ISSN 2278-7763

"STUDENTS AT RISK OF DROPPING OUT OF SCHOOL: CHILDREN'S VOICES"

LILIBETH B. TORRES (AUTHOR)

Professional Schools, University of Mindanao, Davao City,

lildhan_65@yahoo.com

LILIA C. SAROMINES, Ed.D. (CO-AUTHOR)

Faculty, Professional Schools, University of Mindanao, Davao City,

lilia.saromines@umindanao.edu.ph

ABSTRACT

The purpose of this qualitative study was to explore the truth behind the experiences of students at risk of dropping out from public schools. Twenty secondary students from Matanao, Davao del Sur were selected through purposeful sampling. The results of the interview were transcribed, translated and coded to produce root and branch codes. Through in-depth interview and focus group discussion it was found out that hostility in the family, adversities at home, peer influence, learning difficulty, low self-esteem and poor disposition, and negative social interaction were barriers of students to enthusiastically focus on their studies resulting to higher risk of dropping out. As to their insights they can share to other students who are also at risk of dropping out and to the academe in general: have faith, reform and transform, hold on and be positive. This study has significance in education as to how to address the problem and find ways to prevent it.

Keywords:

Students at Risk of Dropping Out. student in disadvantaged situation due to factors attributed to the family, school and community.

Academic Engagement. Refers to time on task, academically engaged time, or credit accrual.

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

INTRODUCTION

Education is a passport to the future. Today, the world needs smart and globally-competitive people who provide the demands of commercialization, industrialization and development. Without education the world will be blind, the truths will be withheld and hidden behind the walls of ignorance and countless generations will be estranged from knowledge and wisdom that only education can suffice. Thus, it is life itself. With the helping hands of the teachers who enable the children to see the difference between innovation and stagnant the world begins to take shape and reshape into modification, improvement and speedy progress. Parents apparently send their children to school to acquire education which is a powerful legacy any child would inherit (Arum, Roksa and Budig, 2008).

It is a tool to explore limitless opportunities to improve the mind, enhance skills, and draw out the best from each student. Education connotes an implicit means of living – the rationale that drives most parents to provide the best education to their children at all cost. It is perceived that education is a ladder to employment, development and industry. Moreover, bringing children to school and making them stay therein until graduation is a matter that involves a scrupulous effort of the parents, teachers and children themselves. It is easier indeed to send them to school but to make them stay until the end of the school year is an arduous task (Arum et al., 2008; Bridgeland et al., 2006; Oghuvbu, 2008; Wotherspoon, 2004).

IJOART

The major concern in basic education is ensuring that students stay in school until they complete their education. Dropping out is a serious problem because it hinders the individual student to assert education as fundamental human right. Internationally, the individual right to education has been purportedly affirmed in many treaties and conventions as in The 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for All (UNESCO, 2008).

There is an across-the-board consensus that the school dropout problem has reached epidemic proportions globally and has become a problem facing the education industry round the world. The most important concept in preventing school dropout or promoting completion is student engagement. There is a great deal of proof that dropping out of school is a process of disengagement from school and the learning that accumulates over the years, often beginning early in elementary school (Arum et al., 2008; Bridgeland et al., 2006; Oghuvbu, 2008; Wotherspoon, 2004).

Purpose of the Study

The purpose of this phenomenological study was to describe the students at risk of dropping out. This study involved different secondary schools with the aim of increasing a deeper perception of the reasons of dropping out particularly in high

Copyright © 2016 SciResPub.

ISSN 2278-7763

school. This study visualized to document the distressing and discouraging experiences and sentiments of students who were at risk of dropping out from high school. This phenomenological study likewise revealed data about the informants' family background, activities, experiences and their capacity and self-motivation to continue schooling despite the blocking circumstances (Starks and Trinidad, 2007).

In this study, the objective was to observe, pay close attention and capture the different anecdotes of the students at risk of dropping out and take note of how they were able to manage the circumstances, specifically on how they end up victoriously amidst the hurdles that nearly made them give up. It was also noteworthy to understand how these children were rebooted and motivated to continue learning despite the risks of dropping out. How they championed over the obstacles and what inspired them to carry on are interesting cases needed to be studied and shared to students who are in the same predicament. The educators would also be alerted by the facts and reasons that students at risk of dropping out experience and go through (Racasa, 2008).

Effective teachers leave an imprint to their students' lives and mark priceless learning experience to the world. It is a challenge for an educator to motivate students in a near drop out situation to stay and continue learning. Education remains to be a freeway to escape from the deep, dark cave of ignorance and stagnancy and it drives the lives of the students. It controls their actions and outlooks toward the future and beyond thus making it necessary for teachers to understand their roles in preventing students from dropping out.

IJOART

Research Questions

This study seeks to answer the following questions:

What are the experiences of students at risk of dropping out?

What insights can the students share to their peers and to the academe in general?

METHODOLOGY

This chapter presented the nature of the study, the research design used with regard to presentation, analysis and interpretation, the philosophical assumptions, role of the researcher, research participants, the data collection process, data analysis, trustworthiness which includes the following: credibility, transferability, dependability and conformity of the study and all individuals involve and the ethical considerations in the process.

Research Design

In this research study, I applied descriptive qualitative method particularly phenomenology. Phenomenology is a study that attempts to understand people's perceptions, perspectives and understandings of a particular situation. It is reliving the experiences of the participants involved in the study and going deeper into their

Copyright © 2016 SciResPub.

ISSN 2278-7763

thoughts, identifying the essence of the experience as described by the participants, through lengthy discussions (Campbell, 2011; Creswell, 2007; Speziale and Carpenter, 2007;Willis, 2011).

I used the phenomenological approach because it is a powerful tool in getting a clear understanding of human experiences, penetrating into their thoughts, feelings and actions in order to gain insights from their experiences. It clearly illustrates the specific details of the experience and how they are seen by the subjects in the situation. It is an appropriate instrument in my study wherein I need to envision and explore the actual experiences of my participants who are at risk of dropping out of school.

Role of the Researcher

Many of our children nowadays are not in school because they help their parents earn for a living. The Department of Education has initiated programs and projects to reduce or even eradicate problems on dropping out of school but dropout rates have remained to be a major problem for school heads, teachers and parents. There are children who are at risk of dropping out of school for some other reasons. It is for this reason that I like this study, to find out if these children who are at risk of dropping out of school have the same experiences and problems which made them at risk of dropping out. As a District Supervisor, I wanted to learn more on the reasons of students and why they became at risk of dropping out and provide wider spectrum in understanding on this problem at school.

IJOART

Research Participants

Prior to the conduct of my study, I have identified my informants. The informants were secondary students identified by the school head of Matanao National High School. After contacting these informants, I explained to them the purpose of my study. To obtain a good quality of qualitative research, I opted to get just a considerable number of participants for my research with twelve informants for the in-depth interviews and eight participants to engage in focus group discussions. Focus groups are considered to work well with approximately 8 people (Hancock et al, 2009). I believe that this is already a considerable number of participants, adequate to provide credible information and significant results and findings.

Data Collection

In the collection of data of the study, I have undergone these processes namely: in-depth interview with the study-informants, conduct focus group discussion with the participants and take note on crucial information. Before conducting the actual in-depth interviews and focus group discussions with the study participants, I made sure that ethical considerations were properly observed. I applied the key principles of ethical issues (Bloom and Crabtree, 2006; Mack et al, 2005) that should be considered in any research study which are consent and confidentiality.

Copyright © 2016 SciResPub.

