leaving are; indifference of parents and students towards school, the necessity of students to work due to economic inadequacies, separated families, social exclusion, academic failure, early marriages, negative circle of friends.

The aim of this study is to reduce the rate of early school leaving by sharing good practices applied to prevent early school leaving. In the study, educational administrators, guidance teachers, classroom teachers and parents were interviewed, and structured interview technique was used in the interview. According to the results of the interviews with administrators, teachers and parents, it has been observed that the practices related to early leaving contribute to the decrease in the leaving rate. Connections should be established with various non-governmental organizations and local administrations and should be worked in cooperation. It has been revealed that the practices carried out to prevent school leaving increase the sense of belonging of families and students to the school and thus help to decrease the rate of early school leaving. One of the most effective ways to prevent school dropouts is to educate the family and increase the family's and student's sense of belonging to the school.

Keywords: Leaving the school, bonding, good practices in preventing early leaving



PSYCHOLOGICAL IMPACT OF COVID-19 LOCKDOWN ON MENTAL HEALTH AND LIFESTYLE OF FAMILIES IN TURKEY DURING SCHOOL CLOSURES

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Angeliki Kallitsoglou - Asst. Prof. Dr., University of Roehampton London

Cecilia Essau - Prof. Dr., University of Roehampton London

The COVID-19 pandemic has altered the daily lives of the global population profoundly and affected millions of children and their families worldwide. The present study examined the psychological impact of the Covid-19 lockdown on primary school children and their families living in Turkey during the school closure period. A total of 854 caregivers/parents living in Turkey having children aged 5 to 12 years completed a survey including information about how the lockdown influenced their children and themselves, compared to before the pandemic. Results showed that 78.5% of the children were reported by their caregivers as feeling bored. Approximately half of the children were reported to show signs of nervousness, anger, anxiety, worry, argumentativeness, fear of infection, restlessness, and irritability. The children spent significantly more time using screens and spent less time doing physical activity and slept little more during the lockdown compared to before. Family coexistence during the lockdown was found to be moderately difficult during the challenging times of school closure. Caregivers who reported more coexistence difficulty were more likely to report psychological distress. The results highlight the importance of examining the long-term psychological impact of COVID-19 school closures on children and families in Turkey, and how schools can support children who were severely impacted during those challenging life events.

Keywords: COVID-19, school closure, lockdown, family mental health, child mental health

FOREIGN PRE-SCHOOL EDUCATION STUDENTS' REASONS FOR ATTENTION AND LEAVING SCHOOL

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Atıla Yıldırım - *Prof. Dr., Necmettin Erbakan University*

This study was carried out to determine the reasons for absenteeism and dropouts of foreign students in the pre-school education period and to develop suggestions for all stakeholders responsible for the student's school attendance in order to solve this problem. Interview technique, one of the qualitative research methods, was used as the data collection technique in the research. As a data collection tool in the research, a semi-structured interview form compiled from the research questions used in previous similar studies was used. In the research; by using homogeneous sampling method, 5 school administrators, 5 school counselors, 10 preschool teachers, 25 parents of students who have absenteeism and dropped out of school were interviewed, working in schools in regions where foreign students are concentrated in Meram district of Konya. Within the scope of the research, it was determined that there were students who were absent from school and dropped out in all of the pre-school classes. All of the school administrators and preschool teachers who participated in the research stated that they were uncomfortable with the situation of students who were absent from school and dropped out, but they could not be insistent due to various social, economic and psychological problems experienced by foreign families and could not do anything but report the situation to the provincial and national education directorates. It has been observed that there are significant absenteeism and drop-out problems in the pre-school period in schools with foreign students, and they cannot benefit from pre-school education at a sufficient level due to many reasons, especially economic, social and cultural reasons.

Keywords: Education, foreign students, school absenteeism, school dropout



A CRITICAL ANALYSIS ON THE FACTUAL BASIS OF THE CURRENTLY MOST ACCEPTED EXPLANATORY MODELS OF DROPOUT IN HIGHER EDUCATION

Fernando Acevedo Calamet - *Prof. Dr., Universidad de la Republica*

There is much empirical evidence that shows that in the last forty years in much of the Western world, dropout rates in higher education have remained almost unchanged. Although student retention seems to be the most studied and discussed aspect, nearly every empirical study on the causes of dropout in higher education and even more the impact of retention actions carried out by universities, in most cases has achieved modest results. This paper argues that this fact finds its explanation, to a certain extent, in the nature of the methodological approaches and factual supports of the empirical studies that most of those actions were based on. In this regard, there are strong arguments and empirical evidence that reveal the deficient nature of the factual basis of the most accepted models, theorizations and measurements on the dropout in higher education. Among them are those that underlie the models proposed by Vincent Tinto and Adam Seidman, the main current references on the subject. The most significant questions point to the low reliability of the inferences produced from the application of surveys, especially the National Survey of Student Engagement, very recurrently applied throughout the Western world in empirical studies on dropout in higher education.

