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Understanding School Dropouts Phenomenon among Youths through Behavioural Trends

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Abstract

Dropout among school students is seen as problematic and needs to be addressed, to protect the growth of the nation, particularly in the economic aspect. This phenomenon can be addressed by understanding the behavioural trends of school dropouts. This study aims to explore the behavioural dropouts trends through a systematic literature review. The process entails five primary methodological steps as systematic searching strategies based on identification, screening, and eligibility on several reputable databases, data extraction, and analysis. The findings showed a considerable number of behavioural trends could be used as an early signal by the school to address dropout issues.

Keywords: Dropouts; Youths; School Dropouts; Behavioural Trends

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1.0 Introduction

Arowolo et al. (2016) explain that education is the process by which every society tries to maintain and improve the amassed knowledge, abilities, and attitudes in its cultural environment and heritage to promote human welfare and ensure its survival continuously. In order to become useful members of their community, people must go through education. In fact, one of a person's basic rights is the right to receive an education which is under Article 26 of the Universal Declaration of Human Rights, which the UN General Assembly ratified in December 1949; everyone has the right to an education.

Secondary education completion is frequently mentioned as a significant developmental milestone. However, not all students take this path, some students choose to drop out of school due to financial or academic challenges. This is related to the crucial event that triggers dropout; the reason a student leaves school is frequently referred to as the antecedent of dropout. There are several causes of

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dropouts. Previous research indicates the dynamic and cumulative process through which children build up issues before quitting school early. This process, known as "student attrition," is caused by several underlying reasons.

The study aims to explore the behavioural trends of school dropouts. The study's objectives were to investigate the factors and the behavioural trends influencing students to drop out. The study addressed two research questions:

1. What are the factors that lead to school dropout?
2. What are the behavioural trends of school dropouts?

This study conducted a systematic literature review to analyze the behavioural trend of school dropouts. Understanding the behavioural patterns of dropouts might be useful for minimizing the negative effects and maximizing the benefits of resolving dropouts. By illuminating the issues affecting some nations, an understanding of the precise variables boosting early school leaving will contribute to the literature on school dropouts. Besides, identifying intervention targets is essential for developing and evaluating governmental and social programs. As for this study, the focus will be students who are not enrolled in school while they are of the legal obligatory education age, which at the time encompassed all children and youth.

2.0 Literature Review

Several professionals who have long examined this subject, such as Rumberger and Larson (1998), suggest that early school leaving is viewed as the culmination of a process that gradually causes students to lose interest in attending school. Most youth who drop out of school early come from impoverished social backgrounds (Koslouski et al., 2022). Therefore, studying students' behaviour toward one another and their physical surroundings is akin to understanding why they leave school early. There are three stages of behaviour elements in the context of school dropouts: individuals' traits and ties with their family, school, and community (Bae, 2020; Rumberger, 1995).

Students' behaviour is related to their social life, which may trigger the decision to drop out. Students' behaviour reflects their engagement. Engagement can be divided into two dimensions which are academic engagement and social engagement. These elements can be both a push and pull factor to trigger a student's dropout decision. A bigger proportion of the reasons why students leave school early have to do with challenging families' economic conditions and reluctance to engage in their children's education.

Along with the size of the family, family crises, migration, lack of family assistance and supervision with schoolwork, and the parents' educational backgrounds, this is one of the primary characteristics of families of dropouts (Piscitello et al., 2022). Religious affiliation and ethnicity are additional important family traits. All of the above elements are possible contributors to negative behaviour that will build up in at-risk of dropping out students.

While some research focuses on students' experiences in school, some studies emphasize school features, including school size and quality (Degroote, Demanet, & Van Houtte, 2020; Fortin et al., 2013). According to Fortin et al. (2013), a student's persistence and success depend on the atmosphere of the classroom in which they learn as well as the calibre of the relationships they establish with their teachers and classmates.

Piscitello, Kim, Orooji, and Robison (2022) make the case that neighbourhood traits, including a family's home location and potential housing issues, may have a detrimental effect on a student's academic performance overtly or covertly, which will affect their dropout decision eventually. In other words, parents tend to educate their kids more in places with industrial activity than in areas where agriculture is more prevalent. Piscitello et al. (2022) stated that youths who grow up in depressing and impoverished surroundings are more likely to drop out of school. Adding on, Bah-Lalya (2015) and Piscitello, Kim, Orooji, and Robison (2022) suggest that the greater prevalence of poverty and suffering, as well as the greater travel lengths to schools, have a higher percentage of dropouts and unschooled children than metropolitan areas. The vast range of behavioural trends for school dropouts from differentiable categories will be used for discussion in this article.