ISSN 2278-7763

Analysis of data

Analysis of data in a research study involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features (Hancock et al, 2007). Data were analyzed using a method which includes data reduction, data display, conclusion drawing and verification (Zhang and Wildemuth, 2007), adding that qualitative content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings”. Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Suter; 2012). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing. With data reduction, I will employ the expertise of a professional data analyst for data analysis. .

The conceptual framework was interpreted with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied by the researcher with the assistance of two independent readers and analysts who were experts in the field of study to form a triangulation team wherein each examined the data and compared individual findings to obtain a deeper and broader understanding of how each investigator view the issue. Triangulation was used to ensure the validity of the data by using more than one person to collect the data, thereby increases its reliability (Lobo, 2010; Speziale and Carpenter, 2007).

IJOART

Trustworthiness

To establish the trustworthiness of this study, I observed the following components: credibility, transferability, dependability and conformability**.** To address credibility of my study, I employed the following techniques. First, I deliberately included three experiential learning initiatives rather than just one or two. My intention here was to generate three layers of data from each participant. Second, I made sure that all relevant data were included. Irrelevant data were excluded. Third, I asked the assistance of my guidance counselor to be one of the independent readers. We have read and analyzed the same data and compare our independent analyses. If we have the same findings and analyses, these strengthen the confidence of the study. To address transferability, I described in the detail research context and the assumptions that are central to the research and showed all data as transparent as possible. To establish the dependability of my study, I ensured consistency during the data collection and analysis by doing the code-recode system during the data reduction and will apply the peer examination and investigator triangulation of the data collected and analyzed. This made my study reliable. To address the conformability of my study, personal opinions, assumptions and judgments were set aside so that data were not distorted. The use of audio-taped interviews, note-taking and journals is one way of ensuring conformability. As much as possible during the interview, there was less interference in order to gain the true picture of the personal experiences of the participants. To ensure that the findings of the study are free from biases and prejudice, triangulation and peer consensus were applied.

Copyright © 2016 SciResPub.

ISSN 2278-7763

Ethical Consideration

Since my research study involved students who are at risk of dropping out of school, they were hesitant to disclose information out of fear and withheld some data. However, as part of research rigor, several safeguards were applied that eradicated their fears and promoted trust. I ensured that my study was guided by ethical principles as described by (Mack et al, 2005), namely: respect for persons, beneficence, justice, consent and confidentiality.

RESULTS

This chapter present the participants' experiences relating their insights and viewpoints which include conclusions based from the information collected through in-depth interviews and focus group discussion. The following research questions supplied data results from the informants.

What are the experiences of students at risk of dropping out of school?

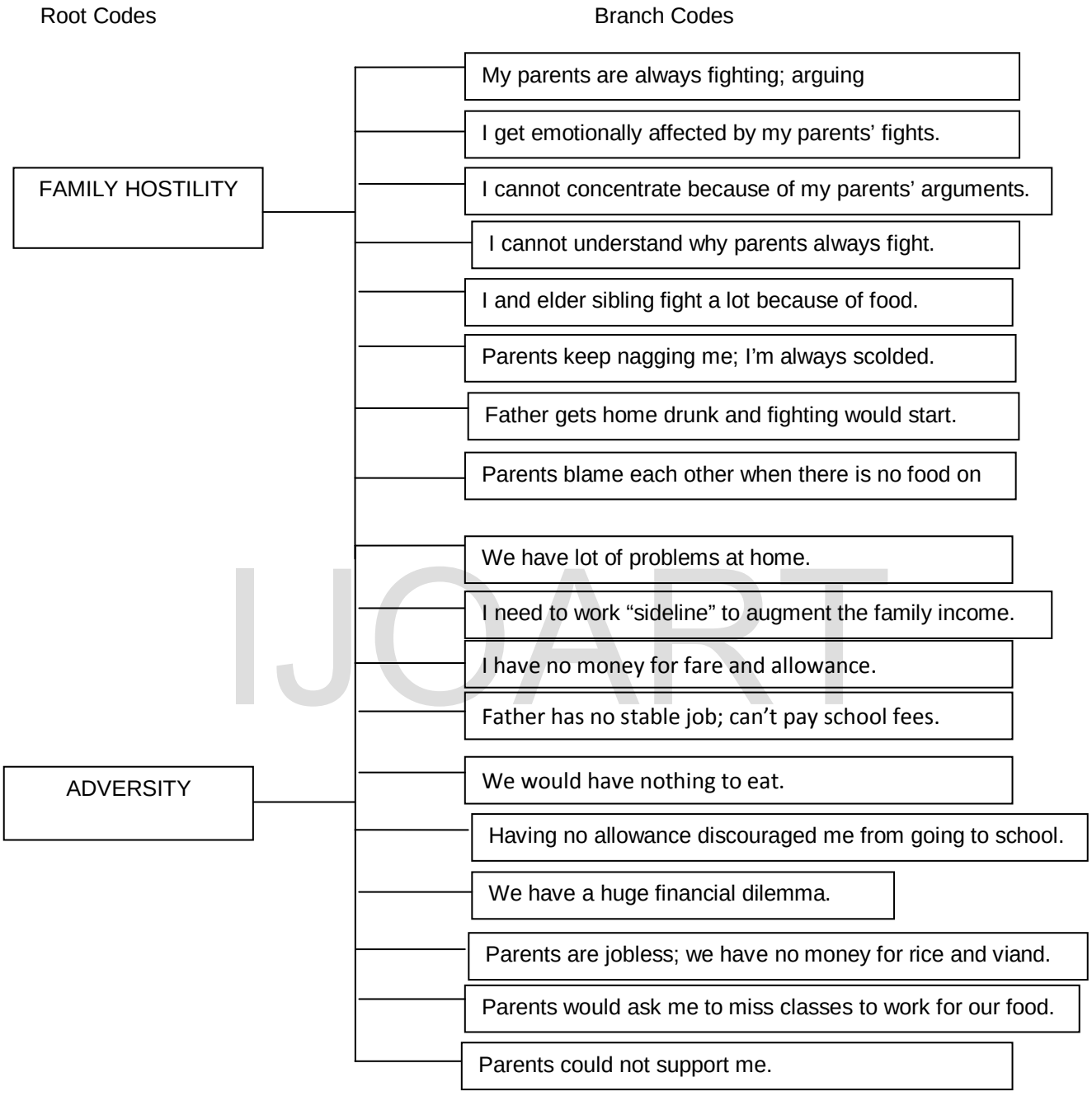
What insights can the students share to their peers and to the academe in general?

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

Figure 1. Root and Branch Codes on the experiences of students at risk of dropping out.