Keywords: Higher education, dropout, surveys, methodological approaches, National Survey of Student Engagement

DROPPING OUT OF “FREE” EDUCATION: ANTECEDENTS AND PROMISING DIRECTIONS

Michael Agyemang Adarkwah - *Dr., Southwest University*

Since the enactment of the “Education 2030” agenda which is captured in the Sustainable Development Goal Four (SDG4) and the declaration of the “Education For All” (EFA) movement, formal education has been given a high status and is fast spreading with a great momentum in many countries. In the age of globalization, it is believed that a country cannot achieve sustainable development without formal education. Ghana is one of the countries which hopes to use formal education as a vehicle to alleviate poverty, promote development, enhance the quality of human resources, and build a technology-driven economy. To this end, a considerable number of promulgated policies has been initiated by successive Ghanaian government to promote school enrolment, attendance, and performance. The two most prominent and recent educational policies are the Free Compulsory Universal Basic Education (FCUBE) and the “Free Senior High School” policy. The FCUBE offers free primary and Junior High School (JHS) education to all children of school-going age while the “Free Senior High School” policy offers free education to JHS graduates who enters into the Senior High Schools (SHS) in the country. Notwithstanding the conscious efforts of successive governments to increase educational access, ample number of students drop out of school at an alarming rate annually. Although 71% of children complete primary education, there is a decline in the completion rate for both lower and upper secondary education, with just 47% completing lower secondary and 35% completing upper secondary (UNICEF, 2020). Thus, the school dropout poses a significant threat to achieving equitable and quality education in Ghana as advocated in the SDG4. In this chapter, a review is conducted on some of the antecedents of school dropout in Ghana and promising solutions that can mitigate this challenge that serves as a canker to educational literacy.

Keywords: Dropout, free education, universal education, FCUBE, FSHS



ROLE MODEL WASH-BACK EFFECTS ON UNIVERSITY STUDENTS' RETENTION: MOROCCO AS A CASE

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In efforts to meet SDG-4 of the UN-Agenda 2030, Morocco, like any other country, has been investing considerable efforts, logistics, and brain to reduce dropouts and increase enrolment rates in tertiary education. The Ministry of Higher Education (MMHE) highlighted that national dropout rate of students decreased by 15% in 2017, reaching a record low of 279,177 students dropping out, as opposed to 329,618 recorded in the 2015. Likewise, students' enrolment in post-secondary education increased from about 300,000 in 2000 to around 1.17 million students in 2020 (Statista 2021). Encouraging as it sounds, this increase in enrolments does not positively correlate with that of degree completion, because 58% of the students enrolled in Moroccan universities drops out before obtaining their degree (MMHE, 2017). Based on Social Learning Theory (Albert Bandura 1977), and Push & Pull Factor Approach (Everett Lee 1966), the present paper is based on an exploratory mixed method study that explored the factors that enabled retained university students to continue their degree program. The chapter investigates university dropout from the flip side by looking rather at the retention factors instead of the dropout factors. We assumed that adopting a bottom-up approach through understanding the factors that pull students toward remaining in education and push them away from dropping out would help us offer another dimension and explanation to the phenomenon, which might inform new programmatic recommendations. Numerical data included 3244 surveys; and qualitative data captured 120 task-completion datasets. All completed by university students around Morocco between May 2020 and March 2021. The results revealed, among other things, that the concepts of “role-model” and “aspiration for success” (pull) and “fear of the unknown” (push) were among the underlying factors that psychologically motivated students to remain at university.

Keywords: Dropouts, retention, social learning, role model, Push & Pull, higher education (HE), Morocco

NIGERIA'S OUT-OF-SCHOOL CHILDREN: DROP-OUTS, KEPT-OUT OR PUSHED-OUT?