3.0 Method

3.1 Review protocol

PRISMA review process served as the foundation for the current investigation. It is employed as it ensures that reporting is done clearly and consistently, and it is commonly used by other researchers (Page & Moher, 2017). PRISMA is a minimal reporting framework for systematic reviews and meta-analyses based on evidence. PRISMA emphasizes the reporting of reviews assessing the outcomes of interventions, but it may also be utilized as a framework for publishing systematic reviews with aims apart from evaluating interventions. The researchers began their SLR based on this review process by developing pertinent research questions for the review. The systematic search technique is then described by the researchers. It comprises of few key sub-processes: (i) identification, (ii) screening (inclusion and exclusion criteria), and (iii) eligibility. The researchers then move on to evaluating the quality of the chosen articles, explaining the approach taken to guarantee the quality of the articles to be assessed. Finally, the authors explain how the data were summarized for the review and how they were evaluated and validated.

3.2 Formulation of research questions

The PICo model served as the foundation for developing this study's research topic, which is a tool that helps researchers create appropriate research questions for reviews. Population or problem, interest, and context are the three basic elements underpinning The PICo. These ideas served as the foundation for the researchers' inclusion of three key elements in the review, namely youths

(Population), school dropouts (Interest), and behavioural trends (context), which helped to develop the main research question, "What are the behavioural trends of school dropouts among youths?"

3.3 Systematic searching strategies

Identification, screening, and eligibility are the three main phases of the systematic searching techniques approach (Figure 1). The major keywords for the study, dropout, youths, and behaviour, were used to search along with any synonyms, related terms, and variants. It aims to increase the options available to the selected database for looking for more pertinent articles for the review. The keywords were developed based on the research subject proposed by Okoli (2015), and they were found using an online thesaurus, terms from previous studies, terms from Scopus, and terms proposed by experts. For the two major databases, Scopus and Web of Science, the authors enhanced the already-used keywords and developed a thorough search string based on the Boolean operator (Table 1). These two databases have the potential to be the top databases in a systematic literature review due to their advanced searching capabilities, comprehensiveness (indexing more than 5000 publishers), control over the quality of the articles, and multidisciplinary focus, which includes studies related to school dropout (Haddaway, 2019).