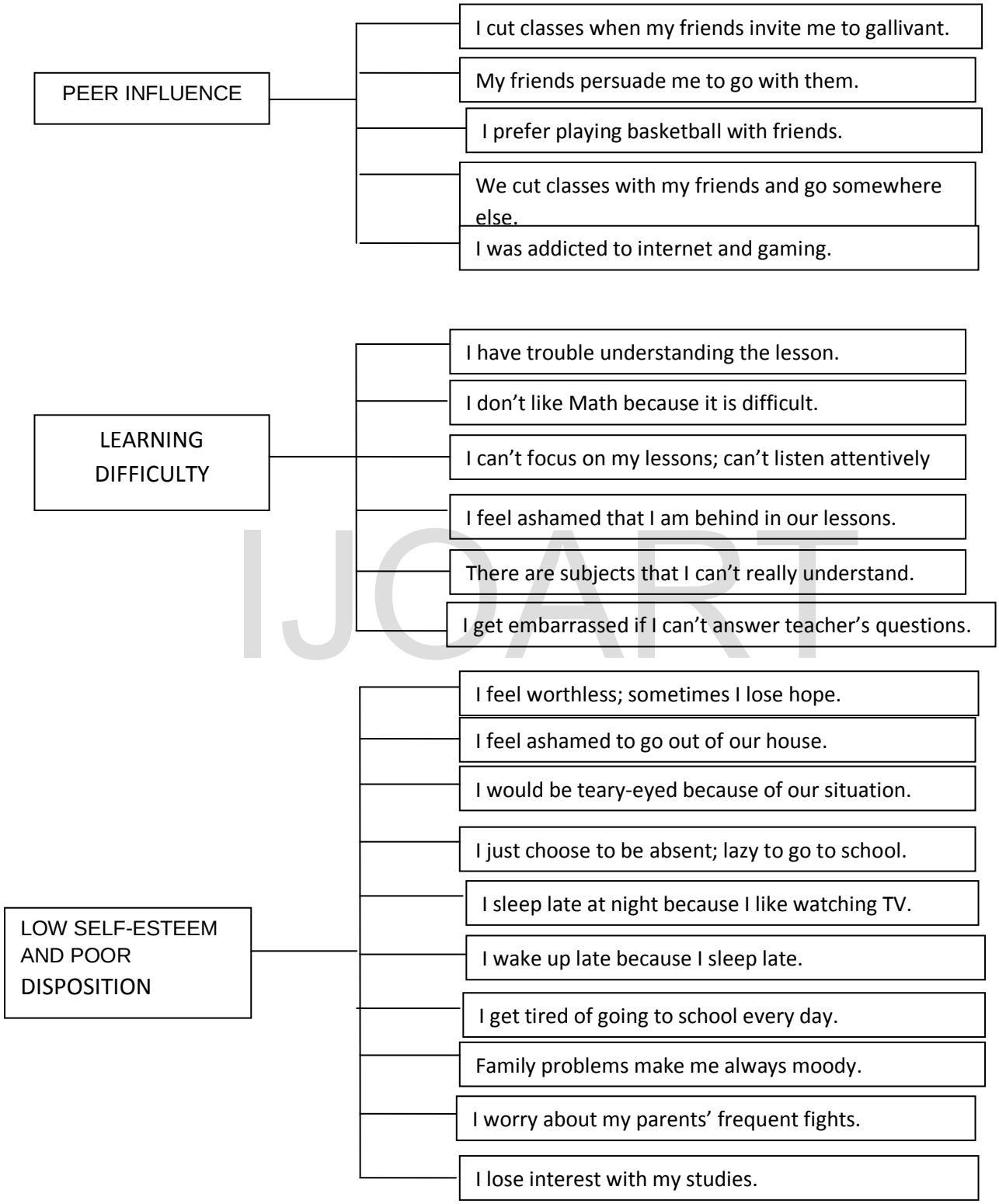


IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

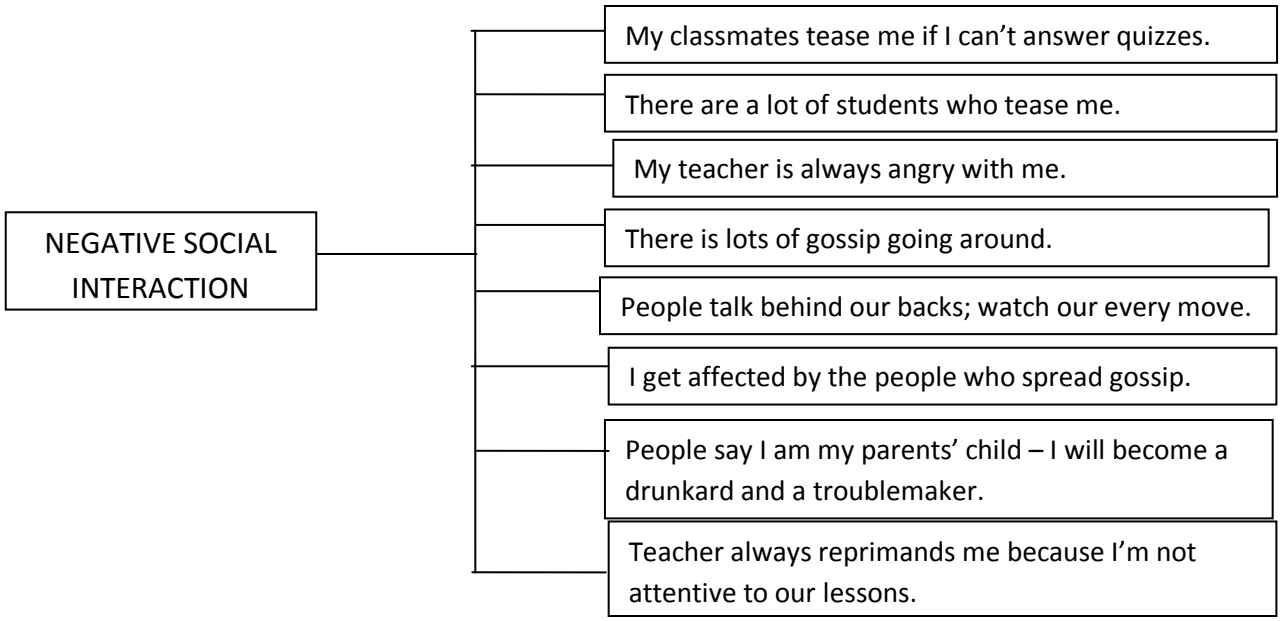
Continuation of Figure 1



IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

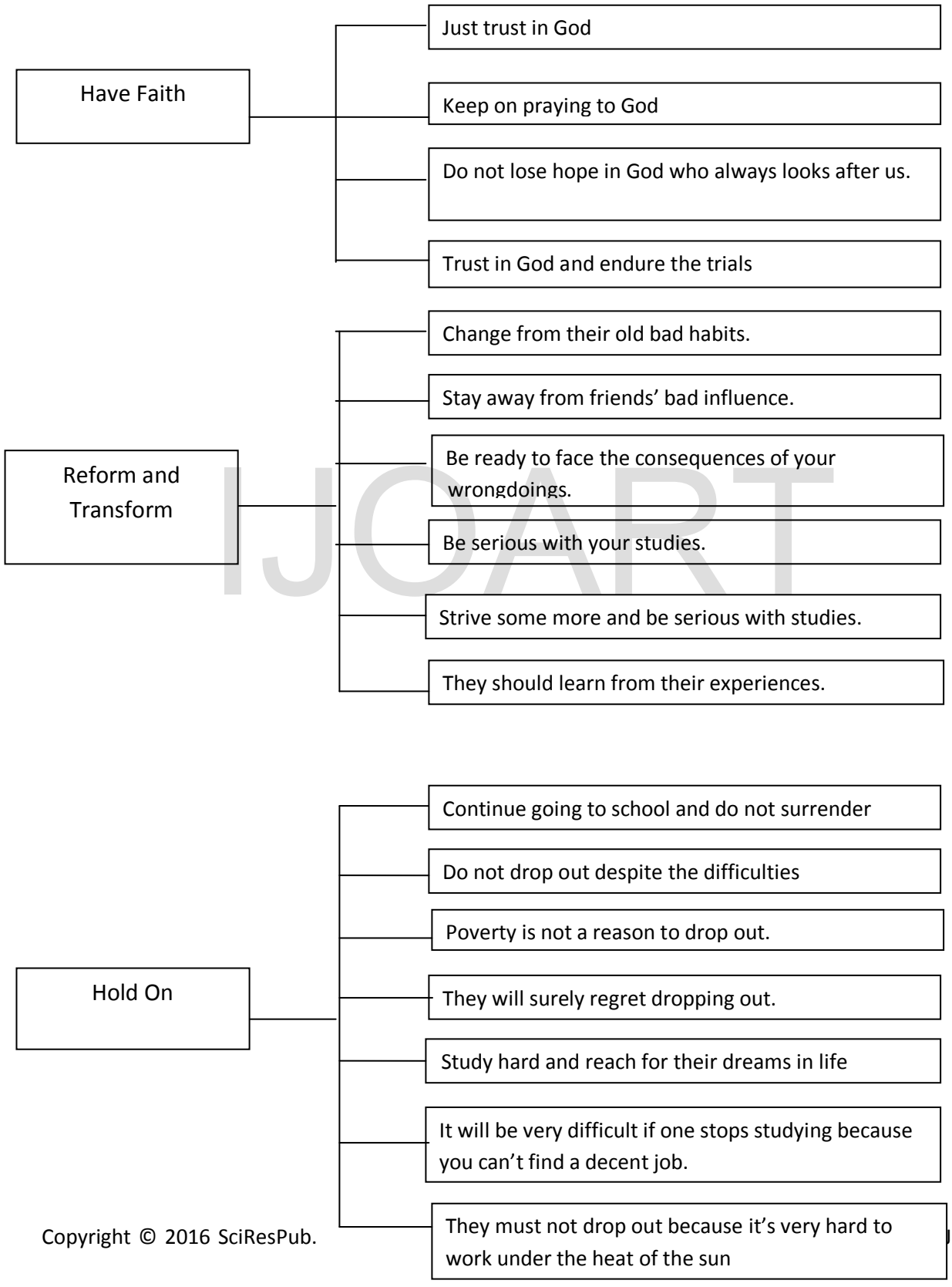


IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

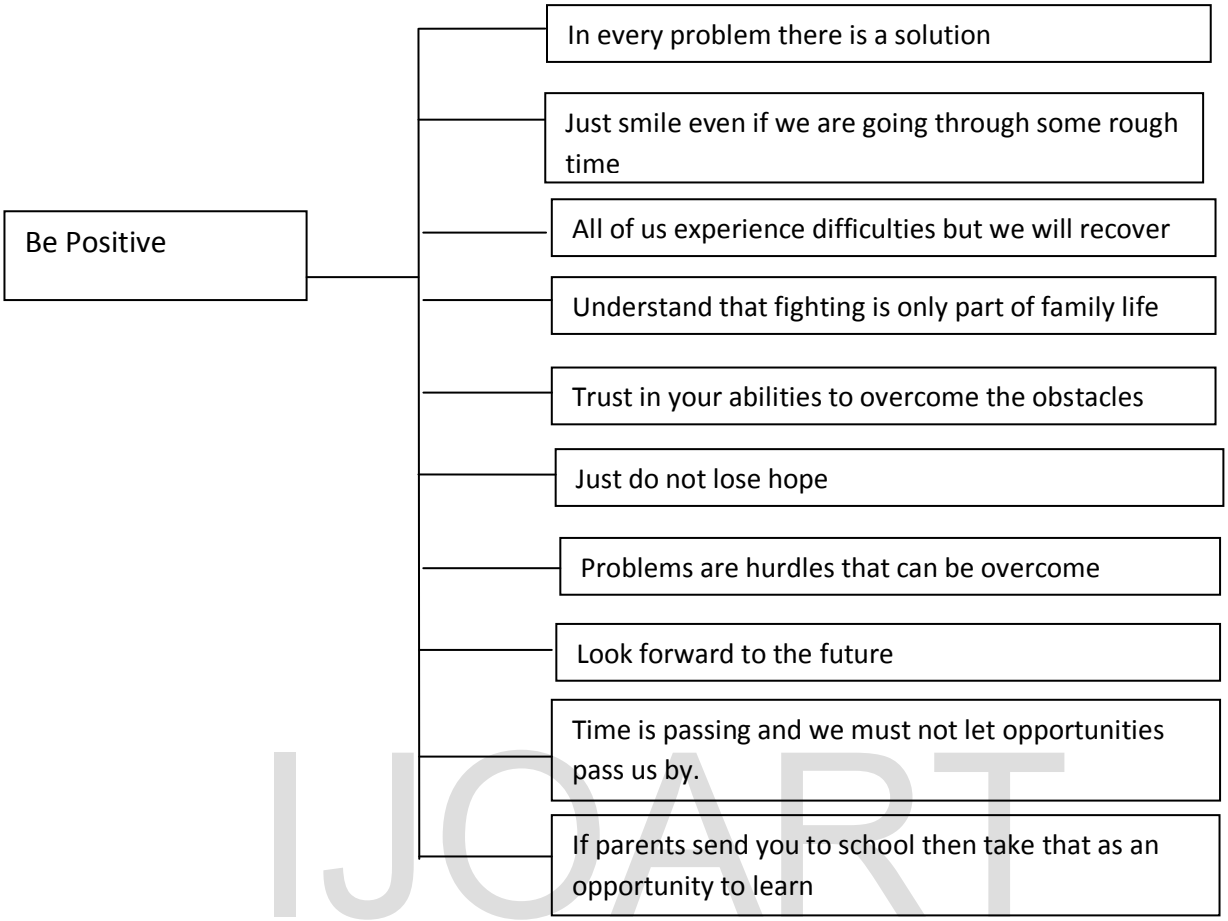
Figure 3. Root and Branch Codes on the insights of students at risk of dropping out.



IJOART

Copyright © 2016 SciResPub. IJOART

ISSN 2278-7763



IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

SUMMARY AND CONCLUSION

This chapter presents the discussions, conclusions, implications for practice and for future research. This was based from the root and branch codes which emerged from the data analysis. Since this study has clearly pointed out its purpose, that is to recall the experiences of students at risk of dropping out of school. It aims to be deliberative and comprehensive bringing out the different emotions and insights of the participants to indicate what concepts must be gathered from the findings. There were six root codes which emerged: Adversity, Family Hostility, Peer Influence, Learning Difficulty, Low Self-esteem and Poor Disposition, and Negative Social Interaction.

Implications for Practice

Collective actions to lower the incidence of students at risk of dropping out of school are significant as related to the findings. This implies that school officials may create an action plan, devise programs and implement activities to encourage, motivate and assist students who categorically belong to the list of at risk of dropping out. Likewise, provide students personality trainings and workshops to boost their self-esteem, self-discipline and disposition in life. In addition, conduct parents' seminars and symposium that family is vital in the academic performance of students. Additionally, let the SARDO go through the process of motivational programs and sessions before or after class to let them know that despite their circumstances and adversities they face in life, they are still valued by the school, their teachers and their classmates. Students who were involved in extracurricular exercises have greater chances in completing high school education. If students cease to participate in extracurricular programs, dropout rate increases. It is interesting to note that even an hour a week of participation in extracurricular activities has a significant effect on graduation rate (Lam et al., 2005).

In order to build a positive school environment among students, additional seminar and forum may be initiated for educators to be an effective motivator in their classrooms. Activities (with PTA) such as: family sports festival, teacher-student outing and bonding can also be encouraged to build a strong relationship between the students' families and the teachers as well as the school administrator. This way, the students will be open to their personal troubles, making them confident to share with their Guidance Counsellor and teacher when they feel troubled and uncomfortable in their house, community and school. The School Heads may also consider faculty assessment through classroom observation and solicit insights and viewpoints of students as regards to their relationship with their teachers.