Hadiza Kere Abdulrahman - *Dr., Bishop Grosseteste University*

Nigeria is one of the countries with the largest number of children categorised as out-of-school, one in every five of the world's out-of-school children is said to be in Nigeria. Despite primary education being officially free and compulsory, about 10.5 million of the country's children aged 5-14 years are not in school. What this means is that the country struggles to meet its 'Education for All' agenda. It also simply means that some children are systematically and epistemically kept-out and pushed-out for various reasons. For some the problem is not dropping out of school, some of them have never been in school to start with. Many children do not get the opportunity to get a decent education at all.

This paper attempts a deep reflection of the nature of this problem and tries to understand the nuanced reasons for this phenomenon within Nigeria. Simple categorisations and explanations of the nature of school exclusion and drop-out hide historical, socio-cultural, epistemic and economic reasons for the problem. Nigeria is a complex setting and has a north-south divide in educational access and uptake across the country. Education is often underserved and mired in several, often conflicting demands that influence and shape it. So, the school drop-out phenomenon looks different when looked at more closely. It also tells a different story depending on what lens it is viewed through. Across Nigeria, each region and demography are affected differently and these are some of the issues the paper aims to explore.

Keywords: Nigeria, education, out-of-school, school drop-out, exclusion, children.



SOCIAL EMOTIONAL EDUCATION PROTOTYPE FOR ENABLING CHILDREN'S AND YOUNG PEOPLE'S RESILIENCE FOR CHILDREN AND YOUNG PEOPLE RESILIENCE

Giedrė Kvieskienė - *Prof. Dr., Vytautas Magnus University*

Vytautas Kvieska - *Lecturer, Vytautas Magnus University*

Social and economic conditions in which students live and learn are social determinants of social-emotional, including mental health and educational disadvantage. Young people exposed to greater disadvantages are more vulnerable than their peers. The social vulnerability relates to the resilience of communities when faced with adverse events, such as the complex and unprecedented effects of the COVID-19 outbreak (Drane et al. 2020).

The questionnaire asked quantitative and qualitative questions and was divided into several actual for this problem analysis parts. However, the case study method is usually attributed to qualitative research methods (Rashid et al., 2019). During the first week of school closures due to the pandemic, a rapid "School Barometer" survey (in terms of response time and dissemination time) was conducted in Germany, Austria, and Switzerland to assess the current school situation caused by COVID-19. In Lithuania, the school barometer questionnaire was distributed in 2020. In April, with the launch of online learning on the COVID-19 pandemic. The questions were answered by 451 members of school communities (N = 451), among whom teachers accounted for the largest share (68%). Other respondents also worked at the school as administrative staff and social educators. Half of the educators surveyed worked in gymnasiums. The largest number of surveyed teachers working in the city (63%). The majority of respondents identify that financial stability and unemployment are the two most affected aspects of the lives of the children and NEET population. Still, education and family relationships/other relationships are also strongly affected. Low social capital growing problems in social-emotional and mental health are increasing adolescent suicide, a leading cause of death among young people aged 15-19 years in Lithuania, Estonia (Ceasay, 2021; Dhanalakshmi et al., 2021).

Keywords: Prototype of social emotional education, innovations, social emotional learning online, NEET youth, unemployment, COVID-19 pandemic

THE CHALLENGE OF THE OUT OF SCHOOL CHILDREN'S: SOME EVIDENCES FROM THE INDUS VALLEY

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Rahila Khatoon Rubab - *Data Analyst, Public Private Partnership Node*
Iram Shoro - *Former Senior Banker in Sindh Bank LTD*

To ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All is 4th universal agenda of Sustainable Development Goals a plan of United Nation Organizations for 15 years and started from 2016 but still millions of schools aged eligible children are out of schools globally particularly in African and south Asian region which demand us to sort out the major obstacles in it, to formulate robust policy documents and comparatives implementations strategy to save the future of these tomorrow peoples in greater human development interest. The Pakistan is also dealing with this chronic problem and at least 22 millions Pakistan's children are out of schools in 21 years of 21st century. The qualitative analysis concludes that scarce allocation and its time barred utilizations system with massive mismanagement hampered above referred agenda of human development. The study finds that development allocation fared poorly in the past for education development in the region, lower literacy rate strengthen, contributes unskilled- or semi-skilled labour, poverty and inequality in the country. Above all social ills spread negative trends in the society like street crime, terrorism and slow growth in the economy because of the out of school children. There is an urgent need to adopt inclusive development policies, practices and strategies with participatory approach to tackles the challenge in greater human development interest.