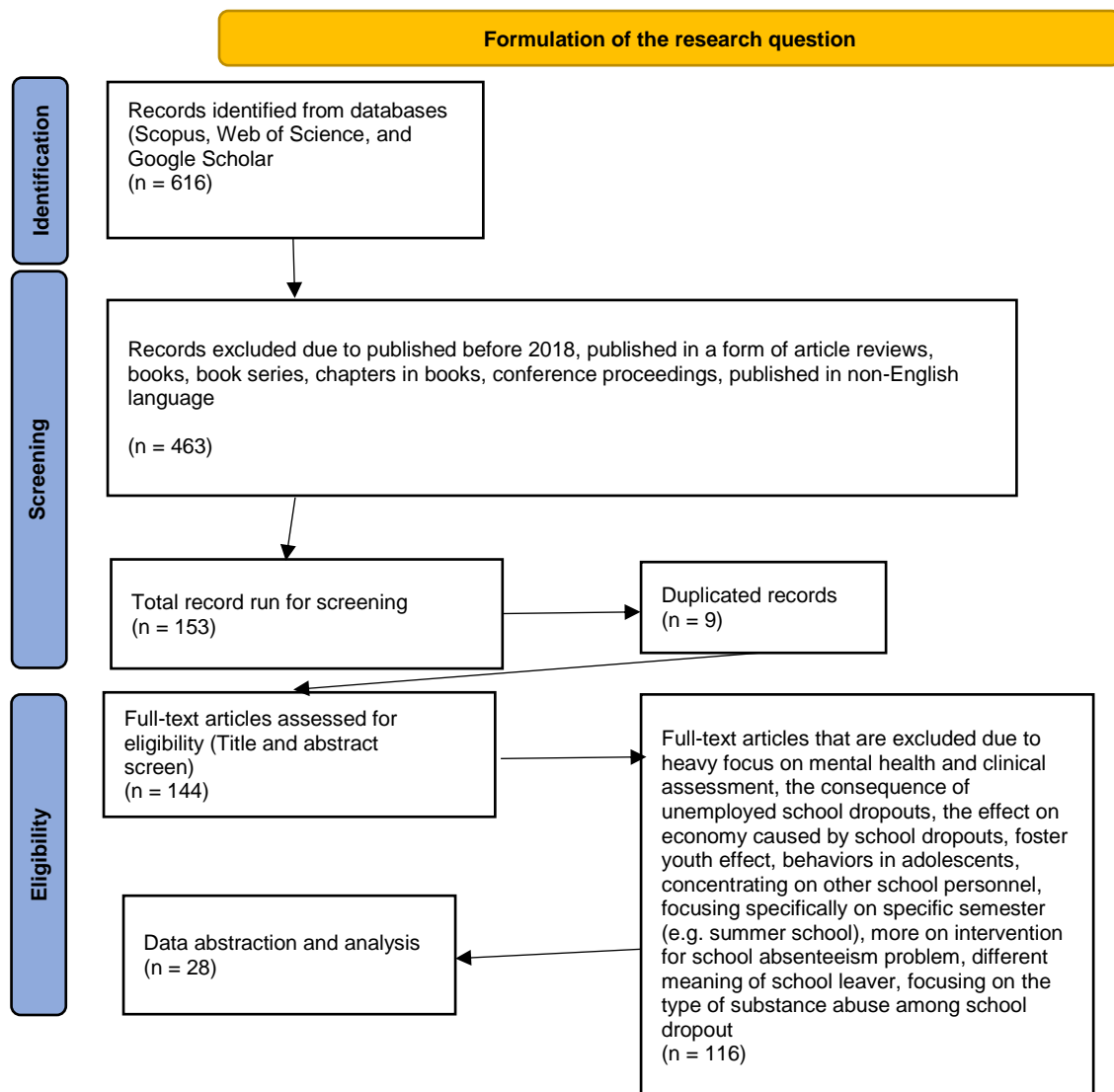


Fig. 1: The flow diagram (adapted from Shaffril et al. (2019))

Google Scholar, the third database, was chosen as an extra database. When applicable, tools for phrase searching and the Boolean operator were used to combine terms like "school dropout", "youths", and "behavioral trend" (OR, AND). The decision to include Google Scholar as an extra database is consistent with the recommendation made by Haddaway et al. (2015), who highlighted Google Scholar's capacity to serve as a supplementary database over the course of a systematic review process. The selection of Google scholars is also based on several positive factors. First, it yields massive findings; according to Gusenbauer (2019), he estimated that this database has 389 million records in their study. As opposed to discovery tools, OrdunaMalea et al. (2017) found that Google Scholar has 165 million articles and journals available and that it appears to be particularly good at retrieving known scholarly materials (including those

from reputable publishers) (Loan & Sheikh, 2018). A total of 616 papers have been found through searches in the three databases, Scopus, Web of Science, and Google Scholar.

Table 1. The search string

Database	Search string
Scopus	TITLE-ABS-KEY(("school dropout" OR "school leaver" OR "school withdraw") AND ("youth" OR "teenager") AND ("behavioral trend" OR "behavior" OR "attitude"))
Web of Science	TS= (("school dropout" OR "school leaver" OR "school withdraw") AND ("youth" OR "teenager") AND ("behavioral trend" OR "behavior" OR "attitude"))

3.4 Screening and eligibility process

To obtain the most recent papers as of the time of writing, the search is restricted to peer-reviewed publications from 2018 to 2022. This is based on Okoli's (2015) suggestion that the researchers should choose a period that they are able to study because it is nearly difficult to review all of the currently published studies. Additionally, it is restricted to research concerning elementary and secondary education only. 320 items were found in the first search of Scopus and 250 on the Web of science. Filtering to only article type of document from 2018 to 2022 and only English articles were considered led to 243 exclusions from Scopus and 182 from Web of Science. The researchers were aware that excluding non-English papers would leave out important information that might have impacted the outcomes reached (Table 2). The third step, eligibility, involved the researchers carefully checking each collected item to ensure it meets the requirements after being screened. Reading the paper titles and abstracts was done during this step.