In the community, the socio-related factors that affect the students' personality and self-esteem may be intervened through community joint efforts, activities and programs that will enrich the harmony, camaraderie and unity within the community. Communities play a compelling role in adolescent growth along with families, schools, and friends. Population characteristics or demography of communities are associated with dropping out, but not in a direct manner: living in an impoverished neighborhood is not necessarily destructive for students to complete high school-level academic skills, but rather living in an affluent neighborhood is beneficial and contributes to school success. This suggests that well-off neighborhoods provide more access to community

Copyright © 2016 SciResPub.

ISSN 2278-7763

resources (e.g., educational organizations, health care organizations, and religious and cultural organizations) and become positive role models for students (Rumberger at al., 2009). Moreover, Burrus et al. (2012) accentuated that dropping out of high school can be anticipated due to psychosocial factors pertinent to personality and motivation. For example, it is plausible to use as to what extent the students, their parents and teachers actively engaged in the educational process to assume how possibly the students are to graduate.

Implication for Future Research

Future research on the experiences of students at risk of dropping out of school may be advantageous when the study is not limited in number of participants. In as much as this study is limited to public secondary school of Davao del Sur, the following future research are recommended: further research can consider the role of school administrators in creating intervention programs that can assist the SARDO to continue their studies until graduation. A research on the community as regard to the role of society in the academic motivation and status of students can also be conducted.

Parents, whose families experience difficulties and adversities at home in terms of finances and relationship at home, thus, role of parents in encouraging their children to continue their studies, parents, together with the community leaders can create a livelihood activity and program to increase income from potential sources such as: vegetable planting and farming for fathers and art craft from native products for mothers. This way, family income can be raised in order to sustain the needs of children at home and in school. The findings of this study were based from the experiences of students at risk of dropping out of school. Further research may be conducted to determine the school administrators' and teachers' insights on drop out incidence among secondary students to confirm the findings of this study.

IJOART

Concluding Remarks

From the findings of the study, I have observed how financial adversities and family hostility greatly affected the students at risk of dropping out (SARDO). The same is true when a student lives in a community which does not help him/her to develop his/her optimum potential, and negative influence (e.g. illegal drugs and alcoholism) surround the student's environment, the risk of dropping out will certainly increase.

The investigation on the experiences of students at risk of dropping out of school made me come up with a conclusion that school heads, teachers and community can do a concrete plan to lessen if not eliminate the growing rate of dropping out. Students whose families are living in slums with impoverished neighborhood turn violent for many a reason. Financial constraints, job loss and chronic unemployment, addiction to alcohol and illegal substances can lead to frequent feud within the family. This can be unbearable for the emotions of children; they lose interest in attending school pointing to low academic performance that may result in dropout (Woititz, 2010).

Copyright © 2016 SciResPub.

ISSN 2278-7763

REFERENCES

Arum, Richard, Josipa Roksa, and Michelle J. Budig, "The Romance of College Attendance," *Research in Social Stratification and Mobility*, Vol. 26 (2008).

Bloom, Barbara DiCicco- and Benjamin F Crabtree; Article first published online: 28 MAR(2000).http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2006.02418.x/abstract

Bridgeland, J. M., Dilulio, J. J., & Morison K. B. (2006). The Silent Epidemic: Perspectives of High School Dropouts. Retrieved from http://www.civicenterprises.net/pdfs/ thesilentepidemic3-06.pdf.

Campbell, T. W. (2011). Predictive accuracy of Static-99R and Static 2002R. Open Access Journal of Forensic Psychology, 3, 82-106.

Creswell, J. (2007). *Qualitative inquiry and research design: choosing among five approaches*. Sage Publications. Thousand Oaks: London. Retrieved June 6, 2014 from http://community.csusm.edu/pluginfile.php/21115/mod_resource/content/1/Creswell_J.W._2007_._Designing_a_Qualitative_Study_Qualitative_inquiry_and_research_design_Choosing_among_5_approaches_2nd_ed._Thousand_Oaks_CA-_SAGE.pdf

Hancock M, Herbert RD, Maher CG. 2007 A guide to interpretation of studies investigating subgroups of responders to physical therapy interventions. *Phys Ther*. 2009;**89**:698–704.

Mack, N. et al. 2005. *Qualitative research methods: a data collector's field guide.* NC: Family Health International. 120p. ISBN: 0939704986

Namey E., Guest G., Thairu L., Johnson L. Handbook for Team-Based Qualitative Research. Altamira Press; 2007. Data reduction techniques for large qualitative data sets. pp. 137–161.

Oghuvbu, E. (2008). Absenteeism and lateness among secondary school students in Nigeria: profiling causes and solution. Academic Leadership, 6 (3). Retrieved from http://www.academicleadership.org/259/absebteeism-and-lateness-among-secondary-school-students-in-nigeriaprofiling-causes-and-solution/.

Racasa, Luningning R. A Study of the Causes of Irregular Attendance and Tardiness of Grade VI-Lyra of Vinzons Pilot Elementary School, Vinzons District during the School Year 2007-2008.

Speziale, H. J. S., & Carpenter, D. R. (2007).*Qualitative research in nursing: Advancing the humanistic imperative* (4th ed.). Philadelphia: Lippincott Williams & Wilkins. Retrieved January 3, 2014 from http://www.amazon.com/Qualitative-Research-Nursing-Humanistic-Imperative/dp/0781796008

Starks and Trinidad, 2007- Starks, H. and Trinidad, Susan (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. Qualitative Health Research Volume 17 Number 10 December 2007 1372-1380 © 2007 Sage Publications 10.1177/1049732307307031 http://qhr.sagepub.com hosted at http://online.sagepub.com

IJOART

ISSN 2278-7763

UNESCO IBE (2008). Inclusive education: The way of the future. Conclusions and recommendations of the 48th session of the International Conference on Education (ICE), Geneva, 25–28 November 2008. http://www.ibe.unesco.org/en/ice/48th-session-2008/conclusions-and-recommendations.html.

Willis, J. (2011). *Foundations of qualitative research: interpretive and critical approaches*.Thousand Oaks: Sage Publications.Retrieved February 20, 2014 from www.sagepub.com/textbooks/Book228788

Wotherspoon T 2004. The Sociology of Education in Canada: Critical Perspectives. Toronto: Oxford University Press

Zhang, Y. & Wildemuth, B. (2007).*Qualitative analysis of content*. Thousand Oaks, CA: Sage Publications. Retrieved June 6, 2014 from http://www.slideshare.net/omermirza/content-analysis-29704682

IJOART

REFERENCES

Ainsworth et al, 2005- Elizabeth A. Ainsworth*, Alistair Rogers, Lila O. Vodkin, Achim Walter, and Ulrich Schurr, 2006; Plant Physiology. The Effects of Elevated CO2 Concentration on Soybean Gene Expression. An Analysis of Growing and Mature Leaves; United States Department of Agriculture/Agricultural Research Service Photosynthesis Research Unit (E.A.A.), Department of Plant Biology (E.A.A.), and Department of Crop Sciences (A.R., L.O.V.), University of Illinois at Urbana-Champaign, Urbana, Illinois 61801; Department of Environmental Sciences, Brookhaven National Laboratory, Upton, New York 11973–5000.

Al Samarrai & Peasgood, 1998- Al-Samarrai, S. and T. Peasgood (1998), "Educational of Societal Variables on Urban Rates of HIV Infection in Developing Countries: An Exploratory Analysis, World Bank, Washington, D.C.