Keywords: Out of school children, drop out, skilled labour, public polices



INVESTIGATION OF VARIABLES AFFECTING STUDENTS' SCHOOL ENGAGEMENT THROUGH RANDOM FOREST METHOD IN TIMSS 2019

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Anil Eranıl - *Dr., Ministry of National Education*

In terms of various variables, secondary school eighth grade students' school engagement levels were examined in this study through the Random Forest (RF) method, which is one of the data mining methods. The data set includes mathematics and science achievement scores of 4077 eighth grade students, who constitute the Turkey sample of the international TIMSS-2019 application, and various demographic variables. After the missing data deletion and assignment processes, the research was carried out with the number of 3475 students. In addition, the factor load value consists of 5 items with values between 583 and 775. The items have congeneric measurements and the calculated McDonald's omega (ω) reliability coefficient was 76.3. The open-source Python infrastructure was used in the analysis of the data. Orange 3.32 data mining software was used for model setup. It was determined that the independent variables explained 80.6% of the total variance (R^2) of the dependent variable. Error rates were 0.194 for Mean Square Error (MSE), 0.440 for Rooted Mean Square Error (RMSE) and 0.331 for Mean Absolute Error (MAE). These results indicate that the error rate of the established model is low. According to the model established, the most important predictors of school engagement are respectively; the teacher's attitude towards the lesson, the love of the students for the mathematics lesson, the mathematics and science achievement levels of the students, the student behaviors, the love of the students for the science lesson, the education levels of the parents, the absenteeism towards the school and finally the graduation level that the student aims in his education life. The attitude of the teachers towards the lesson was obtained as the most important variable on the student's commitment to the school and students having high course success also have school engagement highly.

Keywords: School engagement, student success, data mining, random forest, Python

PROVIDING CONTINUITY OF EDUCATION FOR CHILDREN WITH MEDICAL NEEDS

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In the UK there are attempts to support children's continuity of education through policy drives, local practices and additional funding. In 2018, the Department for Education, announced additional funding to deliver projects to improve outcomes for children in alternative provision. One such successful funding bid was given to to assess the efficacy of telepresence solutions to support children's continuity of education. This national project provided children with the use of a tablet, and the school the use of an avatar to explore whether or not have 'eyes and ears' in the classroom would support with children remaining in the school environment.

Based on the data collected throughout the study and additional surveys at the end of the innovation fund projection showed that the use of telepresence solution enabled 75% of the pupils to;

- Increase attendance
- Improve their mental health, confidence and feelings about their future
- Engage more with learning
- Improve relationships with their teacher and classmates

And enabled at least 50% of pupils to:

- Make greater progress in lessons and achieve higher grades than expected
- Return to mainstream education at a quicker rate
- Avoid referral to Alternative Provision (AP) or hospital school

In particular, results during the project show that AV1 had a powerful positive impact on the attendance of pupils who use it; where attendance refers to a pupil being able to attend the class live, whether virtually through AV1 or physically. For instance, we found that the average attendance of AV1 users was higher than their average baseline (recorded before using AV1) at all times across the project. By May 2020, the increase in attendance from baseline was as great as 31.98 percentage points. This paper explores these details in more depth as well as providing qualitative case studies to further people's understanding.

Keywords: Medical needs, health, continuity, inclusion



EXAMINING THE CONTRIBUTION OF THE CORONAVIRUS (COVID-19) DISEASE ON DROPOUT

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The aim of this research is to reveal the effects of the Coronavirus (COVID-19) disease on primary school dropouts by using the opinions of teachers and administrators. The New Coronavirus Disease (COVID-19) is a virus that was first identified on January 13, 2020, as a result of research conducted in a group of patients who developed respiratory disease symptoms such as fever, cough, and shortness of breath in Wuhan, China. School dropouts, as defined in the literature, can be defined as taking a break from school, leaving the institution and leaving the system. The research was designed in the type of phenomenology, which is one of the qualitative research methods. The study group consists of eight administrators and teachers working in different primary schools in the Anatolia region in the spring term of the 2021-2022 academic year. The data were acquired by semi-structured interview technique. In the study, the effect of the covid-19 process on student dropouts and the measures that can be taken were investigated. It has been concluded that the Covid-19 process does not have a direct effect on student dropout and that an effective information support to students indirectly can be a solution to the problems that lead students to drop out.

Keywords: Primary school, dropout, coronavirus (COVID-19) disease, phenomenology

RESEARCH ON THE CURRENT SITUATION OF SCHOOL DROPOUT IN BULGARIA

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

Keywords: Causes, education, school dropout, Bulgaria

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