Table 2. The inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Timeline	2018-2022	<2018 and >2022
Type of document	Article journal	Article review, book, book series, chapters in book and conference proceeding
Language	English	Non-English

4.0 Findings

4.1 Background or selected article

The review successfully obtained 28 papers (refer to Table 3). Four topics were generated based on the thematic analysis: student factor, family-connected, school-related, and community-related. Further examination of the topics yielded 47 sub-themes (Table 4). Four selected articles were published in 2018, six in 2019, eight in 2020, two in 2021, and eight in 2022 (Table 3). This is consistent with previous studies on factors that may influence students' dropout.

Table 3. List of articles chosen

No.	Study	Author(s)	Year
1.	The population impact of childhood health conditions on dropout from upper-secondary education.	Mikkonen, J., Moustgaard, H., Remes, H., & Martikainen, P.	2018
2.	Identifying causes of lower secondary school dropout in Cambodia: a two-level hierarchical linear model.	Pov, S., Kawai, N., & Murakami, R.	2022
3.	Causes and remedies for secondary school dropout in Palestine.	Bzour, M., Zuki, F. M., & Mispan, M.	2022
4.	School dropout factors: a teacher and school manager perspective.	Gil, A. J., Antelm-Lanzat, A. M., Cacheiro-González, M. L., & Pérez-Navío, E.	2019
5.	Exploring the Factors Associated with the School Dropout.	Boyaci, A.	2019
6.	Expecting the unexpected? Expectations for future success among adolescent first-time offenders.	Mahler, A., Fine, A., Frick, P. J., Steinberg, L., & Cauffman, E.	2018
7.	How to understand school refusal.	Havik, T., & Ingul, J. M.	2021
8.	Long-term effect of adverse childhood experiences, school disengagement, and reasons for leaving school on delinquency in adolescents who dropout.	Bae, S. M.	2020
9.	Preliminary validation of the dropout risk inventory for middle and high school students.	Vaughn, M. G., Roberts, G., Fall, A. M., Kremer, K., & Martinez, L.	2020
10.	School disorder and dropping out: The intersection of gender, race, and ethnicity.	Peguerio, A. A., Merrin, G. J., Hong, J. S., & Johnson, K. R.	2019
11.	Sociodemographic risk, school engagement, and community characteristics: A mediated approach to understanding high school dropout.	Piscitello, J., Kim, Y. K., Orooji, M., & Robison, S.	2022
12.	The Impact of Unhealthy Behaviors on Personalized Well-Being Index in a Sample of School Dropout Adolescents.	Lazzeri, M. F. L., Mastorci, F., Piaggi, P., Doveri, C., Casu, A., Trivellini, G., ... & Pingitore, A.	2022
13.	The influence of school mobility and dropout rates on non-mobile students' school engagement: a chicken-and-egg situation?	Degroote, E., Demanet, J., & Van Houtte, M.	2020
14.	'From a sense of failure to a proactive life orientation': First year high school dropout experiences and future life expectations in Norwegian youth.	Ottosen, K. O., Goll, C. B., & Sørli, T.	2019
15.	"My Story Started When I was Younger...": A Qualitative Analysis of Youth's Differential Journeys Away From School.	Koslowski, J. B., Skubel, A., Zaff, J. F., & Porche, M. V.	2022

16.	"Our girls need to see a path to the future"-perspectives on sexual and reproductive health information among adolescent girls, guardians, and initiation counselors in Mulanje district, Malawi.	Nash, K., O'Malley, G., Geoffroy, E., Schell, E., Bvumbwe, A., & Denno, D. M. (2019).	2019
17.	A photovoice study of school belongingness among high school students in Norway.	Lieblein, V. S. D., Warne, M., Huot, S., Laliberte Rudman, D., & Raanaas, R. K.	2018
18.	Ethnic minority educational success: Understanding accomplishments in challenging settings.	Trieu, Q., & Jayakody, R.	2019
19.	An exploratory analysis of the necessity and utility of trauma-informed practices in education.	Jacobson, M. R.	2021
20.	Chasing a dream against all odds.	Vivian, E., Chewning, B., & Flanagan, C.	2022
21.	Gifting Relationships and School Dropout in Rural Malawi: Examining Differences by Gender and Poverty Level.	Pike, I., & Grant, M.	2022
22.	Adolescence dropout risk predictors: Family structure, mental health, and self-esteem.	Lawrence, K. C., & Adebawale, T. A.	2022
23.	Longitudinal association between risk profiles, school dropout risk, and substance abuse in adolescence.	Goulet, M., Clément, M. E., Helie, S., & Villatte, A.	2020
24.	Resilience among students at risk of dropout: Expanding perspectives on youth suicidality in a non-clinical setting	Szlyk, H. S.	2020
25.	School refusal or truancy? A qualitative study of misconceptions among school personnel about absenteeism of children from immigrant families.	Martin, R., Benoit, J. P., Moro, M. R., & Benoit, L.	2020
26.	Suicidal ideation among youths at risk of school dropout: impact of student demographics, stressors, and academic self-concept.	Szlyk, H. S.	2020
27.	The Development of Educational Aspirations and Expectations from Adolescence to Young Adulthood: A Longitudinal Study of Mexican-Origin Youth. <i>Social Psychological and Personality Science</i> , 11(7), 965-974.	Lawson, K. M., Atherton, O. E., Ferrer, E., & Robins, R. W.	2020
28.	The temporal dynamics of neighborhood disadvantage in childhood and subsequent problem behavior in adolescence.	Kleinepiper, T., & van Ham, M.	2018