Alexander, K. L., Entwisle, D. R., & Kabbani, N. (2001). The dropout process in life course perspective: Early risk factors at home and school. Teachers College Record, 103(5) p. 760-822. Available:http://www.tcrecord.org/Content.asp?ContentID=10825

Copyright © 2016 SciResPub.

ISSN 2278-7763

Allensworth, E. (2005). Graduation and dropout trends in chicago: a look at cohorts of students from 1991 through 2004. Chicago: Consortium on Chicago School Research. Retrieved October 5, 2015 from website.

Alloway T. P., Gathercole S. E., Kirkwood H., Elliott J. (2009). The cognitive and behavioral characteristics of children with low working memory. Child Dev. London, UK.

Arum, Richard, Josipa Roksa, and Michelle J. Budig, "The Romance of College Attendance," *Research in Social Stratification and Mobility*, Vol. 26 (2008).

Astone, N.M. and McLanahan, S. (1991). Family structure, parental practices and high school completion. *American Sociological Review* 56(3): 309-320.

Barri Burrus, PhD, Kimberly D. Leeks, PhD, MPH, Theresa Ann Sipe, PhD, MPH,Suzanne Dolina, MPH, Robin Soler, PhD, Randy Elder, PhD, Lisa Barrios,DrPH, Arlene Greenspan, DrPH, Dan Fishbein, MD, Mary Lou Lindegren, MD, Angeli Achrekar, MPH, Patricia Dittus, PhD, (2012) Community Preventive Services Task Force. Person-to-Person Interventions Targeted to Parents and Other Caregivers to Improve Adolescent Health A Community Guide Systematic Review. Published by Elsevier Inc. on behalf of American Journal of Preventive Medicine. USA.

Barro, S., & Kolstad, A. (1987). Who drops out of high school and beyond. Washington, DC: US Department of Education, National Center for Education Statistics

Barsaga, E.B. (1995). The holding power of the elementary education system in the Philippines. Quezon City: Innotech.

Barton, H. and Grant, M. (2006). A health map for the local human habitat. The Journal for the Royal Society for the Promotion of Health, 126 (6). pp. 252-253. ISSN 1466-4240 Available from: http://eprints.uwe.ac.uk/7863.

Bashir A, Volik S, Collins C, Bafna V, Raphael BJ(2008) Evaluation of paired-end sequencing strategies for detection of genome rearrangements in cancer. PLoS Comput Biol 4:e1000051, 10.1371/journal.pcbi.1000051.

Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., &Hawkins, J. D. (2000). Predictors of early dropout: A test of five theories. Journal of Educational Psychology, 92, 568-582.

Behrens, John,-Principles and Procedures of Exploratory Data Analysis-American Psychological Association-1997.

Berson, M. (1996). Effectiveness of computer technology in social studies: A review of the literature. Journal of Research on Computing in Education, 28(4), 486–499.

Bloom, Barbara DiCicco- and Benjamin F Crabtree; Article first published online: 28 MAR(2000).http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2006.02418.x/abstract

IJOART

ISSN 2278-7763

Borysowich, C. (2009). Checklist for designing information architecture. Toolbox for IT, retrieved from http://it.toolbox.com

Bridgeland, J. M., Dilulio, J. J., & Morison K. B. (2006). The Silent Epidemic: Perspectives of High School Dropouts. Retrieved from http://www.civicenterprises.net/pdfs/ thesilentepidemic3-06.pdf.

Bryk, Anthony S. and Yeow Meng Thum; American Educational Research Journal.Vol. 26, No. 3 (Autumn, 1989), pp. 353-383Published by: American Educational Research Association.Stable URL: http://www.jstor.org/stable/1162978

Cairns, R.B., Cairns, B.D., & Neckerman, H.J. (1989). Early school dropout: con gurations and determinants. Child Development, 60, 1437–1452

Campbell, T. W. (2011). Predictive accuracy of Static-99R and Static 2002R. Open Access Journal of Forensic Psychology, 3, 82-106.

Catalano, R. F., Hawkins, J. D., and M. W. Arthur (1995). Preventing substance abuse. In Crime and justice: Vol. 19. Building a safer society: Strategic approaches to crime prevention, edited by M. Tonry and D. Farrington, 343-427. Chicago: University of Chicago Press.

Chakravarty AK, et al. (2014) Structure, Mechanism, and Specificity of a Eukaryal tRNA Restriction Enzyme Involved in Self-Nonself Discrimination. Cell Rep 7(2):339-47. Stanford University, Stanford, CA 94305.

Chugh, Sanjay K. & Fabio Ghironi, 2011. "Optimal Fiscal Policy with Endogenous Product Variety," NBER Working Papers 17319, National Bureau of Economic Research, Inc.

Cooley, L., Thompson, D., Spradling, A.C. (1990). Constructing deletions with defined endpoints in Drosophila. Proc. Natl. Acad. Sci. U.S.A. **87()**: 3170--3173.

Cooper MD. 2005. Exploratory analyses of the effects of managerial support and feedback consequences on behavioral safety maintenance. J Organ Behav Manage. In press. Department of Applied Health Sciences, Indiana University, Bloomington, IN, USA

Creswell, J. (2007). *Qualitative inquiry and research design: choosing among five approaches*. Sage Publications. Thousand Oaks: London. Retrieved June 6, 2014 from http://community.csusm.edu/pluginfile.php/21115/mod_resource/content/1/Creswell_J.W._2007_._Designing_a_Qualitative_Study_Qualitative_inquiry_and_research_design_Choosing_among_5_approaches_2nd_ed._Thousand_Oaks_CA-_SAGE.pdf

Davis, L. J. (1997) Constructing normalcy, The Disability Studies Reader,, New York, NY: Routledge.

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

De Wet NC. 12-14 January 2010. The impact of ETB on victims' professional and private lives. EASA conference: Northwest University, Vaal Triangle Campus.

Dietz & Strasburger, 1991- Dietz WH, Strasburger VC. Children, adolescents and television. Curr Probl Pediatr. 1991;21:8–31.[PubMed]

Dowling, Michael (2007) "International credentialing, certification, and recognition in the United States", New Library World, Vol. 108 Iss: 1/2, pp.79 – 82, Emerald Group Publishing Limited. Dropout Risk Factors and Exemplary Programs: A Technical Report © 2007 National Dropout Prevention Center at Clemson University and Communities In Schools, Inc. All rights reserved

Dustmann C, van Soest A (2007) Part-time work, school success and school leaving.

Empir Econ 32(2):277–299

Education Week (2004) http://www.edweek.org/ew/issues/no-child-left-behind/2004.html

Ekstrom, P. and Meissl, H. (1986). Signal processing in a simple vertebrate photoreceptor system: the telcost pineal organ, Physiol. New York.

Elliot, D. & Voss, I.United States Delinquency and Dropout (1974).ISBM 0-6999-91934-9

Ensminger, Lamkin, & Jacobson, (1996). School leaving: A longitudinal perspective including neighbourhood effects. Child Development, 67 (5), 2400-2416.

Ensminger, M. E., & Slusarcick, A.L. (1992). Paths to high school graduation or dropout; a longitudinal study of a first-grade group. Sociology of Education.

Entwistle, Alexander, &Olson (2004) Summer Learning and Home. American Sociological Review, 57, 72-84.

Enyegue, P. (2000). Trade off between family size and education. African Notes December 2000:7-8.

Epstein, Coates, Salinas, Sanders, & Simon, (1997): School, family and commitment partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press

Ersado, I. [2005]. Child Labor and schooling decisions in urban and rural areas: Comparative evidence from Nepal, Peru and Zimbabwe World Development.

Finn, F. (1993. School engagement and students at risk. Report for National Center for Educational Statisctics.