4.2 The themes and sub-themes

The themes and sub-themes are highlighted in Table 4, which shows the behavioral trends of school dropouts. The findings illustrate that the behavioral trends are consistent with the findings of previous studies.

Table 4. Behavioral trends of school dropouts

Factors	Study
a.	
Student related	
Substance abuse	6, 12, 15
Early marriage	18, 5
Sexual activity	21
Teenage pregnancy	16, 5
Absenteeism	6, 7, 8, 11, 14, 2
Grade repetition	11, 2
Poor academic performance	6, 8, 10, 11, 13, 14, 2, 3, 5
Exam failure	10, 11, 2
Lack of self-esteem	7, 9, 22, 25, 26
Concentration difficulties	14
Truancy	8, 23
Disability/illness	7, 1, 2, 5
Mental health	7, 15, 22, 24, 26, 1
Delinquency	8, 11, 12, 25
Truancy	7, 8
Anti-social	6, 7, 23, 24
b.	
Family-related	
Parent's education	7, 13, 18, 27, 2, 4
Parent's career	8
Family's economic status	8, 9, 10, 11, 15, 16, 18, 19, 21, 26, 27, 2, 3, 4, 5
Parental illness	8
Family relationship	8, 14, 17, 20
Domestic violence	15
Parent's marital status	14, 15, 22, 24, 26
Fostering issue	15
Number of siblings	2, 3
Extended household	22
Parental care or awareness	7, 10, 18, 20, 25, 2, 3, 4, 5
Physical abuse at home	8, 15, 2
Emotional abuse	15, 25
c.	
School	
Type of school	13, 14
Teacher-pupil ratio in class	10, 24, 4, 5
Student-teacher relationship	7, 8, 9, 11, 14, 17, 18, 19, 20, 3, 24, 2, 4
Participation in school activities	11, 17, 24

Student-school interaction	9, 11, 17, 20, 24, 4
School facilities	11, 17, 2, 4
Teacher's skills	11, 14, 17, 20, 2, 3, 4
Availability of teacher	20, 2, 3, 4
Accessible to school	2, 3, 4
Peers influence	9, 10, 17, 18, 20
Bullying	7, 14, 15, 24
School mobility	13, 14, 25
d. Community	
Neighborhood environment	10, 11, 14, 15, 18, 19, 20, 28
Neighborhood relationship	4
Ethnicity	6, 10, 11, 13, 15, 25, 27
Gender	9, 10, 11, 13, 21, 27, 2, 3

5.0 Discussions

5.1 Student

The findings substantiate Pov et al.'s (2022) study, grade retention is the major factor influencing a student's decision to drop out. Grade retention is the practice of keeping underachieving pupils in the same grade to boost their academic performance. However, a few studies suggested that students' achievement is known to be one of the most powerful predictor factors for school dropout, which has been measured using exams. Low achievers are at a higher long-term risk of dropping out of high school (Bae, 2020; Mahleret al., 2018; Ottosen et al., 2019; Piscitello et al., 2022). Adding on, a lack of academic competence over time may have led to emotional stress and the desire for protection and retreat (Ottosen et al., 2019).

A further study by Pov et al. (2022) highlighted how dropout was also significantly impacted by absenteeism. The frequency of the student's absences over the two weeks before the school visit served as the primary measure of absenteeism in the study. A unit increase in absenteeism would raise the likelihood of dropping out of school 1.43 times, according to the odds ratio for this behaviour, which was 1.43. Other than that, dropout risk is increased by early marriage, which forces an early shift into adult duties, especially for girls. Based on the data collected by Nash et al. (2019), they concluded that unintentional pregnancies also resulted in dropouts. Lastly, it has been proposed that poor health may interfere with educational endeavours by impeding cognitive development, diverting attention from long-term objectives like education and employment, and alienating youth from their peers and school through an increase in stigmatization, unfavourable interactions, and missed school days (Mikkonen et al., 2018).

5.2 Family-related

Most of the research has focused on a few elements of family characteristics, such as parents' education, career, economic, marital, and health status, family relationship and structure, as well as parents' awareness toward their children's education. In most developing nations, the socioeconomic position has been shown to be a reliable indicator of school dropout (Pov et al., 2022; Lawrence & Adebawale, 2023). For instance, several studies in African nations have shown that students decide to leave school because of their family's economic status (Bae, 2020; Bzour et al., 2022; Koslouski et al., 2022; Lawson et al., 2020; Nash et al., 2019; Pov et al., 2022; Vaughn et al., 2020). The education of the parents and parents' engagement in their children's education influenced the tendency of dropouts (Pov et al., 2022). Adding on, Koslouski et al. (2022), in their study found that situations involving the youths' (participants in the study) parents or in their adverse childhood experience (ACE) have a significant impact on their decision to leave school. According to Vivian et al. (2022), children who grow up in caring and supportive social environments are more likely to be resilient, according to studies involving vulnerable youngsters. Most youth who lose a father or mother's role experience mental distress. Due to this, the family structure of many secondary school students, such as (i) intact, (ii) stepfamily, (iii) single parent, (iv) polygamous, or (v) extended family, has a detrimental impact on them and may trigger their dropout decision. This is in line with the study run by (Koslouski et al., 2022), in which they found that most of the youth (77.8%) described one or more ACEs that occurred in early or middle childhood and affected their decision to leave school.

5.3 School related

Many school-related issues have been linked to dropout. For example, most of the earlier research tended to focus more on teacher-related variables for analysis at the school level. The most mentioned elements regarding teacher-related variables are student-teacher relationships (Bae, 2022; Piscitello et al., 2022; Pov et al., 2022; Vaughn et al., 2020). According to Koslouski et al. (2022), in a situation where teachers are more attentive and committed to treating students as individuals, as opposed to only learning in isolation, it significantly improves students' academic development and interest in schooling. While lack of connectedness with teachers and classmates, dissatisfaction, boredom, and activities and challenges that were not well suited to each person's unique skills and abilities may have contributed to a poor learning environment which will trigger students to drop out of school. Students do much better academically in a setting where teachers are more involved and focused on them as individuals rather than just on what they are studying in isolation (Koslouski et al., 2022). The researchers who were involved found that these teachers modified their education to consider the particular needs and characteristics of each student in order to make it seem interesting, doable, and relevant. It will also affect the school environment, which has been shown to be utilized as a method to keep students who are at risk of dropping out of school (Gil et al., 2019; Lieblein et al., 2018; Piscitello et al., 2022; Szlyk, 2020; Vaughn et al., 2020; Vivian et al., 2022). It works well to increase

students' motivation and desire to finish their education. Pov et al. (2022) added that by improving educational resources, there are possibilities that the dropout rate can be reduced.

Additionally, several studies have demonstrated that the availability of educational facilities has significantly reduced the dropout rate (Gil et al., 2019; Lieblein et al., 2018; Piscitello et al., 2022). Moving on, accessibility to school is another clear indicator of school dropout in most of the research conducted in emerging nations. The biggest barrier to educational access is inadequate schooling, particularly in rural regions, and several studies have indicated that students who lived distant from schools had much higher dropout rates (Bzour et al., 2022; Gil et al., 2019; Pov et al., 2022;).