Gayagay, P. (2010): A map of the poblacion of Sagada, Mountain Province. Large-scale (I:1,200) manuscript map of settlements and pond-field terraces, Sagada, Mountain Province, Philippines.

Gibaldi, J., MLA Handbook for Writers of Research Papers, 4th ed. NY: MLA, 1995

Gleason, P. & Dynarski, M. (2002). Do we know whom to serve? Issues in using risk factors to identify dropouts. Journal of Education for Students Placed at Risk, 7, 25–41.

IJOART

ISSN 2278-7763

Goldschmidt, P, & Wang, J. (1999). When can schools affect dropout behavior? A longitudinal multilevel analysis. American Educational Research Journal

Goodman, L.A. (1961). "Snowball sampling". Annals of Mathematical Statistics **32** (1): 148–170. *doi*:*10.1214/aoms/1177705148*.

Grant, Monica and Hallman, Kelly (2006). Pregnancy-related School Dropout and Prior School Performance in South Africa. One Dag Hammarskjold Plaza New York, New York 10017 USA www.popcouncil.org pubinfo@popcouncil.org

Hancock M, Herbert RD, Maher CG. A guide to interpretation of studies investigating subgroups of responders to physical therapy interventions. *Phys Ther*. 2009;**89**:698–704.

Hellerstein, Joseph (27 February 2008). "Quantitative Data Cleaning for Large Databases" (PDF). *EECS Computer Science Division*: 3. Retrieved 26 October 2013.

Ingels, S.J., Curtin, T.R., Kaufman, P., Alt, M.N., and Chen, X. (2002). Coming of Age in the 1990s: The Eighth-Grade Class of 1988 12 Years Later. (NCES 2002–321). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Janosz, Michel; Le Blanc, Marc; Boulerice, Bernard; Tremblay, Richard E. Journal of Educational Psychology, Vol 92(1), Mar 2000, 171-190. http://dx.doi.org/10.1037/0022-0663.92.1.171

Jensen, E. (2013). *Tools for engagement*. Thousand Oaks, CA: Corwin Press.

Jimerson, S., B. Egeland, L.A. Sroufe, and B.Carlson, 2000 “A Prospective Longitudinal Study of High-School Dropouts, Examining Multiple Predictors Across Development.” Journal of School Psychology 38, 525-549.

Johnson, Cohen, Smailes Johnson JG, Cohen P, Smailes EM, Kasen S, Brook JS. Television viewing and aggressive behaviour during adolescence and adulthood. Science. 2002;295:2468–71. [PubMed]

Jordan, N. C., Huttenlocher, J., & Levine, S. C. (1994). Assessing early arithmetic abilities: Effects of verbal and nonverbal response types on the calculation performance of middle- and low-income children. Learning and Individual Differences, 6(4), 413 – 432.

Kalmjin, M., & Kraaykamp, G. (2003). Dropout and Downward Mobility in the Educational Career: An Event-History Analysis of Ethnic Schooling Differences in the Netherlands. Educational Research and Evaluation. Netherlands.

Kasen, S., & Brook, J. S., (2002). Psychiatric disorders associated with risk for the development of eating disorders during adolescence and early adulthood. Journal of Consulting and Clinical Psychology, 70, 1119-1128.

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

Kessler-Sklar, S. L., & Baker, A. (2000). School district parent involvement policies and programs. The Elementary School Journal, 101(1), 101-118. EJ615438.

Krohn MD1, Lizotte AJ, Perez CM (1997). The interrelationship between substance use and precocious transitions to adult statuses [Pubmed].http://www.ncbi.nlm.nih.gov/pubmed/9097510

Kvale, S., & Brinkmann, S. (2008). InterViews: Learning the craft of qualitative research interviewing (2nd ed.). Thousand Oaks, CA: Sage.

Lam, D. H., Hayward, P., Watkins, E. R., *et al* **(**2005**)** Relapse prevention in patients with bipolar disorder: cognitive therapy outcome after 2 years. *American Journal of Psychiatry*, 162, 324– 329.

Lamdin, D. J. (1998). Evidence of student attendance as an independent variable in education production functions. *The Journal of Educational Research*, *89*(3), 155–162.

Lan, W. & R. Lanthier. Changes in students' academic performance and perceptions of school and self before dropping out of schools. Journal of Education for Students Placed at Risk, 8 (3) (2003), pp. 309–332

Lee, S. (1994). Family-school connections and students' education: Continuity and change of family involvement from the middle grades to high school. Baltimore: Ph.D. Dissertation, Department of Sociology, Johns Hopkins University.

Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). *Essential tools: Increasing rates of school completion: Moving from policy and research to practice: A manual for policymakers, administrators, and educators*. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition. Retrieved from http://www.ncset.org/publications/essentialtools/dropout/default.asp

Lobo, R., McManus, A., Brown, G., Hildebrand, J. & Maycock B. (2010) Evaluating peer-based youth programs: barriers and enablers. Evaluation Journal of Australasia, 10,(1),36-43.

Locke, J., Ishijima, E., Kasari, C., & London, N. (2010). Loneliness, friendship quality, and the social networks of adolescents with high-functioning autism in an inclusive school setting. *Journal of Research in Special Educational Needs.*

Mack, N. et al. 2005. *Qualitative research methods: a data collector's field guide.* NC: Family Health International. 120p. ISBN: 0939704986

Maree, K. & Van der Westhuizen, C. 2007.Planning a research proposal.In *First steps in research*, ed. K Maree, 23-45. Pretoria: Van Schaik.

Marks, G.N. & Fleming, N. (1999). Influences and consequences of wellbeing among Australian young people: 1980-1985. Social Indicators Research, 46, 301ñ23.

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

Masalta, Stephanie S.Mauring, Michelle C., (2009). The Cause of Drop Out Students Among the Junior Students of Pacita Complex National High School for the School Year 2008; San Pedro, Laguna, Philippines.

Maton, K. & Moore, R. (eds) (2010) Social Realism, Knowledge and the Sociology of Education: Coalitions of the mind. London, Continuum. Now available in paperback and Kindle.

McNeal, R. B. (1999). Parental involvement as social capital: Differential effectiveness on science achievement, truancy, and dropping out. Social Forces, 78, 117-144.

Mensch Barbara S, Kandel Denise B. Underreporting of Substance Use in a National Longitudinal Youth Cohort. Public Opinion Quarterly. 1988;52:100–24.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Morgan, David L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc. pp. 816–817. ISBN 9781412941631.

Morse, J. M., Barrett, M., Mayan M., Olson, K., and Spiers, J., 2004, Verification Strategies for Establishing Reliability and Validity in Qualitative Research: International Journal of Qualitative Methods.

Murray, J., Campbell, A., Hextall, I., Hulme, M., Jones, M., Mahony, P. Menter, I., Procter, R. and Wall, K. (2009) 'Research and teacher education in the UK: building capacity', Teaching and Teacher Education

Namey E., Guest G., Thairu L., Johnson L. Handbook for Team-Based Qualitative Research. Altamira Press; 2007. Data reduction techniques for large qualitative data sets. pp. 137–161.

Oghuvbu, E. (2008). Absenteeism and lateness among secondary school students in Nigeria: profiling causes and solution. Academic Leadership, 6 (3). Retrieved from http://www.academicleadership.org/259/absebteeism-and-lateness-among-secondary-school-students-in-nigeriaprofiling-causes-and-solution/.

O'Neil, Cathy and, Schutt, Rachel (2014). *Doing Data Science*. O'Reilly.*ISBN 978-1-449-35865-5*.