5.4 Community-related

Based on the findings, family's economic status is mentioned to be the primary cause of dropout. This difficulty is often connected to unstable home environments, neglecting, divorces and custody battles which may lead to students being taken care by relatives. This will create two behaviours of youth which are passive and aggressive youth. The absence of effort, support, and structure in the family setting, which gave the youth a sense of being passive participants in their own lives because they did not get enough assistance to become familiar with their own resources for problem-solving, they may have grown inactive because of daily rejection and inadequate advice and support to address common issues. The second one is aggressive behaviour which often manifests as a rebel method which includes alcohol and drug misuse, violence, and absenteeism which may lead to mental health issues. There is a strong link between these family issues and youth's mental health issues. Studies show that youths expressed disappointment that their parents had fallen short as dependable, resourceful role models which affect their behaviour and as a long-term effect, made them lose interest in school and start to search for a job to provide for themselves.

Youths who live in a village are characterized by the high level of peer dropout. These communities are frequently minorities communities. Youth may therefore learn to cope by disengaging from the school they believe does not want them or regard them less. These viewpoints provide a glimpse into the more extensive processes that affect youth's life paths. Youth may see a lack of chances and resources as deliberate oppression or as a measure of their own value in neighborhoods that are disproportionately burdened with low-paying employment, uncontrolled social problems, and a lack of youth programming. They may also engage in situationally appropriate actions and that satiate their unfulfilled needs for belonging, protection, and survival like involving in drugs, participating in gangs, violence, and sexual activities.

Moving on, the student-teacher relationship was found to be among the factors that affect youths' dropout behaviour trends. A lack of closeness between students and teachers, boredom, challenges that were not well suited to each student's unique set of talents and abilities may have contributed to behavioural pattern defined by low academic self-efficacy, impatience, social retreat, and excessive absenteeism which will result in lack of academic interest behaviour. Therefore, enhancing teaching standards is crucial to increase academic interest among students and lowering school dropout rates.

The study further found that youth who had persistently grown up in a low-income area or in a constant deprivation group was shown to have a higher rate of dropping out of school than kids who had grown up in more affluent neighborhoods (Kleinepier and Van Ham, 2018). For young people, residing in areas with low levels of formal education and in poor communities might be a barrier. The absence of resources such as community libraries, a peaceful and safe environment, or other facilities and a well-integrated network to assist learning for young people living in underprivileged areas may be one explanation for this finding (Abukari and Laser 2013). The implications of the study garner attention to address the issue of dropout properly. The behavioural trends may be used as an early warning sign for the respective parties to understand why the students are likely to dropout and probably, they are able to find ways to encourage the school students to remain in school and continue their education.

6.0 Recommendation

Although there is limitation in the study such as not being able to obtain an in depth understanding of the issue from the students' perspectives, the findings obtained set a behavioural trend that can be observed and addressed by the specific parties involved in addressing the issue of dropout. There are quite a number of studies emphasizing academic, family, and community factors that shaped youth's behaviour which affects their decision to drop out of school. The current study serves as a reference of why it is important to shift the emphasis from a wider scope level of study to a smaller one which focuses on youth on their own. By focusing on the subject, researchers will find various aspects that are linked to their behaviour before the actual decision of dropping out. In this regard, youth's mental health serves as a controlling center for their behaviour. This aspect should be centralized in studying dropout trends. Youth's mental health should be seen as one of the factors that trigger their dropout decision. A detailed study should be conducted on how mental health is associated with dropout behaviour trends to get a deeper understanding of the dropout phenomenon.

7.0 Conclusion

Dropout is multifaceted both individually (student and family factors) and institutionally (school and community factors), encompassing several elements that need to be targeted in order to motivate students to stay in school. The study found that there are three most common elements are associated with school dropout which affects the youth's behaviour. The most mentioned was family economy status which has proven to have a huge impact that shaped youth behaviour either positively or negatively (passive and aggressive). Next, student-teacher relationship which linked to students' academic interest and lastly, neighborhood environment which influences youths in behaviour in response to their educational attainment. To assess the steps taken to encourage people to finish their education,

it is necessary to do further study to understand how various factors contribute to the decision to drop out of school. The primary causes of school dropouts are better understood because of this study. Finally, given that lowering dropout would have a beneficial influence on sustainable development and the establishment of a nation, the study indicates that the issue of school dropout remains a national one that calls for coordinated efforts to identify effective solutions. The findings from the study may be used as an early warning signal to address school dropout by school counsellors and administrators.

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Paper Contribution to Related Field of Study

The study contributes to an understanding of how behavioral trends can be used to address the issue of dropout among secondary school students. It can be used as an early signal indicator for counselors to assist students, who may show an early sign of withdrawal or to drop out of school, to remain in the education system.

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