Penner JL, and McClement S. (2008) Jun 30. Using phenomenology to examine the experiences of family caregivers of patients with advanced head and neck cancer: Reflections of a novice researcher. *International Journal of Qualitative Methods* [Online]7(2).Available:http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1344

Phelan, Colin and Wren, Julie UNI Office of Academic Assessment (2005). EXPLORING RELIABILITY IN ACADEMIC ASSESSMENT. https://www.uni.edu/chfasoa/reliabilityandvalidity.htm

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

Pittman, R., and P. Haughwout. “Influence of High School Size on Dropout Rate. Educational Evaluation and Policy Analysis 9 (1987). University of Illinois, Chicago, USA.

Pong, S. and Ju, D. (2000). The effects of change in family structure and income on dropping out of middle and high School. Journal of Family Issues 21(2): 147-169. WEBLINK doi:10.1177/019251300021002001

Ramsey, C.J. (2010). *Teacher's experiences with student bullying in five rural middle schools.*Unpublished dissertation, Western Carolina University, Cullowhee, NC. Retrieved October 15, 2014 from http:www.ramseycasestudyonstudentbullying.pdf

Randall J. Olsen and George Farkas. (1989). "Endogenous Covariates in Duration Models and the Effect of Adolescent Child-Birth on Schooling." Journal of Human Resources 1989, XXIV, No. 1 (Winter):39-53.

Renzulli, J. S., & Park, S. (2002). *Giftedness and high school dropouts: Personal, family, and school-related factors* (RM02168). Storrs: University of Connecticut, The National Research Center on the Gifted and Talented.

Roderick, M. (1994). Grade retention and school dropout: Investigating the association. American Education Research Journal, 31, 729–759.

Rosenthal, A. (1998). The decline of representative democracy. Washington, DC: CQ Press.

Rumberger, R. W. (1995) Dropping out of middle school: A multilevel analysis of students and schools. American Educational Research Journal, 32 (3), 583-625.

Rumberger, R.W. & Larson, K.A. (1998, November). Student mobility and the increased risk of high school dropout. American Journal of Education, 107, 1-35.

Sanders, M. G., Epstein, J. L., & Connors-Tadros, L. (1999). *Family partnerships with high schools: The parents' perspective* (CRESPAR Report 32). Baltimore, MD: Johns Hopkins University. ED428148.http://www.csos.jhu.edu/crespar/techReports/Report32.pdf

Schargel, F., & Smink, J. (2001). Strategies to help solve our school dropout problem. Larchmont, NY: Eye on Education.

Shuger, L. (2012). *Teen Pregnancy and High School Dropout: What Communities Can Do to Address These Issues*. Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy.

Sinkovics, Rudolf R., Penz, Elfriede, & Ghauri, Pervez N. (2008). Enhancing the trustworthiness of qualitative research in international business. Management International Review, 48(6), 689-714.

Speziale, H. J. S., & Carpenter, D. R. (2007).*Qualitative research in nursing: Advancing the humanistic imperative* (4th ed.). Philadelphia: Lippincott Williams & Wilkins. Retrieved January 3, 2014 from http://www.amazon.com/Qualitative-Research-Nursing-Humanistic-Imperative/dp/0781796008

IJOART

Copyright © 2016 SciResPub.

ISSN 2278-7763

Spilt JL, Hughes JN, Wu JY, and Kwok OM. 2012a. Dynamics of teacher-student relationships: stability and change across elementary school and the influence on children's academic success. Child Dev. 83(4):1180-95. - See more at: http://www.parentingscience.com/studentteacherrelationships.html#sthash.2Zy3hqFW.dpuf

Starks and Trinidad, 2007- Starks, H. and Trinidad, Susan (2007). Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. Qualitative Health Research Volume 17 Number 10 December 2007 1372-1380 © 2007 Sage Publications 10.1177/1049732307307031 http://qhr.sagepub.com hosted at http://online.sagepub.com

Steinberg, Laurence, Patricia Lin Blinde, and Kenyon S. Chan. 1984. Dropping out among language minority youth. Review of Educational Research.

Stephen Few-Perceptual Edge-Selecting the Right Graph For Your Message-September 2004

Strauss, A. & Corbin, J. (2008). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (3rd ed.). Thousand Oaks, CA: Sage

Suter, N. (2012). *Introduction to educational research: a critical thinking approach*, 2nd Ed. Sage Publications, Inc. Retrieved June 4, 2014 from http://www.sagepub.com/books/Book235696/toc

Swanson, C.B., & Scheider, B. (1999). Students on the move: Residential and educational mobility in America's schools. Sociology of Education, 72, 54-67.

Taylor, B. & Francis, K. (2012).*Qualitative research in the health sciences: methodologies, methods and processes*. Routledge: New York. Retrieved February 5, 2014 from http://www.amazon.com/Qualitative-Research-Health-Sciences-Methodologies/dp/0415682614.

Taylor, S. (2012*). Workplace bullying in higher education: faculty experiences and responses.*Unpublisheddoctoral dissertation, University of Minnesota. Retrieved December 22, 2013 fromhttps://conservancy.umn.edu/handle/11299/127285

Teachman, Jay, Kathleen Paasch, and Karen Carver. 1996. "Social Capital and Dropping Out of School Early." Journal of Marriage and the Family 58: 773- 783.

Tucker, Kristine (2016). What Are Problems That Cause Students to Drop Out of School? Pregnancy and Parenthood. Hearst Seattle Media, LLC.

Tufford, L and Newman, P. 2010. 'Bracketing in Qualitative Research', *Qualitative Social Work,* 11(1), pp. 80-96.

Tyler, K., N. Smith, D. D., Pion, G., SkowC., Yzquierdo, Z., Brown, J. & Givner, C. (2005). IRIS challenge-based course enhancements. New Horizons for Learning Online Journal, 11(3).

UNESCO IBE (2008). Inclusive education: The way of the future. Conclusions and recommendations of the 48th session of the International Conference on Education (ICE), Geneva, 25–28 November 2008. http://www.ibe.unesco.org/en/ice/48th-session-2008/conclusions-and-recommendations.html.

IJOART

ISSN 2278-7763

Wagner UG, Werber, M.M., Beck, Y., Hartman, J.R., Frolow, F., & Sussman, J.L (1993) Comparison of the crystal structures of genetically engineered human manganese superoxide dismutase and manganese superoxide dismutase from Thermus thermophilus: differences in dimer-dimer interaction. Protein Sci 2(5):814-25.

Wehlage, G. G. (1987). At-risk students and the need for high school reform. In W. T. Denton (Ed.), Dropouts, pushouts and other casualties (pp.211-221). Bloomington, IN: Phi Delta Kappa.

Willis, J. (2011). *Foundations of qualitative research: interpretive and critical approaches*.Thousand Oaks: Sage Publications.Retrieved February 20, 2014 from www.sagepub.com/textbooks/Book228788

Wotherspoon T 2004. The Sociology of Education in Canada: Critical Perspectives. Toronto: Oxford University Press

Woititz, Janet G. "The 13 Characteristics of Adult Children," The Awareness Center. Accessed November 2010.

Wright JC, Huston A. Effects of educational television viewing of lower income preschoolers on academic skills, school readiness and school adjustment one to three years later. Lawrence, KS: University of Kansas; 1995

Zhang, Y. & Wildemuth, B. (2007).*Qualitative analysis of content*. Thousand Oaks, CA: Sage Publications. Retrieved June 6, 2014 from http://www.slideshare.net/omermirza/content-analysis-29704682

IJOART

Copyright © 2016 SciResPub.